

## **ANALYSIS OF STUDENTS' LEARNING STYLES IN ISLAMIC EDUCATION LESSONS AT KARTIKA LIMA (V) ELEMENTARY SCHOOL IN IMPROVING ACADEMIC ACHIEVEMENT**

**Heriyanita Rosmini**

STIT Ibnu Rusyd Tanah Grogot, Paser-Kalimantan Timur, Indonesia  
[heriyanita027@gmail.com](mailto:heriyanita027@gmail.com)

**Ningsih**

STIT Ibnu Rusyd Tanah Grogot, Paser-Kalimantan Timur, Indonesia  
[ningsihiskandar14@gmail.com](mailto:ningsihiskandar14@gmail.com)

**Adiyono**

STIT Ibnu Rusyd Tanah Grogot, Paser-Kalimantan Timur, Indonesia  
[adiyono8787@gmail.com](mailto:adiyono8787@gmail.com)

### **Abstract**

This study aims to analyze students' learning styles in Islamic Religious Education (PAI) lessons at Kartika Lima Elementary School (V) and their relationship with improving academic achievement. Learning style is one of the important factors that influence students' success in understanding subject matter. This research used a descriptive qualitative approach with data collection methods through interviews, observations, and document studies. The research subjects were fourth and fifth grade students and PAI teachers. The results showed that students have various learning styles, including visual, auditory, and kinesthetic learning styles. The selection of learning methods that suit students' learning styles is proven to improve their understanding of the material, thus having a positive impact on academic achievement. This finding indicates that PAI teachers need to adapt varied and inclusive learning strategies to meet the needs of students' learning styles. This research is expected to be a reference for educators in optimizing students' potential through appropriate learning approaches, as well as contributing to the development of effective PAI learning strategies at the elementary school level.

**Keywords:** Learning Style, Islamic Religious Education, Factors, Implementation.

### **INTRODUCTION**

Analysis of student learning styles in Islamic Religious Education (PAI) lessons in elementary schools is an important topic to understand how teaching methods and learning media can affect student learning outcomes. Students' varied learning styles require different approaches from teachers to be able to maximize their learning potential (Nazla et al., 2023). Research shows that an interactive and supportive teaching style can improve their interest and learning outcomes (Lekahena, 2024; Yelsi, 2023; Anwar et al., 2020). Therefore, it is important for teachers to adapt their teaching methods to suit

students' learning styles (Adiyono, 2021; Adiyono et al., 2022; Adiyono et al., 2023; Adiyono et al., 2024).

Knowing the student's learning style is very important for teachers, so teachers will be able to arrange each class according to the individual needs of each student (Adiyono, 2023), at least teachers will try to determine various learning methods based on the student's learning style. Learning style is a way of describing how everyone learns or everyone focuses on the process and understands difficulties and new information through different perceptions.

One of the approaches that can be applied is the use of innovative learning media. For example, the use of media such as KOMIKIDS, which is designed to make it easier for students to understand hadith material, shows that engaging learning media can improve student understanding (Puspita et al., 2022). In addition, the use of multimedia in PAI learning has also proven to be effective in delivering material in a more interesting and interactive way (Safitri et al., 2023), so that students are more involved in the learning process (Sulistiawati, 2024; Adiyono et al., 2023)). Another study shows that the integration of realia and virtual media in PAI learning can increase the effectiveness of teaching in elementary schools (Masnunah, 2018).

In addition, the application of a scientific approach in PAI learning in primary schools also shows positive results. This approach not only focuses on the cognitive aspect (Adiyono et al., 2023; Kabariah et al., 2023), but also on the development of students' character (Ritonga, 2017; Hayati, 2023). This is in line with the Independent Learning policy launched by the government, which aims to provide freedom to students in learning and develop their potential optimally (Darise, 2021; Suryana & Iskandar, 2022). In this context, the role of school principals (Adiyono et al., 2022) and teachers is very important to create a supportive learning environment (Suryana & Iskandar, 2022; Adiyono et al., 2023).

Finally, it is important to note that a student's learning style can be affected by a variety of factors, including their motivation to learn and their individual characteristics. Research shows that learning styles contribute significantly to student learning outcomes, and learning motivation also has an important role in the learning process (Ningrat & Sumantri, 2019). Therefore, teachers need to recognize and understand their students'

learning styles to be able to implement appropriate and effective teaching strategies. Thus, the analysis of student learning styles in PAI lessons in elementary schools requires a holistic approach, combining interactive teaching methods, the use of innovative media, and the application of approaches that support student character development. This will not only improve student learning outcomes, but also shape their character as a better generation.

## **RESEARCH METHODS**

This study uses a qualitative approach to analyze students' learning styles in Islamic Religious Education (PAI) lessons and their relationship with the improvement of academic achievement. This approach aims to explore in-depth data on the various learning styles that students have (Adiyono, 2022), such as visual, auditory, and kinesthetic. The location of the research was carried out at Kartika Lima Elementary School (V), with research subjects including grade IV and V students, PAI subject teachers, and students' parents as supporting informants.

Data collection is carried out through several methods. Interviews are conducted with teachers and students to understand the preferences of learning styles and teaching strategies applied. Observations are carried out during the learning process to identify patterns of student interaction with learning materials (Adiyono et al., 2024). The questionnaire is used to classify students' learning styles based on visual, auditory, and kinesthetic indicators. In addition, student academic achievement data is obtained through documentation studies, such as assignment grades, exams, and academic reports.

The collected data is analyzed using thematic analysis techniques, which include data reduction, categorization, interpretation, and conclusion drawn. The validity of the data is guaranteed through triangulation techniques, by comparing the results of interviews, observations, questionnaires, and documents. The results of the study are expected to provide a clear picture of the relationship between students' learning styles and their academic achievement, so that it can be a reference to improve the quality of PAI learning in elementary schools.

## **RESULTS AND DISCUSSION**

Before discussing the results of the study, it is important to understand that learning style is one of the key elements that affect the learning process of students. Each

student has unique preferences in receiving, processing, and understanding information, which can be grouped into visual, auditory, and kinesthetic learning styles. Teachers who are able to identify students' learning styles effectively can design more relevant and interesting learning methods, so that they have the potential to improve student understanding and learning outcomes. In the context of Islamic Religious Education (PAI) subjects, understanding students' learning styles is increasingly important, considering the diversity of backgrounds and ways in which students interpret learning materials. Based on this, this study aims to explore how the learning style of students at Kartika Lima (V) Elementary School contributes to the achievement of academic achievement, as well as providing recommendations for more effective learning strategies.

### **Student Learning Style in Islamic Religious Education (PAI) Subjects**

Learning style is a way to receive, process, remember and apply information easily. By knowing the student's learning style, teachers can help students learn according to the student's learning style so that students' learning achievement can grow well through learning that suits their learning style. Each student tends to have different learning styles that are useful for learning, processing, and communication (Anwar et al, 2023). Not only are each student inclined to one learning style (Sapitri et al., 2023), they also take advantage of certain combinations of learning styles that give them certain natural talents and shortcomings (Suparmin, S & Adiyono, 2023). While "learning style is a way of recognizing various preferred learning methods that may be more effective for the student".

A learning style is a consistent way that a student does in capturing stimuli or information, a way of remembering, thinking and solving problems. Learning style is the preferred way a person processes experience or information. Learning style is defined as a way of consistency of individuals to construct knowledge that encompasses a drive for creativity between four learning models that significantly affect knowledge, skills or attitudes (Mardhatillah et al., 2023) through learning or experience (Saraya et al., 2023). There are several types of learning styles, namely:

#### **1. Visual Learning Style**

Visual learning style is a learning style that makes more use of vision. People with a visual learning style will see or imagine what is being talked about. In addition, she has a strong sensitivity to color, in addition to having a sufficient

understanding of artistic issues (Ina Magdalena & Amanda Nur Affifah, 2020). The method used should be focused on demonstrations and media and then their titles to use objects related to the lesson, or show the props directly to the students or draw them on the board (Adila et al., 2023). Children with visual learning styles must look at the teacher's body language style and facial expressions to understand the topic. They tend to sit in the front so that they can see clearly. They think using images in the brain and using visual displays (such as charts, picture textbooks, and videos) to learn faster. In class, children with visual learning styles prefer to write down details to get information.

The characteristics of students with a visual learning style are: a) neat and organized, b) speaking quickly, c) usually not distracted by fuss remembering what is seen rather than what is heard, e) preferring to read rather than read, f) fast and diligent readers, g) often knowing what to say, but not good at choosing words, h) remembering visual associations, i) having trouble remembering verbal instructions unless they are written, and often asking people for help to repeat them, j) being meticulous about details (Ina Magdalena & Amanda Nur Affifah, 2020). Visual students are more likely to remember information by witnessing the source of the information firsthand.

The results of the study show that students with an auditory learning style at Kartika Lima Elementary School (V) tend to understand Islamic Religious Education (PAI) material more easily through verbal explanations, group discussions, and listening to lectures or stories. They show high engagement when teachers deliver material orally or through activities such as questions and answers (Rohmawati et al., 2023). In addition, auditory students are also more responsive to learning that uses audio media, such as recorded lectures or educational songs that are relevant to the material. However, the challenge faced by auditory students is the difficulty of understanding the material if it is only presented in visual or textual form without oral explanation. Thus, it is important for PAI teachers to involve more verbal elements in teaching methods to support students with auditory learning styles to achieve optimal academic achievement.

## **2. Auditory Learning Style**

The auditory learning style is learning through listening. Students with auditory learning styles can control their learning success through their ears, teachers must pay attention to students down to hearing aids. Children with auditory learning styles can learn faster through oral discussions and listening to what the teacher is told. Children's hearing can digest the meaning conveyed through speech, the high and low level of verbal skills, and the speed of speech.

Characteristics of auditory learning styles: likes to talk to themselves while working, learns to listen and remember what is discussed rather than what is seen, enjoys reading aloud, moves lips and speaks while reading, spelling aloud better than writing. Advantages of auditory learning style: easy to imitate other people's words in a short time, have good grammar, if presenting a work can do well. Weaknesses of auditory learning style: it is difficult to remember if you read it silently and are easily distracted by noise.

The results of the study show that students with auditory learning styles at Kartika Lima Elementary School (V) have an easier time understanding Islamic Religious Education (PAI) materials through hearing-based learning methods, such as lectures, discussions, and questions and answers. Students with this style tend to have good listening skills and are able to absorb information effectively when the teacher conveys the material verbally (Aini, Q, 2023). They are also more responsive to audio learning media, such as Islamic story recordings or religious-themed songs, which helps improve their memory and understanding of the material (Istiqomah et al., 2023). However, auditory students tend to be less optimal if faced with learning that is only text- or image-based without verbal explanation. Therefore, teachers are expected to integrate hearing-based learning strategies to facilitate the needs of auditory students to the maximum.

## **3. Kinesthetic learning styles**

The kinesthetic learning style involves learning through movement, work, and touch. Children with kinesthetic learning can learn by moving, touching, and doing things. Children like this find it difficult to sit still for a few hours because they have a strong desire for activity and exploration. Students with this learning style can learn through movement and touch.

Characteristics of kinesthetic learning styles: not easily distracted by chaotic circumstances, remembering through learning and seeing, learning through manipulation and practice, liking games that keep them busy, and using fingers as clues when reading. Advantages of the kinesthetic learning style: excellent eye-hand cooperation, smart in sports, and generally presentable looks. Disadvantages of kinesthetic learning style: weaknesses of kinesthetic learning style: sitting for a long time while listening to things will be easily restless and frustrated so that they need a little rest, are not good at spelling words, are not good at geography.

Islamic religious education is a conscious and planned effort to prepare students to know, understand, believe, be pious, have noble deeds, practice the teachings of Islam from the main sources of the holy books of the Quran and al-Hadith, through guidance, teaching, training, and the use of experience.

In the implementation of learning activities, educators are not only required to master subject matter, strategies, and teaching methods, using media or learning tools. But educators must also create situations and conditions for teaching and learning to run well according to plan and achieve the desired goals.

Therefore, the learning style of Islamic religious education is very important for a teacher to know where the learning style greatly affects the learning process of students towards Islamic education lessons. If a teacher already knows what kind of learning style is suitable for his students, then the teacher will be easier in the teaching process and students will also be easier to understand what the teacher conveys.

According to Mr. Juaini Harmaen, S.Pd as a PAI teacher at Kartika V Tanah Grogot Elementary School, said *that every child has a diflerent way of learning and each has its own disadvantages and advantages so I have to use a learning method that varies according to the needs of students. So far, I have not been able to confirm that Kartika V Tanah Grogot students are more dominant in using what kind of learning style because it takes quite a long time to research, but in my opinion most students are more inclined to auditory learning styles.*

### **Implementation of Student Learning Styles**

Before learning is carried out, educators must know and understand the learning style of the students to be taught. As explained earlier, students have different learning styles. Educators must be able to accommodate all three learning styles. Students with an auditory learning style tend to absorb learning information through hearing, therefore, to maximize the potential of students with this learning style is (Sentot Setia Budi et al., 2021).

1. Vary the vocals when giving explanations, such as intonation, volume of voice, or speed.
2. Explain the material repeatedly.
3. Find an explanation of the material using songs.
4. When studying, let students read aloud.

Meanwhile, students with a visual learning style tend to use their sense of vision to understand learning information. Therefore, to maximize the potential of students with a visual style is.

1. Providing learning by using various forms of graphics to convey information or subject matter.
2. Use color images, graphs, tables as learning media.
3. Use every picture/writing/object in the classroom as a learning resource.
4. Use color to highlight important things.
5. Invite students to illustrate their ideas on pictures.

Then, students with a kinesthetic learning style tend to use physical activities or movements to understand learning information. Therefore, to maximize the potential of students with a visual style is.

1. Don't force your child to study for hours.
2. Invite children to learn while exploring their environment.
3. Providing learning in a way that is always physically oriented and moves a lot.
4. Learn through experience using models or props, learning in the lab, and playing while learning.
5. Test memory by looking directly at facts in the field.
6. Increase simulations and role playing.

As stated by Mr. Juaini Harmaen, S.Pd as a PAI teacher at Kartika V Tanah Grogot Elementary School said that *"for the implementation or application of learning styles, there*



*are quite a lot of obstacles and challenges because this PAI material is quite complex so that as a teacher you must really be able to adjust the learning style to the material. Elementary school children are a time to play, so we must be able to combine play with learning so that without them realizing it, when they play, they are also learning. The implementation of this learning style really needs the example of a teacher because the student will emulate his teacher from what he sees and hears".*

From the explanation in the implementation of this learning style, it really must be adjusted to the student's learning style and also what material is being taught. For example, if the learning material is about prayer, the teacher must use a kinesthetic learning style where the teacher can invite students to practice prayer.

### **Factors Affecting Students' Learning Styles**

There are some children who have a very difficult time receiving learning and some are very easy. There are several factors that affect the student learning process, namely:

#### **a) Internal Factors**

The internal factors referred to here are things that are directly related to students, both as individuals and learners. A teacher should see the student as a whole human being, consisting of physical and spiritual. The two elements contained in a human being are inseparable and at the same time different from each other. Because individual differences are what require an educator to always strive so that the learning process can achieve the goals that have been planned. Recognizing these individual varieties will make it easier for teachers to determine the right method. Therefore, a teacher must know the things that affect the learning of his students that come from his personal self first. These things include:

##### **1. Innate Factors**

Every human being has characteristics that are carried from birth that come from hereditary factors. The differences in individual characteristics of children as subjects of education can be seen from the physical, intellectual, emotional, social, language, talent, values, morals, and attitudes (Huda, S & Adiyono, 2023). From each aspect shows different individual characteristics, so that each individual as a physical and spiritual unity manifests himself as a whole, namely his uniqueness.

The uniqueness and individual differences are influenced by the differences in innate factors and the environment owned by each individual. These individual differences have imperative implications for each educational service to pay attention to the unique and varied characteristics of students.

## 2. Intelligence

Intelligence is the ability of individuals to adapt to new needs by using thinking tools that are in accordance with their goals. Intelligence largely depends on the offspring and life experiences that they have experienced (Wati, 2021). Every child has the potential to develop at his own pace. The potential that children have is different from each other, so it requires different learning. The learning provided must be able to optimize the existing potential so that it can be used as a life skill.

According to Gardner in the theory of Multiple Intelligence, it is explained that there are differences in personal intelligence in each child, each of whom has the potential to develop according to his or her talents. There are eight intelligences according to Gardner, namely: linguistic, logical-mathematical, musical, body kinesthetic, spatial, interpersonal, intrapersonal, naturalist. The role of education in this case is as an environmental provider that is able to stimulate the emergence of the child's potential. Gerver suggested that if education wants to be successful, it must strive to develop children's potential so that they can face future challenges by providing the right learning environment.

## 3. Physical Condition and Psychomotor Proficiency

This factor also has an effect in responding to stimuli that come from outside. Children assimilate and accommodate through the physical by manipulating their environment in active learning or learning by doing. Therefore, a teacher is required to be active in processing individual methods and approaches when dealing with students who have abnormalities (physical and mental disabilities) in learning activities (Adiyono, 2020; Adiyono, 2021; Adiyono et al., 2023).

It is not an intention to discriminate when there is a classification of educational levels that is devoted to dealing with children who have mental

retardation, such as SLB (Special Schools), because indeed the treatment is different from most children in normal physical conditions, both in terms of curriculum, methods, media and even educators are not the same as ordinary schools.

#### 4. Emotional Situations

In the context of understanding the emotional state of children before entering the learning environment, the basic principle that needs to be built is that no child enters the learning environment in an empty state without carrying knowledge. A child's experience when heading to school can affect a child's cognotive. When students are no longer happy in the classroom, what happens is boredom which leads to a loss of enthusiasm to respond to the lessons delivered by the teacher.

#### 5. Student Age

Age is the length of life that a person has lived. If returned to the definition of learning, which is the process of changing behavior obtained from exercises and experiences, then the age of the student will greatly affect the absorption of the next experience. Laird states that a person's experience is greatly influenced by their childhood experience. The behavior of people in the present is an accumulation of past experiences, both positive and negative experiences.

#### 6. Student Gender

The gender of the student is also something that needs to be considered. Female students, for example, tend to be spoiled by their teachers and need full attention because of their gentle and sensual characteristics. In contrast to male students who are indeed independent. For this reason, a teacher is required to be able to adapt to his students in the classroom and be good at processing learning approach methods in order to achieve educational goals.

#### b) External Factors

External factors can be interpreted as problems that are not directly related to students as individuals, but play a role and even dominate influencing the level of success and failure of the learning process (Halimah et al., 2022). In handling it, this factor is more complicated than internal factors because of its complexity and

variation, and is related to many factors and many parties (Murni & Adiyono 2024).

These factors include:

1. Family Environment

The wise man's saying, "*al Bayt awwalul madrasah*" (Family is the first school) is true. That is, long before the human child learns to understand school lessons, he first receives lessons from his family. The enthusiasm of the student in the classroom is greatly influenced by the excitement when he or she departs from a pleasant home. Likewise, students will be depressed in class if they leave home after hearing their parents arguing. This is because a child's brain memory is preceded by unpleasant input and stored in his brain memory.

Families who care about their children's education are certainly supporters (reinforcements) in achieving success and learning achievement (Badru et al., 2023). For professional teachers, of course, they will dive into the state of the student's family which is considered necessary to get special attention. Because the teacher's job is to change children's memory when they are in the classroom with various methods so that children are ready to receive new lessons.

2. School Environment

The school environment also greatly affects the development of children in the learning process. One of the most absolute things that must be in schools to support learning success is the existence of rules and discipline that are enforced consequentially and consistently (Rahayuningtias et al., 2021). This discipline must be enforced comprehensively, from the school leaders concerned, teachers, students, to other school employees. Friends are also very influential with whom they meet and play together almost every day.

3. Community Environment

The community environment is an external factor that affects student learning. What is meant in this case is an environment where students live with their families in one community. Anyone with whom students get along in the surrounding community when they come home from school is a very influential factor in the formation of the next student's character (Rosmini et al., 2024). Environmental factors are very influential because even though a child is born

well, he or she is in a bad environment, a child/student can be affected so that it can hinder the success of teachers in the teaching and learning process.

## CONCLUSION

This study concludes that students at Kartika Lima Elementary School (V) have diverse learning styles, namely visual, auditory, and kinesthetic, which significantly affects their success in understanding Islamic Religious Education (PAI) lessons. The visual learning style helps students understand the material through images and diagrams, the auditory learning style is more effective through verbal explanations and discussions, while the kinesthetic learning style relies on practical activities and hands-on experience. Adjustments to teaching methods by PAI teachers that are tailored to students' learning styles have been proven to be able to increase their learning motivation and academic achievement.

By understanding the importance of learning styles, teachers are advised to implement more varied and inclusive learning strategies in order to meet the needs of all students. In addition, collaboration between teachers, students, and parents is important in creating a supportive learning environment. The results of this study are expected to make a practical contribution to improving the effectiveness of PAI learning in elementary schools, as well as being an input for the development of educational policies that are more oriented to the individual needs of students.

## REFERENCES

- Adila, A. U., Sari, I. P., & Adiyono, A. (2023). The Role of Teachers in The Development of Islamic Religious Education (PAI) Curriculum in Public Junior High Schools. *Pedagogia: Jurnal Ilmiah Pendidikan*, 15(1), 1-8.
- Adiyono, A. (2020). MANAJEMEN STRES. *Cross-border*, 3(1), 255-265.
- Adiyono, A. (2020). Pasca Pandemi Covid-19 Perspektif Pendidikan Islam. *Fikruna*, 2(2), 56-73.
- Adiyono, A. (2020). Upaya Guru Akidah Akhlak Dalam Pembinaan Perilaku Keagamaan Siswa Kelas X Agama di Madrasah Aliyah Negeri Paser. *Cross-border*, 3(1), 224-243.
- Adiyono, A. (2021). Implementasi Pembelajaran: Peluang dan Tantangan Pembelajaran Tatap Muka Bagi Siswa Sekolah Dasar di Muara Komam. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 5017-5023.
- Adiyono, A. (2022). Pengaruh gaya kepemimpinan demokratis kepala madrasah terhadap kinerja guru. *Fikruna*, 4(1), 50-63.

- Adiyono, A., & Anshor, A. M. (2024). Islamic character education in the era of Industry 5.0: Navigating challenges and embracing opportunities. *Al-Hayat: Journal of Islamic Education*, 8(1), 287-304.
- Adiyono, A., & Astuti, H. (2022). Processing Of Education Assessment Results In The Evaluation Of Learning Outcomes. *Salwatuna: Jurnal Pengabdian Masyarakat*, 2(2), 50-59.
- Adiyono, A., & Rohimah, N. (2021). Peran Kepala Madrasah Dalam Meningkatkan Mutu Pendidikan Agama Islam Di MTs Negeri 1 Paser. *Journal of Innovation Research and Knowledge*, 1(5), 867-876.
- Adiyono, A., Agnia, A. S., & Maulidah, T. (2023). Strategi Manajemen Kurikulum dan Metode Pembelajaran Dalam Meningkatkan Prestasi Belajar Siswa di MTs Nashirul As' adiyah Pepara Tanah Grogot. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 9(1), 115-121.
- Adiyono, A., Akhyak, A., & Kojin, K. (2024, September). Transformation of Learning Al-Qur'an Hadis Through Two Stay Two Stray (TST) Model: Share Knowledge And Experience In Lessons. In *International Islamic Conference and Seminar* (Vol. 1, pp. 47-59).
- Adiyono, A., Fadhilatunnisa, A., Rahmat, N. A., & Munawarroh, N. (2022). Skills of Islamic Religious Education Teachers in Class Management. *Al-Hayat: Journal of Islamic Education*, 6(1), 104-115.
- Adiyono, A., Fadhilatunnisa, A., Rahmat, N. A., & Munawarroh, N. (2023). Islamic Religious Education Learning Outcomes Evaluation: Implementation of Steps, Concepts and Solutions in Public Elementary School. *Al-Ishlah: Jurnal Pendidikan*, 15(4), 5208-5222.
- Adiyono, A., Fitri, A. Z., & Al Matari, A. S. (2024). Uniting Science and Faith: A Re-STEAM Interdisciplinary Approach in Islamic Education Learning. *International Journal of Social Learning (IJSLS)*, 4(3), 332-355.
- Adiyono, A., Hayat, E. W., Oktavia, E. D., & Prasetyo, N. T. (2024). Learning interaction in the digital era: Technological innovations and education management strategies to enhance student engagement. *Journal of Research in Instructional*, 4(1), 205-221.
- Adiyono, A., Irvan, I., & Rusanti, R. (2022). Peran Guru Dalam Mengatasi Perilaku Bullying. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 6(3), 649-658.
- Adiyono, A., Jasiah, J., Ritonga, M., & Al-Matari, A. S. ChatGPT and Active Learning: A New Paradigm for Student Participation in the Classroom. In *Empowering Digital Education with ChatGPT* (pp. 189-209). Chapman and Hall/CRC.
- Adiyono, A., Julaiha, J., & Jumrah, S. (2023). Perubahan Pengembangan Kurikulum Pendidikan Agama Islam Di Madrasah Aliyah Negeri Insan Cendikia Paser. *IQRO: Journal of Islamic Education*, 6(1), 33-60.
- Adiyono, A., Mandasari, K., Laila, N. A., & Suryani, N. Y. (2024). School Facility Security: An Evaluation Of Surveillance Technologies And Efforts To Improve Physical Security. *International Education Trend Issues*, 2(1), 67-79.
- Adiyono, A., Ni'am, S., & Akhyak, A. (2024). Methodology of Islamic Studies: Islam as Religion (A Perspective Epistemology, Paradigm, and Methodology). *Analisis: Jurnal Studi Keislaman*, 24(1), 169-200.

- Adiyono, A., Nurhayati, S., Islam, M. S., Al-Badawi, H., Sain, Z. H., Wafi, H. A., & Vargheese, K. J. A Transdisciplinary Approach to Character Development: Islamic Teachings and Pancasila Values in Shaping Global and Faithful Students. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 7(1), 198-217.
- Adiyono, A., Nurohman, D., & Harun, M. (2024). The Socioanthropology of Islamic Education: Integrating Social, Cultural, and Anthropological Perspectives. *Al-Banjari: Jurnal Ilmiah Ilmu-Ilmu Keislaman*, 23(1), 28-50.
- Adiyono, A., Rahayu, A. P., & Murni, M. (2024, January). REVITALIZING ISLAMIC LEARNING: EXPLORING THE EFFECTIVENESS OF POWERPOINT IN IMPROVING STUDENT LEARNING ACHIEVEMENT. In *PROCEEDING OF INTERNATIONAL CONFERENCE ON EDUCATION, SOCIETY AND HUMANITY* (Vol. 2, No. 1, pp. 682-696).
- Adiyono, A., Rusdi, M., & Sara, Y. (2023). Peran Guru Pendidikan Agama Islam: Peningkatan Hermeneutika Materi Pembelajaran Pada Siswa Sekolah Dasar. *Dharmas Education Journal (DE\_Journal)*, 4(2), 458-464.
- Adiyono, A., Umami, F., & Rahayu, A. P. (2023, May). The Application of the Team Game Tournament (TGT) Learning Model in Increasing Student Interest in Learning. In *Proceeding of International Conference on Education, Society and Humanity* (Vol. 1, No. 1, pp. 791-799).
- Aini, Q. (2023). Implementation of an independent curriculum in supporting students' freedom to create and learn. *Journal of Scientific Research, Education, and Technology (JSRET)*, 2(3), 999-1008.
- Al Rashid, B. H., Sara, Y., & Adiyono, A. (2023). Implementation of education management with learning media in era 4.0. *International Journal of Humanities, Social Sciences and Business (INJOSS)*, 2(1), 48-56.
- Anwar, A., Daud, M., Abubakar, A., Zainuddin, Z., & Fonna, F. (2020). Analisis pengaruh gaya mengajar guru terhadap prestasi belajar siswa. *Jurnal Serambi Ilmu*, 21(1), 64-85. <https://doi.org/10.32672/si.v21i1.1883>
- Anwar, K., & Asrawijaya, E. (2023, September). Teacher communication and interaction with students in online learning amid Covid-19 pandemic. In *Online Conference of Education Research International (OCERI 2023)* (pp. 3-12). Atlantis Press.
- Ayuba, J. O. (2023). Islamic Education Ideology of Pesantren: A Case Study in Hidayatullah Pesantren Balikpapan. *TADRIS: Jurnal Pendidikan Islam*, 18(2), 99-116.
- Badruzaman, A., & Adiyono, A. (2023). Reinterpreting identity: The influence of bureaucracy, situation definition, discrimination, and elites in Islamic education. *Journal of Research in Instructional*, 3(2), 157-175.
- Budi Sentot Setia, dkk, *Konsep gaya belajar dan implementasinya pada proses pembelajaran*, (Padang: Deepublish 2021)

- Darise, G. (2021). Pendidikan agama islam dalam konteks “emerdeka belajar”. *Journal of Islamic Education the Teacher of Civilization*, 2(2).  
<https://doi.org/10.30984/jpai.v2i2.1762>
- Dwi Febi Widayanti, *pentingnya mengetahui gaya belajar siswa dalam kegiatan pembelajaran di kelas*, (Malang: depublish 2013)
- Halimah, N., & Adiyono, A. (2022). Unsur-Unsur Penting Penilaian Objek Dalam Evaluasi Hasil Belajar. *EDUCATIONAL JOURNAL: General and Specific Research*, 2(1), 160-167.
- Hayati, S. (2023). Pendidikan karakter melalui proyek penguatan profil pelajar pancasila pada mata pelajaran pendidikan agama islam di sekolah dasar. *Jurnal Basicedu*, 7(6), 3959-3969. <https://doi.org/10.31004/basicedu.v7i6.6521>
- Huda, S., & Adiyono, A. (2023). Inovasi Pengembangan Kurikulum Pendidikan Pesantren Di Era Digital. *ENTINAS: Jurnal Pendidikan dan Teknologi Pembelajaran*, 1(2), 371-387.
- Ina Magdalena & Amanda Nur Affifah, *identifikasi gaya belajar siswa (visual, auditorial, kinestetik)*, (Tangerang: Deepublish 2020)
- Istiqomah, N., Lisdawati, L., & Adiyono, A. (2023). Reinterpretasi Metode Pembelajaran Sejarah Kebudayaan Islam: Optimalisasi Implementasi dalam Kurikulum 2013 di Madrasah Aliyah. *IQRO: Journal of Islamic Education*, 6(1), 85-106.
- Kabariah, S., & Adiyono, A. (2023). Efforts to Use Technology Effectively in Supporting the Implementation of Educational Supervision. *Indonesian Journal of Education (INJOE)*, 3(1), 63-78.
- Lekahena, W. (2024). Analisis gaya mengajar guru sma terhadap minat belajar siswa. *Jurnal Kridatama Sains Dan Teknologi*, 6(01), 59-68.  
<https://doi.org/10.53863/kst.v6i01.1068>
- Mardhatillah, A., Fitriani, E. N., Ma'rifah, S., & Adiyono, A. (2022). Pengembangan Kurikulum Pendidikan Agama Islam Dalam Meningkatkan Mutu Pembelajaran Di Sma Muhammadiyah Tanah Grogot. *Jurnal Ilmu Pendidikan dan Kearifan Lokal*, 2(1), 1-17.
- Masnunah, M. (2018). Media realia dan media maya dalam pembelajaran agama islam di sd. *Wahana Sekolah Dasar*, 26(2), 51-55.  
<https://doi.org/10.17977/um035v26i22018p051>



- Maulida, L. (2021). Upaya Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Profesionalisme Guru di Madrasah Tsanawiyah Hubbul Wathan NW Tahun Ajaran 2020/2021. *Jurnal Revolusi Indonesia*, 1(3), 149-158.
- Mohamad Samsudin, *faktor-faktor yang memengaruhi belajar*, (Bogor: Deepublish 2020)
- Murni, M., & Adiyono, A. (2024). PROPHETIC LEADERSHIP: A REVIEW OF ITS ROLE IN IMPROVING ISLAMIC EDUCATION INSTITUTIONS IN INDONESIA. *International Journal of Teaching and Learning*, 2(1), 179-196.
- Musri, N. A., & Adiyono, A. (2023). Kompetensi Guru Mata Pelajaran Fiqih dalam Meningkatkan Keunikan Belajar. *Jurnal Ilmu Manajemen dan Pendidikan*, 3(1), 33-42.
- Nazla, S., Wahyuni, S., & Adiyono, A. (2023). Peningkatan Hasil Belajar Melalui Penerapan Metode Pembelajaran Fiqih Yang Efektif Di Madrasah Ibtidaiyah Negeri 1 Paser. *Fikruna*, 5(2), 177-204.
- Ngalim Purwanto, *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran*, (Bandung: Rosdakarya, 2004)
- Ningrat, S. and Sumantri, M. (2019). Kontribusi gaya belajar dan motivasi belajar terhadap hasil belajar bahasa indonesia siswa kelas v sd. *Journal of Education Technology*, 2(4), 145. <https://doi.org/10.23887/jet.v2i4.16426>
- Oktafia, M., & Adiyono, A. (2023). Mengeksplorasi Dampak Penanaman Nilai-Nilai Religius Terhadap Kedisiplinan Siswa: Sebuah Pendekatan Baru Dalam Pendidikan Madrasah Tsanawiyah. *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa*, 1(3), 01-16.
- Puspita, W., Karimah, A., Khairunnisa, R., Firdaus, M., & Aeni, A. (2022). Penggunaan komikids (komik islam edukatif digital musik) sebagai media pembelajaran inovatif di sekolah dasar. *Edukatif Jurnal Ilmu Pendidikan*, 4(3), 3612-3623. <https://doi.org/10.31004/edukatif.v4i3.2682>
- Rahayuningtias, Z. D. (2021). Penerapan Model Pengembangan Kurikulum PAI SMA Negeri 1 Batu Engau. *SOKO GURU: Jurnal Ilmu Pendidikan*, 1(2), 72-80.
- Ritonga, A. (2017). Pendekatan saintifik pembelajaran pendidikan agama islam pada sekolah dasar islam terpadu. *Miqot Jurnal Ilmu-Ilmu Keislaman*, 41(1). <https://doi.org/10.30821/miqot.v4i1.339>
- Rohmawati, O., Poniyah, P., & Adiyono, A. (2023). Implementasi Supervisi Pendidikan Sebagai Sarana Peningkatan Kinerja Guru Dalam Kegiatan Belajar Mengajar. *Jurnal Pendidikan Dan Keguruan*, 1(3), 108-119.

- Rosmini, H., Ningsih, N., Murni, M., & Adiyono, A. (2024). Transformasi Kepemimpinan Kepala Sekolah pada Era Digital: Strategi Administrasi Pendidikan Berbasis Teknologi di Sekolah Menengah Pertama. *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran*, 16(1), 165-180.
- Safitri, I. N., & Adiyono, A. (2023). Model Pendidikan Karakter Interaktif (Transformasi Disiplin Siswa Melalui Kreativitas Pembelajaran). *JIP: Jurnal Ilmu Pendidikan*, 1(6), 977-991.
- Sapitri, N., & Adiyono, A. (2023). HARMONY OF TAḤSĪN. *International Journal of Teaching and Learning*, 1(4), 484-499.
- Saraya, A., Mardhatillah, A., & Fitriani, E. N. (2023). Educational Supervision of The Efforts Made Madrasah Family in Mts Al-Ihsan in Increasing The Professionalism of Teachers Teacher Professionalism. *Cendekia: Jurnal Pendidikan dan Pembelajaran*, 17(1), 16-29.
- Saraya, A., Mardhatillah, A., Fitriani, E. N., & Adiyono, A. (2023). The Role Of Islamic Religious Education Teachers: Problems In Evaluating Student Learning Outcomes In Junior High Schools. *Dharmas Education Journal (DE\_Journal)*, 4(2), 565-572.
- Sulistiawati, E. (2024). Strategi penggunaan multimedia pada pembelajaran pendidikan agama islam tingkat sekolah dasar. *Al-Ulum Jurnal Pemikiran Dan Penelitian Ke Islaman*, 11(1), 31-42. <https://doi.org/10.31102/alulum.11.1.2024.31-42>
- Suparmin, S., & Adiyono, A. (2023). Implementasi Model Supervisi Distributif dalam Meningkatkan Profesionalisme Guru PAI. *Permata: Jurnal Pendidikan Agama Islam*, 4(2), 143-169.
- Suryana, C. and Iskandar, S. (2022). Kepemimpinan kepala sekolah dalam menerapkan konsep merdeka belajar di sekolah dasar. *Jurnal Basicedu*, 6(4), 7317-7326. <https://doi.org/10.31004/basicedu.v6i4.3485>
- Wati, W. C. (2022). Analisis Standar Hasil Evaluasi Melalui Proses Belajar. *SOKO GURU: Jurnal Ilmu Pendidikan*, 2(2), 170-176.
- Yelsi, S. (2023). Hasil belajar siswa: studi eksperimen gaya mengajar guru di sma negeri 12 pekanbaru. *Instructional Development Journal*, 6(1), 61. <https://doi.org/10.24014/idj.v6i1.24905>