



The Influence of Religious Spiritual-Based Learning Approach to Learning Outcomes of Natural Sciences at Madrasah Tsanawiyah Pekanbaru

Sri Murhayati^{1*}, Hartono², Siti Nor Fazila binti Ramly³, Muhammad Ilham Syarif⁴

¹Department of Islamic Education Doctoral program, State Islamic University of Sultan Syarif Kasim Riau, Indonesia

² Department of Islamic Education Management Doctoral program, State Islamic University of Sultan Syarif Kasim Riau, Indonesia

³Department of Chemistry, Penang Matriculation College, Malaysia

⁴Department of Science Education, State Islamic University of Sultan Syarif Kasim Riau, Indonesia

*Correspondence Author: sri.murbayati@uin-suska.ac.id

Received: 29 March 2022 Accepted: 20 July 2022 Published: 30 October 2022

ABSTRACT

This study was aimed to reveal the contribution of a spiritual-religious-based learning approach to the learning outcomes of Natural Sciences at Madrasah Tsanawiyah Pekanbaru. To achieve this goal, this study used a quantitative-based approach with correlational research methods. The population of this study were 444 students of class VIII from Madrasah Tsanawiyah in Pekanbaru city with a sample of 211 students selected by cluster sampling technique. Data collection was carried out by conducting a questionnaire to measure the variables of a religious spiritual-based learning approach. Hypothesis testing was carried out using inferential statistical tests with simple correlation. Based on the results of data analysis, it can be concluded that the application of a spiritual-religious-based learning approach in science learning at Madrasah Tsanawiyah Pekanbaru can be categorized as good (70.06%) and students' science learning outcomes are also categorized as good (72.02%). The results discovered that there was a significant positive contribution to the learning outcomes based on religious spirituality on student learning outcomes in learning Natural Sciences at Madrasah Tsanawiyah Pekanbaru. To be precise, the contribution coefficient obtained is 49%, while 51% is caused by other variables.

Keywords: *learning approach, spiritual religion, learning outcomes*

INTRODUCTION

The subject of Natural Sciences (IPA) is a branch of science that has several main discussion areas such as discussions related to facts, concepts, hypotheses and theories (Fitriyati et al., 2017). This subject is very important to be taught to students at all levels of education. Therefore for the progress of a country, it is necessary to have preparatory steps that can accommodate students to study science (Ilhamdi et al., 2021). In the madrasah curriculum, natural science subjects are intended so that students have a variety of abilities, such as belief in God Almighty and an understanding of the symptoms of life. Natural Science is not only to broaden cognitive horizons but also to touch on the affective and psychomotor domains, even metacognitive learning how to learn. This means that teaching this field is not enough just through telling science. However, the teaching process needs to be carried out by carrying out

activities that can encourage students to develop thinking skills through direct involvement in working on scientific projects (Panggabean et al., 2021).

The achievement of student learning outcomes in natural science subjects is influenced by many factors, namely internal, external and approach to learning (Badar & Bakri, 2022). Through the Education Process Standards set forth in the Government Regulation of the Republic of Indonesia Number 32 of 2013 (Pemerintah Republik Indonesia, 2013), the Indonesian government intends to direct every aspect of the stages of education to achieve the national education goals stated in Law Number 20 of 2003 (Republik Indonesia, 2003) Based on the explanation contained in the law, it can be understood that the learning process is the most important thing in achieving educational goals. The learning process does not only touch the cognitive realm, but also improves student character. As an effort to improve student character, verses of the Qur'an that are integrated into teaching materials such as student worksheets can instill Islamic values and positive character in students (Permana, et al., 2021). The implementation of the learning process that combines the three aspects as intended is expected to be realized through Islamic educational institutions, namely Madrasah educational institutions. Madrasah is a place or place to study Islamic sciences and other specialist knowledge. In this case, madrasah are one of the spearheads in improving the quality of education in Indonesia.

Based on the results of previous research, the application of a spiritual-religious-based learning approach in Madrasahs has been implemented by teachers. However, it was found that the results of the implementation that had been carried out were not satisfactory. So according to Primayana et al. (2019), it is necessary to make efforts to increase student learning success. One of these efforts can be done through efforts to improve the learning process. In improving the learning process, the role of the teacher is very important, namely determining the appropriate learning method. Unfortunately it was found that the enthusiasm of madrasah teachers to carry out the learning process with a religious-spiritual approach was still lacking. So that the process of learning natural sciences in madrasahs is not fully in accordance with the characteristics and objectives of these educational institutions. This means that the teacher when carrying out the learning process is still not in accordance with the objectives of learning natural science so that the achievement of the learning objectives contained in the curriculum has not been achieved. These problems must receive special attention because theoretically this approach to learning will have an impact on student learning outcomes, in addition to other factors.

As far as known, it was found that there were many previous studies that attempted to bring science learning closer to spiritual values such as Harahap & Darmana (2020); Fitriana et al. (2016); Noor (2018); Oksamarisa et al. (2016); Zega & Darmana (2019). Saputro et al (2019) conducted research on developing an integrated science learning model for integrated Al-Quran interpretation. Fahyuni et al (2020) conducted another study on the integration of guided inquiry learning integrated Islamic values and science in natural phenomena in millennial students by utilizing information technology as an environmental learning resource.

Therefore, based on the results of the preliminary study, this study aims to see the application of a spiritual-religious-based learning approach to student learning outcomes in learning natural sciences in Madrasahs. A learning process that leads to elements of religious values or religious spiritual strength based on monotheism and religious values in the form of faith and monotheism will give birth to a perfect personality as a whole human being as referred to in Indonesia's national education goals. Theoretically, the results of this study are useful for providing an understanding of the spiritual-religious-based learning approach in madrasahs, especially in science subjects and as a reference for teachers in the preparation and development of steps and procedures for learning approaches in natural science subjects. Practically this study is useful for teachers in improving their own abilities in carrying out learning which refers to the use of religious spiritual-based learning approaches to improve student learning outcomes in learning natural sciences.

METHODOLOGY

In order to achieve the research objectives, the research method used in this study is a mixed method. Mixed research is a research approach that combines qualitative research with quantitative research. Correlational research is carried out first and then it will be continued by calculating the contribution of the independent variables to the dependent variable using the Determination Index.

This research was conducted on 23 Madrasah Tsanawiyah Pekanbaru City with cluster sampling technique. Madrasah Tsanawiyah in the city of Pekanbaru was first grouped into 4 categories. Then from each category, several schools were taken as samples as representatives of categories such as Andalan State Madrasah Tsanawiyah, Madrasah Tsanawiyah al-Munawarah, Madrasah Tsanawiyah Diniyah Puteri and Madrasah Tsanawiyah Muhammadiyah. The population in this study were all class VIII students from each Madrasah Tsanawiyah which had been categorized and totaled 444 students. Considering the accuracy limits in order to reduce sampling errors in the population, this research sample uses the Slovin technique (Consuelo G. Sevilla, 1993) using a significance number of 0.05 so that the number of samples can be obtained by calculating 211 to achieve optimal results.

In accordance with the research objectives, the research instruments used were questionnaires and tests. The questionnaire was conducted to measure the implementation of the religious spiritual-based learning approach carried out by the teacher. This questionnaire is used to measure the variables of religious spiritual-based learning approaches. The number of questions about this religious-spiritual-based learning approach totalled 40 questions which are categorized into positive questions and negative questions with five answer choices provided. The answer options are adjusted using a Likert scale. The test was conducted to find out data on student learning outcomes in learning Natural Sciences in the form of student scores in Natural Sciences subjects (Hartono, 2010). In order to test the validity of the instrument, Item Analysis was used which was run with the help of the IBM SPSS Statistics version 20 computer program. In addition, to test Reliability it was carried out using Spearman Brown (Hartono, 2010). In conclusion, data analysis in this study was carried out to test the hypothesis using a Simple Correlation-based hypothesis test (Hartono, 2008) which was carried out through the help of the IBM SPSS program version 22 computer.

RESULT AND DISCUSSION

To see a clearer picture of the spiritual-religious-based learning approach in learning natural sciences at the Pekanbaru tsanawiyah madrasah, it can be seen from table 1 below.

Table 1. Analysis of Religious Spiritual-Based Learning Approaches in Learning Natural Sciences

N	Valid	211
	Missing	0
Mean		140.13
Median		139.00
Mode		144
Std. Deviation		11.440
Minimum		117
Maximum		171
Sum		29568

Based on table 1 it can be seen that the lowest score of the spiritual-religious-based learning approach in learning Natural Sciences at the Pekanbaru tsanawiyah madrasah is 117 (1 student as much as 0.5%). The highest religious spiritual-based learning approach in learning Natural Sciences at Madrasah Tsanawiyah Pekanbaru was 171 which was also obtained by 1 student, namely 0.5%. The average score (mean) of a spiritual-religious-based learning approach in learning natural sciences at Madrasah Tsanawiyah Pekanbaru is 140.13 and the score that occurs the most (modus) is 144 which is known from 10 students, namely 4.7%. In general, the learning approach based on religious spirituality in learning natural sciences at Madrasah Tsanawiyah Pekanbaru is classified as moderate, this can be seen from the total scores of student questionnaire answers obtained as many as 29,568 with a percentage of student answers of 70.06% so it can be concluded that the learning approach is based on religious spirituality in learning natural sciences at the Madrasah Tsanawiyah Pekanbaru is categorized as good. To be more specific, the spiritual-religious-based learning approach in learning natural sciences at the Madrasah Tsanawiyah Pekanbaru, can be seen in the bar chart in Figure 1 below.

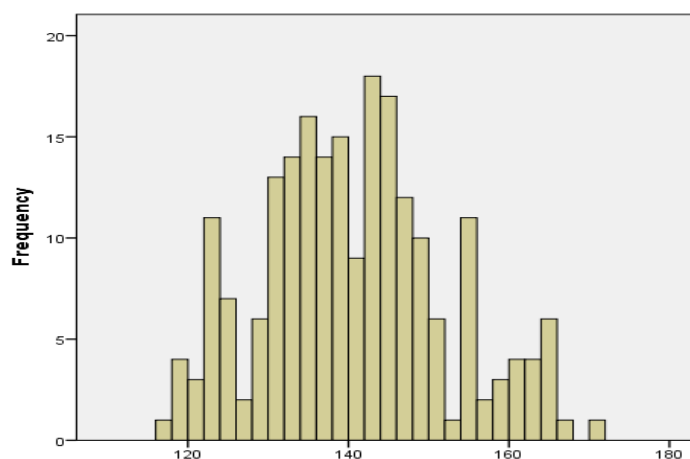


Figure 1. Diagram of Religious Spiritual-Based Learning Approach in Science Learning

After recapitulating student learning outcomes in natural science subjects, a general overview can be seen through table 2 which is the result of descriptive analysis through IBM SPSS for Windows version 22 as illustrated in table 2 below:

Table 2. Student Learning Outcomes in Learning Natural Sciences

N	Valid	211
	Missing	0
Mean		72.02
Median		72.00
Mode		75
Std. Deviation		10.333
Minimum		50
Maximum		95
Sum		15197

Based on table 2, it can be seen that the lowest student learning outcomes in Natural Science subjects at Madrasah Tsanawiyah Pekanbaru were 50, which were obtained by 2 students, namely 0.9%. The highest student learning outcomes in Natural Science subjects at Madrasah Tsanawiyah Pekanbaru were 95 obtained by 1 student, which was 0.5%. The average score (mean) of student learning outcomes in the subject of Natural Sciences at Madrasah Tsanawiyah

Pekanbaru was 72.02 and the score that occurred the most (modus) was 75 which was known from 19 students, namely 9.0%.

It can be concluded that student learning outcomes in natural science subjects at Madrasah Tsanawiyah Pekanbaru are classified as moderate, this can be seen from the total student scores obtained as many as 15,197 so that a percentage value of 72.02 is obtained. Therefore it can be concluded that student learning outcomes in natural science subjects at Madrasah Tsanawiyah Pekanbaru are categorized as good (72.02%). For more details, student learning outcomes in the subject of Natural Sciences at Madrasah Tsanawiyah Pekanbaru, can be seen in the bar chart in figure 2:

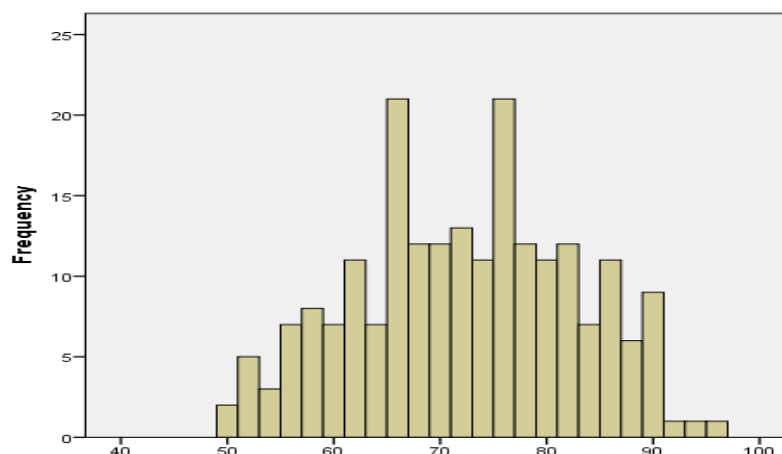


Figure 2. Diagram of Student Learning Outcomes in Science Subjects

There are three requirements that must be possessed in this parametric spiritual analysis, namely the normality test and the linearity test. The normality test used in this study is the Kolmogorov Smirnov normality test, because there are more than 50 respondents. The Kolmogorov-Smirnov test was carried out based on the probability of significance for the data normality test. If the significance probability number is greater than 0.05 then H_0 is accepted, which means that the data is normally distributed. If the significance probability number is less than 0.05 then H_0 is rejected, which means the data is not normally distributed.

Based on the analyzed data test, 3 main conclusions can be drawn, i.e. : (1) data on a spiritual-religious-based learning approach in learning natural sciences at Madrasah Tsanawiyah Pekanbaru has a significance probability value of 200 and greater than 0.05. This means that the data on a spiritual-religious-based learning approach in learning natural sciences at the Madrasah Tsanawiyah Pekanbaru is normally distributed; (2) the data on the learning outcomes of the Natural Sciences subject at Madrasah Tsanawiyah Pekanbaru has a significance probability value of 0.33 and this figure is greater than 0.05. This means that the data on learning outcomes for Natural Sciences subjects at the Pekanbaru Tsanawiyah Madrasah are normally distributed.

This study has an independent variable, namely the Religious Spiritual-Based Learning Approach and the dependent variable, namely student learning outcomes. Regression analysis of each variable was carried out between X and Y to find out whether the data on a religious-spiritual-based learning approach was linear with student learning outcomes in learning natural sciences at Madrasah Tsanawiyah Pekanbaru. Then a linearity test was carried out using the SPSS for Windows version 22 program as stated in table 3 below:

Table 3. Linearity Test of Religious Spiritual Approach with Student Learning Outcomes in Learning Natural Sciences at Madrasah Tsanawiyah Pekanbaru

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10982.814	1	10982.814	200.681	.000 ^b
	Residual	11438.067	209	54.728		
	Total	22420.882	210			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Spritual keagamaan

Based on table 3, it can be seen that the F value is 200,681 and the significance value is 0.000. In the ANOVA table above, the probability value is less than 0.05 ($0.000 < 0.05$). This means that the null hypothesis is rejected and the alternative hypothesis is accepted. Thus it can be interpreted that the variables of a linear religious-spiritual-based learning approach with student learning outcomes in learning natural sciences at Madrasah Tsanawiyah Pekanbaru can be tested using a parametric analysis test.

The magnitude of the contribution of religious spiritual-based learning approaches to student learning outcomes in learning natural sciences at Madrasah Tsanawiyah Pekanbaru can be seen from the calculation results obtained by the magnitude of R square (R^2) as shown in table 4 below:

Table 4. Contribution of Religious Spiritual Based Learning Approach to Student Learning Outcomes in Learning Natural Sciences at Madrasah Tsanawiyah Pekanbaru

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700 ^a	.490	.487	7.398

a. Predictors: (Constant), Spritual keagamaan

In table 4 it can be seen that the magnitude of the coefficient R square (R^2) is 0.490. The coefficient of determination or determining coefficient or contribution coefficient is calculated by means of $KP = R^2 \times 100\% = 0.490 \times 100\% = 49.0\%$. Therefore, the contribution of a religious spiritual-based learning approach to student learning outcomes in learning natural sciences at Madrasah Tsanawiyah Pekanbaru is 49%, while 51% is caused by other variables. Thus, there is a significant contribution of religious spiritual-based learning approaches to student learning outcomes in learning natural sciences at Madrasah Tsanawiyah Pekanbaru.

Religious spiritual-based learning approach in learning natural science is the planting of the value of monotheism in the implementation of the learning process. From the results of the research that was previously presented, the religious-spiritual-based learning approach is already in the medium (good) category. This is possible due to the place of this research is in an Islamic educational institution under the auspices of the ministry of religion (Pratama, 2019). In accordance with the vision and mission of this madrasa, the religious-spiritual-based learning approach is easier to apply and the teachers who teach also more or less know Islam and understand it.

Hence, they can apply it in learning, even if it's in general natural science subjects. This has been very encouraging for madrasas because teachers have been able to apply the values of monotheism in learning so that the vision and mission can be achieved. Even so, the approach is not yet included in the high category. Therefore, it still requires the seriousness and sincerity of the teacher to carry it out because this has a significant influence on student learning outcomes. A teacher who is highly committed will always move his enthusiasm and motivation in carrying out his duties and responsibilities. The commitment of a teacher is an acknowledgment of the profession he lives in (Nailah & Afifa, 2022).

In education, the religious approach is defined as an approach that seeks to foster a religious attitude in students which is reflected in their words, actions and appreciation in everyday life. This religious approach is related to the emphasis on aspects of faith and transcendental values in every action taken, namely the value that considers that human life in the world is an opportunity given by God, and every human being must be held accountable for his actions in the afterlife. This religious-spiritual-based learning emphasizes efforts to grow and develop divine values in attitude and behavior. Behavior based on noble morals is at the same time in line with the nature of human creation, namely serving God faithfully and sincerely. The formation of noble character provides a comprehensive picture of the reciprocal relationship between creators, humans and the environment in the context of forming good human beings as the ultimate goal of education (Hakiki & Kesuma, 2018).

This religious approach also emphasizes that every action that is done by humans is always seen and known by God, and every action in this world is not only for the benefit of the world but also to get a reward in the hereafter. The religious approach causes human life to have high, noble, long-term and meaningful goals. Education with a religious approach must also be integrated with functional, rational approaches and so on (Nata, 2017). Students must be given educational values of faith and piety that are more conducive to the learning situation and conditions. Therefore, it is expected to produce graduates with more complete personalities, do not separate scientific activities from faith, and there is no dichotomy between worship and muamalah (Kurniawan, 2011). In Islam, the personality of this perfect person is divided into three categories, i.e. Mukmin (Faith), Muslim (Islam) and Muhsin (Ihsan).

The concept of faith is a concept of Islamic teachings instilled in the holy Qur'an. In addition, this is also reflected in the multicultural life of the Prophet Muhammad who taught us that faith exists as a human value, a sense of caring, a sense of brotherhood, and mutual love and protection. In the Qur'an, it is explained that the Prophet Muhammad was sent as a transmission of teachings as well as *rahmatan lil 'ālamīn* (compassion for all nature). Therefore, ideally for believers it is important to understand each other in any way, including understanding each other from a religious, social and cultural point of view, because the Prophet Muhammad himself lived in Medina (Muzakky et al., 2020).

Islam etymologically means submission. The word "Islam" comes from *salima* which means safe. From that word, *aslama* is formed which means submission and obedience or surrender. A Muslim is a person who surrenders, submits, and obeys, in carrying out good behavior, so that his life is clean physically and spiritually. Thus they will get a reward in the form of safety and peace in life in this world and in the hereafter (Rohman & Sungkono, 2022). *Muhsin* means one who does *ihsan*. The word "*ihsan*" comes from "*basuna*" which means good or good. All behavior that brings benefits and avoids harm is *ihsan* behavior. Thus, *ihsān* means a person's mood and behavior to always feel close to the creator in accordance with the rules and laws of Allah. (Mujahid & Haeriyah, 2020).

In theory faith, Islam and *ihsan* can be distinguished but cannot be separated in terms of practice. One and the other complement each other, faith involves aspects of belief in the heart, namely belief or belief, while Islam means safety, peace, obedience and submission and *ihsan* means always doing good because you feel cared for by God (Hadi, 2019). Religious spirituality in this study will direct students to be consistent, not wishy-washy, and consistent in their stance according to the truth they learn scientifically. They will have the moral courage to defend the truth, because it is based on faith that there is only one source of truth, namely Allah, who is beyond doubt (Hendar Riyadi, 2008). As in the letter of Ali Imran verse 60 which reads :

“This is the truth from your Lord, so do not be one of those who doubt.”

Thus, the teacher as the spearhead of education must be responsible for the formation of the personality of students. Teachers are required to be able to carry out and embody the values of faith and piety in the learning process. Hence, students can get more comprehensive and complete learning outcomes at the end of their studies.

CONCLUSION

Based on the results of the data analysis carried out in this study, it can be concluded that the spiritual-religious-based learning approach in learning natural sciences at Madrasah Tsanawiyah Pekanbaru is quite good. In addition, student learning outcomes in natural science subjects at Madrasah Tsanawiyah Pekanbaru are also quite good. Hence, it can be concluded that there is a significant positive contribution between religious spiritual-based learning approaches to student learning outcomes in learning Natural Sciences at Madrasah Tsanawiyah Pekanbaru. The contribution coefficient is 49%, while 51% is caused by other variables.

REFERENCES

- Nata, A. (2017). *Ilmu Pendidikan Islam*. Prenadamedia Group.
- Abdurrohman, M. A., & Sungkono, S. (2022). Konsep Arti Islam dalam Al-Qur'an. *AL-MIKRAJ: Jurnal Studi Islam dan Humaniora*, 2(2), 51-64.
- Badar, N., & Bakri, A. (2022). Strategi Pembelajaran Dengan Model Pendekatan Pada Peserta Didik Sekolah Menengah Pertama Agar Tercapainya Tujuan Pendidikan. *JBES: Journal of Biology Education and Science*, 2(2), 1-15.
- Consuelo G. Sevilla. (1993). *Pengantar Metode Penelitian*. UI Press.
- Fahyuni, E. F., Wasis, W., Bando, A., & Arifin, M. B. U. B. (2020). Integrating Islamic Values and Science for Millennial Students Learning on Using Seamless Mobile Media. *Jurnal Pendidikan IPA Indonesia*, 9(2), 231-240.
- Fitriana, F., Mahmud, & Darmana, A. (2016). Pengembangan dan Standarisasi Bahan Ajar Kimia Terintegrasi Nilai-Nilai Spiritual untuk Kelas XI SMA/MA Semester 1 Berdasarkan Badan Standar Nasional Pendidikan. *Jurnal Pendidikan Kimia*, 8(1), 12-18.
- Fitriyati, I., Hidayat, A., & Munzil. (2017). Pengembangan Perangkat Pembelajaran IPA untuk Meningkatkan Kemampuan Berpikir Ilmiah dan Berpikir Tingkat Tinggi Siswa Sekolah Menengah Pertama. *Jurnal Pembelajaran Sains*, 1(1), 27-34.
- Hadi, N. (2019). Islam, Iman dan Ihsan Dalam Kitab Matan Arba'in An-Nawawi: Studi Materi Pembelajaran Pendidikan Islam Dalam Perspektif Hadis Nabi SAW. *Jurnal Intelektual: Jurnal Pendidikan dan Studi Keislaman*, 9(1), 1-18.
- Hakiki, K. M., & Kesuma, A. S. (2018). Insan Kamil dalam Perspektif Abd Al-Karim Al-Jili dan Pemaknaannya dalam Konteks Kekinian. *Wawasan: Jurnal Ilmiah Agama Dan Sosial Budaya*, 3(2), 175-186..
- Harahap, A., & Darmana, A. (2020). Pembelajaran PBL Menggunakan Bahan Ajar Terintegrasi Nilai Spiritual untuk Meningkatkan Hasil Belajar dan Sikap Spiritual. *Jurnal Inovasi Pembelajaran Kimia (Journal of Innovation in Chemistry Education)*, 2(2), 64-70.
- Hartono. (2008). *Statistik Untuk Penelitian*. Pustaka Pelajar.
- Hartono. (2010). *Analisis Item Instrumen, Analisis Tes Hasil Belajar dan Instrumen Penelitian*. Zanafa Publishing dan Nusamedia.

- Ilhamdi, M. L., Al Idrus, A., & Santoso, D. (2021). Sikap Belajar Kaitannya dengan Hasil Belajar IPA Siswa Madrasah Tsanawiyah Al Maarif Praya Timur Kabupaten Lombok Tengah. *Jurnal Pijar MIPA*, 16(1), 129-135.
- Mujahid, A., & Haeriyah, H. (2020). Interpretasi Ayat-ayat Tentang Ihsān dalam Pengembangan Hukum Islam. *Mazhabibuna*, 2(2), 270-283.
- Muzakky, A. H., Atieq, M. Q., & Jamaluddin, S. (2020). Menjadi Mukmin Sejati Prespektif Al-Qur'an: Telaah Tafsir Jalālain. *Mashdar: Jurnal Studi Al-Qur'an dan Hadis*, 2(1), 1-18.
- Nailah, C., & Afifa, M. Memahami Komitmen Guru Profesional. *Jurnal Pedagogik Pendidikan Dasar*, 9(1), 1-7.
- Noor, M. F. (2018). Efektivitas Pembelajaran Menggunakan Bahan Ajar Kimia Berbasis Nilai-Nilai Spiritual Untuk Meningkatkan Hasil Belajar Kimia Siswa Kelas X Pada Materi Reaksi Redoks (Doctoral dissertation, UNIMED).
- Oksamarisa, H., Darmana, A., & Suyanti, R. D. (2016). Implementasi Bahan Ajar Kimia Terintegrasi Nilai Spiritual dengan Model Pembelajaran Problem Based Learning (PBL) Berorientasi Kolaboratif untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Kimia*, 8(2), 130–135.
- Panggabean, F., Simanjuntak, M. P., Florenza, M., Sinaga, L., & Rahmadani, S. (2021). Analisis Peran Media Video Pembelajaran Dalam Meningkatkan Hasil Belajar IPA SMP. *JPPIPAI: Jurnal Pendidikan Pembelajaran Ilmu Pengetahuan Alam Indonesia*, 1(2), 1-12
- Pemerintah Republik Indonesia. (2013). *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Standar Nasional Pendidikan, Pasal 19*.
- Permana, N. D., Wibowo, F. C., Susilawati, Zarkasih, Z., Bakhtiar, N., Darman, D. R., & Siswanto, S. (2021, March). Development of a basic physics practicum guide that is integrated with Qur'anic verses for prospective natural science teachers. In AIP Conference Proceedings (Vol. 2320, No. 1, p. 020028). AIP Publishing LLC.
- Pratama, Y.A. (2019). Integrasi Pendidikan Madrasah Dalam Sistem Pendidikan Nasional (Studi Kebijakan Pendidikan Madrasah di Indonesia). *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 10(1), 96–108.
- Primayana, K. H., Lasmawan, I. W., & Adnyana, P. B. (2019). Pengaruh Model Pembelajaran Kontekstual Berbasis Lingkungan Terhadap Hasil Belajar IPA Ditinjau dari Minat Outdoor pada Siswa Kelas IV. *Jurnal Pendidikan dan Pembelajaran IPA Indonesia*, 9(2), 72-79.
- Republik Indonesia. (2003). *Undang – Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Bab II, Pasal 3*.
- Riyadi, H. (2008). *Taubid Ilmu dan Implementasinya dalam Pendidikan*. Nuansa.
- Saputro, B., Marjuni, K. M., Kuswaya, A., Saputra, H., & Fadly, W. (2019). Developing stages for the scientific cues concept in the integrated science-tafseer learning model. *Jurnal Pendidikan IPA Indonesia*, 8(1), 63-74.
- Syamsul Kurniawan. (2011). *Jejak Pemikiran Tokoh Pendidikan Islam*. Ar-Ruzz Media.
- Wulandari, A. S., Permana, N. D., Susilawati, S., Syarif, M. I., & Ilhami, A. (2022). Development of Science E-Modules for Middle Schools Integrated with Al-Qur'an Verses with Virtual Simulation of Solar System Material. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, 8(2), 305-314.

Zega, I. S., & Darmana, A. (2019). Implementasi Bahan Ajar Hidrolisis Garam Terintegrasi Nilai-Nilai Islami dengan Model Problem Based Learning untuk Meningkatkan Hasil Belajar Siswa Ditinjau dari Minat Belajar Siswa. *Jurnal Inovasi Pembelajaran Kimia*, 1(2), 15–24.