Comparative Study of the Use of Video-Based Learning Media and Textbooks on Fiqh Learning Outcomes

Ahmad Maulana Ashrafi[1], Rofiatul Hosna[2]
Universitas Hasyim Asy'ari Jombang, Indonesia[12]
Ahmadasrafi123@gmail.com[1], rofiatulhosna@unhasy.ac.id[2].

Abstract: This study examines the comparative use of video-based learning media and textbooks on the learning outcomes of Fikih students in grade XI at SMK Diponegoro Ploso Jombang. This study uses a quantitative research design with a true experimental design. The data analysis techniques in this study use several tests, namely the classical assumption test, the one-sample t-test, and the two-sample t-test." The results of the one-sample t-test for variables X1 and Y show that t_calculated 2.682 > t_table 2.060 and the significance value 0.013 < 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted. For X2 and Y, it was found that t_calculated 0.165 < t_table 2.060 and the significance value 0.870 > 0.05. Therefore, it can be concluded that H0 is accepted and Ha is rejected. X1 and X2 on Y, it is known that t_calculated 2.677 > t_table 2.008 and the significance value 0.010 < 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted. From the comparison test results, there is a comparison between the use of video-based media and textbooks on the learning outcomes of Fikih students in grade XI at SMK Diponegoro Ploso Jombang.

Keywords: Comparative Study, Video-based media, textbook-based media, learning outcomes

Abstrak: *Penelitian ini mengkaji studi koparasi penggunaan media pembelajaran berbasis video dan buku ajar terhadap hasil belajar fikih siswa kelas XI SMK Diponegoro Ploso Jombang. Penelitian ini menggunakan desain penelitian kuantitaif dengan jenis penelitian True Experimental design. Teknik analisis data pada peneitian ini menggunakan beberapa uji yaitu "uji asumsi klasik, uji t satu sampel, dan uji t dua sampel". Hasil dari uji t satu sampel variabel X1 dan Y yakni diketahui bahwa t_hitung 2,682 > t_tabel 2,060 dan nilai signifikansi 0,013 < 0,05. Maka dapat disimpulkan bahwa H0 ditolak dan Ha diterima. X2 dan Y yakni diketahui bahwa t_hitung 0,165 < t_tabel 2,060 dan nilai signifikansi 0,870 > 0,05. Maka dapat disimpulkan bahwa H0 diterima dan Ha ditolak. X1 dan X2 terhadap Y yakni diketahui bahwa t_hitung 2,677 > t_tabel 2,008 dan nilai signifikansi 0,010 < 0,05. Maka dapat disimpulkan bahwa H0 ditolak dan Ha diterima. Dari hasil uji komparasi bahwa adanya komparasi antara penggunaan media berbasis video dan buku ajar terhadap hasil belajar fikih siswa kelas XI SMK Diponegoro Ploso Jombang.*

Kata Kunci: *Media Berbasis Video, Media Berbasis Buku Ajar, Hasil Belajar.*

Corresponding Author:
Ahmad Maulana Ashrafi
Universitas Hasyim Asy'ari Jombang, Indonesia; Ahmadasrafi123@gmail.com

Introduction

Education plays an important role in shaping the quality of the nation's next generation (Ainiyah & Tohari, 2021; M. S. Hasan et al., 2025). Through education, humans can develop their potential to improve their standard of living and make a real contribution to the progress of society and the state (Ashrafi & Kibtiyah, 2024). Education not only functions as a means of acquiring knowledge, but also as a forum for deep character formation and spirituality. This is in line with Law Number 20 of 2003 concerning the National Education System, which emphasizes the importance of developing spiritual strength, self-control, intelligence, and noble morals (Inkiriwang, 2020).

In this context, Islamic Religious Education (PAI) has a strategic role in shaping individuals who have faith, noble character, and extensive knowledge (Sudaryo, 2024). PAI learning not only aims to improve students' understanding of Islamic teachings but also encourages the internalization of spiritual and social values in daily life (Amanullah et al., 2023; Arif et al., 2025; Azizah & Winanda, 2021; M. S. Hasan, 2024). To achieve this goal, an effective and interesting learning process is needed, so that it can foster students' interest in learning and active involvement (Suharto & Hosna, 2024) (Azizah et al., 2023; Kamali & Sugiyanto, 2024).

However, the reality on the ground shows that the learning process still faces various challenges, one of which is the low interest in learning from students. One of the main causes is the use of monotonous learning media that is not in accordance with the characteristics of students (Hosna & Fikriyah, 2024). Therefore, choosing the right learning media is a key factor in creating a fun and productive learning atmosphere.

Along with the development of technology in the digital era, teachers are required to be able to integrate innovative and relevant learning media (Sitompul, 2022). Video-based media, for example, offers a more visual and interactive learning experience, while textbooks provide a systematic and in-depth structure of the material. These two media have their own advantages in supporting the achievement of student learning outcomes. The use of the right media not only affects the motivation to learn but also the learning outcomes achieved. The learning outcomes themselves are an important indicator of the success of the educational process, which reflects the extent to which students understand, master, and can apply the knowledge that has been learned (Rahman, 2022).

Based on the results of observations at SMK Diponegoro Ploso Jombang, it was found that in the process of learning fiqh, there are teachers who use video-based media and some who use textbooks. This phenomenon raises questions

about the effectiveness of each medium in improving student learning outcomes. Therefore, this study aims to conduct a comparative study between the use of video-based learning media and textbooks on the learning outcomes of grade XI students in fiqh subjects at SMK Diponegoro Ploso Jombang. With this research, it is hoped that a deeper understanding of the effectiveness of learning media in improving learning outcomes can be obtained. In addition, the results of this study are expected to provide useful recommendations for the development of more optimal learning strategies in the school environment

Methods

This study uses a quantitative approach with a *quasi-experimental design*, which aims to compare the effectiveness of video-based learning media and textbooks on the learning outcomes of fiqh students in grade XI at SMK Diponegoro Ploso Jombang. The quantitative approach was chosen because it was able to objectively test the comparative effectiveness of the two types of learning media in the learning process (Ali, 2022).

The quantitative approach allows researchers to process data on student learning outcomes numerically through posttest scores obtained after the learning process. Data in the form of numbers is the basis for making comparisons between the group that uses video media and the group that uses textbooks (Ali, 2022). Quasi-experimental design is used to control external variables that affect the implementation of experiments, such as the type of learning media (Sugiyono, 2019). The selection of research subjects was carried out using *purposive sampling*, i.e., sample selection based on certain criteria that are considered representative. The sample in this study consists of two classes, namely the experimental class (using video media) and the control class (using textbooks), both of which are grade XI students (Soesana et al., 2023).

The research instrument used was a learning outcome test. This test was prepared by the researcher to measure the level of mastery of the material after students received treatment according to the media used in each class. The instrument was then tested for validity and reliability with the help of SPSS software to ensure its accuracy and consistency (Rindiasari et al., 2021). The data collection techniques in this study include: (1) Observation, which is a direct observation activity accompanied by recording the behavior or condition of the object observed (Yusniarti et al., 2024); (2) Tests, which are given to the experimental class (class XI Industrial Chemistry) and the control class (class XI Electrical Installation Engineering) in the form of a posttest, to find out the final results after being given treatment according to the learning medium (Agustin &

Indayati, 2024) (3)Documentation, which is the collection of secondary data from supporting documents related to the research process and results (H. Hasan, 2022).

The data analysis process begins with data editing and tabulation activities. Editing is done to ensure the completeness and clarity of students' answers, while tabulation involves data entry, organization, and calculation of numerical data. For hypothesis testing, several types of statistical tests are used, including: Basic assumption test, to ensure that the data meet the requirements of advanced analysis; A single sample t-test, to compare each of the independent variables (X1 and X2) against the dependent variables (Y); a T-test of two samples, to compare the two treatment groups directly (Siregar, 2018).

Results And Discussion

Results

Validity Test

Test the validity of the instrument on Research using the formula *"product moment"* using the SPSS 26 tool. The results of the validity test are as follows,

Table 1. Posttest Validity Test

Number Question	R count	R Table	Sig. (-2 tailed	Information
1	0,790	0.361	0,000	Valid
2	0,383	0.361	0,037	Valid
3	0,376	0.361	0,041	Valid
4	0,418	0.361	0,021	Valid
5	0,372	0.361	0,043	Valid
6	0,399	0.361	0,029	Valid
7	0,477	0.361	0,008	Valid
8	0,560	0.361	0,001	Valid
9	0,498	0.361	0,005	Valid
10	0,448	0.361	0,013	Valid
11	0,485	0.361	0,007	Valid
12	0,417	0.361	0,022	Valid
13	0,525	0.361	0,003	Valid

14	0,620	0.361	0,000	Valid
15	0,378	0.361	0,040	Valid
16	0,658	0.361	0,000	Valid
17	0,746	0.361	0,000	Valid
18	0,393	0.361	0,032	Valid
19	0,619	0.361	0,000	Valid
20	0,454	0.361	0,012	Valid

The validity test used 30 sample respondents with 20 questions. The test result is declared valid if the significance value is < 0,05 and $r_{hitung} > r_{tabel}$. Then it can be known that 20 questions are declared valid.

Reliability test

The reliability test of the research instrument used the formula "*Cronbach's Alpha*" using the SPSS 26 tool. The results of the reliability test are as follows,

Table 2. Posttest Reliability Test

Cronbach's Alpha	N of Items
.841	20

In the reliability test, 30 sample respondents with 20 questions were used. The test results are declared reliable if *Cronbach's Alpha value* is greater than 0.6; then it can be concluded that the instrument in the posttest question is reliable.

Statistics Descriptive

In accordance with the stages of the research as explained earlier, this study was carried out in two classes using the same material. By using different media, the experimental class uses video-based learning media and the control class uses textbook-based media. Based on the results of the research that has been conducted, there were 25 respondents in the experimental class and 28 students in the control class.

Table 3. Frequency Distribution of Test Scores, Class XI Industrial Chemistry

NO	Interval	Frequency	Category	Percentage
1	60 – 65	1	Very less	4%
2	66 – 71	5	Less	20%
3	72 – 77	1	Enough	4%

4	78 – 83	4	Pretty good	16%
5	84 – 89	4	Good	16%
6	90 - 95	10	Excellent	40%

Based on Table 3. It can be stated that of the 25 students, who obtained learning outcomes using video-based learning media, the category was very good with a frequency of 10 with a frequency of 40%, the category was good with frequency 4 with a process of 16%, the category was quite good with a frequency of 4 with a percentage of 16%, the category was sufficient with a frequency of 1 percentage of 4%, the category was poor with a frequency of 5 with a percentage of 20%, and the category is very less frequency 1 to 4%.

Table 4. Frequency Distribution of Test Values Class XI Electrical Installation Engineering

NO	Interval	Frequency	Category	Percentage
1	50 – 57	2	Very less	7%
2	58 – 65	7	Less	25%
3	66 – 73	1	Enough	4%
4	74 – 81	11	Pretty good	39%
5	82 – 89	3	Good	11%
6	90 – 95	4	Excellent	14%

Based on Table 4. Above it can be stated that of the 28 students, who obtained the value of learning outcomes by using textbook-based learning media, the category was very good with a frequency of 4 with a process of 14%, the category was good with a frequency of 3 with a process of 11%, the category was very sufficient with a frequency of 11 with a process of 39%, the category was sufficient with a frequency of 1 percentage of 4%, the category was poor with a frequency of 7 percent of 25%, and the category is very less frequency 2 processntase 7%.

Normality Test

Normality test to find out that each variable to be analyzed must be normally distributed (Ferdiana & Mulyatna, 2020). Normality testing using the *Kolmogorov-Smirnov test* with the help of SPSS 26. It is said to be normally distributed if the probability value is > 0.05, and it is said not to be normally distributed if the probability value is < 0.05.

Table 5. Normality Test X1 against Y

Tests of Normality			
	Kolmogorov-Smirnova		
	Statistic	df	Itself.
Video	.172	25	.053
a. Lilliefors Significance Correction			

In the output of the normality test of the data above, it is known that the result of the Kolmogorov-Smirnov value is calculated as 0.172 with a probability of 0.053. Since the probability is 0.053 > 0.05, it means that the distribution of the variable is normal. In educational practice, the normal distribution of data illustrates that student learning outcomes are in a reasonable general pattern, without the absence of extreme deviations. This gives educators confidence to make data-driven decisions in determining the effectiveness of learning media.

Table 6. Normality Test X2 against Y

Tests of Normality			
	Kolmogorov-Smirnova		
	Statistic	df	Itself.
Book	.161	28	.062
a. Lilliefors Significance Correction			

In the output of the above data normality test, it is known that the result of the Kolmogorov-Smirnov is calculated as 0.161 with a probability of 0.062. Since the probability of 0.062 > 0.05 means that the distribution of the variable is normal. In comparison between the experimental and control groups, it can be done fairly, since the initial conditions of the students are relatively equal. For education practitioners, this homogeneity emphasizes that the differences in learning outcomes that arise can be attributed more to the treatment of video-based media learning and textbooks, not to the differences in students' initial abilities.

Homogeneity Test

The Homogeneity Test is a test used to determine whether several population variants are the same or not (Sianturi, 2022). In the homogeneity test, SPSS 26 was used. The data can be said to be homogeneous if the p-value is > 0.05, and it can be said to be inhomogeneous if the p-value is < 0.05.

Table 7. Homogeneity Test Results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Itself.
Answer	Based on Mean	1.062	1	51	.308
	Based on Median	1.064	1	51	.307

	t	df	df2	Sig.
Based on Median and with adjusted df	1.064	1	41.587	.308
Based on the trimmed mean	1.076	1	51	.305

From the test of homogeneity of variances, it can be seen that the significance value is 0.305. This value shows that the value of sig > α = 0.305 > 0.05, so it can be concluded that the two data groups have the same variance and can be said to be homogeneous.

One-Variable T-Test

The single-variable T-test is a test for one sample with a working mechanism, i.e., the average of a single variable compared to a certain constant value (Mustafidah et al., 2020). In the T test, one variable was taken 2 tests, namely the test on the variable X1 against Y and the test on the variable X2 against Y. In the t-test, this one variable was used with the help of SPSS 26. The decision-making in this T-test is that if the value is t_{hitung} < t_{tabel} or uses a significant value of > 0.05, then the null hypothesis (H0) is accepted, and the alternative hypothesis (Ha) is rejected, and if the value is t_{hitung} > t_{tabel} or uses a significant value of < 0.05, then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

Table 8. Results of the T-test of one variable x1 against y

					95% Confidence Interval of the Difference	
One-Sample Test						
			Test Value = 75			
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Video	3.835	24	.001	7.600	3.51	11.69

Based on the table above, it can be seen that t_hitung 3.835 > t_tabel 2.060 and the significance value is 0.001 < 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted, so that in the t-test of one sample, there is a significant comparison between the use of video-based learning media on students' fiqh learning outcomes. In implication, teachers can be more confident in using video media as a means of learning, because it has been proven to be able to help students understand the material better, interactively, and contextually. Video media not only improves cognitive comprehension but can also increase learning motivation due to its visual and engaging nature.

Table 9. Results of the T Test of one Variable X2 against Y

					95% Confidence Interval of the Difference
One-Sample Test					
			Test Value = 75		
	t	df	Sig. (2-tailed)	Mean Difference	

				Lower	Upper
Book	.165	27	.870	.357	-4.09	4.80

Based on the table above, it can be seen that t_hitung 0.165 < t_tabel 2.060 and significance value 0.870 > 0.05. Therefore, it can be concluded that H0 is accepted and Ha is rejected, so that in the t-test of one sample, there is no significant comparison between the use of textbook-based learning media and students' fiqh learning outcomes. In implication, textbooks still have an important role as a source of reference; this result shows that relying solely on textbooks is not enough to significantly increase student learning outcomes. Teachers need to combine textbooks with other learning media that are more interactive to make the learning process more effective.

Two-variable T-test

The two-variable T-test is a statistical test method used for the average comparison of two unrelated or independent samples (Syafriani et al., 2023). In the 2 variables, this test tested the comparison of test results in the experimental class and the control class. This test uses the help of SPSS 26. Decision-making on this variable if the value is t_{hitung} < t_{tabel} or uses a significant value of > 0.05, then the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected, and if the value is > or uses a significant value of < 0.05, then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted

Table 10. Two-Variable T-Test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Itself.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Test Scores	Equal variances assumed	.621	.434	2.677	51	.010	8.136	3.040	2.034	14.238
	Equal variances not assumed			2.706	50.732	.009	8.136	3.007	2.098	14.173

Based on the table above, it can be seen that t_{hitung} 2,677 > t_{tabel} 2,008, and the significance value is 0.010 < 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted, so that in the t-test of the two samples, there is a significant comparison between the use of video-based learning media and textbooks on students' fiqh learning outcomes. The practical implications of this

result are very important, namely, teachers and educational institutions can consider integrating video media in fiqh learning, because it has proven to be more effective than relying only on textbooks. Videos can provide a more concrete learning experience, make it easier for students to understand abstract concepts, and increase their involvement in the learning process.

Overall, these findings confirm that in the context of 21st-century learning, video media has a significant advantage in improving student learning outcomes. Practically, teachers are encouraged not only to rely on conventional text-based methods, but to develop more interactive multimedia-based learning strategies, so that students can have a mindful (aware), meaningful, and joyful learning experience.

Discussion

Comparison of video-based learning with fiqh learning outcomes

Video media-based learning is learning that uses video aids, movies, etc., in the learning process. In the initial learning, students are invited to see, listen to, and analyze the videos displayed by the teacher. After the video is shown, students reflect and discuss what they see in the video. After that, the teacher gives questions to see how far the children are progressing or achieving learning outcomes.

In the video-based learning variable whose data has been taken through post-tests and evidenced by the results of the T test of one sample with a sig value of 0.001 < 0.05 and a value of t_hitung 2.682 > t_tabel 2.060, it shows that the experimental class carried out learning using video media, where there was a difference in the average value of learning outcomes. With the highest score of 95, a processing rate of 40% and the lowest score of 60, a percentage of 4%.

According to Richard Mayer, the use of multimedia can involve students more deeply and maximally in learning outcomes (Sugilar, 2020). From this theory, multimedia-based learning media make students immerse themselves in the learning process. In accordance with the existing results, there is a comparison of video-based learning media with fiqh learning outcomes. Thus, based on the results of the T-test of one sample and theoretical support, it can be concluded that video-based media is effective in helping teachers carry out the learning process.

Comparison of textbook-based learning with fiqh learning outcomes

The learning process carried out using the student textbook invites students to analyze one material through the student handbook, then discuss together what they have analyzed and know about the understand of the material. After discussing the material, students were given questions to support their understanding of it.

Garvey and Krug's statement about the skills acquired by students that the use of book-based learning media provides analytical and critical thinking skills, and comprehension skills for students (Kosasih, 2021). In this theory, it is explained that learning using textbooks can provide skills ranging from analysis, critical thinking, and comprehension skills etc.

In the textbook-based learning, variables that have been collected using post-tests show that the use of textbook-based learning media on fiqh learning outcomes does not have a significant effect. This is shown by statistical tests with results that t_{hitung} 0,165 < t_{tabel} 2,060 and significance values 0.870 > 0.05. Therefore, it can be concluded that H0 is accepted and Ha is rejected, so that in the t-test of one sample, there is no significant comparison between the use of textbook-based learning media and students' fiqh learning outcomes. Thus, in theory, it is said that the benefits or advantages of textbooks can foster skills in learning. In the results of the book-based learning test, it is said that there is no comparison, so their scores are the same, and there is no change.

The difference between video-based learning and textbook-based learning

From the results of research on the two media, it is known that there is a difference in student learning outcomes between the use of video-based media and textbooks. In these differences, it can be seen from the calculation of the T-test score of one sample that video-based learning has a difference in student learning outcomes after using the media, while in textbook-based learning, there is no difference in student learning outcomes after using the media.

Learning with textbook-based media through student outcome tests shows that learning using textbooks shows the same results as the average score that students get. With that, textbook media needs to be combined with other media, so that learning is more effective and improves student learning outcomes. Thus, there is a difference between the use of textbook-based media and video-based media for the learning process.

Comparison Of Video-Based Learning Media And Textbooks With Fiqh Learning Outcomes

From the analysis taken on the learning variables using video-based media and textbooks on student learning outcomes using post-tests, it was known that t_{hitung} 2,677 > t_{tabel} 2,008, and the significance value was 0.010 < 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted, so that in the t-test of the two samples, there is a significant comparison between the use of video-based learning media and textbooks on students' fiqh learning outcomes.

According to Oemar Hamalik, learning outcomes increase when a person has carried out learning, and there is a change in behavior in that person (Komariyah

et al., 2018). It can be seen that the learning process improves when there is a change in the learning outcomes. This means that in video-based learning, it is known that there are significant differences in student learning outcomes. Textbook-based learning in test results showed no significant difference. This means that video-based learning is more effective in achieving learning.

There is a comparison in the two media, between video-based learning media and textbooks. Based on empirical data obtained from the implementation of learning, it was found that there is a significant difference between the use of video-based learning media and textbooks. This difference can be reviewed from three main aspects, namely learning style, material understanding, and material diversity.

First, in the aspect of learning style, students who use video-based learning media show a higher level of concentration in listening to the material. This is due to the combination of audio-visual that can attract attention and focus students on the content of learning. On the other hand, the use of textbooks tends to cause saturation because the presentation is only in the form of text. This condition is in line with the characteristics of the current generation of students who prefer visual media compared to conventional writing-based media.

Second, from the aspect of material understanding, the findings show that students understand concepts more easily when using video-based media. The reason is the existence of concrete visualizations, such as drawings, animations, or illustrations, so that abstract concepts can be understood more clearly. Meanwhile, textbooks whose presentation tends to be abstract require students to rely on their own imagination skills, so that for most students it is difficult to understand the content of the material in depth.

Third, in terms of material diversity, video-based media tend to present material in a concise, focused form at the core of learning. This makes it easier for students to absorb important information without having to read long descriptions. However, textbooks have advantages in the completeness and detail of the material presented, although the weakness encountered is that some students feel bored quickly because they have to read a relatively large amount of text without any variation in delivery.

Thus, based on the empirical data obtained, it can be concluded that video-based learning media are superior in attracting attention, increasing understanding, and providing a clear focus of the material. However, textbooks still have an important role as a complete and in-depth learning resource, although

in practice, they need to be integrated with other media to be more effective for students.

Edgar Dale, through the learning experience cone, emphasized that the optimal learning media is the media that teachers design by integrating learning objectives systematically, as well as involving students in the design and preparation process. The active participation of these students is believed to provide direct experience that has implications for improving the quality of the learning process (Hosna & Samsul, 2015).

Conclusion

This study compared the effectiveness of video-based learning media with textbooks on fiqh learning outcomes among grade XI students at SMK Diponegoro Ploso using one-sample and two-sample T-tests. One-sample T-test results showed that video media had a significant impact on learning outcomes (t_calculated 2.682 > t_table 2.060, p = 0.013 < 0.05), while textbook media showed no significant impact (t_calculated 0.165 < t_table 2.060, p = 0.870 > 0.05). Direct comparison between both media through a two-sample T-test proved a significant difference (t_calculated 2.677 > t_table 2.008, p = 0.010 < 0.05), with video media proving more effective in improving fiqh learning outcomes. These findings indicate that video media can enhance students' motivation, concentration, and understanding more optimally compared to conventional learning using textbooks.

This study provides empirical contributions regarding the effectiveness of digital learning media in fiqh subjects and offers statistical evidence to support technology integration in religious education. The research findings can serve as a reference for teachers and schools in selecting appropriate learning media to improve the quality of fiqh learning. This study is limited to one school with a relatively small sample size, requiring careful consideration for result generalization. Additionally, the research has not controlled for other variables such as students' learning styles, initial abilities, and environmental factors that may influence learning outcomes..

References

Agustin, M. N., & Indayati, T. (2024). Penggunaan Model Contextual Teaching and Learning Untuk Meningkatkan Kemampuan Berpikir Analitis. *Pengertian: Jurnal Pendidikan Indonesia (PJPI)*, *2*(3), 613–624.

Ainiyah, Q., & Tohari, A. A. (2021). Pembelajaran Praktik Dalam Peningkatan Pemahaman Peserta Didik Mapel Fiqih di MTs Roudlotut Tholibin Kediri. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, *10*(2), Article 2. https://doi.org/10.54437/urwatulwutsqo.v10i2.324

Ali, M. M. (2022). Metodologi Penelitian Kuantitatif Dan Penerapan Nya Dalam Penelitian. *JPIB: Jurnal Penelitian Ibnu Rusyd*, *1*(2), 1–5.

Amanullah, W. A. A., Wantini, W., & Diponegoro, A. M. (2023). Analisis Role-Model Guru PAI Dalam Peningkatan Pembelajaran Agama Islam Dalam Perspektif Psikologi Pendidikan Islam: Studi di SDN Bhayangkara Yogyakarta. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, *12*(1), Article 1. https://doi.org/10.54437/urwatulwutsqo.v12i1.861

Arif, M., Hassan, H. B., Sakdiyah, N. H., & Umah, F. (2025). Implementation of Islamic Religious Education for Children with Special Needs: A Systematic Literature Review 2020-2025. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, *14*(2), 540–566. https://doi.org/10.54437/urwatulwutsqo.v14i2.2060

Ashrafi, A. M., & Kibtiyah, A. (2024). Penerapan Nilai-Nilai Pendidikan Menurut Ki Hajar Dewantara Dalam Pembentukan Karakter Siswa Kelas X Mesin Di Smk Diponegoro Ploso Jombang. In *Jurnal Ilmiah Kajian Multidisipliner* (Vol. 8, Issue 6).

Azizah, M., Jariah, S., & Aprilianto, A. (2023). Pembentukan Karakter Religius Siswa Melalui Pembelajaran Pendidikan Agama Islam di Sekolah Menengah Kejuruan. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, *1*(1), Article 1. https://doi.org/10.59373/ngaos.v1i1.2

Azizah, M., & Winanda, R. B. (2021). Problematika Pembelajaran SKI Di MTs Salafiyah Syafiiyah Bandung Diwek Jombang. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, *10*(1), Article 1. https://doi.org/10.54437/urwatulwutsqo.v10i1.240

Ferdiana, V., & Mulyatna, F. (2020). Pengaruh Model Pembelajaran Kooperatif Tipe Make a Match terhadap Pemahaman Konsep Matematika Siswa. *SINASIS (Seminar Nasional Sains)*, *1*(1).

Hasan, H. (2022). Pengembangan sistem informasi dokumentasi terpusat pada stmik tidore mandiri. *Jurasik (Jurnal Sistem Informasi Dan Komputer)*, *2*(1), 23–30.

Hasan, M. S. (2024). Integration of Islamic Moderation Values in Islamic Education Curriculum as an Effort to Prevent Radicalism Early on. *At-Thullab: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*.

Hasan, M. S., Sintasari, B., & Mujahidin, M. (2025). Integration of Spiritual and Cognitive Dimensions in Hadith Learning Jala'ul Afkar. *Irsyaduna: Jurnal Studi Kemahasiswaaan*, *5*(1), Article 1. https://doi.org/10.54437/irsyaduna.v5i1.2049

Hosna, R., & Fikriyah, S. T. (2024). Teacher Professionalism In The Teaching And Learning Process To Improve The Quality Of Student Learning At MTs An-Nur Pamekasan. *Tebuireng: Journal of Islamic Studies and Society*, *5*(2), 343–359.

Hosna, R., & Samsul, H. S. (2015). Melejitkan Pembelajaran dengan Prinsip-prinsip Belajar. *Malang: CV Cita Intrans Selaras*.

Inkiriwang, R. R. (2020). Kewajiban negara dalam penyediaan fasilitas pendidikan kepada masyarakat menurut undang-undang nomor 20 tahun 2003 tentang sistem pendidkan nasional. *Lex Privatum*, *8*(2).

Kamali, A. N., & Sugiyanto, S. (2024). Strategi Guru Mata Pelajaran Fiqh Dalam Peningkatkan Pemahaman Agama. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, 2(2), Article 2. https://doi.org/10.59373/ngaos.v2i2.63

Komariyah, S., Fatmala, A., Laili, N., Studi, P., & Matematika, P. (2018). *Pengaruh kemampuan berpikir kritis terhadap hasil belajar matematika*. 4(2), 55–60.

Kosasih. (2021). *Pengembangan Bahan Ajar*. Pt. Bumi Aksara. https://books.google.co.id/books?id=UZ9OEAAAQBAJ&lpg=PP1&hl=id&pg=PA11#v=onepage&q&f=false

Mustafidah, H., Imantoyo, A., & Suwarsito, S. (2020). Pengembangan Aplikasi Uji-t Satu Sampel Berbasis Web (Development of Web-Based One-Sample t-Test Application). *JUITA: Jurnal Informatika*, 8(2), 245–251.

Rahman, S. (2022). Pentingnya motivasi belajar dalam meningkatkan hasil belajar. *Prosiding Seminar Nasional Pendidikan Dasar*.

Rindiasari, P. R., Hidayat, Y., Hidayat, W., & Yuliani, W. (2021). Uji Validitas Dan Reliabilitas Angket Kepercayaan Diri. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 4(5), 367–372.

Sianturi, R. (2022). Uji homogenitas sebagai syarat pengujian analisis. *Jurnal Pendidikan, Sains Sosial, Dan Agama*, 8(1), 386–397.

Siregar, S. (2018). *Statistik Parametrik Untuk Penelitian Kuantitatif*. PT Bumi Aksara.

Sitompul, B. (2022). Kompetensi guru dalam pembelajaran di era digital. *Jurnal Pendidikan Tambusai*, 6(3), 13953–13960.

Soesana, A., Subakti, H., Salamun, S., Tasrim, I. W., Karwanto, K., Falani, I., Bukidz, D. P., & Pasaribu, A. N. (2023). *Metodologi Penelitian Kualitatif*. Yayasan Kita Menulis.

Sudaryo, A. (2024). Dinamika Pendidikan Islam di Indonesia. *INTERDISIPLIN: Journal of Qualitative and Quantitative Research*, 1(1), 1–9.

Sugilar, H. (2020). Multimedia matematika di era digital. *Prosiding Seminar Nasional Teknik Elektro UIN Sunan Gunung Djati Bandung*, 442–451.

Sugiyono. (2019). *Metode Penelitian Kuantitatif*. CV Alfabeta.

Suharto, R. M., & Hosna, R. H. (2024). Efektivitas Platform Digital Berbasis Google Slide Terhadap Hasil Belajar Pada Pembelajaran Pendidikan Agama Islam Di Sekolah Dasar. *Al-Mudarris: Journal Of Education*, 7(2), 96–106.

Syafriani, D., Darmana, A., Syuhada, F. A., & Sari, D. P. (2023). *Buku Ajar Statistik: Uji Beda Untuk Penelitian Pendidikan (Cara dan Pengolahannya dengan SPSS)*.

Yusniarti, Y., Madora, H., Wahyuningrum, I., Satriawan, I., & Yanti, P. (2024). Aplikasi Pendataan Penduduk pada Dinas Kependudukan dan Pencatatan Sipil Kayu Agung Kabupaten Ogan Komering Ilir Berbasis Website. *TEKNIKA*, 18(2), 413–423.