

Scientific Approach Design in PAI Learning in Building Student's Character

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ABSTRAK

Pendekatan saintifik merupakan pendekatan ilmiah. Pendekatan saintifik dalam dalam pembelajaran PAI di MI As Shofa Jember melatih karakter kritis siswa untuk berfikir dan mencari solusi terhadap masalah, jujur berpendapat, kreatif dan inovatif. Adapun masalah dalam penelitian ini adalah penerapan pendekatan saintifik dalam pembelajaran PAI dan character building yang hendak dicapai dalam pembelajaran. Tujuannya mewujudkan character building siswa-siswa MI. Penelitian ini menggunakan pendekatan kualitatif, subyek penelitian terdiri dari guru PAI, kepala sekolah, waka kurikulum dan siswa. Instrumen yang digunakan observasi pembelajaran PAI dan karakter, wawancara terkait pembelajaran dan character building; dokumentasi berupa RPP dan kegiatan pembelajaran. Hasilnya adalah guru menerapkan gambar dan media alam lingkungan sekolah. Proses penerapannya menggunakan 5M (mengamati, menanya, mencoba, menalar dan mempresentasikan). Kegiatan pembelajaran 5 M dalam pembelajaran PAI berdampak pada character building siswa diantaranya: a) Siswa memiliki motivasi yang tinggi untuk belajar; b) Siswa menjadi aktif; c) Siswa mampu mengimplementasikan dalam kehidupan sehari-hari dari apa yang dilihat dan didiskusikan; d) Siswa menjadi rajin dan disiplin; dan e) Terwujud perubahan perilaku siswa (sopan santun, menghargai, menghormati dan peningkatan spiritual).

Kata kunci: Pendekatan saintifik, Character Building, Pembelajaran PAI

ABSTRACT

A scientific approach is a scientific approach. The scientific approach to teaching PAI at MI As Shofa Jember trains students' critical character to think and find solutions to problems, be honest, be creative, and be innovative. The problem in this study is the application of a scientific approach in learning PAI and the character building to be achieved in learning. The goal is to realize the character building of MI students. This study used a qualitative approach, the research subjects consisted of Islamic Religious Education teachers, school principals, vice curricula, and students. The instruments used were the observation of PAI and character learning, interviews related to learning and character building; documentation in the form of lesson plans and learning activities. The result is that the teacher applies pictures and media in the school environment. The implementation process uses 5M (observing, asking, trying, reasoning, and presenting). The 5 M learning activities in PAI learning have an impact on student character building including a) Students have high motivation to learn; b) Students become active; c) Students are able to implement in everyday life from what is seen and discussed; d) Students become diligent and disciplined; and e) Realized changes in student behavior (politeness, respect, respect, and spiritual improvement).

Keywords: Scientific approach, Character Building, PAI Learning

A. INTRODUCTION

Learning Islamic Religious Education (PAI) in schools has a variety of approaches. Learning has meaning as a planned combination including facilities, equipment, human elements, and procedures as supporting factors to achieve learning objectives. (Oemar, 2019). According to Muhaimin, the word learning Islamic Religious Education has a meaning: as an effort so that students are encouraged to learn, they need and want to learn and even become interested in learning Islam in more depth, both from the aspect of worship, interacting and even studying religion to increase knowledge.

Based on this theory, PAI learning carried out by teachers in schools is an effort to make students able to learn, motivated to learn, willing to learn, and interested in continuously learning what is actualized in the Islamic religious curriculum as a whole student need which results in several changes that relatively fixed in one's behavior both in cognitive, affective and psychomotor. As also expressed by Nursyamsiyah, the learning of Islamic religious education includes 3 aspects: affective, cognitive, and psychomotor aspects (Nursyamsiyah, 2022).

Basically, learning has an orientation to all activities and has an impact on learning effectiveness, learning is part of the educator's efforts so that learning events occur between teachers and students (Rahman Saleh, 2008). In essence, learning Islamic religious education leads to efforts to provide Islamic education along with Islamic values so that it is implemented in attitudes and daily behavior. Islamic Education and Islamic Religious Education are synonymous terms with the aim of educating and guiding the people so that the goals of life in this world and the hereafter are achieved. In the Al-Qur'an letter At Tahrir verse 6 it is stated which means:

you who believe, protect yourselves and your families from the fires of hell whose fuel is humans and stones; guardians of angels who are rough, hard, and do not disobey Allah in what He commands them and always do what is commanded.

In the process of Islamic religious education, the approach has a very important position to achieve the goal. The approach is very important in transferring knowledge and subject matter to students. Educators are said to be unprofessional if in their delivery they have not mastered the material and do not understand the abilities and conditions of the students. As an Islamic Religion educator, it is the responsibility of knowing the approaches to learning to adapt to the needs of students and the times.

One of the 21st-century approaches which is entrusted by the K-13 curriculum is a scientific approach. The scientific approach is called the scientific approach or is called the scientific approach, an approach with regard to scientific theory (Akhmadi, 2015).

In the PAI learning process in madrasas, it is hoped that in the implementation of learning to avoid non-scientific attitudes such as prejudice, and trial and error findings, as long as thinking fiber is based on intuition. Therefore, the scientific approach is a solution to overcome non-scientific problems by developing competence in making observations and building knowledge of the objects seen. This activity requires thinking skills and makes students creative and innovative and able to work. (Akhmadi, 2015).

This approach is very appropriate to be applied in PAI learning because it is a learning that contains Islamic values to form student character building. So far, it is often found in the field that subjects stand alone and have no connection with other subjects. One example is the study of science and religion. As explained by Nursyamsiyah, to increase the faith and Islam of students, guidance from teachers is needed as role models who are able to instill Islamic values through contextualized learning with educational, religious, and ethical verses. (Nursyamsiyah et al., 2022).

The approach is the right way that needs to be adjusted to the material presented by the teacher, with the aim of achieving learning objectives and realizing student character building. So far, MI As Shofa Jubung teachers have invited students to carry out learning using media including: pictures, story telling and seeing nature, the environment and people's behavior directly. The application of media is directly introduced to students to see the reality around them, for example: the behavior of junior high school, high school and Islamic boarding school children who are in the As-Shofa foundation and see the behavior of children who are outside of school. They were asked to convey what they saw and describe the truth, then they were invited to provide an assessment of the attitude they saw. And finally concludes related to commendable and despicable character or morals. In addition, students are invited to see the foundation's goat pen, and are invited to feed it. This trains children to have an attitude of love, responsibility and independence.

The scientific approach is very important to be applied to MI students, considering that they are still at the basic education level to train them to hone critical, scientific, and active thinking. As from the results of previous studies including 1) Asnil Aidah Ritonga's research on: "Scientific Approach to Learning Religious Education in Integrated Islamic Elementary Schools. The results of this study lead to the process of implementing a scientific approach which has problems where students only focus on the questioning aspect. So this

approach has not been implemented effectively (Ritonga, 2017); 2) research conducted by Sulastris with the title: "Implementation of a scientific approach in learning PAI at SMP Negeri 2 and SMP Negeri 5 Bandung (Sulastris, 2018); The results of this study indicate that the learning process uses student-centered besides that this research is focused on the preparation of lesson plans and implementation in PAI learning. Implementation of a scientific approach in an interactive form between teachers and students. 3). Research conducted by Mardiah Baginda regarding: "Implementation of a scientific approach in learning PAI". The results of this study explained that this research seeks to explain scientific concepts, scientific learning steps that are implemented in learning the Qur'an to recognize hijaiyah letters, after getting to know them, they begin to try to string these letters into a sentence (Your Majesty, 2021). These three studies have similarities in PAI learning that applies a scientific approach using 5 steps. However, the difference is that the scientific approach in this study is more focused on the implementation process and the use of media images, the natural surroundings by utilizing the school environment and this learning has the aim of building the character building of MI As Shofa students. So this research is focused on learning PAI by applying a scientific approach in realizing student classroom building.

B. METHOD

The approach taken in Islamic education learning design research is by applying a scientific approach that uses a qualitative approach because the researcher is the main instrument, has a natural background, research is descriptive, emphasizes process rather than results, there are limitations to the problems found and data analysis tends to be inductive. (Moleong, 2015). The qualitative research design has a natural design, namely the researcher enters and deals directly with the object of research and the results are natural. (Miles, Mettew B., Huberman, 2014). The researchers dealt directly with Islamic Religious Education teachers, curricula deputy heads, and Mi As Shofa students to gather information related to scientific learning and the process of building character building in PAI learning using scientific applications. The method of collecting data uses direct interviews with teachers, vice curricula, and students. Observations were made regarding the process of implementing scientific learning in PAI learning and student behavior. Documentation is taken from written sources in madrasas (Suharsimi, 2009), seen from student learning outcomes through daily scores and tests. Methods of data analysis in this study through stages: (1) data reduction, (2) data presentation, and (3) drawing conclusions. Data analysis

involves organizing data, sorting it into certain units, synthesizing data patterns, tracking patterns, discovering important and learned things, and determining what to convey to others (Cresswell, 1998). Checking the wetness of the data that has been described by researchers through (a) triangulation, (b) observation persistence, and (c) peer checking. (Moleong, 2015).

C. RESULTS AND DISCUSSION

1. Learning Islamic Religious Education with a Scientific Approach

The scientific approach is an approach that is inherent in the K-13 curriculum. Scientific is done scientifically and is called a scientific approach. (Akhmadi, 2015). The scientific approach is attached to the characteristics of teachers in teaching in the classroom by applying scientific learning and is part of the pedagogical approach. (Salim). Basically the scientific approach has a very clear foundation, the first is in the Al-Qur'an letter An-nahl 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ

It means:

And Allah brought you out of the wombs of your mothers knowing nothing, and He gave you hearing, sight and hearts, that you might be grateful.

The verse is in line with the scientific approach, all students in learning are required to maximize all their potential that has been bestowed by Allah in sight, heart and hearing. These three elements are the main factors for critical thinking in making observations and so on. Therefore, this letter An-Nahl 78 serves as an ideological basis in a scientific approach. In addition to the basis of the Qur'an, the hadith of the Prophet also supports a scientific approach as a second basis, namely:

كفى بالمرء كاذبا أن يحدث بكل ما سمع

Meaning: "It is enough for someone to be said to be lying if he tells everything he hears".

In this hadith, it is explained and recommended to all humans to always be objective and factual in accordance with the original and factual conditions. It is forbidden to make up things that are not in accordance with the facts. As the basis for a scientific approach, students are expected to be able to think scientifically, in accordance with the objects seen

plus adding according to the others. Third, the foundation of learning theory inventors such as: Piaget, Vygotsky, and Bruner's learning theory.

Madrassa MI As Shofa Private is a school that continues to make improvements in learning to meet the needs of the community. Based on the results of the interview with Aisyiyah as the deputy head of the curriculum explained that "PAI learning at MI As Shofa includes Aqidah, morals, history applying a scientific approach. He explained that scientific learning has very clear learning stages starting from the process of observing, finding problems, analyzing, expressing and describing. As expressed by Kurniasih and Sani said the scientific approach is a learning design that encourages active students to construct conceptual and results from student observations. (Kurniasih, 2014). Scientific learning at MI As Shofa has begun to be actively applied to children in grades 4, 5 and 6. Because they have fluent reading skills besides that knowledge begins to build from the various knowledge they have learned.

Scientific learning requires MI students to think scientifically, as expressed by Akhmadi, the scientific approach is a scientific approach and is carried out scientifically. (Akhmadi, 2015). In scientific learning, PAI teachers at Mi As Shofa use media in learning in the form of pictures, direct media, and storytelling, requiring students to observe and describe in real terms what they see. PAI teacher as mediator, mentor, and motivator in learning PAI. Teachers tend to be passive and students are more active in learning. The teacher facilitates by providing references as student read in hard copy form to motivate discussions and strengthen findings from media observations delivered by PAI teachers. Learning at MI As Shofa is designed in such a way that students are required to find other concepts and principles through the 5 M stages, namely observing, formulating problems, asking questions, analyzing and concluding. (Hosnan, 2014).

The stages of PAI learning implemented by MI As Shofa's teacher go through several stages including: 1) student-centered learning, students are required to be active in making observations on objects prepared by the teacher either in the form of pictures or objects directly; 2) Learning involves cognitive to produce the maximum from the results of observations; 3) Train to communicate scientifically from what is seen, analyzed and conveyed according to observations; 4) develop and build character building. These stages are in line with what Kurniasih conveyed that these stages are characteristics of learning by applying the scientific method including:

1. Student-centered learning, students learn according to their own needs.

2. Learning by involving science, when students construct concepts and principles, the skills possessed by students in learning Islam adjust to the level of student abilities.
3. Cognitive-centered learning to stimulate students' critical thinking and have an impact on the ability to think at a high level.
4. Developing student character through habituation in memorizing short letters in PAI learning is considered very important. (Kurniasih, 2014). Daryanto said scientific learning has the characteristics of increasing intellectual abilities, forming student competence, creating learning, obtaining high learning outcomes, training students to be more active and skilled in writing articles and building student character (Daryanto, 2014).(Daryanto, 2014).

In the educational process there are three competencies to be achieved including knowledge (cognitive), skills (psychomotor) and scientific attitude (affective). The learning process carried out by the teacher in the classroom must be realistic and able to be implemented in everyday life. (Akhmadi, 2015). Meanwhile, according to Sulastri, innovative skills include observing, asking questions, gathering information, reasoning from the information obtained and finally being able to communicate or convey it to others. (Sulastri, 2015).

Based on findings in the field, the PAI learning process applies a scientific approach using several media including:

a. image media

Teachers of Islamic religious education subjects at MI As Shofa vary in the application of scientific learning. There are several ways to do this, first the teacher prepares material in the form of pictures only and divides students into groups to make observations of the pictures. Students are asked to carry out scientific stages from observing to presenting the results of observations and concluding.

b. School environment media, PAI teachers prepare direct media by means of students learning outside the classroom and giving assignments to make observations according to the learning sub-themes. Model These two ways of learning are often carried out at the MI As Shofa school. This learning model encourages students' enthusiasm for learning. Students are more creative because teachers always innovate in learning. This learning model is always demanded by the 2013 curriculum.

c. story telling

PAI teachers prepare stories related to the history of the Prophet and his companions to introduce behavior and examples that should be exemplary and imitated by children. The goal is for them to know and be able to implement the lessons from these stories in everyday life. For students at the MI school level, this media is very well suited to be applied in PAI learning.

These three media are often used by PAI teachers at MI As Shofa. Basically, from the results of the researchers' interviews with PAI teachers, planning for the use of other media is highly expected, such as film media, audio and others. Due to limited facilities and infrastructure, teachers only apply these three media. However, PAI learning with a scientific approach is considered effective and able to change students' attitudes.

2. The process of realizing Student Character Building in PAI Learning through a Scientific Approach

Learning Islamic Religious Education (PAI) at the MI As Shofa madrasah has objectives including to educate and build character (Character Building). One of the solutions to build character building is by applying a scientific approach to Islamic education learning. As stated by Hosnan, that a scientific approach can touch the niches of student attitudes. (Hosnan, 2016). However, based on the results of interviews with researchers with PAI teachers, the scientific approach in learning is sometimes difficult to apply to grades 1, 2 and 3. But in grade 4 this approach has an influence on students, both in critical thinking, building theoretical concepts, students become active and learning motivation is seen in individual children. In developing three aspects of education, namely affective, psychomotor and cognitive aspects, character learning and PAI have a role in realizing national education goals. The attitude of religiosity of students is closely related to the purpose of education in instilling faith and noble character. Religion is a source of spiritual, social, ethical and moral values in the formation of students' character. (Jalaluddin, 2011).

The PAI learning process at MI As Shofa has touched on three aspects, namely knowledge, attitudes and skills. In applying learning with a scientific approach the teachers have the goal of building student character building and to improve student learning outcomes in PAI learning. The results obtained are that there is a balance and improvement between abilities from aspects of soft skills as well as knowledge, skills and attitudes competencies. (Ministry of Education and Culture, 2013). If we analyze the 2013 curriculum, learning emphasizes modern pedagogic aspects by applying a scientific

approach. The scientific approach is called the scientific approach called the 5 M (observing, asking, trying, processing, presenting, concluding, and creating for all subjects). (L. Aprilia, 2014).

The process of building character with a scientific approach in PAI learning applies the following 5 stages:

- a. Observing, namely before the observation process the teacher prepares learning media both with pictures, direct media (nature, people and the environment) and story telling. One example that has been done by PAI teachers in moral lessons with the theme of praiseworthy and despicable morals is that students are asked to observe media images scientifically so that learning has meaning. In the process of observing pictures, students are able to tell directly from the object they see and are able to distinguish between commendable and despicable morals. Learners are able to provide explanations in accordance with basic competencies (KD) and indicators in learning, actually any subject can be combined with the available media. (Ibnu Badar at-Taubany, Trianto dan Suseno, 2017).
- b. Asking, is a follow-up process from the results of students' observations of media images. The teacher asks students to compose questions related to the media images being observed or vice versa the teacher gives questions to students and students respond to questions from the teacher. It is in this process that the teacher really guides, guides and motivates students. In the process of students giving answers, the teacher acts as a mediation and encourages students to listen well. The teacher's questions are intended to obtain verbal responses.(Undang-Undang Sistem Pendidikan Nasional, 2003).
- c. Reasoning, teachers and students as active actors in the 2013 curriculum. The purpose of this reasoning is scientific reasoning, although sometimes non-scientific reasoning is always not useful. It is often found that at the MI level, all scientific reasoning has not been fulfilled, because they are in the learning process. However, there are some students who are classified as scientific, such as grade 4 students named Faiz, Adib and Ahmad who are critical in reasoning activities in the media, drawing on the theme of praiseworthy and despicable morals. In English reasoning is called associating which refers to association learning theory which means the ability to group various ideas and associate various events and then put them into memory fragments in the

brain and experiences stored in brain memory interact with previous experiences (association). (Ibnu Badar at-Taubany, Trianto dan Suseno, 2017).

- d. Trying, part of the skill process in developing knowledge that is seen by students from the media displayed by the teacher using the scientific method in solving problems. Students are asked to conduct experiments as evidence of authentic learning. Trying what is meant in this activity is being able to develop from various aspects both cognitive, affective and psychomotor. The PAI learning sub-theme provided by the teacher through picture media, after making observations, asking questions, and reasoning the first time the students were asked by the teacher to make observations of the media provided, then in the observation process they were asked to record things that happened, followed by carry out an analysis of the data obtained and conclude from the results of the experiment, the last is that students compile reports and communicate the results of the experiment. (Rusman, 2017).
- e. Communicating by forming a network consists of three steps, namely: concluding, presenting and communicating. Concluding can be done individually or in groups and even usually done together with PAI tutors. Presenting in the form of written reports both individually and in groups. Communicating the results of work that has been prepared with groups and individuals. In the process of communicating this, the teacher can provide clarifications or suggestions for improvement so that students know exactly whether what has been done is correct or there is something that needs to be fixed. Communicating activities can be directed as confirmation activities. (Fauziah et al., 2013).

Learning with a scientific approach is a learning process designed so that students are able to actively construct concepts, principles and laws by applying the 5 M as stages in a scientific approach. The legal principles referred to in this study are the final results found from the process of scientific learning activities. This scientific approach seeks to introduce students to understanding material scientifically using a scientific approach, because information can be obtained from anywhere, at any time and not based on information obtained from the same teacher. Therefore, this learning is expected to be able to encourage students to find out from various sources through a real observation process, not just being told. (Kemendikbud, 2013).

From the findings in the field, the steps of the 5 M scientific approach that were applied were able to provide changes in attitudes and student learning outcomes at MI As Shofa Jubung, including:

1. Students have high motivation to learn PAI

Since the implementation of PAI learning with a scientific approach, PAI students are motivated and have a passion for learning PAI. Based on the results of interviews with students they said that with scientific learning there are new things in every lesson. Sometimes the teacher uses the media and sometimes the teacher invites learning outside the classroom. This is what triggers students to be motivated to learn because it has different nuances and is fun.

2. Students become active in learning PAI

In PAI learning, usually after viewing the media, students are asked to compose questions related to the media seen. Then students were asked to describe what they saw. This has an impact on changing students from passive to active. In addition to changing the mentality of students to be brave to appear and pose arguments and questions.

3. Students are able to implement what is seen and discussed in everyday life both within the school environment and outside the school environment. This can be seen in changes in student behavior in disposing of trash, being polite in behaving, respecting teachers and seniors and so on.

4. Students become diligent and disciplined. The impact of understanding learning with a scientific approach turned out to be able to change the attitude of students from being lazy to being diligent, and those who were often late for school eventually changed to being disciplined and on time. Because in scientific learning, students are able to understand the media conveyed by the teacher, then students are able to practice behavior. This is different from the lecture method, where students are often less active in class and sometimes not implemented in their daily activities.

5. Realized changes in student behavior (politeness, respect, respect and spiritual improvement). The impact of learning PAI by applying a scientific approach turns out to be able to change students for the better. This is because students understand what they see and are able to practice it. It's different from the lecture method, students only hear and know, they don't necessarily understand and want to practice. However, with a scientific approach, students are more responsible for what they learn by practicing it in everyday life.

D. CONCLUSION

PAI learning with a scientific approach at MI As Shofa uses several learning media including: image media, school environment media (Nature, People and the environment). The development of media in scientific learning is highly expected by the MI As Shofa Institute. This is an obstacle in learning because of the limited educational facilities and infrastructure owned by MI As Shofa. The process of realizing student character building is by applying the 5 M, namely observing, asking, trying, reasoning and presenting. The 5 M learning activities in PAI learning have an impact on student character building including: a) Students have high motivation to learn PAI; b) Students become active in learning PAI; c) Students are able to implement what is seen and discussed in everyday life both within the school environment and outside the school environment; d) Students become diligent and disciplined; and e) Realized changes in student behavior (politeness, respect, respect and spiritual improvement). The scientific approach is able to change student behavior to be more responsible, appreciative, respectful and able to practice it in everyday life.

SUGGESTION

This research needs to be followed up with the application of other media according to school facilities and infrastructure. The development of lesson plans that apply a scientific approach is considered very important that needs to be done by MI As Shofa teachers to achieve learning objectives. Obstacles faced by schools, not all subjects apply a scientific approach, so that it becomes an obstacle to building a critical, active and scientific attitude in students.

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