THE INFLUENCE OF THE CRITICAL THINKING APPROACH ON THE DOOMSDAY FAITH MATERIAL ON THE ATTITUDE OF HUBBLULLAH (LOVE OF GOD) FOR GRADE IX STUDENTS OF SMP PUSTEK SERPONG KOTA TANGSEL IN 2023

Zaimuddin[1], Abdul Mu'ti[2], Aa Saprudin[3]*
Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia
Email: zaimudin@uinjkt.ac.id[1], masmukti47@gmail.com[2],
aa.saprudin20@mhs.uinjkt.ac.id[3]*

*Correspondence

ABSTRACT

Keywords: Critical Thinking Approach; Faith in the Last Day; Hubbullah Attitude.

Indoctrination learning approaches are still widely used by PAI teachers. According to Aceng Kosasih, PAI material is static-dogmatic, especially material related to faith, so learning oriented toward critical thinking is irrelevant. The material on faith until the day it ends, for example, is the lecture method that dominates it. This is very impressive, considering that religious material should not only express beliefs without a valid rationale. On the other hand, the learning approach can function as a tool to understand the material without changing the principles of the faith. This research aims to develop a learning approach based on critical thinking in fostering understanding of the material on faith until the Day of Judgment and testing its effectiveness in improving the Abdullah attitude of class IX junior high school students. This type of research is a pre-experimental model with data collection techniques such as interviews, observation, documentation, and tests. The data analysis technique used for qualitative data is the Miles and Huberman model. In contrast, for quantitative data, the Paired Sample T Test is used, which is equipped with an N-Gain calculation to see the level of increase in Hubbullah's attitude. The results of the application can be taught very well and are representative of increasing understanding and fostering students' hubbullah attitudes. This can be seen from the PAI teacher assessment, which shows a percentage of 100%. The influence of the critical thinking approach can be observed from the results of the Paired Sample T-test with a significance value of $0.000 < 0.05$ with a comparison value of $7.754 > 2.042$ tab, which means H0 is rejected, and Ha is accepted. The increase in Hubbullah's attitude can be seen from the calculation of N-Gain = 0.35, with the improvement category being "medium."

Introduction

Believing that the end day ends terrible habits is the theme or subject matter in the student handbook in PAI subjects at the junior high school / MTs level in grade 9; even this material experiences repetition at the vocational level in grade 12. As knowledge, doomsday is familiar to students, but knowing is not enough; there are Basic Competencies (KD) that they must master (Kamala, 2019). The competencies in question are as follows: 1) Faith in the last day. This competency is included in Core Competency One (IP 1), where KI 1 is in the dimension of mental attitude, namely appreciation and respect. 2) Respect introspection as an implementation of understanding faith to the last

days (Nadhiroh & Anshori, 2023). This competency is included in Core Competency 2 (KI 2). This means covering affective dimensions such as honest behavior, responsibility, discipline, etc. 3) Understand the meaning of faith in the last days based on observation of himself, his environment, and creatures (Gordon, 2018). This competency is included in the scope of KI 3. This means knowledge is built on factual, conceptual, and procedural data. 4) Present naqli postulates that explain the picture of the last days' events. This fourth Basic Competency is part of KI 4, where students are expected to be able to try, process, and present in the concrete realm (García-Sánchez & García-Sánchez, 2020).

Based on the description of KI and KD, a teacher can formulate any learning objectives to be achieved. If examined more deeply, there are significant differences between KI 1 and KI 4. This is due to the differences in their characteristics. If KI 1 and 2 put more emphasis on attitude, then KI 3 and 4 emphasize cognitive aspects (Syahputra, 2022). If so, the teacher can formulate what methods are considered appropriate to be given to students so that learning objectives can be achieved (Hidayatullah, 2018). However, of the many competencies that are expected to be achieved by students, the most important is how they have the proper understanding so that the level of faith is solid, not easily shaken (Raimo, Rella, Vitolla, Sánchez-Vicente, & García-Sánchez, 2021).

No less important is how students' faith in the last day affects the morals of students' personalities, which are reflected in daily behavior (Purwanto, Al Amin, Mardiyah, & Wahyuningtyas, 2020). The material of faith in the doomsday is abstract in that it cannot be seen or experienced directly. Therefore, to understand it, an intermediary is needed in the form of concepts about the occurrence of the doomsday. It is this concept that students must accept and understand (Suhartono, 2017). In addition, the learning approach strongly influences the success of learning. The correct approach will get good results, while the wrong approach will get results that are not optimal. However, today, there are still many PAI teachers who use conventional approaches that tend to lead to indoctrination (Kristin, 2016). A. Hasan Hariri reinforces this fact in his research findings; he stated that applying scientific approaches to PAI and BP subjects is irrelevant, especially in supernatural aspects. Because its truth is only acknowledged and believed by those who believe in it, such conditions will lead to blind faith that immediately believes without questioning what is believed so that the level of belief is not solid and can be easily shaken. A deductive learning approach will result in students losing the rational footing that is the principal capital in living as intelligent humans. Students will lose the spirit of learning PAI due to the unfulfillment of aspects of logical needs in themselves. Moreover, the most terrible thing is that students do not understand or are not sure about the coming of the doomsday (Nurlaili, Rahman, & Amin, 2020).

Changes in the PAI learning approach are something that must be implemented so that PAI learning is no longer indoctrinated and that students have a correct and solid understanding. This can only be achieved using a rational (inductive) approach, namely through a critical thinking approach. There are at least three reasons why you should use this approach. First, the event of the doomsday is an abstract event that cannot be seen

and experienced directly, so to increase confidence in the doomsday, it is necessary to seek its validation by digging up information in the Quran that shows signs of Allah's power, such as the story of Prophet Ibrahim (as) who was ordered to cut four birds placed on four hills separately from one piece to another, then called him, then finally the birds came to Prophet Ibrahim intact and alive again. This story shows that Allah Almighty is almighty over all his wills and proves that Allah Almighty can revive people who have experienced death (Daheri, 2023). Second, psychologically, learning with a critical thinking approach will lead to the fulfillment of aspects of students' logical needs so that students feel satisfied with themselves, which will increase their enthusiasm for learning and get an optimal understanding, namely increasing their belief in the doomsday so that it affects their personality. Third, pedagogically, learning with this critical thinking approach needs to be implemented because the learning process applied by teachers can prepare students for the latest competencies of this century, which are synonymous with HOTS (Higher Order Thinking Skill) learning and scientific, logical reasoning (MH & Nugraha, 2019).

The ability to think critically is essential for everyone. With this ability, people can face every problem in their lives. Those with this ability will not easily stutter or be nervous when facing life's problems. Critical thinking is a skill in contemplative and argumentative thinking oriented towards what is believed so that it is done (Taufik, Mustami, & Damayanti, 2018). These capabilities include the ability to clarify the reason for decision-making, infer, elaborate, predict, and integrate various points of view, as well as additional capabilities. People who can think critically and then believe in doomsday will be stronger because they follow something based on their logic. For this reason, this research becomes necessary (Fikram, 2023).

Regarding the object of research, the feasibility of SMP PUSTEK Serpong under the Ministry of Education and Culture has reasons that can be accounted for. Because the curriculum system already uses the 2013 curriculum, we also obtained information through an initial survey that the school had been the home of the 2013 curriculum training for educators in the context of socializing the 2013 curriculum in 2017. Departing from the focus of the problem mentioned above, this study can answer the question: "How is the concept of PAI learning related to doomsday material based on a critical thinking approach and its effectiveness in achieving PAI learning?".

Previous research relevant to this research is. The research entitled Implementation of the HOTS (Higher Order Thinking Skill) approach in PAI Learning was conducted by Siti Halimah. Qualitative methods were used in this research. At the same time, the findings from his research show that the implementation of HOTS can be seen from the planning, implementation, and evaluation process. In addition, the results showed that grade X students of SMAN 2 Pasuruan had improved their critical thinking and problem-solving skills.

The objectives of this study are:

1. Explain how to implement learning with a critical thinking approach based on doomsday material.

2. Explain how students understand the doomsday
3. Explain how the attitude of Abdullah's students
4. Explain how the critical thinking approach affects hubbullah.

Research Methods
Observation

The study used a participatory type of observation, meaning the researcher was engaged in the daily activities of the observed subject. While making observations, researchers not only do what the data source does but also enjoy what the data source does.

The observations in this study aim to obtain data on critical thinking learning approaches that occur in SMP PUSTEK, along with student activities that show a hubbullah attitude.

Interview

The interview used is a semistructured interview. Unlike structured interviews, this type of interview is more flexible and falls under the category of in-depth interviews. This type of interview aims to solve problems openly by asking interviewees to give their opinions and ideas. During the interview, the researcher must listen to and record the informant.

This study interviewed resource persons related to the problems studied: school principals, religious teachers, BK teachers, homeroom teachers, and students at SMP PUSTEK.

Documentation

Documentation in various written, drawings, or electronic forms is collected for analysis. The collected documents are selected based on the purpose and focus of the problem. Documentation is carried out throughout the KBM process.

Questioner/market

A questionnaire is a method of data collection involving respondents and a set of questions or written statements to answer. This questionnaire instrument is used to measure the attitude of hubbullah.

The Likert scale was used to achieve the objectives of this study. There are several reasons why this scale was chosen. Because it is more straightforward to make and easier to use than other measurement scales, There is freedom to make questions, with notes fixed to the context of the problem; the answer is alternative, so the data must be clarified, and a larger scale allows for more straightforward explanations. In addition, one of the characteristics of the Likert scale is that the higher score received by a respondent indicates that the respondent has a more positive view of the subject under study.

Data Analysis Methods

The data that has been collected is analyzed by triangulation. At this stage, data derived from observations, interviews, documentation, and questionnaires are combined and analyzed simultaneously to confirm and mutually corroborate research data in line

with Paton, who stated that triangulation would strengthen research data. Data from interviews and field notes help corroborate the Hubbullah's attitude data.

Results and Discussion
SMP PUSTEK profile

SMP PUSTEK is one of the private-public schools under the auspices of the PUSTEK Science and Technology Development Foundation located on Jalan Raya Serpong No. 17 Priyang, Pondok Corn Village, North Serpong District, South Tangerang City. This foundation was established in 2003, opening an Educational Institution in the form of a Vocational High School (SMK). However, along with the community's needs, the Foundation opened a new institution in the form of a junior high school in 2009.

Visi Misi SMP PUSTEK

Every school institution has a Vision and Mission, including SMP PUSTEK. The vision of SMP PUSTEK is to excel in achievement based on faith, piety, and skill in technology. If examined, the vision is divided into three segments: Excel in achievement. What is meant is achievement in various academic and non-academic fields such as art, sports, etc. Second, be skilled in technology. She was third, based on faith and piety.

1. Affective Strategies

Affective strategies designed by Ricarhd Paul include as many as nine strategies denoted by the symbol S-. ranging from S-1 to S-9. These strategies have interrelated variations and can provide a full understanding of one dimension of critical thinking, as outlined below.

Table 1
Affective Realm CT Strategy

CT Strategy	Instructional
S-1 independent thinking	Students show an independent attitude without being influenced by their surroundings. This is what Arifudin Saputra did when expressing his opinion and answering questions.
S-2 develops egocentric or socio-centric insights	Students show an attitude of desire when considering the point of view of others. This can be seen in most students' behavior in response to their friends' opinions.
S-3 trains fair thinking	Students mostly show a fair attitude in the context of thinking. This can be seen in the attitude of students who are open to accepting the opinions of others without claiming that their personal opinions are the only ones that are the most correct.
S-4 explores feeling-based thoughts and thought-based feelings	Students are given space to reflect on their respective opinions, whether based on thoughts or, indeed, on mere feelings.

The S-5 developed intellectual humility as well as suspended decisions	Students show humility. This can be seen from the attitude of students who are willing to accept other people's opinions that are more correct and accepting when errors are shown in argumentation.
S-6 develops intellectual courage	Most students dare to communicate their respective opinions without fear of being wrong and considered stupid.
S-7 develops true conviction or integrity	The initial confidence in students is developed through searching for additional information or evidence.
S-8 develops intellectual activity	Some students show persistence in defending their individual opinions.
S-9 develops confidence in argument	Confidence or confidence is inspired by the attitude of students who, without hesitation, express their opinions.

2. Cognitive-Macro Capability Strategy

In this dimension, 17 strategies were developed by Richard. The strategy is denoted from the S-10 to the S-24. The process of applying the critical thinking approach used in this study is as follows.

Table 2
Macro Cognitive Ranah CT Strategy

Cognitive-Macro CT Strategy	Level Kognitif Bloom	Instructional
S-12 Developing a Perspective	Analyse	By believing in the Day of Judgment, Muslims are expected to be introspective or careful in their behavior. However, many Muslims profess faith and believe in the Last Day. However, their behavior does not reflect as obedient servants of Allah, such as leaving prayer, never trying to get closer to Allah by increasing worship, and so on. Why do you think it happened, and how to fix it
S-14 explain and analyze the meaning of a word or prose	Analyse	analyse the meaning of the apocalypse, why Kubro / Sugro) if death or natural disasters are called sugar apocalypse for whom it can be said to be a disaster, isn't it for people who are old and have suffered from illness for many years? How much more? It is good that he just died; natural disasters

		that occur, like mountains erupting, will not have an impact on the fertile farmland.
S-17 Ask more deeply	Analyse	Students are asked fundamental questions such as what the doomsday is, why it is called that, and why we should study it. And so on
S-18 Analyze or evaluate arguments, interpret, believe, or theorize	Assess/evaluate	some atheists or agnostics do not believe in the apocalypse, so they do not believe in the resurrection of man after death to account for his behavior while on Earth. According to them, when a person dies, his life ends, and there is no continuation. Regarding good and bad behavior, they will get retribution or consequences while still living on earth. What do you think, agree with this theory, and explain why?
S-19 generates or evaluates actions or policies	Judging, creating	Frequent visits to the sick, grave pilgrimages, and listening to lectures about doomsday can be a solution so that we are more aware that life in the world is only temporary and should be used as much as possible to collect provisions later in the afterlife, how do you think about the solutions offered, and explain why!
S-20 Analyze or evaluate actions or policies	Evaluate	if faith in the doomsday is not included in the pillars of faith in the sense that Muslims are not obliged to believe in the existence of the doomsday, because, with this faith, a person will feel living in fear and not feel calm in living daily life. If you agree with this opinion, explain why!
S-21 Reading critically: explaining or criticizing the text	Analyze	After reading the text of the Final Days Faith material in Chapter 1, mention any shortcomings and explain why!
S-24 Practicing socratic discussion:	Analyze	Interactive discussions guided by teachers. In this session, the teacher

Explain and question beliefs, theories, or perspectives	provides the broadest possible opportunity for students to respond to the answers given by their friends. Not only that, the teacher also asks more in-depth follow-up questions so that students will be provoked by their persistence in defending their opinions.

Hubbullah Student Attitude Data

Students are asked to complete a Hubbullah attitude scale survey statement before being treated using a critical thinking learning approach. This survey was conducted twice before and after the treatment of the critical thinking approach. Here are the results.

Figure 1 Comparison of Hubbullah Attitude Scale Survey Results Before and After CT on Indicator 1

Based on Figure 2, it can be seen that the presentation of the average value of the Hubbullah attitude scale before CT has a value of 56.97%, while the average after CT is 69.09%. This represents an increase of 21%. Thus, it can be concluded that Hubbullah's attitude was different before and after CT.

Figure 2 Comparison of Hubbullah Attitude Scale Survey Results Before and After CT in Indicator 2

Figure 4.2 shows that the presentation of the average value of the Abdullah attitude scale before CT has a value of 92.42%, while the average after CT is 92.42%. This indicates no change. Thus, it can be concluded that there is no difference in Hubbullah's attitude before and after CT.

Figure 3 Comparison of Hubbullah Attitude Scale Survey Results Before and After CT on Indicator 3

Based on Figure 3, it can be seen that the presentation of the average value of the Hubbullah attitude scale before CT has a value of 89.70%, while the average after CT is 94.55%. This represents an increase of 5%. Thus, it can be concluded that Hubbullah's attitude was different before and after CT.

Figure 4 Comparison of Hubbullah Attitude Scale Survey Results Before and After CT on Indicator 4

Based on Figure 4, it can be seen that the presentation of the average value of the Hubbullah attitude scale before CT has a value of 80.81%, while the average after CT is 85.86%. This represents an increase of 6%. Thus, it can be concluded that there is a difference in hubbullah attitude before and after CT.

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Figure 5 Comparison of Hubbullah Attitude Scale Survey Results Before and After CT in Indicator 5

Based on Figure 5, it can be seen that the presentation of the average value of the Hubbullah attitude scale before CT has a value of 78%, while the average after CT is 87%. This represents an increase of 12%. Thus, it can be concluded that Hubbullah's attitude was different before and after CT.

Data Interpretation Critical Thinking Approach

Based on observations made by observers invited by researchers named Ahmad Salahuddin, S. Pd, one of the PAI teachers at SMK PUSTEK, it shows that the KBM activities implemented are by the Lesson Plan (RPP). Where the lesson plan used has fulfilled the elements of the application of critical thinking learning adopted from Richard Paul's thinking, these elements consist of various strategies as follows: explaining and analyzing the meaning of words or prose (S-14); analyzing or evaluating arguments (S-18) analyzing or evaluating actions (S-20); Critical reading (S-21); independent thinking (S-1); develop confidence in argument (S-9); give reasons and evaluate evidence and facts (S-33).

Interpretation of Student Understanding Data on Faith in the Last Days Material

Students' understanding of the final-day faith material has increased. This can be seen from the increase in the average test of learning outcomes before and after the CT approach. The average learning outcomes of students before CT were 54.7, while the average after CT was 81.1. This means that student learning outcomes have increased by 48%.

To see the percentage increase in the average learning outcomes of students' understanding of the material of faith to the end of the day can be calculated by the formula:

$$P = \frac{x}{xi} \times 100\%$$

With caption:

P = Presents

X = the sum of the average scores after CT minus the average before CT

Xi   = total average score before CT

Account:

$$P = \frac{54,7}{81,1} \times 100\%$$

From the results of the calculation above, it can be interpreted that increasing students' understanding of the material of faith on the final day falls into the excellent category

Hubbullah's Attitude Data Interpretation

Hubbullah attitude survey data was obtained from respondents' answers, in this case, the students. This survey was conducted twice, namely before and after the CT approach. After the data is collected, it is tabulated based on indicators, and the number of frequencies on each score is then calculated. After the frequency data is obtained, it is then calculated by the following formula:

Rumus Scale Likert

T   = Total number of respondents who voted

Pn   = Likert score number selection

So for the calculation T x Pn

Interpretation of Calculation Scores

The interpretation results can be known from the assessment's highest score (x) and the lowest score (Y).

Pre-solution

Pre-settlement determines intervals (distance ranges) and percent interpretation. Percent interpretation to determine the assessment using the method of finding the percent (l) score interval.

Rumus interval

Rumus Index % = Total score/ Y x 100

Rumus Index = 100/5

Rumus Index = 20 So the result (I) is 20

The criteria for interpreting scores based on intervals include those contained in the following table:

Table 3
Percentage Score interpretation criteria

No.	Interval Skor	Category	Letter
1.	81 – 100%	Excellent	A
2.	61 – 80%	Good	B
3.	41 – 60%	Enough	C
4.	21 – 40%	Less	D
5.	0 – 20%	Significantly Less (Bad)	And

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The calculation uses the Microsoft Excel application, which is presented in table format as follows:

Table 4
Results of Hubbullah Attitude Score Calculation Before CT on Indicator 1

No Item	Number of Items	Score (Pn)	F	Qty Average Score	%
		Believing that God is a commendable substance from all sides			
1	1	5	3	15	15.96%
		4	3	12	12.77%
		3	14	42	44.68%
		2	12	24	25.53%
		1	1	1	1.06%
amount (T)			33	94	100.00%
Maximum score				165	
Average percentage				56.97%	
criterion				Enough	

Based on Table 4, it can be seen that the percentage of indicator one that has the number of statement items as much as 1 in the session before CT gets a value of 56.97%. This indicates category C (sufficient).

Table 5
Results of Hubbullah Attitude Score Calculation After CT on Indicator 1

No Item	Number of Items	Score	F	Qty Average Score	%
1	1	5	7	35	30.70%
		4	3	12	10.53%
		3	14	42	36.84%
		2	8	24	21.05%
		1	1	1	0.88%
sum			33	114	100.00%
Maximum score				165	
Average percentage				69.09%	
criterion				Good	

Based on Table 5, it can be seen that the percentage of indicator one with the number of statement items as much as 1 in the session after CT gets a value of 69.09%. This indicates category B (good).

Table 6 shows that the percentage of indicator two with the number of statement items as much as 2 in the session before CT gets a value of 92.42%. This indicates category A (excellent).

Table 6
Results of Hubbullah Attitude Score Calculation Before CT on Indicator 2

No Item	Number of Items	Score	F	Qty Average Score	Presented
		Believing that God does good, gives favors, and gives mercy to His servants			
2	2	5	47	235	77.05%

3		4	13	52	17.05%
		3	6	18	5.90%
		2	0	0	0.00%
		1	0	0	0.00%
sum			66	305	100.00%
Maximum score				330	
Average percentage				92.42%	
criterion				Excellent	

Table 7
Results of Hubbullah Attitude Score Calculation After CT on Indicator 2

No Item	Number of Items	Score	F	Qty Average Score	Presented
2		5	44	220	72.13%
3		4	19	76	24.92%
	2	3	3	9	2.95%
		2	0	0	0.00%
		1	0	0	0.00%
sum			66	305	100%
Maximum score				330	
Average percentage				92.42%	
criterion				Excellent	

Conclusion

Based on the study's results, it can be concluded that applying a critical thinking approach to the material of faith in the doomsday has proven effective. This can be seen from the percentage of the feasibility of its application, which reaches 100%, a significant increase in student understanding. based on the study's results, it can be concluded that applying a critical thinking approach to faith material to doomsday has proven effective. This can be seen from the percentage of the feasibility of its application, which reaches 100%, a significant increase in student understanding, and a significant influence on students' attitudes, which is in line with the theories of Seyed Ahmad Hashemi (2010), Peter A. Facione (2011), and Marnice K Emerson (2013). This study also supports the findings of Izzatin Kamala (2019), who shows that learning that focuses on habituating critical thinking can improve the spiritual attitude of learners. A significant influence on students' hubbullah attitude is in line with the theories of Seyed Ahmad Hashemi (2010), Peter A. Facione (2011), and Marnice K Emerson (2013). This study also supports the findings of Izzatin Kamala (2019), which shows that learning that focuses on habituating critical thinking can improve the spiritual attitude of learners.

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