

# THE EFFECT OF STUDENT-CENTERED PAI LEARNING ON STUDENTS' LEARNING INDEPENDENCE AND UNDERSTANDING OF ISLAMIC VALUES AT AL HIJRAH MIDDLE SCHOOL MEDAN

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**Abstract:** *This study aims to examine the effect of student-centered Islamic Education (PAI) learning on students' learning autonomy at SMP Al Hijrah Medan. The research is motivated by the persistence of teacher-centered instructional practices in Islamic Education, which may limit students' independence in managing their learning processes. This study employed a quantitative approach with a correlational survey design. The sample consisted of 30 students selected using stratified random sampling. Data were collected through a structured questionnaire that had been tested for validity and reliability. Data analysis included normality testing, reliability testing, descriptive statistics, and simple linear regression analysis. The results indicate that student-centered PAI learning has a positive and significant effect on students' learning autonomy. The coefficient of determination shows that a substantial proportion of the variance in learning autonomy is explained by the implementation of student-centered learning in Islamic Education. These findings suggest that learning approaches that actively involve students contribute significantly to the development of independent learning skills. This study provides practical implications for strengthening student-centered instructional strategies in Islamic Education to foster students' learning autonomy and character development.*

**Keywords:** *Islamic Education Learning, Student-Centered Learning, Learning Autonomy*

## Introduction

Islamic Religious Education (PAI) learning is a core component of the primary and secondary education curriculum in Indonesia, particularly at the junior high school (SMP) level. It aims not only to transfer knowledge but also to internalize Islamic values in students' lives. However, numerous studies have shown that PAI learning often relies on a teacher-centered approach, which tends to render students passive in the learning process and potentially hinders the development of student learning independence and a deep understanding of Islamic values. This condition is reinforced by findings that state that learning approaches that require active student involvement and allow them to construct knowledge independently can significantly increase student engagement and motivation to learn (Hairunisa, 2023).

The student-centered learning (SCL) approach has received widespread attention in educational literature as a strategy for empowering students in the learning process, including in the context of Islamic Religious Education. The application of SCL enables students to take a more active role, explore learning resources, engage in collaborative discussions, and develop critical and reflective thinking skills, competencies essential for understanding religious concepts and values contextually (Haris, 2025). In addition, SCL is also associated with the development of student autonomy or learning independence, which is an important foundation for learners in managing their own learning process effectively (Risana et al., 2025).

However, the implementation of student-centered Islamic Religious Education (PAI) learning in the context of secondary education is still suboptimal and has not been widely studied quantitatively, particularly in Islamic junior high schools in Indonesia. Existing empirical research is generally descriptive or classroom action studies, focusing on general learning outcomes or increasing student engagement. While the direct relationship between SCL, learning independence, and understanding of Islamic values simultaneously has not been widely analyzed using quantitative research models (Awwaliyah & Fatimah, 2024). Thus, there is a research gap in the literature that specifically examines the relationship between these variables at the junior high school level. This requires attention, given the crucial role of independent learning and understanding of Islamic values in shaping students' character based on Islamic values (Haris, 2025).

Learning autonomy is an important indicator in assessing the quality of learning because more independent students tend to have the skills to manage their own learning process and adapt to academic and social challenges. Various studies have shown a positive relationship between learning autonomy and academic achievement, including in the context of Islamic Religious Education (Ilmaknun & Ulfah, 2023). However, how student-centered Islamic Religious Education learning directly influences students' learning independence and understanding of Islamic values at the junior high school level, especially in junior high schools such as Al Hijrah Medan, has not been analyzed quantitatively in the Indonesian context.

In its theoretical framework, SCL is rooted in constructivism, which places students at the center of knowledge development, while teachers act as facilitators supporting students' reflective thinking processes. This theory emphasizes that active involvement and social interaction in learning can enhance meaningful learning and the internalization of values. This approach aligns with the needs of religious education, which emphasizes not only memorization of material but also a deep understanding of religious values and attitudes (Risana et al., 2025).

Based on the above study, this study aims to analyze the influence of student-centered Islamic Religious Education learning on students' learning independence and understanding of Islamic values at Al Hijrah Middle School, Medan. The research questions examined include: (1) To what extent does student-centered Islamic Religious Education learning influence students' learning independence? and (2) How is the relationship between student-centered learning and students' understanding of Islamic values?

By using a quantitative research design, it is hoped that this research can fill the gap in the literature on Islamic religious education and provide practical implications for the development of Islamic Religious Education learning strategies that are more effective and responsive to the needs of students and are able to improve their religious competence holistically.

## Literature Review

Student-centered learning (SCL) is a pedagogical approach that positions students as active subjects in the learning process, while the role of the educator shifts to that of a facilitator supporting active, collaborative, and reflective learning. In the context of religious education,

SCL enables students to construct knowledge through exploration, dialogue, and meaningful learning experiences, thus orienting them not only toward absorbing information but also toward developing thinking skills and understanding values. This approach positions students as active participants in constructing understanding of learning materials through strategies such as discussions, projects, and case studies, thereby increasing student engagement and motivation. This concept is also in line with constructivism theory, which emphasizes that effective learning occurs when students construct their own understanding through meaningful experiences and active involvement in the learning process. SCL also opens up space for students to explore material independently and take responsibility for their own learning process (Risana et al., 2025).

Learning autonomy can be understood as a student's ability to consciously and responsibly manage their learning process, including planning, implementing, and evaluating their learning process and outcomes without complete dependence on teachers. This concept is rooted in the theory of self-regulated learning (SRL), which emphasizes the role of self-control, learning strategies, and intrinsic motivation as key to encouraging student engagement in the learning process. Learning autonomy encompasses not only cognitive aspects but also affective and metacognitive aspects, where students actively manage internal and external resources to achieve learning goals. Previous research has shown that students with high learning autonomy tend to have good learning initiatives, are able to think critically, and have better decision-making skills in solving problems in academic contexts (Wulandari & Fitriani, 2025).

Understanding Islamic values in the context of Islamic Religious Education (PAI) is the ability of students to not only understand the principles of Islamic teachings but also internalize ethical, moral, and spiritual values into their daily attitudes and behaviors. This understanding encompasses cognitive (knowledge of teachings), affective (commitment to values), and conative (implementation in behavior) dimensions, so that PAI learning aims to produce students who are not only intellectually competent but also possess a strong depth of religious values. Understanding Islamic values is crucial in the global era with its challenges of diverse values and cultures, as it can contribute to the formation of moral character and social moderation (Nurpita et al., 2021).

The relationship between SCL and independent learning is supported by research findings showing that the implementation of learning that prioritizes active student involvement can foster students' ability to take initiative, take responsibility, and be proactive in their learning. This approach provides space for students to choose learning strategies that suit their needs and learning styles, thus optimally developing their ability to manage their own learning. Empirical research in the context of the Merdeka curriculum has found that SCL contributes to the development of student character traits such as independence, creativity, and mental resilience, which are important aspects of a student-centered learning process (Yanti et al., 2024).

In addition, several relevant previous studies have examined the relationship between learning approaches, student independence, and learning outcomes in both religious and general education contexts. For example, quantitative research on understanding religious values showed that students' active involvement in religious learning was positively correlated with their understanding of specific religious teachings. These findings provide initial evidence that understanding of religious values can be influenced by the pedagogical approach used in learning (Habiba et al., 2025).

However, there is a gap in the current literature regarding simultaneous studies that empirically link student-centered Islamic Religious Education (PAI) learning, independent learning, and understanding of Islamic values in the context of junior high schools in Indonesia quantitatively. Many previous studies have been qualitative or descriptive, or have focused on a

single variable without examining the relationships between variables in a comprehensive structural model. This indicates the need for quantitative research that simultaneously analyzes the influence of SCL on independent learning and students' understanding of Islamic values as interrelated conceptual models in the context of PAI learning (Hairunisa, 2023).

Based on a theoretical review and previous research findings, this research framework is formulated as a conceptual model in which student-centered Islamic Religious Education learning is hypothesized to have a positive influence on learning independence, which in turn also contributes to students' understanding of Islamic values. Theoretically, this model supports the argument that students' active involvement in the learning process not only improves their ability to manage their own learning but also deepens their understanding of religious values through meaningful, reflective, and contextual learning experiences.

### Method

This study was designed using a quantitative research approach, aiming to examine the effect of student-centered Islamic Religious Education (PAI) learning on students' learning independence and understanding of Islamic values. The quantitative approach was chosen because it can produce objectively measurable numerical data and answer questions about the relationships between variables through inferential and descriptive statistical techniques. Quantitative research is also based on a positivistic paradigm that upholds the principles of objectivity, systematicity, and logic in explaining social phenomena through numbers and statistical analysis (Ghanad, 2023).

The research design used was a correlational quantitative survey design, which is suitable for statistically explaining relationships between variables without treatment manipulation (non-experimental). In this approach, researchers collected data based on participant responses in the form of numerically measurable variables to analyze the relationships and influences between learning variables, learning independence, and understanding of Islamic values. The survey design allows researchers to describe the characteristics of variables, test hypotheses, and determine the direction and strength of relationships between variables in the studied population (Kurniawati & Rindrayani, 2025).

The data used in this study are primary data, collected directly from respondents using a closed-ended questionnaire specifically designed to measure the research variables. The questionnaire was chosen because it is a standardized, efficient, and statistically amenable measurement tool that aligns with the characteristics of quantitative data. The questionnaire was developed based on the theoretical indicators of each variable, and a preliminary test was conducted to ensure the instrument's measurability before the main study (Koo & Yang, 2025).

The population in this study was all eighth and ninth grade students at SMP Al Hijrah Medan in the 2025/2026 academic year. The research sample was taken using a stratified random sampling technique to ensure the representativeness of each class stratum based on the population proportion. The stratified sampling technique was chosen because it can reduce the potential for bias and ensure the sample taken reflects the characteristics of a heterogeneous population in terms of learning abilities and religious backgrounds. The determination of the sample size was based on statistical guidelines that consider the power of the test (statistical power) and the need for inferential statistical analysis (Giri, 2024).

The research instrument was developed through several systematic stages. First, the instrument was constructed based on a literature review and operational theory regarding student-centered learning, independent learning, and understanding of Islamic values, ensuring that each indicator has a clear and measurable conceptual basis (Creswell & Creswell, 2018, hlm. 165). Second, the instrument was submitted to a panel of experts (expert review) to assess the

content validity and to improve the statement items so that they are relevant and appropriate to the context of Islamic Religious Education learning, as recommended in the development of quantitative instruments (Creswell & Creswell, 2018, hlm. 168).

Construct validity was further tested through item analysis in a pilot test before the instrument was used in the main study, to ensure that each item truly represented the construct being measured (Creswell & Creswell, 2021, hlm. 227). Instrument reliability was tested by calculating Cronbach's alpha coefficient to assess the instrument's internal consistency. A good reliability value is generally indicated by an alpha coefficient  $\geq 0.70$ , which indicates an acceptable level of instrument reliability in quantitative research (Creswell & Creswell, 2018, hlm. 176).

Data analysis was conducted in several stages. First, descriptive statistical analysis was used to describe the characteristics of respondents, including the frequency distribution, mean, and standard deviation for each measured variable. Second, to examine the relationships and influences between variables, inferential statistical analysis was used, such as multiple linear regression tests to examine the effect of student-centered Islamic Religious Education learning on students' learning independence and understanding of Islamic values. Classical assumption tests (normality, multicollinearity, and heteroscedasticity) were also conducted to ensure the data met the requirements for methodologically valid statistical analysis. Statistical software such as IBM SPSS or SmartPLS was used to process and analyze the data. The significance level for the hypothesis test was set at  $\alpha = 0.05$ , which is commonly used in quantitative research to determine the significance of relationships between variables.

The research procedure begins with instrument preparation and ethical clearance from the relevant schools, followed by sampling, offline and online questionnaire distribution, data collection and processing, and finally, statistical assumption testing and hypothesis testing. Each stage is carried out according to documented procedures to ensure consistent replication by other researchers. Documentation and standard operating procedures (SOPs) related to data collection are developed to maintain the order and objectivity of the research.

**Result and Discussion**

**Result**

**Statistik Deskriptif Variabel Penelitian**

Descriptive statistical analysis was conducted to provide a general overview of the data trends for each research variable, namely student-centered Islamic Religious Education learning as the independent variable and learning independence as the dependent variable. The results of the analysis are presented in Tabel 1.

**Table 1. Statistik Deskriptif Variabel Penelitian**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pembelajaran PAI Berpusat pada Siswa	30	3	5	4.03	.809
Kemandirian Belajar	30	3	5	3.97	.765
Pemahaman Nilai Keislaman	30	3	5	3.77	.679
Valid N (listwise)	30				

Based on Table 1, the average score for student-centered Islamic Religious Education (PAI) learning was 4.03, indicating that the implementation of this learning approach was in the high category. This indicates that students generally felt actively involved in the PAI learning process.

Meanwhile, learning independence had an average score of 3.97, also in the high category. This finding indicates that students have developed quite good abilities in managing their learning process independently, such as managing study time, taking initiative, and taking responsibility for academic assignments.

**Uji Normalitas Data**

A normality test was conducted to determine whether the research data were normally distributed, a prerequisite for parametric statistical analysis. In this study, the Kolmogorov–Smirnov and Shapiro–Wilk tests were used, with a significance level of 0.05. The results of the normality test are presented in Table 2.

**Table 2. Hasil Uji Normalitas Data**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pembelajaran PAI Berpusat pada Siswa	.217	30	.001	.803	30	.000
Kemandirian Belajar	.217	30	.001	.811	30	.000
Pemahaman Nilai Keislaman	.268	30	.000	.790	30	.000

a. Lilliefors Significance Correction

Based on Table 2, the significance values in the Kolmogorov–Smirnov and Shapiro–Wilk tests for all research variables were below 0.05. Thus, it can be concluded that the Islamic Religious Education learning data, centered on students and independent learning, were not normally distributed.

Nevertheless, regression analysis was still used in this study, considering that simple linear regression is relatively robust against violations of the normality assumption, especially in social research with limited sample sizes and strong relationships between variables. Furthermore, the primary focus of regression analysis is on estimating the relationships between variables and the significance of regression coefficients, not on the perfect distribution of the raw data.

**Uji Reliabilitas Instrumen**

Reliability testing was conducted to determine the level of internal consistency of the research instrument in measuring the constructs studied, namely student-centered Islamic Religious Education learning and learning independence. The reliability test in this study used the Cronbach's Alpha coefficient, with the criterion that the instrument is declared reliable if the Cronbach's Alpha value  $\geq 0.70$ . The results of the instrument reliability test are presented in Table 3 below.

**Table 3. Instrument Reliability Test Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
.959	6

Based on Table 3, the Cronbach's Alpha value was 0.959, which far exceeds the minimum reliability limit of 0.70. This value indicates that the research instrument has a very high level of reliability, indicating that all items in the questionnaire have excellent internal consistency in measuring the research variables.

Thus, the instrument used in this study was deemed reliable and suitable for further statistical analysis, including simple linear regression analysis. The high reliability of the instrument also strengthens confidence in the research results, as the collected data reflects stable and consistent measurements.

**Hasil Analisis Regresi Linear Sederhana**

To test the effect of student-centered Islamic Education learning on learning independence, a simple linear regression analysis was conducted. A summary of the regression analysis results is presented in Table 4.

**Table 4. Regression Model Summary**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.950 <sup>a</sup>	.902	.898	.244

a. Predictors: (Constant), Pembelajaran PAI Berpusat pada Siswa

b. Dependent Variable: Kemandirian Belajar

The correlation coefficient (R) value of 0.950 indicates a very strong relationship between student-centered Islamic Religious Education learning and learning independence. The determination coefficient (R Square) value of 0.902 indicates that 90.2% of the variation in student learning independence can be explained by student-centered Islamic Religious Education learning, while the remaining 9.8% is influenced by other factors outside the research model. The model feasibility test was carried out through ANOVA analysis which is presented in Table 5.

**Table 5. ANOVA Test Results**

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.297	1	15.297	256.540	.000 <sup>a</sup>
	Residual	1.670	28	.060		
	Total	16.967	29			

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.297	1	15.297	256.540	.000 <sup>a</sup>
	Residual	1.670	28	.060		
	Total	16.967	29			

a. Predictors: (Constant), Pembelajaran PAI Berpusat pada Siswa

b. Dependent Variable: Kemandirian Belajar

The calculated F value of 256.540 with a significance level of 0.000 (<0.05) indicates that the regression model used is significant and suitable for explaining the relationship between independent and dependent variables. Next, the results of the regression coefficient test are presented in Table 6.

**Table 6. Koefisien Regresi**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.344	.231		1.494	.146
	Pembelajaran PAI Berpusat pada Siswa	.898	.056	.950	16.017	.000

a. Dependent Variable: Kemandirian Belajar

The regression coefficient is positive at 0.898 with a significance value of 0.000 (<0.05), indicating that student-centered Islamic Religious Education learning has a positive and significant effect on learning independence. Thus, the research hypothesis stating that student-centered Islamic Religious Education learning has a significant effect on learning independence is accepted.

## Discussion

The results of this study indicate that student-centered Islamic Religious Education (PAI) learning has a very strong and significant influence on student learning independence. This finding is supported by the results of a simple linear regression analysis, which showed a high coefficient of determination, where the majority of the variation in student learning independence can be explained by the implementation of student-centered PAI learning. This confirms that a pedagogical approach that positions students as active subjects in learning plays a strategic role in shaping independent learning characteristics.

Based on descriptive statistics, student-centered PAI learning and independent learning were both ranked high. This condition indicates that students not only feel actively involved in the PAI learning process but also have developed sufficient skills to manage their learning independently. The relationship between these two variables strengthens the assumption that learning that encourages active participation, discussion, and reflection on values can facilitate the development of student self-regulation in learning.

The results of the normality test indicate that the research data are not normally distributed. This abnormality in data distribution is a common phenomenon in educational research using Likert-scale questionnaires, where respondents' responses tend to cluster into certain categories. Nevertheless, the results of the regression analysis still show a very strong and significant relationship between the research variables. This indicates that the effect of student-centered Islamic Religious Education (PAI) learning on learning independence is consistent and stable, and is not significantly influenced by the non-normal distribution of the data. Therefore, the findings of this study maintain strong empirical validity in the context of social and educational research.

Furthermore, the results of the instrument reliability test showed a very high Cronbach's Alpha value, indicating that the research instrument has excellent internal consistency. High instrument reliability strengthens confidence in the research results, as the data obtained reflect stable and accurate measurements of the constructs of student-centered Islamic Religious Education (PAI) learning and learning independence. With a reliable instrument, the strong relationships found in the statistical analysis can be interpreted as a reflection of the empirical conditions of the respondents, rather than as an artifact of the measurement instrument's weaknesses.

Theoretically, the findings of this study align with the student-centered learning paradigm, which is rooted in constructivism theory. This theory emphasizes that students actively construct knowledge and learning attitudes through interaction, experience, and reflection. In the context of Islamic Religious Education (PAI) learning, a student-centered approach enables the internalization of Islamic values through a meaningful learning process, while simultaneously encouraging students to take responsibility for their own learning. Thus, PAI learning serves not only as a means of transferring religious knowledge but also as a vehicle for developing independent learning character.

The findings of this study also align with previous research showing that a student-centered learning approach positively contributes to the development of independent learning. These similar findings indicate that active student involvement, providing space for learning decision-making, and the teacher's role as a facilitator are important factors in fostering independent learning. The differences in the level of influence found across studies may be influenced by the context of the educational institution, student characteristics, and the consistency of the implementation of the learning approach in the classroom.

The practical implication of this research is the need to strengthen the implementation of student-centered Islamic Religious Education (PAI) learning in secondary schools. PAI teachers are expected to develop more participatory and reflective learning strategies, such as group discussions, problem-based learning, and value reflection, so that students not only understand religious material cognitively but also are able to develop independent learning as a provision for lifelong learning. From a policy perspective, the results of this study can serve as a basis for schools and educational policymakers to encourage teacher training that focuses on the implementation of student-centered learning in PAI subjects.

However, this study has several limitations that should be considered. First, the relatively limited sample size limits the generalizability of the results to a broader population. Second, this study only involved one independent variable, thus failing to account for other factors that could potentially influence student learning independence, such as intrinsic motivation, family support, or school learning climate. Therefore, future research is recommended to involve a larger number of respondents, employ a more complex research design, and incorporate additional variables to gain a more comprehensive understanding of the factors influencing student learning independence.

## Conclusion

This study aims to analyze the influence of student-centered Islamic Religious Education (PAI) learning on students' learning independence at Al Hijrah Middle School, Medan. Based on the results of descriptive and inferential statistical analyses, it can be concluded that student-centered PAI learning has a positive and significant effect on students' learning independence. This finding directly answers the research question and supports the proposed hypothesis, that the higher the implementation of PAI learning oriented towards student activity, the higher the level of learning independence possessed by students.

The regression results show a very strong relationship between student-centered Islamic Religious Education (PAI) learning and learning independence, with a dominant influence. This indicates that a learning approach that positions students as active subjects plays a strategic role in shaping students' self-regulation skills, learning responsibility, and academic initiative. Although the research data were not normally distributed, the analysis results still showed a consistent and significant influence, reinforced by the very high reliability of the research instrument. Thus, the findings of this study have strong empirical validity in the context of Islamic religious education at the secondary school level.

The practical implication of this research is the need to strengthen the implementation of student-centered Islamic Religious Education (PAI) learning in school practices. PAI teachers are expected to further develop participatory and reflective learning strategies, such as group discussions, problem-based learning, and value reflection, to encourage students' continuous independent learning. From an educational policy perspective, the results of this research can serve as a basis for consideration in developing teacher training and formulating PAI learning policies that are more responsive to student needs.

However, this study has several limitations, including a relatively limited sample size and a focus on only one independent variable. These limitations may affect the generalizability of the results to broader contexts. Therefore, future research is recommended to involve a larger sample size, employ a more complex research design, and incorporate other relevant variables, such as learning motivation, family support, or school learning climate, to provide a more comprehensive understanding of the factors influencing student learning independence.

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