

Innovative Learning Of PAI And Ethics: Social And Religious Skills Of Grade 4 In The Era Of Globalization In Public Elementary School 11 Pontianak Kota

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Abstract: This study focuses on innovations in Islamic Religious Education and Character Education learning at SDN 11 Pontianak City, which aims to improve students' academic understanding as well as social and religious skills. Referring to the constructivism approach, this study explores the application of interactive and participatory learning methods to face the challenges of the times. The study uses a qualitative method with a case study approach. Data collection techniques include participatory observation, semi-structural interviews, and document studies. Data analysis is carried out through an interactive model that includes data reduction, data presentation, and drawing conclusions with source triangulation validation. The results of the study indicate that innovations in Islamic Religious Education learning at SDN 11 Pontianak City have succeeded in increasing student participation in understanding and applying religious values in everyday life. This learning also supports the development of social skills through active interaction between students and teachers. The implementation of the leadership values of the Prophet Muhammad SAW, such as the characteristics of amanah, shiddiq, fathanah, and tabligh, is a strong foundation in the management of relevant learning.

Keywords: Innovative; Social and Religious Skills;

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Globalization.

Abstrak: Penelitian ini fokus pada inovasi pembelajaran PAI dan Budi Pekerti di SD Negeri 11 Pontianak Kota, yang bertujuan untuk meningkatkan pemahaman akademik sekaligus keterampilan sosial serta keagamaan siswa. Dengan mengacu pada pendekatan konstruktivisme, penelitian ini mengeksplorasi penerapan metode pembelajaran interaktif dan partisipatif guna menghadapi tantangan zaman. Penelitian menggunakan metode kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data meliputi observasi partisipatif, wawancara semi struktural, dan studi dokumen. Analisis data dilakukan melalui model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan dengan validasi triangulasi sumber. Hasil penelitian menunjukkan bahwa inovasi pembelajaran PAI di SD Negeri 11 Pontianak Kota berhasil meningkatkan partisipasi siswa dalam memahami dan menerapkan nilai-nilai agama dalam kehidupan sehari-hari. Pembelajaran ini juga mendukung pengembangan keterampilan sosial melalui interaksi aktif antar siswa dan guru. Implementasi nilai-nilai kepemimpinan Rasulullah SAW, seperti sifat amanah, shiddiq, fathanah, dan tabligh, menjadi landasan kuat dalam pengelolaan pembelajaran yang relevan

Kata Kunci: Inovatif; Keterampilan Sosial dan Religious; Globalisasi.

A. Introduction

In the current era of globalization, Islamic religious education and ethics (PAI) have a very important role in shaping students' character and social skills. Sekolah Dasar Negeri 11 Pontianak Kota is one of the institutions that seeks to implement innovations in Islamic learning and ethics to face the challenges of the times. This innovation not only aims to improve students' academic understanding, but also to develop social and religious skills that are relevant to everyday life. Through creative and interactive approaches, it is expected that students can more actively participate in

the learning process and apply religious values in their lives (Zulfi, 2021). One aspect that is no less important is religious and ethical education, especially at the elementary school level. This is where the role of Islamic Religious Education (PAI) and ethics becomes crucial. They not only serve as an introduction to religious knowledge, but also as a moral foundation that shapes students' character. At SD Negeri 11 Pontianak Kota, the effort to integrate innovations in Islamic Religious Education and ethics learning is a strategic step to prepare young generations who are not only academically smart, but also have strong social and religious skills.

According to the National Education System Law No. 20 of 2003, education should be able to develop the full potential of learners, including spiritual and social aspects. This is in line with constructivism theory that emphasizes the importance of active and collaborative learning experiences. In this context, innovations in PAI and ethics learning at SD Negeri 11 Pontianak Kota focus on interactive and participatory methods, so that students can learn while interacting with their surrounding environment. Through this approach, students are not only taught to understand religious values, but also trained to apply them in daily life.

Thus, learning PAI and ethics is expected to create individuals who are not only knowledgeable, but also have moral integrity and good social skills. This study aims to explore innovations in such learning and their impact on the social and religious skills of grade 4 students in the era of globalization. By understanding these dynamics, we can formulate more effective educational strategies for the future.

B. Research Methods

This research used a qualitative method with a case study approach. The research location was at SD Negeri 11 Pontianak Kota, with a focus on PAI and character learning innovations. Data collection techniques include:

1. Participatory Observation: Researchers were directly involved in learning activities to observe the interaction between teachers and students.
2. Semi-Structured Interviews: Interviews were conducted with PAI and ethics teachers and students to gain perspectives on the innovations implemented.
3. Document Study: Analysis of teaching materials used in learning.

The data obtained will be analyzed using an interactive data analysis model, which includes data reduction, data presentation, and conclusion drawing. Data validity will be tested through source triangulation and technique triangulation.

C. Results And Discussion

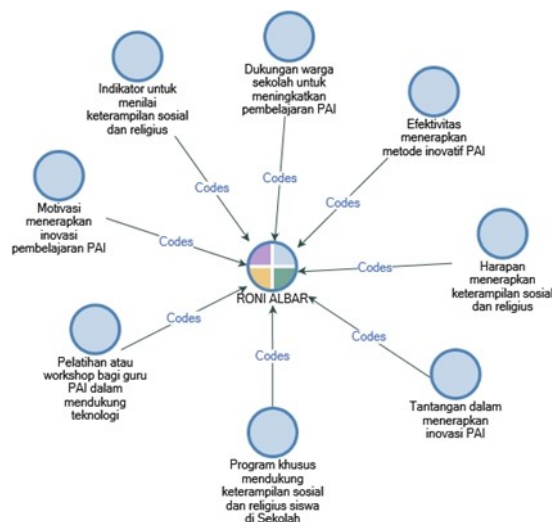


Figure 1. Source Triangulation

The image above shows a concept map or mapping diagram of the NVIVO12 application that illustrates the relationship between various aspects related to innovative Islamic Religious Education (PAI) learning. The following is an explanation for the discussion of the image:

1. School Community Support: Support from the school community is considered important to increase the effectiveness of Islamic Religious

Education learning, both in social and religious aspects.

2. Effectiveness of Innovative Methods: The effectiveness of implementing learning methods. Innovation is one of the main focuses in developing PAI to make it more relevant and interesting for students.
3. Hope in Social and Religious Skills: PAI learning is expected to develop students' social and religious skills at school.
4. Challenges in PAI Innovation: Challenges faced in implementing PAI learning innovations include limited resources, resistance to change, and technological adaptation.
5. Special Program for Social and Religious Skills: Schools can develop special programs to support students' social and religious skills through PAI.
6. Training for Islamic Religious Education Teachers: Training or workshops for Islamic Religious Education teachers in supporting the use of technology are considered important to encourage innovation in learning.
7. Motivation for Innovation: Teacher motivation to continue implementing innovation in Islamic Religious Education learning is one of the success factors in creating effective learning.
8. Assessment Indicators: The importance of establishing indicators to assess the extent to which social and religious skills have been achieved by students in Islamic Religious Education learning.

This figure shows the close relationship between various factors that support the implementation of innovation in Islamic Religious Education learning, with a focus on improving students social and religious skills.



Figure 2. Determining the Theme

Figure 2. word cloud This shows the main focus in Islamic Religious Education (PAI) learning which emphasizes innovation, development of religious and social skills, and school support. Words like learning, innovation, skills the core, indicating the importance of creative and relevant approaches. Technology, collaboration, and character building are also seen as important elements to address the challenges of creating engaging and effective learning.

1. Motivation to Implement Islamic Religious Education Learning

Innovation in Islamic Religious Education learning refers to the application of new methods, strategies, and tools aimed at improving the quality of education. In the context of Islamic Religious Education, this innovation does not only focus on cognitive aspects, but also on developing students' attitudes and behaviors in accordance with Islamic values (Rahmawati et al., 2024). By implementing a more interactive and participatory approach, educators can create a more interesting and enjoyable learning atmosphere for students.

In this study, we conducted an interview with one PAI educator to understand their views on the application of innovation in learning. The interview was conducted in

a semi-structured manner with a focus on their experiences in creating relevant and creative learning experiences. The results of the interview showed that respondents agreed on the importance of innovation in increasing student motivation. Respondents stated:

"Implementing innovations in Islamic Religious Education learning motivates educators to create relevant, creative, and inspiring learning experiences, thereby building student character based on Islamic values."

The application of innovation in Islamic Religious Education learning can increase students' motivation to learn. Research shows that when teachers use creative and relevant methods, students are more engaged in the learning process, which in turn increases their interest and understanding of the material. For example, the use of digital technology such as wordwall media in Islamic Religious Education learning has been proven effective in attracting students' attention and making the material easier to understand.



Figure 3. Teacher using Wordwall

Wordwall is a web-based platform that allows educators to create a variety of interactive learning activities, such as quizzes, games, and puzzles. The application is designed to increase student engagement in the learning process in a fun and innovative way.

Wordwall is a very useful tool in modern education. With its ability to create interactive and fun learning, this platform not only increases student motivation but also supports more effective understanding of the subject matter. With various templates for

quizzes, matching, puzzles and so on. The right implementation of this media in the classroom can provide a richer and more engaging learning experience for students.

2. Effectiveness of Implementing Innovative PAI Methods

Overall, the application of innovative methods in Islamic Religious Education learning has proven effective in improving students' understanding of Islamic values, encouraging active participation, and building character. However, to achieve optimal results, it is important for teachers to have adequate skills and sufficient resource support.



Figure 4. Learning situation

Thus, innovation in Islamic Religious Education learning can continue to be developed to meet the needs of education in this modern era. The interview results showed that respondents stated:

"The effectiveness of implementing innovative methods in Islamic Religious Education learning lies in its ability to improve students' understanding of Islamic values, encourage active participation, and build character through an approach that is relevant, interesting, and in accordance with the needs of the times."

The results of the interviews conducted showed that the application of innovative methods in Islamic Religious Education (PAI) learning is very effective in improving students' understanding of Islamic values, encouraging active participation, and building character. This discussion will link the results of the interviews with the theory of effectiveness in the context of PAI learning.

- a) Improving Students' Understanding of Islamic Values: Innovative methods, such as project-based learning and cooperative learning, have been shown to improve students' understanding of Islamic values. According to research, interactive and contextual learning models enable students to understand religious concepts in depth and in an applicable manner (Rahmawati et al., 2024). In interviews, many students stated that the methods used by teachers made it easier for them to understand the material, especially when taught through direct practice and group discussions.
- b) Encourage Active Student Participation: The application of innovative methods also encourages active student participation in the learning process. Student-centered learning, where students are involved in discussions and practical activities, creates a more dynamic learning atmosphere (Manah, 2024). Interview results showed that students felt more motivated to participate when they were given the opportunity to discuss and work together in groups. This is in line with the theory of active learning which emphasizes the importance of student involvement in the learning process to improve their learning outcomes (Syafa & Mukhrij Sidqy, 2024).
- c) Building Character Through Relevant Approaches: Innovative methods not only focus on cognitive aspects but also on the development of students' characters. Relevant and engaging approaches help students to internalize Islamic values in their daily lives (Manah, 2024). In interviews, several students expressed that activities involving simulations or role-playing made them better understand how to apply religious teachings in real contexts. This shows that innovation in Islamic Religious Education learning can contribute to the formation of good character among students.
- d) Challenges in Implementing Innovative Methods: Although there are many benefits from implementing innovative methods, there are several

challenges faced by teachers. Limited resources, such as learning media and technological support, are factors that inhibit the effectiveness of these methods (Bararah, 2022). In addition, teacher readiness in implementing innovative methods also greatly affects learning outcomes. In interviews, teachers stated the need for further training to improve their skills in using technology and interactive learning strategies.

3. Challenges in Implementing PAI Innovation

The challenges in implementing innovation in Islamic Religious Education (PAI) learning are very complex and diverse. One of the main challenges faced is the limited facilities and infrastructure. Many educational institutions, especially in remote areas, do not have adequate access to modern technology needed to support innovative learning methods. This includes the lack of hardware such as computers and stable internet access, which are essential for the application of information technology in learning (Kariyawan, 2022). Without adequate infrastructure support, efforts to integrate technology into the PAI curriculum become difficult, thus hampering a more interactive and interesting teaching and learning process.

Thus, the challenges in implementing PAI learning innovations can continue to be developed to meet the needs of education in this modern era. The interview results showed that respondents stated:

“Challenges in implementing innovations in Islamic Religious Education learning include limited facilities and infrastructure, resistance to change, lack of teacher training in innovative methods, and difficulties in aligning new approaches with diverse student backgrounds and existing curricula.”

In addition, resistance to change is also a significant obstacle in the implementation of PAI learning innovations. Many teachers and educators who are accustomed to traditional teaching methods are reluctant to adapt to new, more modern approaches. This is often due to a lack of understanding of the benefits of the innovation and the fear of failure in implementing new methods (Arif et al., 2024). To overcome this problem, an effective training program is needed for teachers so that they can

understand and implement innovative teaching techniques with confidence. Another challenge is the lack of teacher training in innovative methods and the difficulty in aligning new approaches with diverse student backgrounds and existing curricula. Teachers often do not receive sufficient training to use new technologies or learning methods effectively (Farhan Syahendra, 2024). In addition, the diversity of student backgrounds requires a more personalized and adaptive approach, making it difficult for teachers to design teaching materials that suit the needs of all students. Therefore, collaboration between the government, educational institutions, and communities is essential to create sustainable training programs and provide the resources needed for innovations in Islamic Religious Education learning to be implemented effectively.

4. Support from School Community to Improve Islamic Religious Education Learning

The support of the school community in improving Islamic Religious Education (PAI) learning is very important to create a conducive learning environment. The interview results showed that respondents stated:

"Support from school residents to improve Islamic Religious Education learning can be in the form of active collaboration between teachers, students, parents, and education personnel in creating a conducive environment, providing supporting facilities, and integrating Islamic values into school culture."

According to Mr. Roni, collaboration between teachers, students, parents, and education personnel is key in this effort. By involving all parties, schools can create an atmosphere that supports Islamic Religious Education learning. For example, parents can play an active role by becoming resource persons or guest teachers, so that students gain a broader perspective on Islamic values in everyday life. In addition, the provision of supporting facilities such as prayer rooms and comfortable classrooms also contribute to the quality of PAI learning. The physical environment that well, such as the presence of Islamic-themed decorations and adequate places of worship, can increase students' motivation to learn. This is in line with the need to integrate Islamic values into school

culture, so that students not only learn theory but also apply it in daily practice (Hilmi et al., 2024).

Finally, good communication between schools and the community is also a determining factor in the success of the PAI program. Through the school committee's deliberation forum, parents and the community can provide input and financial support for learning activities. This involvement not only strengthens the relationship between schools and the community but also builds a sense of ownership of religious education among students and parents (Alfian & Hasibuan, 2024). Thus, the support of the school community is a vital element in improving the overall quality of PAI learning.

5. Expectations for Handling Social and Religious Skills

Every teacher has expectations in handling social and religious skills so that they can be implemented in everyday life. The interview results showed that respondents stated:

"The hope of implementing social and religious skills is to create a generation that not only has the ability to interact well in society, but is also able to uphold religious values, so that they become individuals with integrity, tolerance, and contribute positively to community life."

Integrating social and religious skills to shape a generation character is the main focus. the application of social and religious skills can create a generation that is able to interact well in and society upholds religious values. This is in line with research that shows that social skills are the ability of individuals to communicate and interact effectively with others, which includes aspects of cooperation, empathy, and tolerance (Lestari, 2023).

The importance of forming individuals with integrity and tolerance. Research shows that character education that integrates religious values can produce students who are disciplined, independent, and responsible. (Makan & Di, 2024) the hope of creating a generation that has social and religious skills is very relevant to current educational efforts. Through the implementation of religious literacy and character development, it is expected that students will not only be academically intelligent but also have integrity

and tolerance in social life. This is in line with the goals of national education which emphasize (Pratiwi, 2023).

6. Indicators for Assessing Social and Religious Skills

- a) Social Skills: Ability to communicate effectively and politely. Teamwork and resolving conflicts constructively. Empathy towards others and the ability to build harmonious relationships. Empathy is the ability to understand and feel what others are experiencing. It is very important in building harmonious relationships and creating a positive social environment. Empathy helps individuals to be more sensitive to the needs and feelings of others, which in their partners can improve the quality of social interactions. The ability to resolve conflict in a constructive manner is an important aspect of social skills. It involves a solution-focused approach, where individuals try to understand the other person's point of view and find a middle ground that satisfies all parties. This approach not only solves the problem but also strengthens relationships between individuals.
- b) Religious Skills: Consistency in carrying out obligatory and sunnah worship. Practicing religious values in daily life, such as honesty and responsibility. Ability to contribute to religious or social activities based on Islamic values. This consistency not only reflects personal discipline, but can also be an example for others around them. This is important in building strong character and integrity: Involvement in religious or social activities based on religious values shows an individual's ability to contribute positively to the community. This reflects a proactive attitude in spreading good religious and social values, as well as strengthening social ties among community members. Social and religious skills complement each other in forming individuals who are not only able to interact well in society, but also have a strong commitment to moral and spiritual values. Both are

important for creating harmonious relationships and contributing to social welfare.

7. Training or Workshop for Islamic Religious Education Teachers in Supporting Technology

Training or workshops for Islamic Religious Education teachers that support technology aim to improve their competence in utilizing digital media and interactive learning applications, so that they are able to deliver religious material creatively and relevantly to the needs of students in the digital era..Training or workshop for Islamic Religious Education (PAI) teachers who focus on technology aims to improve their competence in utilizing digital media and interactive learning applications. This is very important to ensure that teaching religious material can be done creatively and relevant to the needs of students in the digital era. Technology-based training is crucial because many Islamic Education teachers have not fully utilized technology in their learning process.

According to a study, the use of technology in learning is not only necessary, but also a challenge that must be faced by teachers (Simanjourang, 2024). This type of training aims to improve teachers' ability to use digital media and online resources, so that they can develop more interesting and effective learning materials.

The training includes an introduction to platforms such as Google Classroom and Zoom, which enable teachers to manage classes more efficiently and interactively (Simanjourang, 2024). Teachers are trained to design digital-based learning that includes virtual group discussions and collaborative projects, so that students are more engaged in the learning process (Meningkatkan et al., 2024)

Therefore, training or workshops for Islamic Religious Education teachers that support the use of technology have a significant positive impact on their teaching competence. By utilizing digital media and interactive learning applications, teachers can not only deliver religious material in a more interesting way but also relevant to the

needs of students in the digital era. Therefore, investment in this kind of training is essential to improve the quality of Islamic religious education in Indonesia.

8. Special Programs Supporting Students' Social and Religious Skills in Schools

Special programs to support students' social and religious skills in schools can include a variety of routine activities that focus on strengthening character and religious values. Some of these activities include learning to pray in congregation, reading and writing classes for the Qur'an, training in reading Asmaul Husna, and integration of moral values in Islamic Religious Education (PAI) learning. The results of the interview showed that respondents stated:

"Special programs to support students' social and religious skills in schools can include routine activities such as learning to pray in congregation, reading and writing classes for the Qur'an, training in reading Asmaul Husna, as well as the integration of moral values in Islamic Religious Education learning through interesting methods, such as group discussions, direct practice, and project-based approaches, to strengthen students' character in worship and noble character."

Routine Activities in Developing Social and Religious Skills, namely Congregational Prayer Learning: This activity not only teaches the procedures for prayer but also strengthens the sense of togetherness and solidarity among students. Research shows that congregational prayer can increase students' discipline and responsibility in worship (Masrur Hasan, 2023).

Al-Quran Reading and Writing Class: This program aims to improve students' religious literacy skills. Through structured teaching, students not only learn to read the Quran but also understand the meaning and application of the teachings in everyday life (Achoita, 2024). Asmaul Husna Reading Training: This training helps students recognize the good names of Allah and internalize them in everyday behavior. This is important to form a strong and positive religious character. To increase the effectiveness of these programs, several interesting learning methods can be applied, one of which is group discussion. This method encourages students to share their thoughts and experiences related to religious values, thus enriching their understanding of character

and morality..Besides Direct Practice, namely Involving students in direct practice such as congregational prayer or social activities can provide real experiences that strengthen their social skills. Research shows that direct practice is effective in building student character (Lestari, 2023).

The implementation of these programs is expected to strengthen students' character in worship and noble character. Research shows that religious character education through routine activities like this can produce more responsible students, responsible, empathetic, and have strong morals. Thus, they are not only good individuals in a spiritual context but also in a social context. Overall, Special programs designed to support students' social and religious skills are essential in shaping a young generation that is not only academically intelligent but also has good character and cares about others.

D. Conclusion

This research focuses on the importance of innovation in learning Islamic Religious Education (PAI) and Budi Pekerti at SD Negeri 11 Pontianak Kota, especially in the context of globalization. The following are the conclusions of the research, including the Strategic Role of Islamic Education: Islamic Religious Education and Budi Pekerti have an important role in shaping students' character at the elementary school level. Innovation in learning aims to improve students' academic understanding as well as social and religious skills. Constructivism Approach: This research uses the constructivism approach, which emphasizes interactive and participatory learning. This method has proven effective in increasing student participation and the application of religious values in daily life. Innovative Learning Methods: Through methods such as Problem Based Learning (PBL) and Discovery Learning, students are encouraged to think critically and creatively. This approach not only improves their religious understanding but also their social skills.

Innovation in constructivism-based PAI learning is able to form a young generation that is not only academically intelligent but also has moral integrity and good social skills. This finding provides an important contribution in formulating more effective educational strategies in the future. This research shows that innovation in PAI learning can create a more interesting and relevant learning environment for students, and support positive character development in the era of globalization.

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