



Application of the hands on activity model to increase students' curiosity about the Hajj material

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ABSTRACT

The output of learning activities is the achievement of the minimum competencies that have been determined. To achieve minimum competency, students' interest and curiosity need to be developed. This research aims to find out how big the impact of implementing the Hands On Activity (HoA) learning model is in increasing students' curiosity about Hajj material in class V of Madrasah Ibtidaiyah Negeri 7 Boyolali. This research uses a descriptive quantitative method with data collection, data processing, data analysis and data interpretation from student assessment results before and after using the HoA method. Achievement of daily assessment results on students' curiosity about Hajj material. A total of 19 students or 82.61% of students have reached the KKM while those who have not reached the KKM are 4 students or 17.39% of students with a KKM score in the Fiqh subject in this class of 65. The average overall assessment result is 75.91, with the highest score obtained by students being 95 while the lowest score was 55. Thus it can be concluded that the application of the Hands On Activity model can increase students' curiosity about Hajj material in class V Madrasah Ibtidaiyah Negeri 7 Boyolali.

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INTRODUCTION

Based on one evaluation daily class VB students of Madrasah Ibtidaiyah Negeri 7 Boyolali semester 2 of the 2022/2023 academic year on the Hajj material, there are 11 students or 47.83% of students who have not reached the KKM, meanwhile the number of students who have reached the KKM is 12 students or 52.17% with a score The KKM in the Fiqh subject in class VB is 65. The overall average score for students is 62.26 with the highest score being 82 and the lowest score being 40. The results of the daily assessment show that students' curiosity tends to be low.

Knowledge and technology develops along with the times. This happens because of the creation of quality human resources. To create quality humans, these humans must be able to develop their potential. One means that can be used to develop human potential is education.

Education In essence, it is a conscious and planned effort to achieve predetermined goals. The aim of education is the maximum development of students' personal potential which is

marked by changes in behavior and mastery of skills from those who do not know become know and from being unskilled to becoming proficient. These changes in behavior and skills can be achieved with learning that is interesting, fun and arouses students' curiosity to understand and master the material taught by the teacher.

As a Muslim, studying is an obligation. Islam highly values and glorifies people who have knowledge, apart from world knowledge, religious knowledge is also important to study. This will create balance in behavior and thinking. One of the knowledge that students must study in order to master religious knowledge is the study of Fiqh.

Fiqh subjects at Madrasah Ibtidaiyah study the Fiqh of Worship, especially regarding the introduction and understanding of ways to implement the pillars of Islam starting from the provisions and procedures for carrying out taharah, prayer, fasting, zakat, to the implementation of the Hajj, as well as provisions regarding food and drink, , circumcision, sacrifice, and how to carry out buying and selling and lending and borrowing (Masykur, 2019). Fiqh learning is a learning process to equip students to know and understand the main points of Islamic law in detail and thoroughly, whether in the form of aqli or naqli propositions. Therefore, it is important for students to master the concepts and practice what is in the Fiqh subject matter from an early age. Considering the importance of fiqh subjects for life, students need to have a high level of curiosity about fiqh subject matter.

Curiosity is the desire to learn and study something to gain new information and knowledge (Mardhiyana, 2017). Curiosity as a behavior to find out and continue to find out about a problem. Curiosity is a way of thinking, behaving and behaving to reflect feelings and curiosity about everything that is seen, heard or studied in more depth. (Fauzi et al., 2018)

Curiosity is needed by students to encourage students to be interested in learning and exploring information in learning activities. This curiosity will grow and develop if classroom learning is as interesting as possible. One way to create interesting learning is to apply a certain learning model. Karwati and Priansa (2015:248) explain that the learning model is a conceptual framework that describes systematic and planned procedures in organizing learning activities so that learning objectives can be achieved effectively (Karwati & Priansa, 2015)

In line with the opinion above, Wisudawati (2014: 49) explains that the learning model is a conceptual framework that describes systematically structured procedures for organizing learning experiences to achieve specified learning goals. (Graduation & Sulistyowati, 2022). Meanwhile, Octavia (2020:13) explains that the effective learning model is an effort to improve the quality of learning, students are required to be active and use thinking skills in learning activities. (Octavia, 2020) To foster students' curiosity, teachers need to find a suitable learning model to foster students' curiosity. The learning model is the Hands On Activity learning model.

Hands on activity is an activity designed to involve students in exploring information and asking questions, doing activities and discovering, collecting data and analyzing and making their own conclusions. (Putra, 2017) *Hands On Activity* can create students' experiences and appreciation of learning concepts. According to Listriani and Aini (2019), Hands On Activity encourages students' curiosity in a deeper way by proving the facts and concepts of the material being studied. (Listriani & Aini, 2019). Referring to this opinion, the use of the Hands On Activity learning model is deemed suitable for increasing students' curiosity. The stages in the Hands On Activity learning model will stimulate students' interest and curiosity about the Hajj material more broadly and in depth. The Hands-on Activity model encourages an active learning approach where students not only listen to information but are also directly involved in practical activities. The use of the Hands-on Activity model shows an effort to apply innovative and experience-based learning methods. This innovation can provide variety in the learning process and increase student engagement. Based on the background description above, the researcher intends to conduct research with the title "Application of the Hands On Activity Model to Increase Students' Curiosity

in Hajj Material in Class VB Madrasah Ibtidaiyah Negeri 7 Boyolali Semester 2 Academic Year 2022/2023".

RESEARCH METHODOLOGY

This research uses the p type Correlational descriptive quantitative research which aims to discover knowledge by using numerical data to gain an understanding of what the researcher wants to know. Furthermore, the numbers collected as a result of research can be analyzed using statistical techniques (Muhson, 2006). However, research on correlation aims to find out whether two variables have a relationship or not (Suharsimi, 2006).

Measurement techniques are methods of collecting quantitative data for research or generating numbers. The measurement tool used is a written test, which has various forms and measurement scales (Sudjimat, 2004). A test, a data collection tool, is a series of questions or exercises used to measure an individual's or group's knowledge, understanding, ability, or aptitude (Suharsimi, 2006). To observe human behavior that can be observed with the eye, namely human behavior in certain space, time and circumstances, the observation method is the best (Suharsimi, 2006). Researchers used observation methods to collect data about students' learning motivation during the lesson. The tool used is an observation sheet. The results of this observation are used only as secondary data, namely to determine the level of student learning motivation.

To determine student learning achievement, at the end of the learning activity each student is given a learning outcomes test or learning achievement test. Achievement tests are tests used to measure student achievement after taking part in learning. The form of test used is in the form of a short description test. The test material contains basic competencies regarding Hajj material in class V fiqh subjects at MIN 7 Boyolali using indicators. The test results are used as primary data, processed and analyzed to obtain a conclusion regarding student learning outcomes before and after using the HoA method. Data collection techniques through observing student assessment data before using the HoA method and after using the HoA method. Data obtained from the results of student assessments, the results of which are calculated using descriptive quantitative methods. Data obtained from the research population sample will be analyzed using a predetermined calculation method, and the descriptive research in this study is intended to obtain an overview and information regarding the impact of implementing Hands On Activity on student achievement.

RESULTS AND DISCUSSION

Performance

The term achievement in the Popular Scientific Dictionary is defined as a result that has been achieved (Syafi'i et al., 2018). According to Mas'ud Hasan Abdul Dahar, quoted by Zaiful, achievement is the result of an activity that has been carried out, either individually or in a group. Achievement is the result of work, a pleasing result obtained through hard work (Rahmah, 2021). "Learning" is a term used to describe the transformation that occurs in human personality, which is characterized by an increase in the quality and quantity of behavior, such as increased knowledge, expertise, understanding, attitudes, habits, skills, thinking power and other abilities (Muslim, 2020).

Based on several definitions above, achievement is a result that has been achieved as a result of the hard work that has been done which can lead to changes or improvements in several aspects of the human self.

Various Learning Achievements

There are several types of learning achievements according to Muhibin Syah, namely: (Santoso, 2017): a) Types of cognitive learning outcomes, namely factual knowledge and

knowledge that needs to be recalled. In carrying out cognitive evaluations, achievements can be measured through cognitive evaluations. Cognitive evaluation can take the form of written tests, oral tests, and action tests. b) The type of learning outcome is affective, namely relating to attitudes and values. The type of affective learning outcomes appears in students in various behaviors such as attention or attention to learning, discipline, learning motivation, respect for teachers and peers, and study habits. Measuring affective achievement can be done with effective evaluation. According to Muhbitin Syah, planning the preparation of student achievement test instruments has an affective dimension (by feeling) because this can control students' attitudes and actions. c) Types of psychomotor learning outcomes, namely related to skills, ability to act. Measuring psychomotor learning outcomes can be done through observation. (Santoso, 2017)

Factors That Influence Learning Achievement

According to Muhbitin Syah, the factors that influence learning achievement are divided into three parts, namely: (Santoso, 2017)

1. Internal Factors: a) physiological factors, namely strong physical health factors will provide benefits and good learning outcomes, b) Psychological Factors: Intelligence, this factor prioritizes learning achievement depending on a person's IQ, attention, meaning directed attention will produce solid understanding and abilities, interest, a high desire for something that someone has, talent is the ability, potential, skills that a person has in facing the future, motivation, a person's drive to achieve higher achievements.
2. External factors: a) Social factors: family, school and community environment, b) Non-social factors: condition and location of the school building, residence, learning tools and resources, weather conditions and study time used by students.
3. Learning Approach Factors Factors that influence achievement in the teaching system such as methods, approaches, techniques and strategies used in learning activities

Model Hands On Activity

Kartono (in Astuti and Veryani: 2023) Hands On Activity is a learning model designed to involve students directly in exploring information. By asking, doing activities and finding, collecting data and analyzing the data then making your own conclusions based on the data obtained. (Astuti & Veryani, 2023) A similar opinion was expressed by Ma'idah and Sholihah (2022) who stated that the Hands On Activity learning model is an activity designed for students to be involved in four main steps, namely digging for information and asking, doing activities and discovering, collecting data and analyzing and making conclusions. (Laili, 2020)

From the opinion above, it can be seen that the Hands On Activity model is a learning model that emphasizes student activities in exploring information and asking questions, doing activities and discovering, collecting data and analyzing and making their own conclusions. Through these activities students learn to build their own knowledge.

This Hands On Activity model gives students the freedom to construct their own knowledge and findings while carrying out activities so that students can learn in a fun and carefree way. (Mufida et al., 2014)

Benefits of the Hands On Activity Model

The benefits of using the Hands On Activity model according to Mariam and Kelana (2020) include: Increasing interest and motivation in learning, Strengthening students' curiosity about material, Overcoming learning difficulties, Avoiding misunderstandings, Getting feedback from students, and Connecting knowledge. the concrete with the abstract. (Mariam & Kelana, 2020)

The weaknesses of the Hands On Activity model according to Amaliah (2020) are that it is difficult to create collaboration because each student has a different character and it is difficult to manage students in solving problems within the specified time period. (Mariam & Kelana, 2020).

The stages in the Hands On Activity model according to Ma'idah and Shalihah (2022) are: a) Digging up information and asking questions, the teacher begins learning by providing

worksheets containing questions that arouse students' curiosity and guide students to propose hypotheses, b) Activities and discovery. After students hypothesize, the teacher guides students to carry out investigations or experiments to test the hypothesis, c) Collecting and analyzing, Students collect data from experiments and then analyze the data, d) Make conclusions. While students are discussing, students are given the freedom to ask questions and provide responses. The teacher guides students to make conclusions by asking provoking questions (Hasanah & Kumalasari, 2015)

Understanding Curiosity

Curiosity is the beginning of knowledge possessed by humans. Nuvitalia (2015) explains curiosity as a person's desire and need to obtain answers to questions or something that causes deep curiosity. (Khumaedi & Rusilawati, 2016) Meanwhile, Mustari et al, (2011:104) describe curiosity as the attitude and actions of someone who tries to find out more deeply about what they are learning. (Mustari & Rahman, 2011)

Wibowo (2012:129) states that curiosity is an attitude and action that always tries to know deeper and wider than something that is learned, seen and heard. (Lubis & Nasution, 2017). Mc Ellmeel (in Mardhiyana and Sejati: 2016) states that curiosity is the desire to learn, investigate or find out which leads to exploration. (Mardhiyana & Sejati, 2016)

From this opinion, it can be seen that curiosity is the attitude and actions of someone who tries to find out, learn, and investigate more deeply about what they see and hear. Curiosity is a phenomenon that needs to be developed and maintained in learning. Curiosity will provide stimulation and encouragement for students to be interested and participate in learning activities so that it will build knowledge and train students' skills. Students have a natural curiosity, if this curiosity is maintained it will last a lifetime (Mardhiyana & Sejati, 2016).

Curiosity Indicator

Indicators of curiosity according to Listiani and Aini (2019) include: Students ask more often during learning activities if there is something they don't know, Look for other sources of information outside textbooks regarding the material being studied, Discuss or read about the learning material that has just been carried out. , and Asking questions about the learning material but not discussing the material during the lesson. (Listriani & Aini, 2019)

Source Curiosity

Hadi and Permata (2010:6) reveal that there are three sources of a person's curiosity, namely: a) Need, the emergence of curiosity comes from awareness of the conditions of the surrounding community and events experienced daily. A person will experience curiosity if there is something that has not been resolved, for example a problem occurs because society is unable to handle it. This condition can encourage someone to look for answers or solutions to these problems. The need to overcome these problems makes someone look for ways to find answers to these problems. b) Strangeness, strangeness is something that is considered to not generally occur or be felt because it is contrary to existing habits or rules. Curiosity can arise if someone has the view that something is wrong but continues to occur in society. c) Needs vs. Strangeness of curiosity, Needs are closely related to society's inabilities. Curiosity begins with an attempt to seek an explanation or answer, which is then continued by providing a solution to the problem faced. Meanwhile, curiosity that comes from strangeness is related to a person's way of responding to phenomena or problems that exist in society. (Hadi & Permata, 2010)

Results of Previous Activities

Before learning was carried out using the hands-on activity model on Hajj material, the teacher had not utilized a learning model that was appropriate to the material and learning objectives. The learning model used does not support increasing students' curiosity. This results in students' curiosity about the Hajj material being relatively low. The results of the daily assessment of students' curiosity about the Hajj material are as follows:

Table 1. Results of daily assessment of students' curiosity regarding hajj material in class vb madrasah ibtidaiyah negeri 7 boyolali in initial conditions

NO	MARK	FREQUENCY
1	40	2
2	45	2
3	50	3
4	55	2
5	60	2
6	65	3
7	70	1
8	75	4
9	80	3
10	85	1

From the table of daily assessment results for curiosity in the VB class, it is known that there are 11 students or 47.83% of students who have not reached the KKM, meanwhile there are 12 students or 52.17% who have reached the KKM, with KKM scores in the VB class in the Fiqh subject. is 65. The overall average student score is 62.26 with the highest score being 82 and the lowest score being 40.

Problem Solving Strategy

Learning problems in class occur due to several factors. These factors are: a) Students do not understand the learning material presented by the teacher using the lecture method regarding Hajj material. b) Teachers have not used learning models that are appropriate to the learning material and student characteristics, as well as teachers' limitations regarding learning models that can improve learning understanding. Therefore, teachers try to find interesting learning alternatives that can increase students' curiosity about the Hajj material

Operational Stage of Learning Implementation Using the Hands On Activity Model

The learning steps using the Hands On Activity model are: a) Dig for information and ask questions, the teacher begins the lesson by providing a worksheet containing questions that arouse students' curiosity and guides students to propose hypotheses. b) Be active and discover, after students hypothesize, the teacher guides students to carry out investigations or experiments to test the hypothesis. c) Collect and analyze, students collect data from experiments and then analyze the data. d) Make conclusions, while students are discussing, students are given the freedom to ask questions and provide responses. The teacher guides students to make conclusions by asking provoking questions.

Achievements achieved by students

After conducting learning using the Hands On Activity model, the results of the daily assessment of students' curiosity about the Hajj material were found as follows:

Table 2. Results of daily assessment of students' curiosity regarding hajj material in class vb madrasah ibtidaiyah negeri 7 boyolali in final condition

NO	MARK	FREQUENCY
1	40	0
2	45	0
3	50	0
4	55	1
5	60	3
6	65	4
7	70	2
8	75	2
9	80	3
10	85	2
11	90	4

NO	MARK	FREQUENCY
12	95	1

From the table of assessment results, it is known that as many as 19 students or 82.61% of students have reached the KKM, while those who have not reached the KKM are 4 students or 17.39% of students with a KKM score in the Fiqh subject in this class is 65. The average score The overall score was 75.91, with the highest score obtained by students being 95 while the lowest score was 55.

Factor Supporting the Implementation of the Hands On Activity Model

Learning activities using the Hands On Activity model can run smoothly because they are supported by several factors, namely: Students are actively involved in learning activities, Students are enthusiastic in carrying out Hajj practices, Students are enthusiastic in conducting questions and answers, and Teachers always accompany students during learning.

Obstacle factor

Learning using the Hands On Activity model experiences several obstacles, namely: There are students who are passive in learning, There are students who are passive in asking questions and answers and There are students who are not focused in discussions.

How to Overcome Inhibiting Factors

To overcome the inhibiting factors that have been described previously, what is done is as follows: Encourage students to participate in learning, ask questions to passive students and encourage students to focus in discussions.

Impact Application of the Hands On Activity Model

Learning activities using the Hands On Activity model provide a new color to classroom learning. Students are more actively involved in learning and try to understand the material provided by the teacher. The impact of using the learning model using the Hands On Activity model is: a) Impact for students: Students can more easily understand the material provided using the Hands On Activity model, Students are more enthusiastic in understanding learning material using the Hands On Activity model, and Students can learn to explore information to make conclusions related to the observations made. Impact on teachers: Teachers are more active and innovative in carrying out learning activities, Teachers create fun learning so that students become more enthusiastic, and Help teachers deliver material effectively and efficiently.

CONCLUSION

The low student learning outcomes on Hajj material in the VB class of Madrasah Ibtidaiyah Negeri 7 Boyolali require teacher creativity and innovation in implementing the learning process. The use of the Hands On Activity learning model creates a new atmosphere in learning. This makes all students active and enthusiastic in participating in the learning process. All students can practice analyzing and collecting information about the Hajj and building students' curiosity about the Hajj pilgrimage. The average daily assessment results of students' curiosity regarding the Hajj material in the VB class of Madrasah Ibtidaiyah Negeri 7 Boyolali has increased to 75.91 . A total of 19 students or 82.61% of students have reached the KKM while those who have not reached the KKM are 4 students or 17.39% of students with the KKM score in the Fiqh subject in this class being 65. The highest score obtained by students is 95 while the lowest score is is 55. Thus it can be concluded that the application of the Hands On Activity model can increase students' curiosity about Hajj material in the VB class of Madrasah Ibtidaiyah Negeri 7 Boyolali Semester 2 for the 2022/2023 academic year. Thus, teachers must always innovate in using appropriate learning models so that they can increase students' curiosity. Using appropriate learning models can

increase students' curiosity. Teachers are always proactive in participating in workshops, seminars, In House Training (IHT) so as not to miss out on information about renewable learning models. All students are expected to be active in learning so that students' curiosity can increase. This research can contribute to the development of learning methods by providing empirical evidence regarding the effectiveness of the Hands-on Activity model in increasing students' curiosity about certain subject matter.

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