



Study of Learning Methods According to Ibrahim Utsman Muthari' and Washif Aziz in the Book *Al-Tarbiyah Al-'Amaliyyah Wa Usus Turuq Al-Tadris*

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Abstract

*Learning methods are a key component in creating instructional effectiveness. This study aims to explore the concept of learning methods, as presented by Ibrahim Utsman Muthari and Washif Aziz in the book *Tarbiyatul Amaliyah Wa Usus Turuq At Tadris*, as a solution to low student participation and educator dominance in the contemporary education system. This study is a library research using content analysis techniques on primary sources and related secondary literature. The results show that learning effectiveness depends on the synergy between classical pedagogical values and adaptive methodological innovation. Four main methodological pillars are identified: discourse, democratic discussions, systematic problem-solving, and collaborative project-based learning. The application of these methods not only increases intellectual absorption but also equips students with social-emotional intelligence and independence. The implications of these findings emphasize that the quality of education must be redefined as a meaningful learning process oriented towards character building and practical skills. The integration of the ideas in this book provides a strategic framework for educators to create an inspiring and student-centred learning environment.*

Keywords: *Tarbiyatul Amaliyah Wa Usus Turuq At Tadris; Learning Method; Ibrahim Utsman Muthari' and Washif Aziz*

Abstrak

*Metode pembelajaran merupakan komponen utama dalam menciptakan efektivitas instruksional. Penelitian ini bertujuan menggali konsep metode pembelajaran menurut Ibrahim Utsman Muthari' dan Washif Aziz dalam Kitab *Tarbiyatul Amaliyah Wa Usus Turuq At Tadris* sebagai solusi atas rendahnya partisipasi siswa dan dominasi pendidik dalam sistem pendidikan kontemporer. Penelitian ini merupakan penelitian kepustakaan (library research) dengan teknik analisis konten (content analysis) terhadap sumber primer dan literatur sekunder terkait. Hasil penelitian menunjukkan bahwa efektivitas pembelajaran bergantung pada sinergi antara nilai pedagogi klasik dan inovasi metodologi adaptif. Empat pilar metodologi utama diidentifikasi: ceramah, diskusi demokratis, pemecahan masalah sistematis, dan pembelajaran berbasis proyek kolaboratif. Penerapan metode tersebut tidak hanya meningkatkan daya serap intelektual, tetapi juga membekali siswa dengan kecerdasan sosial-emosional dan kemandirian. Implikasi dari temuan ini menegaskan bahwa kualitas pendidikan harus didefinisikan ulang sebagai proses pembelajaran bermakna yang berorientasi pada pembentukan karakter dan keterampilan praktis. Integrasi pemikiran dalam kitab ini memberikan kerangka strategis bagi pendidik untuk menciptakan lingkungan belajar yang inspiratif dan berpusat pada siswa.*

Kata kunci: *Tarbiyatul Amaliyah Wa Usus Turuq At Tadris; Metode Pembelajaran; Ibrahim Utsman Muthari' and Washif Aziz*

Introduction

The concept of education in Islam can be seen as a conscious effort to bring about fundamental changes in an individual through the acquisition of knowledge. (Akip, 2023) To achieve an optimal teaching and learning process, teaching methods stand as an inseparable and key component. (Nuramini, 2024) On the other hand, learning is defined as an activity whose outcome is the achievement of a transformation within the individual. From a terminological perspective, teaching methods can be understood as a series of techniques or strategies employed by educators. The objective is to ensure that the subjects, namely the students, can attain the learning targets established based on pre-defined materials and mechanisms (Sari & Hermawati, 2020, p. 334) In line with this, Biggs also defines learning methods as various ways of delivering material to students to achieve predetermined objectives. Given the increasingly rapid dynamics of the modern era, the renewal of teaching methodologies has become an urgent issue that demands serious attention (Andari et al., 2025, p. 254)

The focus of our national education is still dominated by the transfer of curriculum content. This has resulted in social and emotional skills, such as public communication, teamwork, and problem-solving abilities, not receiving adequate attention. (Immanuel, 2023) Ironically, many current research designs tend to discredit traditional methods, prioritizing cutting-edge approaches without balanced consideration. (Wedi, 2021, p. 21) The lack of innovation in teaching methods has become a noteworthy issue in the current education system. (Masihor, 2025) The quality of teaching methods significantly determines the level of students' understanding; therefore, their selection must be accurate. An ineffective method can lead to students' failure to comprehend the instructional material. Unfortunately, this failure is often linked to detrimental labelling, such as the perception of being "unintelligent" within society (Rahma, 2022).

The quality of education lies more in the learning process than in final examination results. This process must be supported by capable teaching staff, learning strategies that are adaptive to student characteristics, and adequate facilities and infrastructure. Furthermore, the design of innovative and recreative teaching methods contributes significantly to students achieving optimal material comprehension (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2025, p. 306)

Similarly, Amin Akbar argues that a major obstacle in current learning processes is the low level of student participation. Consequently, methodological innovation in teaching must be implemented. (Akbar & Noviani, 2019). A common issue frequently encountered is teacher dominance in classroom activities, which results in limited opportunities for students to participate actively. (Ulfa & Saifuddin, 2018). A common issue frequently encountered is teacher dominance in classroom activities, which results in limited opportunities for students to participate actively.

Based on the book review and previous research findings, one potential solution to the prevailing issues and concerns in education is the implementation of the teaching methods proposed by Ibrahim Utsman Muthari' and Washif Aziz in the book *Tarbiyatul Amaliyah Wa Usus Turuq At Tadris.*(Muthari' & Washif, 1986) In the school learning process, teachers must cultivate an effective, inspiring, and engaging environment that motivates students to participate actively while providing sufficient space for creativity and independence. According to Supriyanto, an ideal teacher should possess the capability to supervise, nurture, and develop various student competencies, encompassing personal, social, and managerial domains.(Wulandari et al., 2023) Furthermore, the selection of instructional media must be aligned with multiple aspects; it should not only be based on available facilities and student characteristics but must also remain adaptive to the nature of the content being presented.(Hs et al., 2023) The Picture and Student Active (PASA) learning model, as a contextual and engagement-based approach, is considered efficient in enhancing both material absorption and student participation. By bridging the gap between instructional materials and students' real-life experiences, this model ensures high-value learning outcomes. (Tohet, 2025) Ultimately, the developed teaching methods demonstrate primary effectiveness in optimizing students' creative thinking abilities. (Sari & Hermawati, 2020)

Based on the aforementioned description, this article will discuss the teaching methods proposed by Ibrahim Utsman Muthari' and Washif Aziz in the book *Tarbiyatul Amaliyah Wa Usus Turuq At Tadris.* Although numerous studies on teaching methods have been conducted, there remains a scarcity of research that delves deeply into the philosophical and practical foundations of the classical literature *Tarbiyatul Amaliyah.* This study aims to address the relevance of the teaching methods within the text to the demands of modern education. The novelty

of this research lies in the integration of classical humanitarian values with contemporary instructional procedures, aiming to create a learning environment that is not only cognitively active but also possesses a strong social character.

Research methods

The research method employed in writing this article is library research. (Richardson, 2010) The primary source for this study is the book *Tarbiyatul Amaliyah Wa Usus Turuq At Tadris*. (Muthari' & Washif, 1986) Additionally, secondary sources include previous research journals and book literature closely related to the implementation of teaching methods. The analytical technique used in this study is content analysis. (Krippendor, 2016) The research procedure was conducted through systematic stages, starting with unitization, which involves identifying and selecting material content in the primary book as the unit of analysis; followed by recording/codification, classifying data based on teaching method themes; and the inference process, which entails interpreting the data by comparing the primary book's findings with existing research published in reference books and scientific journals.

Results and Discussion

An effective teaching method is a flexible and results-oriented approach.

According to the book *Tarbiyatul Amaliyah Wa Usus Turuq At Tadris*, effective learning methods are those capable of stimulating student interest and motivation, ensuring a connection between theory and practice, and encouraging students to solve problems. These methods must be flexible, with teachers consistently utilizing adequate instructional media. Furthermore, effective methods are required to instill humanitarian aspects such as cooperation, honesty, and freedom, while considering the students' abilities and learning readiness. (Muthari' & Washif, 1986) A sound learning method is an intentionally designed teaching approach aimed at achieving truly optimal results and learning targets. Such a method must engage and motivate students, focusing not only on theory but also on connecting it to practical application.

The perspectives of Ibrahim Utsman Muthari' and Washif Aziz represent a necessity for educators, whereby teachers must be capable of employing learning methods that align with students' needs and possess the creativity required to

capture students' attention. (Nurkhasanah & Mahrus, 2025) To ensure an optimal learning process, instructional design must be tailored to the characteristics of the learners. Consequently, teachers have been granted full autonomy in designing these educational frameworks. (Irfan Syafei Siregar et al., 2025) Rather than merely transferring information passively, educators should cultivate a learning environment that fosters active participation and collaboration among students. (Ferdy Fahrurrazi & Sri Setia Putra Jayawardaya, 2024) Therefore, a teacher must possess the creativity to select and implement learning methods that correspond to the specific needs and character of the students.

The interpretation of the aforementioned findings indicates that the effectiveness of learning methods in the book *Tarbiyatul Amaliyah* does not rely solely on cognitive aspects, but also on the strength of the emotional connection and humanitarian values between teacher and student. When compared to previous research, there is a very strong common thread between the principle of flexibility offered by Muthari' and Washif (1986) and the concept of teacher autonomy proposed by Siregar et al. (2025). Both agree that optimal instructional design is one born from the teacher's creativity in responding to the unique character of the learners. Further comparison shows that the primary text's demand for methods capable of triggering students' internal motivation serves as a philosophical foundation validated by Fahrurrazi and Jayawardaya (2024), who emphasize that the learning atmosphere must be driven toward collective activity rather than passive information transfer.

A teacher must consider several aspects regarding the teaching methods employed

A teacher should guide students through a series of transitions, specifically by moving systematically from the familiar to the new (the unknown), from the simple to the complex, and from a general scope to specific details, and vice versa. (Muthari' & Washif, 1986) Effective teaching methods must apply the principle of adaptive progression to remain relevant to the cognitive patterns of students in the modern era. Educators need to deepen their knowledge of learning methodologies to ensure a smooth knowledge transfer process. These methods serve as a guide for teachers in cultivating a creative learning environment and determining the nature

of engagement between teacher and student in every learning session. (Riza & Barrulwalidin, 2023, p. 123)

The learning process is a dynamic and adaptive activity. (Nurfatimah, 2019) The teacher's role is highly crucial, ranging from delivering what is unknown to ensuring students comprehend what they have not yet understood. These methods must instill humanitarian aspects, such as cooperation, both within and outside the school environment. Furthermore, the teaching methods employed must be capable of fostering internal motivation by resonating with the students' emotions, ensuring they perceive a genuine need for the knowledge. Simultaneously, they should embed humanitarian values like collaboration as a manifestation of strong social character. By positioning the method as a tool for creating an active learning environment, teachers play a vital role in transforming information into meaningful understanding and tangible values reflected in the students' daily behaviour. (Muthari' & Washif, 1986, p. 4)

The interpretation of the aforementioned findings indicates that teaching effectiveness within the book *Tarbiyatul Amaliyah* is not merely a technical matter, but rather an art of simultaneously managing students' emotions and logic. This aligns with the research by Riza and Barrulwalidin (2023) and Nurkhasanah (2025), which emphasizes that teacher autonomy in creative practice is the key to transforming information into tangible values. The novelty of this research lies in the disclosure of the 'knowledge durability' concept obtained by resonating with students' feelings, which theoretically supports the strengthening of social character in the modern era. As a recommendation, further research could quantitatively test the extent to which students' internal motivation, built through this humanitarian approach, correlates with long-term academic achievement

Lecture method and discussion method

The Lecture and Discussion Methods. Educators who adopt the lecture method deliver information, be it news of events, facts, or data in an informative manner. (Muthari' & Washif, 1986) While this method does not account for individual differences among students, it demands teachers who are proficient in dramatic oratory techniques to consistently engage students' attention through enthusiasm, dynamism, style, and a sense of humour. In the field of education, a

teacher's ability to attract and sustain student attention is a determining factor in the success of knowledge transfer. Teachers bear a significant responsibility in creating emotional and intellectual appeal, ensuring that every instructional message is effectively internalized by the learners. (Sholihah et al., 2025, p. 3)

No single method is superior to the discussion and questioning method. This approach enables students to think critically, motivates them to learn, and activates their inherent learning capabilities. (Muthari' & Washif, 1986) Discussion serves as a learning strategy that acts as a vehicle for problem-solving. This activity involves interaction between at least two individuals, where each participant presents their rationale to strengthen their position or perspective. (Irwan, 2018) The primary objective of the discussion and questioning method is to provide students with opportunities to think, express their opinions, and acquire additional information.

An analysis of these lecture and discussion methods indicates that cognitive disconnection is the primary threat in conventional learning if it is not accompanied by communicative creativity. If an educator fails to master teaching methods—particularly the lecture method with creative and communicative techniques—the delivery of material risks becoming trapped in a monotonous and uninspiring atmosphere. This static condition gradually erodes student interest, triggers boredom, and ultimately causes them to lose focus entirely. Consequently, a cognitive disconnection occurs where the students' physical presence in the classroom is no longer accompanied by their mental presence, leading to a loss of the essence of learning and a failure to achieve educational objectives optimally. This finding is supported by Sholihah et al. (2025), who identify student attention as a determining factor for instructional success. The novelty offered in this discussion is the repositioning of the lecture method as a tool for emotional sparking, which, when combined with the discussion method according to Irwan (2018), creates a healthy dialectic within the classroom. The researcher suggests that educators begin integrating storytelling techniques into the lecture method to sustain student focus amidst the distractions of digital information

The Problem-Solving Method

This student-centred learning method aims to sharpen critical thinking skills through the resolution of real-world challenges relevant to daily life. In practice, students are directed to be mentally active through systematic stages, beginning

with identifying and defining problems, gathering supporting data, and formulating and testing hypotheses to draw logical conclusions. (Muthari' & Washif, 1986, p. 34) In this context, the teacher serves as a facilitator who guides the thought process rather than merely providing answers. Consequently, the primary advantages of this method are the development of independence, the courage to confront challenges, and the ability to objectively solve complex social issues.

Referring to Piaget's theory, the process of solving problems in real situations provides students with opportunities to synthesize prior experiences with new data, ultimately producing deeper and more functional cognitive schemas. (Rosyad, 2026, p. 72) The problem-solving method is recognized as an effective instructional approach for triggering and enhancing students' critical thinking abilities. (Muhsan, 2022, p. 54) The Problem-Solving model possesses a key advantage in accelerating students' intellectual capacity to overcome various obstacles responsively. Through this approach, students' reasoning skills are significantly refined as they are conditioned to think tactically and systematically, formulating solutions quickly and accurately when faced with an issue. (Rachman, 2021, p. 5) Thus, the Problem-Solving model is an instructional approach that emphasizes the mastery of creative problem-solving techniques, further reinforced by the continuous development of practical skills.

The interpretation of the problem-solving method indicates that students' intellectual independence is formed through intense cognitive assimilation and accommodation. Comparisons with Piaget's theory in Rosyad (2026) and tactical effectiveness according to Rachman (2021) validate that the systematic stages outlined in this classical text remain highly relevant to current Higher Order Thinking Skills (HOTS) requirements. The novelty of these findings lies in the synchronization between the courage to face social challenges and the logical hypothesis testing taught in the primary text.

Project-Based Method

The project method is a modern teaching approach that provides students with opportunities to engage in purposeful learning activities conducted within real-world environments. (Muthari' & Washif, 1986, p. 36) This method offers

significant advantages in the learning process, notably its ability to foster a spirit of collaboration and a sense of social responsibility through teamwork.

Drawing on Gratchev's perspective, this learning model enables students to apply their theoretical insights to relevant real-life contexts. This triggers a significant increase in engagement, as students no longer act as passive recipients of information but become active subjects who process, implement, and manage knowledge in situations that are meaningful to them. (Everhard & Dkk, 2024, p. 561) The application of project-based learning is highly effective in supporting problem-solving from various disciplinary perspectives simultaneously. (Kamaruddin et al., 2024, p. 19621) Meanwhile, research conducted by Widiastuti and Prasetyo (2019) also demonstrates that the implementation of religious project-based methods can enhance empathy and social concern among students. (Supriatna et al., 2025, p. 664) This method serves as a bridge connecting academic theory with practical implementation in the real world, rendering student comprehension more contextual. Furthermore, students' active involvement in determining their own learning direction has been proven to deeply increase learning motivation, as they feel a direct sense of ownership in the process.

As a concluding synthesis of the discussion, the project-based method in this study is interpreted as the pinnacle of methodological maturity that harmoniously integrates cognitive, affective, and psychomotor domains. This finding is reinforced by Everhard et al. (2024) and Supriatna et al. (2025), who prove that active involvement in socially oriented projects can significantly boost student empathy. The prominent novelty lies in the role of this method as a 'value bridge' between classical religious texts and real-world social implementation. The researcher suggests the development of a project-based curriculum involving local communities to test the durability of social character instilled during the learning process.

Conclusion

Based on the content analysis of the book *Tarbiyatul Amaliyah Wa Usus Turuq At Tadris*, it can be concluded that the effectiveness of learning methods does not reside solely in technical sophistication, but rather in the synergy between instructional flexibility and the internalization of humanitarian values. The research findings indicate that methods such as lecturing, discussion, problem-solving, and project-based learning

reach their optimal targets when teachers act as creative facilitators capable of transforming passive information into meaningful understanding. The essence of this classical pedagogy is adaptive progression, where the knowledge transfer process must resonate with students' internal motivation and build social character (honesty, freedom, and cooperation). This proves that classical educational thought maintains fundamental relevance in addressing the challenges of modern instructional design autonomy.

This study is limited in scope, focusing on the literature analysis of a primary text (library research); thus, the findings remain theoretical and conceptual. This research has not empirically tested the effectiveness of these methods through direct classroom implementation or within digital learning ecosystems. Furthermore, the reliance on a single primary book suggests that generalizing these findings across the entire spectrum of classical education should be approached with caution. It is expected that future researchers will conduct experimental studies or Classroom Action Research (CAR) to validate the practical effectiveness of integrating humanitarian values into the problem-solving methods identified in this study.

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