AR-RASYID : JURNAL PENDIDIKAN ISLAM
http://jurnal.umsu.ac.id/index.php/ARRASYID
E-ISSN : 2808-8328

Implementation of Simulation-Based Learning Method in Improving Students' Learning Motivation at Madrasah Tsanawiyah (MTs) Al-Hikmah Palembang

Imam Tauhid[1*], Muhammad Alfarizi[2], Sofyan[3], Achmad Fadil[4] Muhamad Emirsyah[5], Nurus Sa'adah[6]

[*1, 2, 3, 4, 5]Universitas Islam Negeri Raden Fatah Palembang, Indonesia.
[6]Universitas Nurul Huda, Indonesia
[*1]email: imamtauhid_uin@radenfatah.ac.id
[2]email: muhammadalfarizi1725@gmail.com
[3]email: Sofyan15071971@gmail.com
[4]email: achmadfadil_uin@radenfatah.ac.id
[5]email: memirsyah87@gmail.com
[6]email: nurussaadah@student.unuha.ac.id

Abstract

Islamic Religious Education (PAI) learning often takes place theoretically, making students less enthusiastic and having difficulty understanding the material, including the topic of Hajj and Umrah. To address this low learning motivation, this study aims to test the effectiveness of the Simulation Based Learning (SBL) method as a more interactive and contextual learning approach in improving the learning motivation of eighth-grade students at MTs Al-Hikmah Palembang. This study used a quasi-experimental method with a one-group pretest–posttest design. Data were collected through learning motivation tests, observation, and documentation. Analysis was carried out using validity, reliability, normality tests, and paired sample t-tests. The results showed a significant increase in learning motivation after the implementation of the SBL method. Students became more active, more easily understood the stages of the Hajj and Umrah, and showed a higher enthusiasm for learning during the simulation. Thus, the Simulation Based Learning method has proven effective and is worthy of being recommended as an alternative learning strategy in improving student learning motivation in PAI material.

Keywords: Simulation Based Learning (SBL) Method; Learning Motivation; Fiqh Learning.

Abstrak

Pembelajaran Pendidikan Agama Islam (PAI) masih sering berlangsung secara teoritis sehingga membuat siswa kurang antusias dan mengalami kesulitan memahami materi, termasuk pada pokok bahasan Haji dan Umrah. Untuk mengatasi rendahnya motivasi belajar ini, penelitian ini bertujuan untuk menguji

Kata Kunci: Metode Simulation Based Learning

efektivitas metode Simulation Based Learning (SBL) sebagai pendekatan pembelajaran yang lebih interaktif dan kontekstual dalam meningkatkan motivasi belajar siswa kelas VIII MTs Al-Hikmah Palembang. Penelitian ini menggunakan metode kuasi-eksperimen dengan desain pretest–posttest one group. Data dikumpulkan melalui tes motivasi belajar, observasi, dan dokumentasi. Analisis dilakukan menggunakan uji validitas, reliabilitas, normalitas, serta uji paired sample t-test. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar yang signifikan setelah diterapkannya metode SBL. Siswa menjadi lebih aktif, lebih mudah memahami tahapan ibadah Haji dan Umrah, serta menunjukkan semangat belajar yang lebih tinggi selama simulasi. Dengan demikian, metode Simulation Based Learning terbukti efektif dan layak direkomendasikan sebagai alternatif strategi pembelajaran dalam meningkatkan motivasi belajar siswa pada materi PAI.

(SBL); Learning Motivation; Fiqh Learning.

Received : 24 August 2026; Revised: 26 September 2026; Accepted: 19 October 2026

© Ar-Rasyid: Jurnal Pendidikan Islam
Program Studi Pendidikan Agama Islam
Universitas Muhammadiyah Sumatera Utara

This is an open access article under the CC–BY-NC license

1. Introduction

Education plays a crucial role in the development and enhancement of human resources, as it enables a nation to produce generations that are competitive, intellectually capable, and competent (Tauhid et al., 2024). Fundamentally, education is an inseparable part of human life because individuals continuously interact with their surrounding environment. However, the essential aspect of education lies in how learners adapt to and position themselves appropriately when interacting with their environment and with others (Syarnubi & Sukirman, 2022). In the context of education in Indonesia, particularly in classroom learning, teachers are encouraged to be more creative and imaginative in designing and delivering engaging, interactive, and meaningful learning environments that enhance the effectiveness of the learning process. The success of educational practices largely depends on students' learning motivation, as highly motivated learners tend to demonstrate greater interest, stronger commitment, and more active participation in classroom activities (Dianova & Anwar, 2024).

Teachers are also expected to adapt instructional strategies to students' characteristics, school conditions, the availability of learning resources, and other relevant contextual factors (Yunisa et al., 2023). One of the major challenges in education is how to improve students' learning motivation so that they become enthusiastic and actively engaged in the learning process. Since every student possesses different learning needs and preferences, instructional methods should be adjusted accordingly to accommodate these diverse learning demands (Azizah et al., 2023).

One of the relatively challenging topics in Grade VIII Islamic Religious Education (PAI) is Hajj and Umrah, which covers the fifth pillar of Islam, including its rituals, stages of implementation, and the spiritual values embedded within the

pilgrimage. Many students experience difficulties in understanding this topic because it is predominantly theoretical and requires a high level of imagination to comprehend the sequence of rituals. Therefore, effective instructional strategies are needed to facilitate students' understanding while providing opportunities to experience the practices of Hajj and Umrah in a more realistic and meaningful manner (D. Purnomo et al., 2025). Simulation-Based Learning is an instructional approach designed to increase students' enthusiasm and engagement throughout the learning process (Putri & Firmansyah, 2023).

Through the implementation of the Simulation-Based Learning approach, students can understand the learning material more effectively because they not only receive theoretical explanations but also actively participate in simulation activities that provide authentic learning experiences (Munawir & Dwiratnawati, 2023). This approach is particularly beneficial for kinesthetic learners, who generally acquire conceptual understanding more effectively through hands-on practice than by merely reading instructional materials or listening to verbal explanations (Kusumardi, 2023). Furthermore, Simulation-Based Learning promotes interaction, teamwork, and collaboration among students through role-playing activities, such as acting as Hajj pilgrims or pilgrimage officers (Saifullah & Tamin AR, 2023). In addition to improving conceptual understanding, this method also develops students' communication and collaborative skills. In the current era of rapid technological advancement, Simulation-Based Learning can be integrated with various interactive media, including animated videos, educational applications, and practical Hajj simulation activities conducted directly within the school environment.

2. Methods

Research methodology refers to a series of structured and systematic procedures employed to collect, analyze, and interpret data for the purpose of testing theories or answering research questions (Sugiyono, 2022). It serves as a guideline for conducting research to ensure that the findings are valid, reliable, and scientifically accountable. Selecting an appropriate research methodology is essential for achieving the research objectives effectively and contributing to the advancement of scientific knowledge and educational practice.

This study employed a quantitative approach using an experimental research design to examine the effect of the Simulation-Based Learning (SBL) method on improving the learning motivation of eighth-grade students at MTs Al-Hikmah Palembang. The quantitative approach was selected because it allows numerical data to be analyzed objectively in order to measure changes in students' learning motivation. Experimental research is conducted under controlled conditions, enabling researchers to observe and measure the influence of the independent variable on the dependent variable. Through this approach, the instructional treatment becomes the primary factor affecting the outcomes, allowing causal relationships to be examined more accurately. Consequently, any changes in the dependent variable can be attributed directly to the intervention

implemented during the study, while other factors that may influence the results are minimized or controlled (Jaya, 2021).

This research adopted a One-Group Pretest–Posttest Design, which is classified as a pre-experimental design. In this design, a single group of participants is administered a pretest to measure their initial condition before receiving the instructional treatment. After the intervention, a posttest is administered to evaluate changes or treatment effects on the variables under investigation (Muhasor & Iriyadi, 2024). The research object represents a fundamental component of the study and may include individuals, objects, activities, processes, or events that become the focus of observation and analysis (Waruwu, 2024). Furthermore, research variables constitute the primary elements investigated to obtain scientific evidence. Their selection should be supported by a clear theoretical framework and explicitly formulated through the research hypotheses.

Research variables refer to the characteristics or aspects observed and measured to understand a particular phenomenon and generate scientific findings. Based on their relationships, variables are generally classified into independent and dependent variables. The independent variable (X) is the factor manipulated by the researcher to produce changes in another variable and serves as the treatment or intervention. In contrast, the dependent variable (Y) represents the outcome that changes in response to the independent variable and is used to determine the magnitude of the treatment effect.

Population and sample are essential components of research because they determine the validity and generalizability of the findings. The population comprises all individuals or objects possessing characteristics relevant to the research problem, whereas the sample represents a subset of the population selected to provide data from which conclusions can be generalized. Therefore, the population serves as the foundation for data collection and the generalization of research findings because it represents the complete unit of analysis associated with the research objectives (Subhaktiyasa, 2024).

The sample consisted of 36 eighth-grade students from MTs Al-Hikmah Palembang, representing the research population. A simple random sampling technique was employed because the population was considered homogeneous, providing every student with an equal opportunity to be selected as a participant. The participants were drawn from two classes consisting of one male class and one female class. This composition was intended to provide a more representative sample of the population while allowing balanced analysis based on gender characteristics (Jaya, 2021).

The sample was selected to represent the characteristics of the overall population, thereby enabling the findings to be generalized scientifically. Sampling was also considered appropriate due to limitations of time, resources, and research personnel. The sampling process was conducted systematically by considering the suitability of students' characteristics with the objectives of the study. Since all participants belonged to the same grade level and shared a similar learning environment, the sample was considered appropriate for ensuring objective data analysis and supporting the generalizability of the findings.

Random sampling was regarded as an effective technique because the population shared relatively homogeneous characteristics, including academic level and curriculum implementation.

According to Creswell, observation is a systematic procedure used to record behaviors and events related to the research variables (B. H. Purnomo, 2024). By employing random sampling, researchers can minimize selection bias because every member of the population has an equal probability of being selected. This procedure ensures that the collected data accurately represent the target population and are not influenced by researchers' personal preferences. Consequently, every student had an equal opportunity to participate in the study

In addition to observation, documentation techniques were employed to collect supporting data (Alsalamah, 2022). Documentation included student lists, class profiles, academic records, and other relevant institutional documents. According to Arikunto, documentation refers to collecting data from written records, official documents, and archives that support the research process. Documentation strengthens the validity of data obtained through observation and other research instruments. Through these supporting documents, researchers are able to verify students' administrative and academic information, thereby enhancing the accuracy and credibility of the research findings.

Before the research instruments were administered, validity and reliability tests were conducted to ensure the accuracy and consistency of the measurements. Validity testing was performed to determine whether the instruments accurately measured the intended research variables. According to Sukmadinata, a valid instrument produces data that genuinely represent the characteristics of the object being measured (Dianova & Anwar, 2024).

Through appropriate sampling procedures and systematic scientific methods, this study is expected to provide an objective evaluation of the effectiveness of the Simulation-Based Learning method in improving students' learning motivation. By involving students from both male and female classes, the research also provides more comprehensive data and allows for a broader understanding of students' characteristics within the learning process.

Through appropriate sampling procedures and systematic scientific methods, this study is expected to provide an objective evaluation of the effectiveness of the Simulation-Based Learning method in improving students' learning motivation. By involving students from both male and female classes, the research also provides more comprehensive data and allows for a broader understanding of students' characteristics within the learning process.

3. Results and Discussion

Results

This study aimed to examine the effect of implementing the Simulation-Based Learning (SBL) method on students' learning motivation in the Fiqh subject, particularly the topic of Hajj and Umrah, at MTs Al-Hikmah Palembang. The study involved 36 eighth-grade students as the research participants. Data were collected through pretest and posttest assessments, while the quality of the research instrument was evaluated through validity and reliability testing before

its administration. Subsequently, the data were analyzed using descriptive statistics to provide an overview of changes in students' learning motivation following the implementation of the Simulation-Based Learning method.

a. Pretest Results of Students' Learning Motivation

Before the implementation of the Simulation-Based Learning (SBL) method, all students completed a pretest to determine their initial level of learning motivation regarding the topic of Hajj and Umrah. The pretest results indicated that students' learning motivation varied considerably.

Among the male students, scores ranged from 15 to 75. Most students obtained scores below 60, while only one student achieved the highest score of 75. These findings indicate that the students' initial level of learning motivation before receiving the instructional treatment was generally categorized as low to moderate. This suggests that most students had not yet developed strong interest in the learning material when instruction relied primarily on conventional teaching methods.

The female students demonstrated relatively better pretest performance than the male students. Their scores ranged from 60 to 95. Several female students achieved very high scores, although some remained within the moderate category. These differences indicate that students' learning motivation was not evenly distributed. While some students exhibited strong learning readiness, others still required instructional strategies capable of enhancing their interest and active participation throughout the learning process.

Overall, the pretest findings indicate that students' learning motivation prior to the implementation of the Simulation-Based Learning method had not yet reached an optimal level. The considerable variation in scores suggests that the previous instructional approach had not provided equally meaningful learning experiences for all students. These findings provided the rationale for implementing the Simulation-Based Learning method as an alternative instructional strategy expected to improve students' learning motivation through more interactive and contextual simulation activities.

b. Student Learning Motivation Posttest Results

Following the implementation of learning activities using the Simulation-Based Learning method, all students completed a posttest to evaluate changes in their learning motivation after receiving the instructional treatment. The posttest results demonstrated a substantial improvement compared with the pretest findings.

Among the male students, most achieved scores within the high-performance category. Several students obtained perfect scores of 100, while others scored 90 and 95. Compared with the pretest results, the number of students achieving high scores increased considerably, whereas the number of students obtaining low scores decreased substantially. These findings indicate that simulation-based instruction enhanced students' engagement during the learning process, which subsequently contributed to higher learning motivation.

The female students also demonstrated positive improvement in the posttest. Most students achieved scores above 75, with scores ranging from 65 to 95. Although a few students remained within the moderate category, the overall results indicate that the majority achieved better learning outcomes than before the implementation of the Simulation-Based Learning method. These findings suggest that simulation-based instruction provided more engaging learning experiences, encouraging students to become more active and motivated throughout the learning process.

Overall, the posttest results reveal a significant improvement in students' learning motivation following the implementation of the Simulation-Based Learning method. This improvement is reflected in the increased number of students achieving high scores, the higher average learning outcomes, and the reduction in the number of students obtaining low scores. These findings indicate that the Simulation-Based Learning method successfully created a more active, interactive, and enjoyable learning environment, enabling students to understand the topic of Hajj and Umrah more effectively.

c. Instrument Validity and Reliability Test Results

Before being administered in the study, the research instrument was subjected to validity testing using SPSS software. The analysis revealed that all questionnaire items produced calculated correlation coefficients (r-calculated) greater than the critical value of the correlation coefficient (r-table = 0.344). The r-calculated values ranged from 0.456 to 0.741, indicating that all items were valid. Therefore, all instrument items were considered appropriate for use because they accurately measured the intended research constructs.

In addition to validity testing, a reliability analysis was conducted to determine the consistency of the research instrument. The analysis yielded a Cronbach's Alpha coefficient of 0.892, which exceeded the commonly accepted threshold of 0.70. This result indicates that the instrument possessed excellent internal consistency and reliability. Consequently, the instrument was considered capable of producing consistent and dependable data for subsequent statistical analysis.

d. Descriptive Statistical Analysis Results

Descriptive statistical analysis was conducted to provide an overview of students' posttest performance following the implementation of the Simulation-Based Learning method. The analysis showed that all 36 participants completed the posttest. The minimum score was 45, while the maximum score reached 100. The mean score was 84.03, with a standard deviation of 15.11.

The mean score of 84.03 indicates that, overall, students achieved good learning outcomes after participating in instruction using the Simulation-Based Learning method. Furthermore, the maximum score of 100 demonstrates that several students developed an excellent understanding of the learning material after participating in simulation activities. The standard deviation of 15.11 suggests that although some

variation in students' scores remained, the distribution was relatively concentrated around the mean. This finding indicates that the improvement in learning outcomes was experienced not only by a small number of students but by the majority of participants involved in the study.

Based on the overall findings, it can be concluded that the implementation of the Simulation-Based Learning method had a positive effect on students' learning motivation. The comparison between the pretest and posttest results demonstrated improvements in students' learning outcomes, while the validity, reliability, and descriptive statistical analyses confirmed that the research data satisfied the necessary requirements for drawing valid and reliable research conclusions.

Discussions

The findings of this study indicate that the implementation of the Simulation-Based Learning (SBL) method in teaching the Fiqh topic of Hajj and Umrah to eighth-grade students at MTs Al-Hikmah Palembang was carried out effectively in accordance with the instructional stages designed by the teacher. The learning process began with the presentation of learning objectives, apperception activities, and an explanation of the fundamental concepts, followed by simulation activities that actively engaged students throughout the lesson. During these activities, students were given opportunities to practice each stage of the Hajj and Umrah rituals collaboratively, participate in group discussions, exchange ideas, and solve problems assigned by the teacher. By positioning students as the center of the learning process, the Simulation-Based Learning method created a more active learning environment than the conventional teacher-centered approach previously implemented. Consequently, the application of Simulation-Based Learning not only provided students with authentic learning experiences but also promoted their active engagement throughout the instructional process.

Students' active participation during the implementation of Simulation-Based Learning was one of the primary factors contributing to improvements in learning motivation. This is evident from the comparison between the pretest and posttest results, which revealed substantial differences in students' motivation before and after the intervention. Prior to the implementation of the method, the pretest results indicated that students' learning motivation had not yet reached an optimal level. Many students obtained relatively low scores, with considerable variation among participants. These findings suggest that the previous instructional approach was not sufficiently effective in fostering students' interest in the topic of Hajj and Umrah. Since learning was primarily delivered through theoretical explanations, students had limited opportunities to gain concrete learning experiences, resulting in relatively low levels of classroom engagement.

Following the implementation of the Simulation-Based Learning method, the posttest results demonstrated a considerable improvement in students' learning motivation. The average posttest score increased to 84.03, while the highest score reached 100. Furthermore, the number of students achieving high scores increased substantially compared with the pretest results. These findings indicate that simulation-based instruction created a more engaging learning environment,

encouraging students to participate more enthusiastically in classroom activities. Through simulation exercises, students not only developed conceptual understanding but also gained direct experience in practicing the procedures of Hajj and Umrah. Such authentic learning experiences enabled students to develop a deeper understanding of the subject matter because they learned through activities that closely resembled real-life situations.

The improvement in students' learning motivation following the implementation of Simulation-Based Learning suggests that instructional approaches emphasizing direct experience are more effective than approaches relying solely on verbal explanation. Since the topic of Hajj and Umrah is procedural in nature, students are required not only to understand theoretical concepts but also to master the correct sequence of religious practices. Therefore, simulation serves as an appropriate instructional strategy because it effectively connects theoretical knowledge with practical application. When students actively participate in the learning process, they become more capable of understanding the material, more confident in expressing their opinions, and more willing to ask questions when encountering difficulties. These findings indicate that students' learning motivation is influenced not only by the instructional content but also by the teaching strategies employed by the teacher.

The findings are further supported by the descriptive statistical analysis, which demonstrated improvements in students' learning outcomes following the implementation of the Simulation-Based Learning method. The higher posttest mean score compared with the initial condition indicates that this instructional method had a positive impact on students' learning motivation. Furthermore, the research instrument demonstrated satisfactory validity and reliability, indicating that the collected data were sufficiently accurate and dependable to support the research conclusions. Therefore, the observed improvement in learning motivation cannot be attributed to chance but rather to the implementation of an instructional approach that provided students with meaningful and authentic learning experiences.

These findings are consistent with constructivist learning theory, which proposes that knowledge is constructed through learners' direct experiences. Within a constructivist learning environment, students do not simply receive information from the teacher; instead, they actively construct their own understanding through observing, experimenting, discussing, and reflecting on their learning experiences. The implementation of the Simulation-Based Learning method clearly reflects these principles because students were actively involved throughout every stage of the instructional process. Through simulation activities, students were able to connect their prior knowledge with new experiences, resulting in deeper conceptual understanding and improved long-term retention.

The present findings are also supported by previous studies reporting that Simulation-Based Learning enhances students' learning motivation, classroom participation, and academic achievement. The consistency of these findings suggests that simulation-based instruction is an effective pedagogical strategy, particularly for subjects requiring both conceptual understanding and practical application, such as Fiqh. Nevertheless, the effectiveness of this instructional

method depends largely on teachers' ability to design simulation scenarios that align with the intended learning objectives and accommodate students' characteristics and learning needs.

Overall, the findings of this study demonstrate that the implementation of the Simulation-Based Learning method creates a more active, interactive, and student-centered learning environment. The method not only provides meaningful learning experiences but also enhances students' learning motivation, as evidenced by the significant improvement in posttest performance following the instructional intervention. Consequently, the findings successfully address the three research questions by demonstrating that the Simulation-Based Learning method was implemented effectively, significantly improved students' learning motivation before and after the intervention, and exerted a positive influence on the learning motivation of eighth-grade students at MTs Al-Hikmah Palembang.

4. Conclusion

Based on the findings of this study on the implementation of the Simulation-Based Learning (SBL) method to enhance the learning motivation of eighth-grade students at MTs Al-Hikmah Palembang in the topic of Hajj and Umrah, it can be concluded that the Simulation-Based Learning method was effective in improving students' learning motivation. This improvement was evidenced by the increase in students' scores on the multiple-choice assessment covering the Hajj and Umrah material after they participated in simulation-based instruction. Throughout the learning process, students demonstrated active engagement and enthusiasm in every stage of the simulation, including practicing the rituals of ihram, wuquf at Arafat, tawaf, sa'i, and stoning the Jamarat, all of which were conducted through classroom simulations.

The Simulation-Based Learning method enabled students to develop a more concrete and contextual understanding of the procedures of Hajj and Umrah. Consequently, students not only acquired theoretical knowledge but also experienced authentic learning activities that closely resembled the actual religious practices. Furthermore, students' learning motivation improved across the four dimensions of the ARCS Motivation Model: attention, relevance, confidence, and satisfaction. As a result, learning the topic of Hajj and Umrah became more meaningful, enjoyable, and beneficial for the students.

Based on these findings, several recommendations can be proposed. First, Islamic Religious Education (PAI) teachers are encouraged to optimize the implementation of the Simulation-Based Learning method not only for the topic of Hajj and Umrah but also for other practice-oriented PAI topics in order to enhance students' learning motivation and active participation. Second, schools are expected to support the implementation of this instructional method by providing adequate learning facilities and resources, enabling simulation activities to be conducted more effectively and in authentic learning contexts. Finally, future studies are recommended to introduce further innovation by integrating Simulation-Based Learning with digital learning media or other instructional approaches. In addition, future research should investigate its influence not only on students' learning motivation but also on cognitive learning outcomes, religious

attitudes, and social skills to provide a more comprehensive understanding of the effectiveness of Simulation-Based Learning in Islamic Religious Education.

5. Bibliography

Alsalamah, M. (2022). Perbedaan Individual Kognitif Siswa Kelas VII Dalam Pembelajaran Bahasa Arab di MTS Mahdaliyah Kota Jambi. *AD-DHUHA: Jurnal Pendidikan Bahasa Arab Dan Budaya Islam*, *3*(1), 1–11.

Amin, A., & Novriyana, Y. (2024). Simulation-Based Learning Innovation To Create Effective Learning in Fiqh Subjects. *Medina-Te: Journal of Islamic Studies*, *20*(1), 92–102. https://doi.org/10.19109/medinate.v20i1.23929

Azizah, S. A., Usman, A., Ali, M., & Rosita, E. (2023). Analisis Gaya Belajar Siswa Pembelajaran Berdeferensiasi Dalam Menerapkan. *JTP: Jurnal Teknologi Pendidikan*, *1*(2), 12.

Dianova, F. R., & Anwar, N. (2024). Analisis Butir Uji Validitas, Reliabilitas, Tingkat Kesukaran, dan Daya Pembeda Soal Sumatif Bahasa Arab SD Islam. *Jurnal Bahasa Daerah Indonesia*, *1*(3), 13. https://doi.org/10.47134/jbdi.v1i3.2863

Jaya, M. L. M. (2021). *Metode Penelitian Kuantitatif dan Kualitatif* (2nd ed.). Quadrant.

Kusumardi, A. (2023). Teknik Coaching Untuk Memahami Karakteristik Siswa Dalam Kurikulum Merdeka Belajar. *Sustainable Jurnal Kajian Mutu Pendidikan*, *6*(1), 11–24. https://doi.org/10.32923/kjmp.v6i1.3133

Muhasor, I., & Iriyadi, D. (2024). Telaah Kritis Metode-Metode Dalam Penelitian Ilmiah. *QOUBA: Jurnal Pendidikan*, *1*, 22–28.

Munawir, E. M. S., & Dwiratnawati, Y. (2023). Optimalisasi Peranan Metode Simulasi Terhadap Hasil Belajar Pada Pembelajaran Aqidah Akhlak Madrasah Ibtidaiyah. *Al-Hasanah: Jurnal Pendidikan Agama Islam*, *8*(1), 155–167. https://doi.org/10.51729/81170

Purnomo, B. H. (2024). Metode Dan Teknik Pengumpulan Data Dalam Penelitian Tindakan Kelas (Classroom Action Research). *Jurnal Pengembangan Pendidikan*, *8*(1), 252.

Purnomo, D., Marta, M. A., & Gusmaneli. (2025). Pemanfaatan Media Interaktif Dalam Strategi Pembelajaran PAI Untuk Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Pendidikan Dan Ilmu Sosial*, *3*(2), 415. https://doi.org/10.54066/jupendis.v3i2.3237

Putri, P. A., & Firmansyah. (2023). Pengembangan Platform Millealab Untuk Meningkatkan Pemahaman Peserta Didik Terhadap Materi Haji. *Jurnal Pendidikan Kebudayaan Dan Keislaman*, *1*(1), 25–43. https://doi.org/10.24260/jpkk.v3i1.2023

Rokhmah, S. (2023). Penerapan Metode Simulasi Untuk Meningkatkan Aktivitas Dan Hasil Belajar Siswa Pada Mata Pelajaran Fiqih Materi Jual Beli Dikelas

IX-F MTs Negeri 2 Demak Tahun Pelajaran 2022/2023. *Journal of Comprehensive Science (JCS)*, *2*(1), 16–27. https://doi.org/10.59188/jcs.v2i1.179

Saifullah, D. A., & Tamin AR, Z. (2023). Inovasi Penggunaan Alat Peraga Edukatif Dalam Meningkatkan Pemahaman Siswa Pada Mata Pelajaran Fiqih Materi Haji. *EL-BANAT: Jurnal Pemikiran Dan Pendidikan Islam*, *14*(2), 79–90. https://doi.org/10.54180/elbanat

Subhaktiyasa, P. G. (2024). Menentukan Populasi Dan Sampel: Pendekatan Metodologi Penelitian Kuantitatif Dan Kualitatif. *Jurnal Ilmiah Profesi Pendidikan*, *9*(4), 2721–2731. https://doi.org/10.29303/jipp.v9i4.2657

Sugiono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Sugiyono. (2022). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta.

Syarnubi, S. (2021). Profesionalisme Guru Pendidikan Agama Islam Dalam Membentuk Religiusitas Siswa Kelas IV Di SDN 2 Pengarayan. *Jurnal Tadrib*, *5*(1), 1–17.

Syarnubi, S., & Sukirman, S. (2022). Konsep Pendidikan Anak Dalam Keluarga Menurut Ibrahim Amini. *Jurnal PAI Raden Fatah*, *4*(2), 140. https://doi.org/10.19109/pairf.v4i2.10228

Tauhid, I., Saputra, A. D., & Boty, M. (2024). Jurnal CENDEKIA. *Jurnal Cendekia: Media Komunikasi Penelitian Dan Pengembangan Pendidikan Islam*, *16*(1), 63–71. https://doi.org/10.37850/cendekia

Waruwu, M. (2024). Metode Penelitian Dan Pengembangan (R&D): Konsep, Jenis, Tahapan Dan Kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, *9*(2), 1220–1230. https://doi.org/10.29303/jipp.v9i2.2141

Yunisa, R., Jonathan, R., & Syarnubi, S. (2023). Penerapan Strategi Information Search Pembelajaran Di SD N 1 Darat Dalam Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti. *Jurnal PAI Raden Fatah*, *5*(4), 936. https://doi.org/10.19109/pairf.v5i4