

Learning Innovation: Creating an Effective and Enjoyable Learning Model in Elementary Madrasahs

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Abstract

This study aims to identify and analyze various innovations in effective and enjoyable learning models that have been implemented in Madrasah Ibtidaiyah (MI), in order to improve the quality of basic education in accordance with the characteristics of early age learners. The method used in this study is the Systematic Literature Review (SLR), which allows researchers to filter, evaluate, and synthesize previous research results systematically and in a structured manner from various credible academic sources. This approach involves the stages of literature search, selection based on strict criteria, and thematic analysis of innovative learning models. The results of the study indicate that learning in MI requires an approach that is able to combine Islamic values with active and contextual learning methods. One model that has proven effective is Project-Based Learning (PjBL), which can increase student engagement, conceptual understanding, and the development of 21st century skills. In addition, the integration of technology in learning also provides positive potential in creating interactive learning experiences, although it still faces technical and resource constraints. The principles of enjoyable learning such as differentiation, active learning, and emotional involvement are the keys to the successful implementation of this innovation. These findings are expected to be the basis for developing learning practices that are more relevant, effective, and appropriate to the socio-cultural context of MI.

Keywords : Learning Innovation, Learning Model, Elementary Madrasah

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1. Introduction

Education is the main pillar in the formation of character and the quality of qualified human resources. Through education, individuals are not only equipped with knowledge and skills, but also moral values, ethics, and social responsibility are formed which are the foundation of community life (Idhar, I. 2024). In Indonesia, one of the basic educational institutions that has a strategic role in this regard is the Madrasah Ibtidaiyah (MI). As a formal educational institution under the auspices of the Ministry of Religion, MI integrates the general curriculum with Islamic religious education in a balanced manner (Rohman, M., Lessy, Z., & Faizah, N. 2023). This makes a major contribution to the formation of children's character from an early age, because students not only gain worldly knowledge, but also spiritual values and noble morals. Therefore, strengthening the quality of education in MI is an important step in creating a generation that is intellectually intelligent and morally integrated. However, even though many efforts have been made to improve the quality of learning, many students still feel less interested and involved in the learning process (Suharyani, S., Astuti, FH, & Maharani, JF 2024). This poses a major challenge for educators to create learning models that are not only effective in achieving educational goals but also enjoyable, so that students feel motivated to learn. Along with the times, various innovations in learning are increasingly needed, especially with the advancement of technology that provides many new opportunities in education.

Elementary education is a very important initial stage in the formation of character, mindset, and learning habits of students. Madrasah Ibtidaiyah (MI), as a formal educational



institution at the elementary school level that integrates the general curriculum and Islamic religious education, has a strategic role in forming a generation that is not only intellectually intelligent, but also strong in moral and spiritual values (Pratiwi, S., & Nasir, MFA 2024).

In the context of Indonesia which has a diverse cultural and religious background, Madrasah Ibtidaiyah (MI) is one of the important pillars in building an educational foundation that is rooted in the noble values of Islam and is relevant to the challenges of the times. The existence of MI not only functions as a basic educational institution, but also as a vehicle for the formation of children's character and spirituality from an early age. Through the integration of the general curriculum and the Islamic religious education curriculum, MI plays a role in instilling values such as honesty, responsibility, tolerance, and social concern which are part of Islamic teachings. These values are very important in forming a young generation who are not only academically intelligent, but also have noble morals and care about the social and national environment (Desiana, RF 2024).

In the midst of the dynamics of Indonesian society which is multicultural and continues to develop, MI is expected to be able to bridge the gap between strong religious traditions and the need for education that is adaptive to global developments. MI must be able to produce students who have a strong Islamic identity but remain open to advances in science and technology. Therefore, it is important for MI to continue to innovate in its learning systems and approaches, in order to be able to answer the challenges of the times without abandoning its identity as a moderate, inclusive, and quality Islamic educational institution. One of the main issues in learning at Madrasah Ibtidaiyah (MI) is the approach that is still too conventional, which is often no longer relevant to the needs and interests of students in the current digital era (Mashuri, S., & Syahid, A. 2024). Teacher-centered learning still dominates, where students tend to be passive listeners rather than active actors in the learning process. Methods such as long lectures, memorization, and minimal use of interactive learning media can reduce students' interest and enthusiasm for learning. In addition, a dense and demanding curriculum often makes students feel stressed, making it difficult for them to enjoy the learning process in a fun and meaningful way. In this context, students become less emotionally and cognitively involved, which can ultimately result in low understanding of the material and weak development of 21st century skills, such as critical thinking, collaboration, and creativity. This challenge requires innovation in learning strategies in MI to be more adaptive to the development of the times and the needs of children as a digital generation. Therefore, it is important for educators to find and implement learning models that can touch various learning styles of students, while at the same time arousing their curiosity and enthusiasm for learning (De Vega, N., et al. 2024).

Learning innovation, with its various approaches, can help create a more dynamic and enjoyable learning environment. This innovation includes the use of technology, the application of active learning methods, and the integration of contextual values that are close to students' lives. For example, the application of project-based learning models, thematic learning, and the use of interactive digital media can increase student participation and strengthen their understanding of the material. Innovation also allows teachers to act as facilitators who encourage students to think critically, collaborate, and explore creative ideas independently. An innovative learning environment creates a more lively classroom atmosphere, where students feel valued, motivated, and have space to express themselves. Thus, innovation in learning not only improves academic learning outcomes, but also supports the development of character, social skills, and students' readiness to face future challenges (Maharani, DA, Wijaya, FR, Izzati, EW, & Putri, HNM 2025). In this context, learning innovation is an urgent need to create a learning model that is not only academically effective but also enjoyable for students. Innovation can be realized through a more active, participatory, and contextual approach, such as the use of technology, project-based learning, and the integration of interactive learning media. Innovative learning models are expected to be able to foster a spirit of learning, increase student engagement in class, and develop 21st-century skills such as critical thinking, creativity, and collaboration.

Several learning models such as project-based learning, technology-based learning, and game-based learning have been shown to increase interaction between students and teachers, and improve student understanding and skills more effectively. Through project-based learning, for example, students can participate more actively in the learning process, work in groups, and apply the knowledge they learn in real situations. Technology-based learning also provides wider access to educational resources that can be tailored to students' learning needs (Ba'in, B. I et al. 2023).

However, the implementation of these various innovations does not always run smoothly. In the field, there are still many challenges that must be faced, especially related to the readiness and support of various parties involved in the education process. One of the main obstacles is the lack of adequate training and mentoring for teachers in mastering innovative learning methods and supporting technology. Many teachers in Madrasah Ibtidaiyah are not yet accustomed to technology-based approaches or active learning, so they tend to return to conventional patterns that they are familiar with. In addition, limited facilities and infrastructure, such as access to digital devices, internet connections, and interactive learning media, also limit the space for innovation in schools, especially those in remote areas (Maskur, M. 2023). Not only that, the unpreparedness of students and parents in facing changes in learning patterns is also an obstacle in itself. Some parents still think that effective learning is that which focuses on memorization and high discipline, so they are less supportive of a more flexible and creative approach. Meanwhile, students who are not used to learning independently or collaboratively may have difficulty adapting to new methods that require active participation and high-level thinking skills. Therefore, a comprehensive and collaborative strategy is needed, including improving teacher competency, providing adequate infrastructure, and socializing and involving parents in supporting learning transformation. Therefore, more in-depth research is needed to identify appropriate learning models for Madrasah Ibtidaiyah and how to implement them effectively (Ulum, MF 2021).

Thus, it is important to develop an effective and enjoyable learning model, which is able to respond to the real needs and challenges faced by students in Madrasah Ibtidaiyah. This kind of learning model is not only intended to improve academic achievement alone, but also to create meaningful learning experiences, motivate students to be more active, and foster a love for the learning process. Enjoyable learning will make students feel comfortable and interested in being actively involved in every learning activity, while its effectiveness is measured by the extent to which students are able to understand, process, and apply the knowledge gained in real life. Along with the development of modern educational theories and practices, various innovative models have been developed and adapted in the world of education, including in the context of activity-based learning, collaborative learning, technology-based approaches, and contextual learning that links teaching materials to students' daily lives. However, in practice, there have not been many studies that specifically explore the application of these innovative models in the Madrasah Ibtidaiyah environment, which has its own characteristics in terms of curriculum, religious values, and student profiles. Therefore, this study aims to explore, analyze, and evaluate various innovative learning models that are relevant to be applied in Madrasah Ibtidaiyah. This study also aims to present implementation strategies that can help teachers adapt these models according to the conditions, needs, and potentials in the madrasah environment. It is hoped that the findings of this study can provide real contributions to improving the quality of learning in MI, strengthening student engagement, and supporting the achievement of holistic, contextual, and transformative Islamic basic education goals.

2. Method

This study uses the Systematic Literature Review (SLR) approach, which aims to assess and analyze various existing literature on learning model innovations in Elementary Madrasahs. SLR was chosen because this method offers a structured and systematic approach to collect, evaluate, and synthesize relevant research results from various credible

sources. By using SLR, this study can identify key trends in learning innovations that have been implemented in MI, including models that have proven effective and challenges faced in their implementation (Mustofiyah, L., et al. 2024). In addition, this approach allows researchers to filter the literature based on strict criteria, ensuring that only high-quality and relevant studies are included in the analysis. This process includes stages such as literature searches in academic databases, selection of articles based on appropriate topics and methodologies, and thematic analysis of existing findings. In this way, this study can provide a comprehensive understanding of various innovations in learning models in MI and how these innovations can be applied to improve the quality of education at the elementary level. In addition, the SLR provides a strong basis for proposing evidence-based recommendations for the development of learning practices in Madrasah Ibtidaiyah, taking into account the unique social and cultural context.

3. Results and Discussion

From the results of the literature search, it was found that one of the most effective learning innovations to be implemented in Madrasah Ibtidaiyah is project-based learning (PjBL). This learning model provides space for students to be more actively involved in the learning process through completing real projects that are directly related to the material being studied. In this approach, students are not only required to understand concepts theoretically, but are also encouraged to apply them practically in the context of everyday life. This makes learning more contextual, meaningful, and enjoyable for students (Debiramasari, G. 2023, June). Project-based learning also encourages students to develop various important 21st century skills, such as critical thinking skills, creativity, communication, collaboration, and problem-solving skills. Students learn to plan, research, discuss, and present the results of their projects independently or in groups. This process forms a deep learning experience and encourages a sense of responsibility for the tasks given. In addition, PjBL also allows the integration of Islamic values in project activities, such as cooperation, honesty, and perseverance, which are in line with the character of education in Madrasah Ibtidaiyah (Ediana, D., et al. 2023).

Various previous studies have shown that the implementation of project-based learning models can increase student learning motivation, strengthen concept mastery, and increase student involvement in learning activities. However, the success of PjBL implementation is highly dependent on careful planning, the teacher's ability to design projects that are appropriate to the level of student development, and the support of a conducive learning environment (Mughtar, T., et al. 2025). Therefore, further study is needed on how PjBL can be adapted and implemented effectively in Madrasah Ibtidaiyah, taking into account the local context, Islamic values, and limited resources. Through this approach, students not only learn theory, but also learn to apply knowledge in real-world contexts. This builds critical thinking skills, problem solving, and teamwork, which are very important for students' future development.

In addition, technology-based learning is also an effective model in improving the quality of education in Madrasah Ibtidaiyah. By utilizing digital devices and interactive media, teachers can develop learning materials that are more interesting and easy for students to understand. Technology can provide students with wider access to explore learning materials through videos, applications, and other online resources. Technology-based learning also allows for a more flexible learning process, where students can learn at a rhythm that suits their respective abilities. Active learning that emphasizes student involvement in the learning process has also been found to be a very useful method in creating a fun learning experience. Activities such as group discussions, educational games, and learning simulations can make students more motivated and feel involved (Depita, T. 2024). This method reduces boredom that often arises in learning dominated by lectures and routine assignments, and provides space for students to develop their creativity and critical thinking skills. The application of these models in the context of Madrasah Ibtidaiyah can face challenges such as limited resources, both in terms of technological devices and teacher

training. However, several studies have shown that with sufficient support from schools, parents, and the government, these models can be implemented well. What is more important is how to design learning so that it remains fun and does not burden students, while still achieving the desired educational goals. The application of innovation in learning in Madrasah Ibtidaiyah also not only has an impact on improving student learning outcomes, but can also change students' perspectives on education itself. Students who feel happy and interested in learning tend to have higher motivation and are more easily able to absorb the material being taught. Therefore, learning innovations that involve a fun and technology-based approach can be an important step in creating a young generation that is better prepared to face the challenges of the world (Putri, NMS, & Rachmadyanti, P. 2024).

Context of Education in Elementary Madrasah

Madrasah Ibtidaiyah (MI) plays a very important role in the Indonesian national education system, especially in producing a young generation who are not only academically intelligent, but also have a strong moral and spiritual foundation. As a formal elementary education institution, MI has a dual function in providing general education as well as Islamic religious education. In this case, MI contributes to shaping students' character by instilling moral and ethical values in accordance with Islamic teachings. In addition, religious education at MI also equips students with knowledge of the Qur'an, Hadith, fiqh, and morals, which are important foundations in their lives as Muslims. MI also has a role in increasing access to education in remote areas, where MI is often the main choice for people to get affordable basic education that is also based on religious values (Anita, A. 2025). Through a curriculum that integrates religious education and general knowledge, MI provides a holistic education, covering cognitive, affective, and psychomotor aspects. This supports the goal of national education to create a generation that is not only smart, but also has noble character and is skilled. In addition, MI also develops students' potential in a balanced manner, both in academic and non-academic fields, through extracurricular activities that hone social, artistic, and leadership skills. Thus, MI not only plays a role in character formation, but also prepares students to be able to face global challenges, while still adhering to the noble Islamic values that are the identity of the Indonesian nation.

Students at Madrasah Ibtidaiyah (MI) have unique characteristics, which reflect the developmental stages of children aged 6 to 12 years. At this age, students are in the concrete cognitive development stage, where they begin to develop logical thinking skills and understand more abstract concepts. However, their thinking is still tied to the concrete world, so that learning methods that are more applicable and based on real experiences will be more effective. In addition, children at MI age tend to have a high curiosity and a great enthusiasm for learning, so that creative and fun learning methods can greatly motivate them. Socially, they begin to learn about interacting with peers and understanding group norms, but still need guidance in managing emotions and resolving conflicts. As an Islamic educational institution, MI also has an important role in shaping students' character, by instilling moral values and religious teachings that are in accordance with Islamic principles. MI students need interactive and student-centered learning, which involves their various senses to maintain interest and focus. Because each student's ability level and learning speed varies, differentiated learning, which pays special attention to individual needs, is essential to support their maximum development (Al Aluf, W. 2024).

Learning in Madrasah Ibtidaiyah (MI) faces a number of major challenges in facing the development of the era and technological advances in the modern era. One of the main challenges is the limited adoption of technology. Many MI, especially those in rural areas, face difficulties in accessing modern technology such as computers and the internet, which limits the use of technology-based learning. In addition, the lack of training for teachers is another problem, where many teachers still use conventional learning methods and are not familiar with more interactive and technology-based innovative approaches. The dense curriculum is also a challenge, because the material that must be delivered is often rushed and does not allow for in-depth learning, so that student interest can decline. In addition,

differences in students' social and economic backgrounds also affect the quality of learning, with students from low-income families having difficulty obtaining the resources needed to support their education. The readiness of students and parents to face change is also a challenge, considering that most parents still prioritize conventional education that is more focused on academic achievement. Finally, MI is also faced with the challenge of integrating religious education with general education, where these two aspects must be integrated effectively without ignoring either. All these challenges require solutions that involve various parties to create a learning environment that is more effective and relevant to the demands of the times (Ristanti, I. 2023).

Concepts and Principles of Effective and Enjoyable Learning

Effective learning refers to an educational process that successfully achieves the set goals, where students not only master the subject matter but can also apply the knowledge and skills in real life. Effective learning includes clear goals, an approach that is tailored to students' needs, the use of appropriate methods, and ongoing evaluation to ensure student development over time. On the other hand, enjoyable learning focuses on creating a learning atmosphere that makes students feel involved and excited to learn. This learning involves interactive activities, such as discussions or educational games, and relates the material to students' interests and experiences. The use of interesting technology and media, such as videos or learning applications, can make the learning process more enjoyable and easier to understand. In addition, a supportive and safe learning environment is also important so that students feel comfortable sharing ideas and interacting. Overall, effective and enjoyable learning is learning that not only achieves educational goals well, but is also able to arouse students' enthusiasm, so that they are more motivated to continue learning and developing (Djalal, F. 2017).

Pedagogical principles that support effective and enjoyable learning are essential in creating an optimal learning environment in Madrasah Ibtidaiyah (MI). One of them is the principle of active learning, where students are directly involved in the learning process through discussions, experiments, or projects that encourage them to think critically and solve problems. In addition, the principle of emotional involvement is also crucial, because learning that involves students' emotions can increase their motivation and enthusiasm for learning. The principle of student-centered learning emphasizes adjusting methods and approaches that suit the needs and learning styles of students, making learning more enjoyable and effective (Salam, K., Ma'ruf, MW, & Hasbi, H. 2024). Differentiation of learning is also important to ensure that each student, with different abilities, can learn in a way that suits their speed and level of understanding. Contextual learning, which links subject matter to students' real lives, will make learning feel more relevant and easier to understand. The principle of collaboration and cooperation encourages students to work together in groups, improving their social skills and creating a more enjoyable atmosphere. Finally, the principle of constructive evaluation provides positive feedback, helps students learn from their mistakes and encourages them to continue to develop. By implementing these principles, learning in MI can be more effective, enjoyable, and provide a sustainable positive impact on student development (Iani Rahmadani Putri, R. 2024).

Relevant Forms of Learning Innovation for MI

Learning innovation in Madrasah Ibtidaiyah (MI) is very important to create an interesting and effective learning experience. One form of relevant innovation is project-based learning, where students work in groups to complete projects related to the subject matter. This method allows students to be directly involved in learning through exploration of real problems, research, and collaboration. By completing relevant projects, students not only develop a deeper understanding of concepts but also social and teamwork skills that are very important in the real world. Project-based learning provides opportunities for students to think critically, hone problem-solving skills, and communicate effectively in groups (Irawan, MF, et al. 2023). In addition, this method encourages students' creativity and initiative

because they have the freedom to design and implement their own projects, which of course increases their sense of responsibility and self-confidence. With this approach, students can also see the connection between the lessons they learn in class and everyday life situations, making them more interested and motivated to learn. For example, in science lessons, students can conduct experiments or environmental projects that allow them to understand scientific concepts practically. Therefore, project-based learning not only enriches students' academic knowledge but also shapes their character as creative, independent individuals who are able to work together in teams. This approach allows students to learn actively, develop collaboration skills, and apply knowledge in real-world contexts. Technology-Enhanced Learning is also very relevant, given the rapid digital advancement. The use of interactive learning applications and online platforms can enrich students' learning experiences. In addition, inclusive and differentiated learning allows each student with different abilities to learn according to their pace and learning style, so that learning is fairer and more effective. Collaborative learning that involves students working together in groups to complete tasks can also improve their social skills. Contextual learning that links subject matter to students' daily lives makes the material more relevant and easier to understand, while gamification can increase student motivation by applying game elements in learning. Finally, integrating local wisdom and culture as well as Islamic values in learning not only enriches students' learning experiences but also helps them appreciate their culture and religion, which is very relevant in the MI environment.

Literature Study and Findings Related to Learning Innovation in MI

Several recent studies on learning innovations in Madrasah Ibtidaiyah (MI) show that the application of innovative methods can significantly improve the quality of learning. One study conducted by Ahmad Irfangi, Ahmad Sayuti, and Khusnul Khotimah in 2023 showed that the application of the Active, Creative, Effective, and Enjoyable Learning (PAKEM) model can improve student learning achievement. In this study, learning based on active student involvement and enjoyable methods succeeded in increasing the average student score from 72.2% in the first cycle to 90% in the third cycle. Another study, conducted by Siti Aisyah and her colleagues in the same year, highlighted how Madrasah Ibtidaiyah Khusnul Khitam successfully adapted to the Merdeka Belajar curriculum through creative learning innovations and the use of technology, which effectively increased student motivation and learning outcomes. In addition, research by Hesty Widiastuty and team in 2023 examined the use of dioramas as interactive learning media in English lessons at MI Fathul Jannah. This study found that dioramas not only help students understand English vocabulary and concepts, but also create a more enjoyable learning atmosphere and activate students' various senses. Overall, these studies show that learning innovations in MI, whether through methods such as PAKEM, technology, or creative learning media, can create a more effective, enjoyable, and relevant learning experience for students.

4. Conclusions

Learning in Madrasah Ibtidaiyah (MI) requires an innovative, effective, and enjoyable approach to improve the quality of education while forming students' characters based on Islamic values. One of the learning models that has proven effective is Project-Based Learning (PjBL), which encourages students to be actively involved in the learning process through real projects that are contextual, collaborative, and applicable. PjBL not only improves conceptual understanding, but also develops 21st-century skills such as critical thinking, communication, and teamwork. In addition, the application of technology in learning also provides opportunities to create interesting, interactive, and flexible learning experiences, although its implementation still faces challenges in the form of limited facilities and teacher training. MI as an Islamic-based basic education institution has an important role in forming students academically and spiritually, so the learning approach needs to be adjusted to the characteristics of MI-age students who are in the concrete cognitive development stage. The principles of effective and enjoyable learning such as emotional

involvement, active learning, differentiation, and contextualization are the keys to the success of learning innovation. With the support of all parties, this innovation is expected to create a meaningful learning atmosphere, encourage motivation, and form a generation that is intelligent, has noble morals, and is ready to face global challenges.

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