

Implementation of the Simulation Method to Increase Students Enthusiasm in Islamic Cultural History Lessons in Senior high School of Abu Amr' Tambakrejo Pasrepan Pasuruan

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Abstract: Education has various concepts and theories so that it can be used as a reference in shaping and developing human potential such as character because humans are actors as well as the goal of development itself. The use of the method is one way that we must take. the goal is for students to understand the subject matter that they are studying. Simulation method in learning to increase students' enthusiasm for learning, because the use of learning methods is one of the success factors of the teaching and learning process. This research uses the qualitative approach and the type of research of case study by using the data collection techniques in the form of observations in the environment of Abu Amr' senior high school. The analytical method used is descriptive analysis. The results of the descriptive analysis show that the implementation of the Simulation Method to Increase Student Enthusiasm in Islamic Cultural History subjects at Abu Amr' senior high school Pasuruan is quite good, because students' enthusiasm also increases when participating in learning of Islamic Cultural History, the students become more active and learning goes well.

Keywords: Simulation Method, Students' Enthusiasm, Islamic Cultural History

1. Introduction

Education is the main key to the formation of competent human resources in a development process, because education can increase human wealth and dignity and be responsible to family, community and government. The quality and relevance of education in Indonesia is closely related to the fulfillment of access for all levels of education, while in our country it is still not evenly distributed. Therefore, a teacher must prioritize to improve quality and give a positive influence in learning, so that it will also affect absorption of material received by student during the learning process.

In general, learning can be interpreted as a process of behavior change caused by the interaction between student and their environment. Psychologically, learning is a process of change in behavior as a result of interaction to meet the needs of life. These changes will be seen in all aspects of behavior. Enthusiasm to learn is a sense of interest that arises by itself in learning activities so that students can improve satisfactory learning outcomes. Learning must be carried out in a way that is able to close the relationship between students and teachers.

A philosophy that says "*al-Thariqat Ahammu Min al-Maddah*" method is much more important than the material is the fact that the way of delivery in an interesting, unique and communicative learning is more favored by students even though the material presented is not very interesting. On the other hand, if the material is good but delivered in a less attractive way, the material presented in the lesson is less understandable by students.

This teaching and learning situation that is conducive is important to be designed and pursued by the teacher deliberately in order to avoid conditions that are detrimental to students, one of which is by using the right learning method. Education and methods are an inseparable unit in teaching, the success or failure of learning in the classroom lies in the existence of active, communicative and easy-to-adjust learning methods to the conditions of students so that the results of learning will not be far from what is expected and planned by the teacher. The use of the method is one way that we must take its, the goal is for students to understand the subject matter they are studying. In an effort to carry out the learning method, the teacher can determine the technique that is considered appropriate to the method, and the use of that technique, each teacher has a way that may differ from one teacher to another.

The simulation method gives students a realistic sense, in order to achieve maximum learning outcomes and also to overcome learning difficulties, students and teachers must both understand the learning process and all the factors that influence learning success. Usually, students do need an easy-to-use method to attract enthusiasm for learning and the results will be more effective. The Simulation method can support to train teacher skills during the teaching and learning process, this method is also a method that can make students more active in learning and appreciate the material more.

Enthusiasm to learn in the world of education is one of the important things. Without enthusiasm, someone certainly will not get a good learning process. Enthusiasm is the first step for good learning. Learning can be successful if the purpose of learning

itself can be achieved, people who have a high need to know have different characteristics in terms of their psychology. Enthusiasm to learn is certainly related to the psychology of students. Enthusiasm in KBB means being excited, having interest, having a sense of being interested in something that is happening.

In the process of improving the moral of the generation, the first step that must be taken by a teacher is to be able to be creative in making media and learning methods to increase student enthusiasm. One of them is through Islamic Cultural History subjects whose learning materials contain the history of Islam in the world, and can motivate students to be able to make examples of stories, the history of Islamic religious leaders in carrying out their daily lives. Based on the results of an interview with one of the students at senior high school of Abu Amr', he said that after taking Islamic Cultural History lessons, he felt happy because he knew more about Islamic history, and could also make the experience in his daily life.

2. Method

The research was conducted at Abu Amr' senior high school, Pasuruan Regency which is an educational institution located in Pasuruan Regency, which is precisely on Jl. Gus Dur, Tambakrejo, Pasrepan, Pasuruan Regency. This research was carried out from April 10, 2021 to June 3, 2021.

This study uses a qualitative method with the type of case study research. Qualitative research methods are usually called naturalistic research methods because the research is carried out in natural conditions. Qualitative research methods are a research method that emphasizes the aspect of in-depth understanding of a problem or event rather than looking at the problem for generalization research. Qualitative research is research that intends to understand the problems experienced by research subjects such as behavior, perception, motivation, action, and by way of description in the form of words and language, in a special context that is natural and by utilizing various natural methods.

Qualitative data analysis is an attempt to reveal the meaning of research data by collecting data according to certain classifications. The process of qualitative data analysis begins with studying all available data from various sources, namely interviews, observations, documents in the form of photographs and so on. Thus using qualitative methods, namely the data collected in the form of pictures, written words not in the form of numbers, the data obtained will be more complete, and meaningful so that the research objectives can be achieved. Qualitative research tends to be more developed and widely used in the social sciences related to social behavior or human beings. Researchers choose the research method using qualitative methods because the problems studied are complex and dynamic, to understand how individuals get into trouble, and researchers want to understand the situation more deeply.

3. DISCUSSION

3.1 Implementation of the Simulation Method to Increase Students' Enthusiasm in Learning Islamic Cultural History Subjects at Abu Amr' Senior High School.

The method is one of the sub-systems of the learning system that cannot be taken for granted. Method is a method or procedure used by teachers in learning interactions by paying attention to the whole system to achieve a goal. The position of the method is very important in a learning process in the classroom, in its application the teacher does not only use one method but must combine it with several other methods, because if you only use one method it is very boring for students, sleepy, and makes you bored. The method in the teaching and learning process is a way to make it easier for students to achieve certain expectations or goals. The better the teacher's way of learning will be able to produce something better.

According to the meaning of the word, simulation means imitation or an act that is pretending. As a teaching method, simulation can be interpreted as an activity that describes the actual situation. The point is that students (with the guidance of the teacher) take part in a mock simulation to try to describe the actual event. Simulation is a learning effort to gain an understanding of the nature of a concept or principle, or a certain skill through a process of activity or exercise in an artificial situation. Through the simulation, students will be able to face the reality that may occur more effectively and efficiently.

It can be concluded that the simulation method is a way of teaching by performing an artificial behavior process and playing a role regarding the behavior carried out as if in real conditions, about understanding a concept, principle, skill or attitude in the simulation.

Enthusiasm comes from the Greek word *Entheos* which means "God within" or inspired by God. Enthusiasm and trust is a feeling, an awareness of the relationship between people and a source of strength to achieve a desired goal. The enthusiasm of students in learning in class is the enthusiasm and interest of students in participating in learning. Student enthusiasm is a feeling of enthusiasm to learn until it is embedded in them a goal to be achieved from the learning process they are doing. So, enthusiasm is a feeling of excitement about something that is happening, which gives the effect of passion or enthusiasm from within a person spontaneously or through prior experience. Students who have enthusiasm in learning will look different from other students, especially in solving given Islamic Education problems. Those who are enthusiastic will tend to never give up in answering these problems.

Therefore, joy and enthusiasm or enthusiasm should be something that must be presented in the classroom, both by teachers and by students, especially in Islamic Cultural History lessons. So, it can be said that students are a component that occupies a central position in the teaching and learning process who want to realize expectations, have goals and want to realize them to the fullest. Someone who has enthusiasm can be characterized by a great enthusiasm and will to achieve something. Enthusiasm will also make someone happy to do any given task or job. So if in a learning process the level of student enthusiasm is high, it is suspected that student learning achievement will increase. Enthusiasm is a feeling and belief, an awareness of a connection between one's self and a source of strength to achieve goals, speak with enthusiasm and a positive attitude, act with confidence.

The meaning of history according to etymology comes from the Arabic *syajarah*, which means "tree". Other terms in foreign languages are called *hisstore* (French), *geschichte* (Germany), *histoire* or *geschiedenis* (Dutch), and history (English). The word history comes from the Greek (*istoria*) which means knowledge of natural phenomena, especially humans who are chronological in nature. Therefore, history in the perspective of science is limited to human activities related to certain events arranged chronologically. Culture is a form of expression about the deep spirit of a society. Culture has at least three forms, namely the ideal form, namely the form of culture as a complex of ideas, ideas, values, norms, regulations, etc., the form of behavior, namely the form of culture as a complex of patterned behavior activities of humans. in society, and the form of objects, namely the form of culture as objects of work. The history of Islamic culture is one of the important lessons in an effort to shape the character and personality of students. By studying it, it is hoped that the younger generation will gain knowledge about the histories that are very important in life.

Islamic Cultural History learning invites students to understand and experience to the full of Islamic culture, which can be used as the basis for their way of life. This can be realized through guidance, teaching, training, use of experience and habituation. Meanwhile, in the context of learning, the History of Islamic Cultural also has several functions, namely: An educational function, namely history confirms to students the obligation to uphold values, principles, noble and Islamic life attitudes in carrying out daily life. So students can find out important events in history. The function of science is through history students know a lot of information about the Islamic past and its culture. So students can know Islamic civilizations and their characters, and the transformation function, namely History is one of the most important sources in designing the transformation of society. So with history students can add a sense of pride and appreciation to heroes. In order to be able to carry out these functions, Islamic Cultural History learning requires an approach that can be done by involving several components, namely: faith, experience, habituation, rational, emotional, functional, and exemplary.

The simple purpose of this simulation method is that students are able to become figures who are able to understand themselves and their environment so that they can decide what to take when they get the same situation. Simulations are very suitable for students, because they can play and learn and directly create an atmosphere that can stimulate students' curiosity, so it will make it easier for teachers to generate enthusiasm in students to solve problems if later they are faced with the same difficulties.

There are so many advantages of the simulation method in a teaching and learning process, namely students can practice self-confidence by getting used to interacting and communicating with their friends, students will be more active in the learning process using the simulation method because students are directly involved in the learning process, and can hidden new talents such as acting. With the various advantages of the simulation method, it is necessary for a teacher to know so that the potential possessed by students can be maximized in a teaching and learning process.

The steps in the implementation of the simulation, which consist of the initial stage, the implementation stage and the closing stage. Here are the steps:

1. Preparatory Activities

- a. Formulate the objectives of learning to be achieved by students.
- b. Choose materials and topics to be simulated.
- c. Prepare an outline of the simulation implementation scenario.
- d. The teacher explains to students about the outline of the material, objectives and situations to be simulated.
- e. The teacher organizes the formation of groups, the roles that will exist, the arrangement of the room, the arrangement of the material, the arrangement of the tools to be used and so on.
- f. Offer to students about who will play a role in the simulation.
- g. The teacher explains to the students and the role holders about the things that must be done.
- h. The teacher gives an opportunity to ask questions.
- i. The teacher gives the opportunity for each group and the role holders to prepare themselves.
- j. The teacher determines the time allocation needed for the implementation of the simulation

2. Implementation Activities

- a. Opening Activities
 - 1) Asking about the previous lesson material.
 - 2) Making anecdotal stories that have to do with the lesson to be taught.
 - 3) Delivering the objectives of the lesson that will be carried out by simulation.

b. Core activities

Once everything is ready, the simulation starts:

- 1) Students who do not play a role will act as observers. They were provided with an observation guide to record the roles played by the simulation actors.
- 2) The role holders conduct simulations according to the scenario or general guidelines that have been made by the teacher or which have been prepared by the role holders.
- 3) The teacher helps supervise, and gives suggestions for the smooth implementation of the simulation.
- 4) Provide opportunities for observers to submit criticisms and reports on their observations.
- 5) Provide opportunities for role holders to provide clarification.

c. Closing Activities

- 1) The teacher asks students to make conclusions and summaries.
- 2) The teacher evaluates.
- 3) If based on the results of the evaluation, it turns out that the simulation did not achieve the goal, then the role holders are asked to repeat the simulation again by paying attention to input from the observers, or the teacher can appoint another student to carry out the re-simulation.

In terms of shape and type, this simulation can take the following forms:

- a. Sociodrama is a game that is carried out by starting from problems and behavior in social relationships.
- b. Psychodrama is a teaching activity that starts from problems that are more related to human psychology or in human relationships. Psychodrama is carried out with the aim of being therapy, namely so that individuals or students gain better insight (understanding) about themselves, discover self-concepts, and express reactions to the pressures they experience.
- c. Role Playing is a type of simulation method that starts from problems related to the purpose of explaining attitudes and concepts, planning and testing problem solving, helping students prepare real situations and understand social situations more deeply. Role playing has the potential to express feelings, develop an understanding of other people's feelings and perspectives, and demonstrate creativity and imagination by playing as living characters.
- d. Peer teaching has the same meaning as peer tutoring. Peer-teaching is a teaching method that requires students to be able to teach other students or peers. Peer teaching can act as a model, if during the learning process he is asked to demonstrate his skills in front of other students, or as an example in doing or answering exam questions, such as practical exams.

Factors that can affect students' learning enthusiasm are:

- a. Intentions and Goals to achieve expectations
- b. Have a target planning (Goal Setting) to be achieved in the future
- c. Be aware of your strengths and weaknesses
- d. Always think positive in words, attitudes and feelings
- e. Maturity
- f. Intelligence and Intelligence
- g. Practice and Test
- h. Motivation
- i. Personal traits of a person
- j. Family Circumstances
- k. Teachers and How to Teach
- l. Teaching Tools
- m. Social Motivation
- n. Environment and Opportunities
- o. Teachers in managing learning activities must be alive and full of enthusiasm
- p. The teacher always explains the purpose, use and benefits of the lessons given as a quality of future life for students.
- q. Teachers must always guide students in doing assignments
- r. Every assignment that has been done by students must be checked and assessed by the teacher.
- s. Reward student work

Implementation means an application. The application in a learning process uses a method, namely the simulation method, which the teacher has planned well so that the learning objectives can be achieved, namely increasing students' enthusiasm for learning in Islamic Cultural History subjects. Based on that goal, a teacher must have the ability and creativity to be able to attract students' attention so that students become enthusiastic about participating in learning and this can trigger the success of the learning process. To be able to achieve these goals, teacher preparation is needed so that learning using the simulation method can run effectively.

In a teaching and learning process, a factor that is quite important to achieve a teacher's success in carrying out learning is the teacher's ability to master various kinds of learning strategies, one of which is by using learning methods. The method is one of the sub-systems of the learning system that cannot be taken for granted. In the book by Syahraini Tambah, M.A stated that the use of these learning methods must be able to actively involve students, because they are the center of learning activities and the formation of competence and character. Referring to this opinion, the simulation method carried out by the Islamic Cultural History teacher at Senior High School of Abu Amr' has actively involved students, where with this method students are given foreign roles and the opportunity to practice characters according to the material, students are given the freedom to experiment to fantasize during learning process, this kind of learning attracts students and increases enthusiasm for learning.

With the simulation method used by the teacher, it is hoped that students will no longer feel bored and sleepy in following the learning process in class, in the process of applying this method the teacher first provides direction related to the material to be taught, after the teacher explains and divides groups and the role of each student, then one of the groups comes forward to practice the events in front of the class, they play their role by acting as if they are in accordance with the role given by the teacher.

The role playing method is a form of teaching method by dramatizing or acting out ways of behaving in social relations, which emphasizes more on the facts where students are involved in playing a role in dramatizing social relations problems. The results of the observations of researchers in the Senior high School of Abu Amr' environment on Islamic Cultural History subjects with the role playing method or role playing, students are given the opportunity to play a character. In role playing, students are free to use objects around them and imagine if these objects are used in playing the character they are playing. This method has an attraction for students in class XI, students are very enthusiastic or pay close attention to learning and the class atmosphere is getting more lively.

Referring to the learning theory of cognitivism according to Piaget that cognitive development is partly determined by the manipulation and interaction of children with the environment. Knowledge gained from action, physical experience, and manipulation of the environment is important for developmental change. People who are active, choose, decide, practice, pay attention, ignore, and make many responses to pursue goals. Changes experienced by students during the learning process using the simulation method with role playing because students can understand the material through physical experience, namely role playing by practicing events in Islamic Cultural History subjects, increasing enthusiasm, students can interact with their group friends.

Enthusiasm is a feeling of excitement about something that is happening, which gives the effect of passion or enthusiasm from within a person spontaneously or through prior experience. Class XI students of Abu Amr' Senior High school when taking Islamic Cultural History lessons using the simulation method, namely playing their roles, they look more enthusiastic, it can be seen from their pleasant smiles, curiosity and can't wait to start learning in class.

In the Thesis Journal by Hastan Sriningsih concluded that the characteristics or indicators of student enthusiasm for learning in the learning process are that during the learning process students diligently listen to the teacher's explanation, students are eager to ask questions for material that is not yet clear, students are eager to carry out tasks teachers, students are eager to work together with friends, during active student learning activities, students have a strong sense of self-confidence. In research that has been carried out by researchers in class XI students at Senior High School of Abu Amr' when learning Islamic Cultural History using this simulation method students pay more attention to the teacher or friends who deliver the material, students are excited to take part in learning, students can work together and interact with their groups, can provide comments to other groups, and increasing self-confidence, students have dared to appear in front of the class where previously they were still shy, afraid and still pointing at each other between students.

3.2 The Effectiveness of the Simulation Method to Increase Students' Enthusiasm in Learning Islamic Cultural History Subjects at Abu Amr' Senior High School Pasuruan Regency

Effectiveness is a measure that states how far a goal has been achieved, which has previously been determined. In learning Islamic Cultural History at Abu Amr' Senior High School by using the simulation method, students are expected to increase their enthusiasm for learning so that it can affect other aspects such as increasing self-confidence, having the courage to speak with an opinion, and improving learning outcomes. In the journal *Acta Diurna*, effectiveness comes from the word effective which means there is an effect (influence, effect, impression) and the use of methods or means, tools in carrying out activities so that they can achieve maximum goals. In accordance with this opinion, the use of the simulation method in class XI of Abu Amr' Senior High School is quite effective, students experience changes, especially in the level of enthusiasm for learning, this fun and more colorful learning atmosphere really helps students in overcoming the boredom

and boredom that students often feel in learning. learning. By using the simulation method, teachers and students feel more helpful in the learning process in the classroom because this method requires students to be more active in class, not only silent and listen to the delivery of material from the teacher, but students are involved to participate.

Enthusiasm is a choice that arises from feelings, is chosen and strengthened, therefore enthusiasm can be generated from within or outside of oneself, the strongest is a choice from oneself, when we have decided to choose to be enthusiastic, our subconscious will run the program. enthusiasm in the mind and immediately generates the energy of that enthusiasm. Referring to the journal, the effectiveness of learning using the simulation method can increase students' enthusiasm, enthusiasm arises because students already know the goals to be achieved in learning, students realize their potential in using simulation methods such as acting skills and self-confidence, and positive thinking to achieve goals. learning objectives.

In a lesson every teacher has a target to be achieved. The effectiveness of learning can be seen if the teacher's plans and goals can be achieved, the more plans that are achieved, the more effective learning will be. The learning process will work well if it is supported by the ability of the teacher to create a learning atmosphere, one of which is by using the method. The simulation method used by Mr. Nizar as an Islamic Cultural History teacher at Senior High School of Abu Amr' has achieved the expected plan, namely increasing a sense of enthusiasm for learning in class XI students. With a high feeling of enthusiasm, the learning process in the classroom can run smoothly and pleasantly, where students take part in learning voluntarily without feeling forced or pressured so that no boredom is felt.

The selection of the right learning method applied is expected to make students able to play an active role during learning, a method that uses aspects of activity, one of which is role playing because this method involves students in its implementation. The simulation method of the type of role playing or role playing is a method using motion but there are goals and rules in it. The results of observations made by researchers are in accordance with this opinion, one of the effectiveness of learning Islamic Cultural History at Abu Amr' Senior High School is by using the simulation method of the type of role playing to increase enthusiasm, one of which is influenced by student involvement during the learning process, with students being given their respective roles in accordance with Islamic Cultural History material attracts students' interest, students have new experiences, can train students' self-confidence, and the ability to speak in front of the class or express opinions. With the students' interest in learning, their enthusiasm increases to take part in Islamic Cultural History learning.

3.3 Constraints Factors in the Implementation of Simulation Methods to Increase Student Enthusiasm in Learning Islamic Cultural History Subjects at Senior high School of Abu Amr' Pasuruan Regency

Learning is a process and not an outcome. Therefore, learning takes place actively and integratively by using various forms of action to achieve a goal. In accordance with this opinion in the teaching and learning process the teacher always expects students to achieve the planned goals, but it does not always run smoothly and without obstacles. In learning Islamic Cultural History at Senior High School of Abu Amr' using this simulation method, there are factors that influence learning, namely inhibiting factors or obstacles during the learning process, these obstacles are not only felt by teachers but also students.

Character has the meaning of disposition, behavior that distinguishes one person from another, while student characteristics are part of the student experience that has an influence on the success of the learning process. The learning method chosen by the teacher must be based on the characteristics of the students. In line with this opinion, the teacher at Abu Amr' Senior High school in determining the learning method must be adjusted to the characteristics of the students, because each student has different characteristics in receiving material from the teacher, there are students who ignore and pay attention to the teacher's explanation. This is one of the obstacles that are often encountered by teachers in the learning process in the classroom, namely the differences in the characteristics of students, teachers must be able to choose learning methods that are in accordance with the characteristics of students in order to achieve learning objectives, namely increasing enthusiasm for learning.

In the dynamics journal, the research explains that the activeness and enthusiasm of student learning in the learning process can be created by the teacher depending on the efforts made so that the atmosphere in the classroom becomes conducive and effective. Based on the results of interviews conducted by researchers with Islamic Cultural History teachers at Abu Amr' Senior high School, learning carried out using the simulation method is an effort to increase students' enthusiasm for learning, if students' enthusiasm for learning is low, learning will not run smoothly because students feel

compelled to learn. to take part in learning is not because of excitement and this makes it difficult for students to accept the material presented by the teacher in class.

The simulation method is a way of teaching by performing a behavioral process artificially and playing a role regarding the behavior carried out as if in the actual situation, about understanding a concept, principle, skill or attitude that exists in the simulation. Learning using the simulation method does not always run smoothly, because each learning method has its own advantages and disadvantages. Obstacles experienced by teachers of Islamic Cultural History subjects at Abu Amr' Senior High School are due to poor classroom management, and students consider that the delivery of material with this simulation method is just playing, it is considered entertainment or games so that it makes learning objectives neglected and cannot be achieved by good.

The role playing model is a kind of motion game in which there are goals, rules, and at the same time involve fun elements. In line with this opinion, role playing is very dependent on student activities and it is an obstacle experienced by students and teachers at Abu Amr' Senior High School. With this method students are required to be active because students have been divided into groups and their respective roles to be practiced in front of the class, there are students who still feel less confident to participate actively, do not want to play the roles that have been determined because they feel ashamed and afraid, class conditions that crowded, and did not dare to express an opinion. With these obstacles, learning can be hampered and not in accordance with the goals expected by the teacher.

4. Conclusion

From the description above, the author concludes that the implementation of the Simulation Method to Increase Learning Enthusiasm in Class XI Students at Abu Amr' Senior high School Pasuruan Regency is already going well. The simulation method used by the teacher makes students more active and involved directly in the learning process in the classroom so that it can increase students' enthusiasm for learning. Then the effectiveness of the simulation method to increase the enthusiasm of students in class XI in Islamic Cultural History subjects at Abu Amr' Senior High School Tambakrejo, Paserpan, Pasuruan Regency is very effectively used in increasing students' enthusiasm for learning, fostering self-confidence when studying so that students feel comfortable, fun at the same time. learning and students also feel not bored while studying and students are also easier to understand the material provided by the teacher. As well as the constraint factors experienced in the implementation of the simulation method to increase student enthusiasm for learning, namely differences in student characteristics, busy students, poor class management, and students consider the delivery of material with this simulation method only entertainment.

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