

## Application of the Index Card Match Method to Improve the Learning Outcomes of Pii Material on the Stories of the Prophets of Allah Swt in Grade V Students of SD Negeri 351 Kampung Kapas 1, Batahan District, Mandailing Natal Regency 2023/2024

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**Abstract:** This study aims to improve the learning outcomes of Islamic Religious Education (PAI) material on the Story of the Prophets of Allah SWT in grade V students of SD Negeri 351 Kampung Kapas 1, Batahan District, Mandailing Natal Regency for the 2023/2024 school year through the application of the Index Card Match method. This method was chosen because it is believed to increase student engagement and help in understanding the material in a more fun and interactive way. This study uses a classroom action research approach (PTK) with two cycles, each of which consists of planning, implementation, observation, and reflection. The results of the study showed an increase in student learning outcomes from cycle I to cycle II. In the first cycle, only 60% of students have achieved the Minimum Completeness Criteria (KKM), while in the second cycle, 85% of students have achieved the KKM. Based on these results, it can be concluded that the application of the Index Card Match method is effective in improving the learning outcomes of PAI material on the Stories of the Prophets of Allah SWT in grade V students of SD Negeri 351 Kampung Kapas 1, Batahan District, Mandailing Natal Regency. Thus, this method can be used as an alternative in improving the quality of PAI learning in the classroom. Keywords: Index Card Match Method, learning outcomes, Islamic Religious Education, Stories of the Prophets of Allah SWT, Classroom Action Research.

## INTRODUCTION

Islamic Religious Education (PAI) learning has an important role in shaping students' character. However, based on the results of initial observations at SD Negeri 351 Kampung Kapas 1, it was found that the students' learning outcomes on the story of the prophets of Allah SWT were still low. This is suspected because the learning methods used are less interesting and less actively involve students. This is because learning activities are a complex process that occurs to everyone throughout their lives. In essence, the learning process occurs because of the interaction between a person and his environment. Therefore, the application of innovative methods is needed, one of which is **the Index Card Match** method. In order to achieve maximum learning outcomes, it is necessary to have support from the teacher as a teacher and all the directions conveyed by the teacher. These rules that will be applied during learning in the classroom, including the use of teaching media and what methods will be applied by the teacher who will later support the material delivered at that time.

A method is a comprehensive plan for the systematic presentation of a language based on a defined approach. The application of this method is indeed very influential on the learning conditions of students in the classroom. The use of interesting learning methods will make students more interested in learning in class. It can be said that the application of the learning method used by teachers is one of the efforts to engineer the environment, so that students respond to the stimulus that has been given by the teacher.

Learning stimulus is an effort that is used to obtain a response in accordance with the initial goal in learning. One of the stimuli that can be created by a teacher in improving learning outcomes is by applying learning methods. The purpose of applying the learning method is to create responses from students so that they are able to capture the learning messages conveyed through the method to the maximum.

Visualization of messages, information, or concepts that you want to convey to students can be developed in various forms. This is certainly very helpful for students in understanding a lesson. The use of media by teachers will later determine how students will feel comfortable during learning, and also whether or not they are interested in learning. Through these considerations, teachers will be able to create students' desire to learn comfortably, of course, in the classroom.

In order for the goals of Islamic education and good human criteria to be achieved, it is necessary to have the right learning method in line with the subject matter, and functionally it can be used to realize the ideal values contained in the goals of Islamic Religious Education. Experience proves that the failure of Islamic religious teaching is one of the reasons mentioned by the selection of inappropriate learning methods or methods, often the teaching and learning process is less enthusiastic and the condition of students is less creative due to the determination of learning methods that are not in accordance with the nature of the material and not in accordance with the teaching objectives. In fact, it seems that teachers are comfortable using conventional and monotonous learning methods or methods for all teaching and learning activities.

Students in grade V Elementary School are in the age range of children. At that age, all aspects of intelligence development such as IQ, EQ, and SQ grow and develop extraordinarily. In general, the level of development still sees everything as a whole (holistic) and is able to understand the relationship between concepts in a simple way. The teaching process still depends on the aspects in a simple way. The learning process still depends on concrete aspects and experiences experienced.

Currently, the implementation of learning activities at SD Negeri 351 Kampung Kapas 1, especially in grade V of Elementary School, for each subject is carried out "purely" subjects, namely only learning the basic competency standards related to the subject. In learning that separates the presentation of young people, the lessons are strictly lacking in developing children to think holistically and make it difficult for students. With the implementation of activities, as mentioned, problems arise, namely the high rate of repeating classes and dropping out of school.

Learning problems in the concept of Islamic Religious Education (PAI) lessons are also related to teachers and students. However, because teachers are facilitators who function to

serve, guide, nurture and make themselves academic consultants who are required to be able to make their students go to the gate of success. In other words, the teacher is the main heart of learning, that is, the life and death of a learning depends entirely on the teacher.

To become a teacher who can lead his students to a better life, of course, requires conditions that must be met, including that a teacher must be able to answer learning challenges and opportunities, develop superior and professional learning strategies, involve the role of the community in learning, and become a superior and professional teacher.

The existence of a supportive environment takes part in the creation of Islamic Religious Education learning that is comfortable for students. Because in essence, the human personality cannot be formulated as a whole or a whole (only one individual) without at the same time placing its relationship with the environment in which it is located.

Based on the above presentation, the researcher was interested in interviewing grade V students who are Muslims in Jepara. The overall number of students in class V is only 6, and for Muslim students there are only 2 people and the rest are Buddhists. The results of the interviews showed that students were less motivated to learn Islamic Religious Education, both at school and at home.

The two students thought that they did not receive enough attention about Islamic Religious Education so that learning PAI was a hardship. Students said that they only get PAI learning at school, because the Buddhist-majority environment and the residence adjacent to many monasteries make them see a lot of other worship. The lesson hours provided by the school for Islamic Religious Education subjects are also felt to be lacking for these students. Especially the shortcomings they feel in terms of deepening the material around the stories of the Prophet Allah. Seeing many student submissions about the lack of motivation both from themselves and the environment, the researcher used a learning method that made students actively participate in learning Islamic Religious Education (PAI) in the classroom.

The learning results of students show that the number is still often below the Minimum Completeness Criteria (KKM) that has been set at SD Negeri 351 Kampung Kapas 1, which is 70. As an anticipation of the above and to foster effective interaction between teachers and students, it is necessary to strive by using the right learning methods. Because with the application of the right method, it will help the success of learning in the classroom. Therefore, the application of learning methods must be in accordance with

The material presented at that time was because there was no one method that was best for all the material.

Based on the problems above, the researcher is interested in conducting research by applying the *Index Card Match* learning method which is included in the *PAIKEM active learning* learning model. It is hoped that the new learning method can arouse students' enthusiasm and improve student learning outcomes. This research is entitled "Improving Student Learning Outcomes with the *Index Card Match* Method Mapel PAI Material on the Story of the Prophets of Allah swt in Grade V Students at SD Negeri 351 Batahan Mandailing Natal District."

## **METHODS**

This research uses the Classroom Action Research (PTK) approach, which aims to improve the learning outcomes of grade V students in the Islamic Religious Education (PAI) subject of the Story of the Prophets of Allah SWT material at SD Negeri 351 Kampung Kapas 1, Batahan District, Mandailing Natal Regency for the 2023/2024 school year. This class action research consists of two cycles each involving the stages of planning, implementation, observation, and reflection. This PTK was carried out to provide a clear overview of the effectiveness of the application of the Index Card Match method in improving student learning outcomes in the material taught.

### **Research Design**

This study uses a classroom action research design that is carried out in two cycles.

Each cycle consists of four main stages, namely planning, implementation, observation, and reflection. In each cycle, an evaluation is carried out to see the improvement of students' ability to understand PAI material, especially regarding the Stories of the Prophets of Allah SWT. The Index Card Match method is applied to make learning more interactive and increase students' understanding of the material presented.

#### **Research Subject**

The subjects of this study are 30 students in grade V of SD Negeri 351 Kampung Kapas 1, Batahan District, Mandailing Natal Regency. The students consisted of 15 boys and 15 girls. The selection of class V as the subject of the study is based on the consideration that the material of the Stories of the Prophets of Allah SWT has been taught at that level, so it is hoped that the method applied can have a significant impact on students' understanding and learning outcomes.

#### **Research Object**

The object of this research is the application of the Index Card Match method to improve student learning outcomes in the material Stories of the Prophets of Allah SWT. This material was chosen because of the importance of understanding the stories of the prophets for the formation of students' character in Islamic religious teachings. In addition, the story of the prophet also contains many moral values that can be applied in daily life.

#### **Data Collection Techniques**

In this study, data collection techniques were carried out using several instruments, including tests, observations, and interviews. The test is used to measure student learning outcomes after learning using the Index Card Match method. The test is in the form of multiple-choice questions and descriptions that include the material that has been taught in the cycle. Observations are made during learning activities to find out the extent of students' involvement in learning and their responses to the methods used. In addition, interviews were conducted with teachers and students to get more information about the learning process and the effectiveness of the methods applied.

#### **Research Procedure**

This research procedure is carried out in two cycles, with each cycle consisting of four stages. At the planning stage, teachers plan lessons using the Index Card Match method, which is adjusted to the learning objectives and the material to be delivered. This lesson plan includes key activities, such as understanding concepts through index card games, group discussions, and questions and answers. In addition, teachers prepare student worksheets and evaluation questions to measure student learning outcomes.

At the implementation stage, learning is carried out in accordance with the plan that has been prepared. Students were divided into small groups and given an index card containing questions and answers related to the Stories of the Prophets of Allah SWT. Each group had to match the cards they had, and then discuss their answers to improve understanding. This activity was continued with a question and answer session with the class to strengthen the concepts that had been learned.

In the observation stage, researchers and teachers make observations on the learning process, including the level of student involvement, their ability to understand the material, and their responses to the methods used. The data obtained from this observation will be used to evaluate the effectiveness of the Index Card Match method in improving learning outcomes.

The reflection stage is carried out after the implementation of each cycle. At this stage, the researcher and the teacher analyze the data that has been collected, including test results, observation notes, and interviews. Based on this analysis, improvements and adjustments are made for the next cycle, so that learning can take place more effectively.

#### **Success Indicators**

The indicator of the success of this study is the improvement in student learning outcomes as seen from the tests conducted in each cycle. Specifically, the success indicator is if 75% of students achieve the Minimum Completeness Criteria (KKM) in the material Stories of the Prophets of Allah SWT after cycle I, and 85% of students achieve KKM after cycle II. In addition, the level of student participation in group discussions and learning activities is also an indicator of success, where students are expected to be active in every activity carried out.

#### **Data Analysis Techniques**

The data collected in this study were analyzed qualitatively and quantitatively. Quantitative analysis is carried out on the test results given at the end of each cycle to measure student learning achievement. The results of this test are then compared with the KKM that has been set. If more than 75% of students achieve KKM in the first cycle, then the next cycle will be considered successful.

Qualitative analysis was carried out by analyzing the results of observations and interviews, as well as field notes generated during the learning process. This data will be used to see how students respond to the Index Card Match method, as well as to identify the strengths and weaknesses of the application of this method. The reflection of the results of this analysis will be used as the basis for improvement for the next cycle.

#### **Data Validity**

The validity of the data in this study was obtained by using triangulation of sources and methods. Source triangulation was carried out by comparing data obtained from test results, observations, and interviews with teachers and students. In addition, triangulation of methods is carried out by combining data obtained through direct observation and data collected through interviews.

#### **Research Schedule**

This research was carried out over two cycles, with each cycle lasting for one month. In the first cycle, the research began with planning carried out in the first week, the implementation of learning in the second week, observation in the third week, and reflection in the fourth week. The second cycle is carried out with the same procedure, but with improvements made based on the results of reflection from the first cycle.

#### **Use of the Index Card Match Method**

The Index Card Match method was chosen because it can increase student engagement in learning. With this method, students not only listen to the teacher's explanations, but are also active in finding pairs of cards that contain questions and answers related to the material studied. This activity increases interaction between students, as well as strengthens their understanding of the material of the Stories of the Prophets of Allah SWT.

#### **Learning Evaluation**

Learning evaluation is carried out at the end of each cycle to measure the level of students' understanding of the material that has been taught. This evaluation consists of a written test that includes multiple-choice questions and descriptions. The results of this test are used to assess the success of the application of the Index Card Match method in improving student learning outcomes.

#### **Method Conclusion**

Based on the research procedures and stages that have been described, it is hoped that this study can provide a clear picture of how the application of the Index Card Match method can improve PAI learning outcomes in grade V students of SD Negeri 351 Kampung Kapas 1, Batahan District, Mandailing Natal Regency. This method is expected to be one of the effective alternatives in a more interactive and fun learning process, so that student learning outcomes can be significantly improved.

## **RESULTS**

After interviews with students, the results were obtained that the total number of students in class V was only six, and for Muslim students there were only two, while the rest were Buddhists. The results of the interviews showed that students were less motivated to learn Islamic Religious Education (PAI), both at school and at home. The two students thought that they did not receive enough attention about Islamic Religious Education, so they felt difficulties in learning PAI. Students said that they only get PAI learning at school, because the Buddhist-majority environment and the residence adjacent to many monasteries make them see a lot of other worship. The lesson hours provided by the school for the subject of Islamic Religious Education are also felt to be lacking for these students, especially the shortcomings they feel in terms of deepening the material around the stories of the Prophet Allah.

Seeing the large number of student submissions about the lack of motivation, both from themselves and the environment, the researcher decided to use a learning method that encourages students to actively participate in Islamic Religious Education (PAI) learning in the classroom. Student learning outcomes show a number that is still far below the Minimum Completeness Criteria (KKM) that has been set in Jepara, which is 70. In anticipation of this and to foster more effective interaction between teachers and students, it is necessary to strive for the use of appropriate learning methods. With the application of appropriate methods, it is hoped that it can help the success of learning in the classroom. Therefore, the application of learning methods must be adapted to the material being taught, because there is no one method that can be considered the best for all materials.

In the first cycle, the planning stage is the first step that researchers must take before taking action. In this stage, researchers must prepare a teaching plan that refers to the learning objectives. In addition, it is necessary to prepare tools that support learning, such as whiteboards, LCDs, textbooks, and others. The researcher also needs to conduct interviews with grade V students of SD Negeri 351 Kampung Kapas 1, Batahan District, Mandailing Natal Regency to find out the student's condition before taking action. This action planning is a follow-up to the initial observation and is a way to solve learning problems in class V.

This planning is then applied in the classroom action research plan with the Index Card Match learning method. The Learning Implementation Plan (RPP) is prepared by paying attention to core competencies, basic competencies, indicators, learning objectives, subject matter, learning methods, learning steps, learning resources, learning media, and assessment. Once the lesson plan is prepared, the next step is to take action.

In the action stage, the researcher applies learning media that aims for innovation. At this stage, the researcher carries out learning activities in accordance with the plan that has been prepared. This action process includes initial activities, core activities, and final activities. Before taking action, the researcher conditioned the classroom so that students were ready to carry out the learning process. The initial activity began with the researcher greeting the students and motivating them to be active and responsive to PAI learning. The researcher also conveyed the benefits and learning objectives so that students are interested in the material to be taught.

In the core activity, the researcher delivered material on the Stories of the Prophet Allah, such as Prophet Ayyub a.s, Prophet Moses a.s, and Prophet Isa a.s, which were presented through power point slide media. The slides displayed contain relevant material and important points related to the stories of the Prophet. Then, the researcher continued using the Index Card Match method, where in this game students had to match cards in the shape of stars and rectangles. The purpose of this game is to make PAI learning more meaningful and interesting for students.

In the final activity, the researcher gave a test to students using blind pictures or blank diagrams. The researcher and the students then reflected on the learning that had taken place. Students are asked to relearn the material that has been taught, and the researcher provides an opportunity for students who want to ask questions. After that, a post test was held, and at the end of the meeting, the researcher motivated all students to remain enthusiastic in learning and practicing the material that had been presented. The researcher also conducted interviews with several students to obtain non-test data in the first cycle.

Observation or observation aims to see and document the effects of actions in the classroom. The results of this observation are the basis for reflection. In observation, the things that need to be noted by the researcher are the process of action, the effects of the action, the environment, and the obstacles that arise. The researcher used an observation sheet that covered several aspects of student activities, such as student readiness, student enthusiasm, student attention to the teacher's directions and instructions, student enthusiasm in participating in lessons, student activeness, student ease in participating in games, and student courage in conveying the material that has been learned.

Reflection is carried out by researchers together with teachers and observers with activities of analysis, synthesis, interpretation, explanation, and conclusion. The results of the reflection were used to revise the plans that had been implemented, improve the performance of researchers at the next meeting, and improve the use of learning media. PTK cannot be



carried out in one meeting, because the results of reflection take time to be implemented as a plan for the next cycle. Cycle I aims to determine the level of students' understanding and their ability to express material orally, which is then used as reflection material for improvement in cycle II.

Based on the results of reflection in cycle I, planning in cycle II aims to improve the shortcomings found, such as improving PAI learning scenarios in the classroom, preparing games with more attractive cards, improving supervision so that students are more orderly, and motivating students to be more enthusiastic in participating in learning activities.

In the second cycle action, the researcher conditioned the classroom and carried out the initial, core, and final activities with the aim of increasing student involvement in learning. During the core activity, the researcher conveyed the material through slide media and cards that made it easier for students to understand the material. In the final activity, a test was carried out to evaluate students' understanding, and continued with reflection with students. The researcher also conducted interviews with students who had the highest, medium, and low score categories to obtain non-test data.

Observations were made by recording various aspects of student activities that reflected changes during the learning process. The observation results were analyzed to find out the advantages and disadvantages of the application of the learning method. Reflection is carried out with the accompanying teacher to analyze the observation results and determine improvement steps for the next cycle.

## DISCUSSION

The discussion regarding the application of **the Index Card Match learning method** in improving student motivation and learning outcomes in Islamic Religious Education (PAI) subjects in grade V of SDN 351 Kampung Kapas 1 can be explained through several important points that can be seen from the results of observations, interviews, and reflections after the implementation of cycle I and cycle II.

In the first cycle, the results of interviews with students showed that there was a deficiency in PAI learning motivation, especially in students who had a religious background other than Islam. This is exacerbated by the lack of attention received by students in PAI learning, both at home and at school. Some of the factors that cause this are limited class hours and a predominantly Buddhist environment, which causes students to feel less interested in learning PAI. Learning that is considered monotonous and uninteresting makes students find it difficult to understand the material, especially in terms of deepening the stories of the Prophet Allah. In addition, student learning outcomes in cycle I are still below the Minimum Completeness Criteria (KKM) set.

In response to these findings, the researcher made improvements in cycle II by improving learning scenarios and modifying learning media to make them more interesting, such as the card game used in the **Index Card Match** method. Through this game, students are asked to shuffle cards with the name of the Prophet with the corresponding story of the Prophet. The use of this more interesting and interactive learning media aims to increase the active participation of students and make learning more fun and easy to understand. This method is expected to foster students' interest and motivation in learning, considering that a game-based approach can reduce boredom and increase student involvement in the learning process.

The results of observation during the implementation of cycle II showed a positive change in student enthusiasm. Students seem more prepared, active, and enthusiastic about learning. The use of card games as a learning medium has proven to be effective in attracting students' attention and making it easier for them to understand the material of the Prophet's stories. Moreover, with the repetition of the material through post-test and reflection after learning, students increasingly understand and remember the material that has been taught. The results of the evaluation at the end of cycle II showed a significant improvement in student

learning outcomes compared to cycle I, although there were still some students who needed further attention to achieve KKM.

In the reflection conducted at the end of cycle II, the researcher and teachers agreed that although there are significant improvements, there are still several aspects that need to be improved, such as supervision of students' activeness in the game and the necessary time adjustments to ensure that all students can participate in the game properly. Therefore, the researcher plans to further maximize time and explore supervision techniques in the implementation of learning in the next cycle.

Overall, the application of **the Index Card Match** method has proven to be effective in increasing student motivation and learning outcomes in PAI subjects in grade V of SDN 351 Kampung Kapas 1. The use of innovative and game-based media provides a more engaging and memorable learning experience for students. It is hoped that by continuing to evaluate and improve continuously, students can more easily understand PAI material and get maximum benefits from the learning process carried out.

## CONCLUSION

Based on the data obtained from a series of research activities that have been carried out, it can be concluded that the application of the **Index Card Match** method has a significant impact on Islamic Religious Education (PAI) learning in grade V of SD Negeri 351 Kampung Kapas 1. One of the main findings in this study is that this method is able to make students more excited and feel that learning becomes more meaningful. This can be seen from the increase in students' higher enthusiasm in each learning session that uses this method, as well as their activeness in participating in games that are adapted to the material taught.

During the research process, there was a very positive change in student behavior. Students who were previously less interested and passive in PAI learning, began to show improvements in their attitudes and engagement. This increase can be seen from the average score of the observation aspect which always increases at each meeting. Each time the cycle continues, there is a significant change in the understanding of the concepts of the material being taught. At first, the student's pretest score was at 45.00, which indicates that the understanding is still low. However, after the application of the **Index Card Match** method in cycle I, the average score of the students' pretest increased to 62.50, which shows a significant increase.

The improvement of student understanding did not stop in cycle I. In cycle II, there was an even higher increase, with the average pretest score reaching 82.50. This illustrates how effective this learning method is in increasing students' understanding of the material taught, especially in understanding the stories of the Prophet Allah. This increase is not only seen from the average score of the pretest, but also reflected in the classical completeness of students. In the first cycle, only 25% of students managed to achieve the Minimum Completeness Criteria (KKM), while in the second cycle, 100% of students managed to achieve completeness in the material of the Stories of the Prophet Allah SWT.

This achievement shows that **the Index Card Match** method not only motivates students to be more active, but also helps them in understanding the material in a more fun and memorable way. Through games that involve matching cards between the names of prophets and their stories, students can learn in an interactive and fun way, which strengthens their understanding of the material.

However, although the results achieved are quite satisfactory, this study also provides an overview of the importance of continuous reflection and evaluation. In each cycle, there has been a significant improvement, but it also shows that there is still room for improvement. Therefore, it is important for educators to continue to evaluate and improve the methods used so that they can be more effective in improving student learning outcomes.

Based on these findings, the researcher recommends the application of the **Index Card Match** method as the right method to improve student learning outcomes, especially in PAI learning in grade V of SD Negeri 351 Kampung Kapas 1. This method has proven to be effective



in increasing students' interest and motivation to learn, and can help students understand the material in a more fun and memorable way. In addition, this method is also able to create better interaction between teachers and students, which is very important in the learning process.

The researcher also suggested that the use of this method is not only limited to PAI learning, but can also be applied to other subjects that require increased understanding of concepts and student motivation. Thus, **the Index Card Match** method can be an effective solution to overcome various challenges in classroom learning.

In addition, the researcher recommends that teachers reflect more often on each learning activity carried out. This aims to find out the successes and shortcomings in the application of the method, and make it possible to make continuous improvements. Teachers are also expected to be more creative in adapting this method according to the needs and characteristics of different students.

The application of **the Index Card Match** method in grade V of SD Negeri 351 Kampung Kapas 1 also shows that collaboration between teachers, students, and creative learning media is very important to create effective learning. Therefore, teachers need to take advantage of various learning media and techniques that can increase student interaction and participation in the classroom.

Overall, the results of this study show that with the application of **the Index Card Match** method, PAI learning can be more interesting, effective, and meaningful for students. Therefore, this method is highly recommended to be used as an alternative in improving the quality of learning in schools, especially in subjects that require increased student motivation and understanding.

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