



Determination of Methods and Effectiveness of Using Various Learning Methods

¹ Muhammad Yusuf, ² Faridah Faridah

¹ Sekolah Tinggi Agama Islam (STAI) DDI Makassar

² Intitut Agama Islam Muhammadiyah Sinjai

¹Email: yusufburhan8588@gmail.com

Email: andifaridah81@gmail.com

*Corresponding Author : yusufburhan8588@gmail.com

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ABSTRACT

This paper aims to determine the meaning, objectives and principles of learning, analyze the determination of methods in learning and analyze the effectiveness of the use of various learning methods. This research uses literature review. As for the results of the researchers' search related to methods in learning that the learning method is a systematic and orderly process carried out by teachers or educators in conveying material to their students. The purpose of learning is how to build scientific ideas after students interact with the environment, events, and information around them. The teacher must also choose the right method so that learning becomes active, innovative, creative, effective and fun so that learning must have certain principles. In determining the learning method, the teacher needs to know the condition of the class, students, learning media and financing so that learning can run smoothly. There are many kinds of methods that can be used in learning including discussions, lectures, demonstrations, experiments, assignments, simulations, dramas and field trips. From this research, it is hoped that it can be a reference for teachers and lecturers in carrying out learning.

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INTRODUCTION

In the educational process, the method has an important role for the success of achieving educational goals. Methods that are varied, interesting, and in accordance with the material to be delivered are one of the determinants of success in the educational process, so there are many emerging and developing methods of education in the world of education.

Learning is an activity that must be done. In order to reach a bright future, prepare the next nation's generation and use it for the nation. The purpose of learning is not mastery of the subject matter, but the process of changing the behavior of students in accordance with the goals to be achieved. Learning is very closely related to learning, especially for an educator. Needless to say, it must be able to improve student learning by providing motivation before starting learning. To increase the enthusiasm of students, educators must think creatively in choosing learning methods. So that students will feel happy and interested in the learning. Therefore, the students easily accept the material, understand it and implement it.

Learning methods become one of the determining factors in the educational process. Therefore, teachers must have many methods, so that they can teach students properly and appropriately. Method is a set of learning procedures used by teachers (educators) in the teaching and learning process so that students achieve certain learning objectives or competencies formulated in the curriculum, syllabus and subjects.

While the teacher is the determinant of the success of education, considering the age of the child as a student is still very young. The young age of students gives birth to a high dependence on teachers as educators as well as their parents in the classroom. More and more after the child. It will reduce their dependence on the teacher. This can be seen from the different levels of independence of students in each educational strata, the higher the strata of students, the higher the level of students in these educational institutions. Then it is very unfair if students with high dependence on their teachers are made "scapegoats" for the failure of the learning process in the classroom. While what should be the evaluation material is the method of delivering the teacher in the classroom and the quality of the human resources owned by the teacher.

The selection of a learning method, must adjust the level of education of students. The consideration that emphasizes the difference in education levels is the ability of students, whether they are able to think abstractly or not. The application of a simple and complex method is certainly very different, and both are related to the level of thinking and behavior of students at each level. The higher the level of thinking, the selection of learning methods applied can be more complex. This relates to students' understanding, previous knowledge and experience, and the need for self-actualization which is more complex. The need for more complex self-actualization refers to the students' motives in the level of learning participation carried out.

A good learning process is a process that allows the establishment of a potential student optimally. The ability of teachers as an effort to improve the quality of education in schools that directly and actively interact with students. The ability in question is the ability to teach by applying appropriate, effective and efficient learning methods. The most important thing in learning activities is the learning method, as a tool to achieve learning goals.

Through the learning method there is a process of internalization and thinking of knowledge by students so that they can absorb and understand well what has been conveyed. The success of a learning process depends on the method used by a teacher. Thus, the teacher should choose a method that is appropriate to the conditions of the students and adapted to the learning material to be delivered. Therefore, in this paper, we will discuss in detail the meaning, objectives, principles and methods of learning, how to determine methods in learning, and the effectiveness of using various learning methods.

METHOD

The author in this study applies a qualitative research type by conducting a literature review, namely an analysis of journals and books related to the research theme. Data collection in this study was carried out by using documentation techniques, which is an attempt to find out research data by analyzing documents related to the subject that the researcher studied. The author in processing research data through several procedures, namely starting with data collection, then doing data reduction, then displaying the data and the last step is to verify the data. These four procedures are expected to make the writing of the results of this research useful for anyone who reads it.

RESULT AND DISCUSSION

Definitions, Objectives, and Principles of Learning Methods

Definition of Learning Method

The method in Arabic is known as *tariqah* which means strategic steps are prepared to do a job. When connected with education, then the strategy must be realized in the educational process, in the context of developing mental attitudes and personality so that students receive teaching materials easily, effectively and can be digested properly.

In the Big Indonesian Dictionary (KBBI), the method is defined as an organized and well thought out way to achieve a goal (in science and so on), a systematic way of working to facilitate the implementation of an activity in order to achieve the specified goals. So that the method can also be interpreted as a way of doing something to achieve the desired goal in a learning, the good or bad of a method depends on several factors that might be from the situation, conditions, many students and also the tactics of using the method.

The word method in Indonesian is adopted from the Greek word *methodos*, this word consists of the word *meta* which means towards, through, following, after; and the word *hodos* which means path, journey, way, or direction. The word *methodos* itself means research, scientific method, scientific hypothesis, or scientific description. In Arabic the method is translated with *manhaj* or *tariqah* and *al-Wasilah*. *Al-tariqah* means way, *manhaj* means system, and *al-Wasilah* means intermediary or mediator. Thus the Arabic word which is close to the meaning of method is *al-Thariqah*. In Indonesian, method means an orderly perspective, well thought out to achieve a goal (in science, etc.) or a systematic way of working to facilitate a specified activity. Lexically, method is defined as a way of doing anything, namely a way to do something in order to arrive at a goal.

Methods are the ways that teachers take to create teaching situations that are really fun and supportive for the smooth learning process and the achievement of satisfying student learning achievements. The method is a systematic and general way of working, such as the way science works which starts from the "how" question. According to Wina Sanjaya, the method is the method used to implement the plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally.

Learning is a term that has a very close relationship and cannot be separated from each other in the educational process. Learning should be an activity carried out to create an atmosphere or provide services so that students learn. For this reason, it must be understood how students gain knowledge from their learning activities. If the teacher can understand the process of acquiring knowledge, then the teacher will be able to determine the right learning strategy for his students.

As for the definition of learning, according to the behavioristic flow, the teacher's efforts to shape the desired behavior by providing an environment or stimulus. Cognitive flow defines learning as a way for teachers to provide opportunities for students to think so that they can recognize and understand something that is being studied. As for the humanistic school, it describes learning as giving students freedom to choose learning materials and how to study them according to their interests and abilities.

Learning is any activity designed by the teacher to help someone learn an ability and or design, implement, and evaluate in the context of learning activities. In the process, learning is developed through a learning pattern that describes the position and role of educators and students in the learning process.

In general, the method is defined as a way of doing something. In particular, the learning method can be interpreted as a distinctive way or pattern in utilizing various basic principles of education. In addition, the method is also a variety of techniques and other related resources so that the learning process occurs in the learner.

The learning method is a systematic and regular process carried out by teachers or educators in conveying material to their students. Another opinion also says that learning methods are a strategy or tactic in carrying out teaching and learning activities in the classroom that are applied by educators so that the learning objectives that have been set can be achieved properly.

Through this method, it is hoped that the learning process can run well. Thus, it is very important for an educator to be familiar with methods in learning so that students feel more enthusiastic when participating in classroom learning. In addition, the selection of the right method, makes students not quickly feel bored or bored when participating in teaching and learning activities in class.

In every learning activity, the method is very important to be chosen according to the concept that will be studied by students. In practice, the method can make it easier for students to absorb teaching materials and make it

easier for teachers to present these teaching materials in learning. In practice, each learning method has different steps. Each method has its own characteristics, advantages and disadvantages.

1. Learning Method Objectives

One of the learning objectives is to build scientific ideas after students interact with the environment, events, and information from their surroundings. Basically, all students have an idea or initial knowledge that has been built in mere form. Based on prior knowledge and existing experience, students use information from their environment in order to construct personal interpretations of meanings.

An educator who conducts teaching has a significant role because the success of the teacher in delivering the material creates the success of students. So that knowledge about learning methods is very important to be understood by teachers, especially prospective teachers. For this reason, the best way is to use a combination of methods that are in accordance with the characteristics of the material being taught, the characteristics of the students, the competence of the teacher in the method to be used and the availability of infrastructure and time. As for the things that need to be considered in determining the learning method, as follows:

1) Goals to be achieved.

The goals to be achieved in the learning process must be a major concern for a teacher in determining what methods are used in learning to achieve what is desired.

2) Teacher ability.

The effectiveness of a learning method is also greatly influenced by the teacher's ability to use it. For example, a teacher who is proficient in speaking can use the lecture method in addition to other methods as support.

3) Learners.

Teachers in teaching and learning activities must pay attention to students. Because they have different abilities, talents, interests, intelligence, character, economic background. Therefore, with different backgrounds, teachers must be good at determining the learning methods to be used.

4) The situation and conditions of the learning process where it takes place.

The situation and condition of the teaching and learning process that is in an environment near a busy market will have an impact on the learning methods that will be used. So the teacher can determine the appropriate learning method in the environment.

5) Available Facilities.

The availability of facilities such as teaching aids, teaching media and other facilities will determine the effectiveness of a method.

6) Available time.

In addition to the things above, the issue of available time also needs to be considered, so that it is in accordance with the method to be used.

Each of the existing methods has advantages and disadvantages. Lack of one method can be complemented by another method. Therefore, the teacher must be able to consider which method to use. In reality, the method or learning method used to convey information is different from the way taken to strengthen students in mastering knowledge, skills and attitudes. Thus, the method in a series of learning systems plays a very important role, because the success of learning is very dependent on the way the teacher uses learning methods.

Principles of Learning Method

Professional teachers not only master a number of learning materials, but are also skilled in using appropriate learning methods and in accordance with the characteristics of the subject and the situation at which the material must be presented. In addition, teachers must also choose the right method so that learning becomes active, innovative, creative, effective and fun. In order to be effective, each method must have the principles, as follows:

1) The method must utilize the theory of independent activity.

Learning is a result of student activities, basically learning is tangible through experience, reacting, and doing. According to this principle, a student learns through reactions or through independent activities which are the foundation of all learning. Teaching must be carried out through first-hand learning, in other words, students gain a lot of learning experience.

2) The method must take advantage of the law of learning.

Method activities in learning run in an orderly and efficient manner, in accordance with the basic laws governing their operation. The basic laws of readiness, practice and effect, must be well considered in this type of learning. Good learning provides opportunities for motivation, training, review, research and evaluation.

3) The method must start from what students already know.

Utilizing the past experiences of students that contain the same elements as the elements of the learning material being studied will facilitate learning. This can be achieved very well through correlation and comparison. Learning will be made easier if you start from what the students already know.

- 4) The method must be based on a well-integrated theory and practice aimed at unifying learning activities. Knowledge without charity (practice) is like wood without fruit.
- 5) The method takes into account individual differences and uses procedures that are in accordance with personal characteristics such as needs, interests and mental and physical maturity.
- 6) The method must stimulate the thinking and reasoning abilities of students. The procedure should provide opportunities for careful thought and organizing activity. The principle of independent activity is very important in teaching students to reason.
- 7) The method must be adapted to the progress of students in terms of skills, habits, knowledge, ideas, and attitudes of students, because all of these are the basis of developmental psychology.
- 8) The method must provide students with learning experiences through many and varied learning activities. Many and varied activities are provided to ensure understanding.
- 9) The method must challenge and motivate students towards activities involving the process of differentiation and integrity. The process of unification of experience is very helpful in the formation of integrated behavior. This is best achieved through the use of integrated teaching methods.
- 10) The method must provide opportunities for students to ask and answer questions and provide opportunities for teachers to find deficiencies so that improvements and enrichment can be made (remedial and enrichment).
- 11) The advantages of one method can improve the disadvantages/weaknesses of other methods. It is based on the principle that the best learning occurs when there are more senses and can be stimulated.
- 12) A method can be used for various types of material or subjects a material or subject requires many methods.
- 13) Islamic education methods must be used with flexible and dynamic principles because by the flexibility and dynamics of the method, the use of the method is not only monotonous with one kind of method.

In addition to these principles, there are several principles of learning methods that must be considered, including:

- a) Student-centered; the application of the method based on the needs and conditions of the child not based on the wishes and abilities of the educator. Educators adapt to their desires and abilities, not the other way around, so that students are given the opportunity to be actively involved both physically and mentally.
- b) Active participation; the application of learning methods is intended to arouse students to participate actively in the learning process so that children are motivated and take the initiative to play an active role in learning.
- c) Holistic and integrative; the learning activities provided are inseparable in an integrated and comprehensive manner which is always related from one field to another.
- d) Flexible; the learning method is dynamic, unstructured and adapted to the conditions and ways of student learning are not structured. If it is structured and organized, it may be liked by educators because it is easier to use but will create passivity and pressure on students.
- e) Individual differences; every child is different, even if they are born with twins. Therefore, as educators, they are required to design activities to give students choices according to their interests and abilities.

The above principles are used in applying the student learning methods. Emphasis on the choice of method refers to the condition and character of the child. The most dominant concept in students' learning is known as "learning while playing and playing while learning".

Determination of Learning Method

In the learning context, there are many ways to convey and communicate learning materials, and usually the most effective strategy or method is chosen. There are several considerations that need to be studied in choosing a learning method, as follows:

- a. Class Conditions; the availability of an ideal classroom really supports the success of learning and vice versa with inadequate classroom conditions will hinder the teaching and learning process.
- b. Participant Individualization (Self-Paced); the choice of method must also consider individual differences in absorbing learning, for example there are students who have high motivation and ability to absorb or master

the material and on the other hand there are also students who do not motivated and need more time to understand the material.

- c. Media Support (Medi Drive); in the current era of information technology, technology is widely used as a learning medium. The use of technology-based learning media is an interesting and challenging thing because of many obstacles such as the cost of buying the technology, the capacity or ability of the Widyaiswara to use it.
- d. Cost Considerations; it is undeniable that cost can be a very influential factor in the selection and use of learning methods, for example in medical training whether Widyaiswara uses practical or simulation methods. Widyaiswara must also consider what is the object for practice materials, whether animals or other objects and how much it costs.

When a teacher chooses a learning method, the teacher must pay attention to the following things:

- 1) There is no method that is the most superior, because all methods have different characteristics and have their own strengths and weaknesses.
- 2) Each method only corresponds to the learning of a number of other competencies.
- 3) Each competency has a general or a specific one so that learning a competency requires certain methods that may not be the same as other competencies.
- 4) Each student has a different sensitivity to learning methods.
- 5) Each student has a different set of behaviors and different levels of intelligence.
- 6) Each learning material requires different time and means.
- 7) Not all schools have complete facilities and other facilities.
- 8) Each teacher has different abilities and attitudes in applying a learning method.

By paying attention to the principles of determining the learning method above, it is hoped that the teaching and learning process can be more effective and efficient and can optimize the achievement of the goals to be achieved, because by paying attention to these principles a teacher can consider which method is appropriate, which will be used in the learning process.

Effectiveness of Using Various Learning Methods

The use of methods that are not in accordance with the teaching objectives will be an obstacle in achieving the goals that have been formulated. There is a bunch of learning materials are wasted just because the method is used according to the wishes of the teacher and ignores the needs of students, facilities, and classroom situations. A teacher who always likes to use the lecture method while the purpose of teaching is so that students can demonstrate, it becomes a teaching and learning activity that is less conducive.

Moreover, the use of methods should support the achievement of teaching goals, not goals that must adapt to the method. Therefore, the effectiveness of using the method can occur if there is a match between the method and all teaching components that have been programmed in the lesson unit, as written preparation.

The effectiveness of the learning method is the achievement of the goals or objectives that have been set by the learning method or the efforts made by educators so that the learning process for students can be achieved in accordance with the objectives, learning methods are very important in the process the implementation of teaching and learning aims so that students are not bored receiving the subject matter so that there is good interaction between teachers and students because good learning is an active teaching and learning process.

In practice, each learning method has different steps. Each method has its own characteristics, advantages and disadvantages. Furthermore, various learning methods will be discussed, as follows:

a. Lecture Method

The lecture method can be interpreted as a way of presenting lessons through oral narrative or direct explanations to a group of students. The lecture method is a method where the teacher provides more information to students, so that students become passive in learning.

The use of the lecture method in learning must be accompanied by a questioning technique, so that interaction occurs between teachers and students or between fellow students. Questions and answers are also needed to find out students' understanding of what has been conveyed by the teacher through the lecture method. The use of the types of questions should vary such as convergent, divergent questions, questions to test process skills and thinking skills according to the concepts presented, the technique of asking questions must also pay attention to the class situation, when to do prompting or redirecting. So that the presentation of lectures in class can be absorbed by students as much as possible, then a teacher must prepare steps systematically.

The lecture method which comes from the word lecture has the meaning of lecturer or lecturer's method. This method is more widely used among lecturers, because lecturers give pulpit lectures and are delivered with lectures with the consideration of the lecturer dealing with many students who attend lectures. This lecture method is in the form of an explanation of concepts, principles, and facts, at the end of the lecture it is closed with a question and answer session between the lecturer and students, however, in advanced schools the lecture method can be used by teachers, and this method is varied with other methods.

b. Demonstration Method

The demonstration method is a method of presenting lessons by demonstrating and demonstrating to students a certain process, situation or object, either actual or just an imitation. The use of demonstration methods can be applied on condition that they have the expertise to demonstrate the use of tools or carry out certain activities such as actual activities.

This method is very effective in helping students find answers to questions such as: what is the process? What elements does it consist of? Which way is the best? How can the truth be known? Through inductive observation. In practice, demonstrations and experiments can be combined. It can be concluded that, demonstration first and then followed by experiment. These two methods are used when students intend to know about: the setting process, the manufacturing process, the work process, the use process, the process of knowing the truth, the composition, and the best method.

c. Discussion Method

The discussion method is a method that aims to solve or find solutions to problems found in students studying learning materials. This method is basically an activity of exchanging information, opinions, and elements of experience on a regular basis. The goal is to gain a clearer and more thorough understanding of something, in addition to preparing and finalizing a joint decision. Therefore, discussion is different from debate which is nothing more than a war of words, where people compete for arguments, ideas, and persuasion abilities in order to win their own understanding.

This discussion method is appropriate, if:

- 1) Learners are in the middle or final stages of the learning process;
- 2) Formal lessons or internships;
- 3) Expansion of knowledge that has been mastered by students;
- 4) Learn to identify and solve problems and make decisions;
- 5) Familiarize students with various approaches, interpretations, and personalities;
- 6) Dealing with problems in groups;
- 7) Familiarize students to argue and think rationally.

In general, there are two types of discussions that are usually carried out in the learning process. First, group discussion which is also called class discussion. In this discussion, the problems presented by the teacher are solved by the class as a whole, which regulates the course of the discussion is the teacher himself. Second, group discussion consists of 3-7 people. The process of implementing this discussion starts from the teacher presenting the problem with several sub-problems. Each group solves the sub-problems presented by the teacher. The discussion process ends with a report for each group.

d. Experimental Method

The experimental method is a method that provides opportunities for students, either individually or in groups, to carry out an experiment in the laboratory or in the field, to prove a theory or find new knowledge for themselves. This method is often used during practical activities. In conducting experiments, students are usually guided by worksheets or also known as practicum guides. With this method, students are trained to use the scientific method, namely: (1) making observations, (2) formulating problems or questions, (3) formulating hypotheses, (4) testing hypotheses or conducting experiments, and (5) drawing conclusions.

With the experimental method, it is hoped that students will not just swallow a number of theories or information obtained in learning, because they themselves observe, collect data to test hypotheses through experiments.

e. Method of Giving Study and Recitation Tasks

The assignment method (recitation) is a method that assigns students to do something with the aim of consolidating, exploring, and enriching the material that has been studied by the students or finding a relevant or appropriate knowledge, skill and attitude defined competence. Least students feel a heavy burden or feel forced to do the task, moreover they do not know the benefits of the task being carried out. Therefore, teachers must design

assignments as well as possible so that they feel the most benefit from the tasks they do. Every assignment made by students must be appreciated by the teacher, given feedback, for example, being corrected, commented on, and assessed. In addition, the tasks given must be clear and the instructions given must be directed.

Learning assignments can be carried out at home, at school, in the library, and in other places. The responsibility of students towards these tasks is called recitation. The task and recitation method, in addition to stimulating students to be active in learning, both individually and in groups, also instills responsibility. Therefore, assignments can be given individually or in groups.

f. Simulation Method

Simulation comes from the word simulate which means to pretend or act as if. As a teaching method, simulation can be defined as a way of presenting a learning experience by using imitation situations to understand certain concepts, principles, or skills. Simulation can be used as a teaching method with the assumption that not all learning processes can be carried out directly on the actual object. Learn how to operate a machine that has special characteristics, for example, students before using the actual machine will be better off through simulation first. Likewise, to develop understanding and appreciation of an event, the use of simulation will be very useful. This simulation method displays symbols or tools that replace actual processes, events, or objects. The simulation method consists of several types, as follows:

- 1) Sociodrama is a role-playing learning method to solve problems related to social phenomena, problems involving human relationships such as juvenile delinquency, drugs, authoritarian family images, and so on.
- 2) Psychodrama is a learning method by playing a role based on psychological problems, usually used for therapy. So that students gain a better understanding of themselves, discover self-concepts, express reactions to the pressures they experience.
- 3) Role playing is a learning method as part of a simulation directed at creating historical events, creating actual events, or events that may occur in the future.

The team system is a teaching method that involves two or more teachers to work together as a team or team in teaching a group of students. So, in teaching with this method, one class is faced by several teachers. The team may not consist of only formal teachers, but can consist of formal teachers and outsiders deemed necessary according to the expertise required by the teaching objectives.

4) Field-Trip Method

The field trip method is a way of gaining knowledge by students by taking them directly to objects that are outside the classroom or in real life, so that they can observe or experience it directly. The field trip method is different from tourism which is always recreational. Field trips as a teaching method do contain elements of recreation, but the elements of learning are always the center of attention. In other words, field trips here must be interpreted as visits outside the classroom in order to learn.

5) Exercise Method (Drill)

The training method is also called the training method or drill method, which is a method or way of developing the competence or skills of students in cognitive, affective and psychomotor aspects, so that students become skilled in the field being trained. Training methods are used to gain dexterity or skills from what has been learned. This exercise does not develop the talent and initiative of students to think. If you want to explore more deeply and in detail, there are still many kinds of learning methods. However, due to limitations, it only discusses nine kinds of learning methods.

CONCLUSION (10 PT)

The learning method is a systematic and regular process carried out by teachers or educators in conveying material to their students. Among the learning objectives is to build scientific ideas after students interact with the environment, events, and information from their surroundings. As for the principle of learning that learning is student-centered, active, holistic and integrative, flexible and individual differences of students.

In the context of learning there are many ways to convey and communicate learning materials, and usually the most effective strategy or method is chosen. There are several considerations that need to be studied in choosing a learning method, including: class conditions, individualization of participants (self-paced), media support (media-driven), and cost considerations.

The use of methods that are not in accordance with the teaching objectives will be an obstacle in achieving the goals that have been formulated. There is a plethora of learning materials are wasted just because of the use of

methods according to the wishes of the teacher and ignoring the students needs, facilities, and class situations. The use of the methods should be able to support the achievement of teaching goals, not goals that must adapt to the method. Therefore, the effectiveness of using the method can occur if there is a match between the method and all teaching components that have been programmed in the lesson unit, as written preparation.

Various methods are tools to achieve learning objectives. Understanding of the objectives, benefits, challenges and procedures for applying each method will increase success in achieving the planned learning objectives. The methods used in one training course or one session will affect the atmosphere and dynamics of the learning provided to students.

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