

# Increasing students' information literacy and creative thinking in Islamic religious education learning through reading, questioning, and answering learning strategy

Muhammad Sufyan As-Tsauri

*Universitas Islam Internasional Indonesia, Indonesia*

*Email: muhammad.sufyan@uiii.ac.id*

Mia Islamiati

*Sekolah Dasar Negeri 178 Gegerkalong KPAD Bandung, Indonesia*

*Email: miaislamiati25@guru.sd.belajar.id*

## Abstract

This research was conducted starting from the existence of supporting facilities in schools such as libraries, and discussion methods in learning to improve students' literacy and creative thinking, but the results were not as expected. This research uses a quantitative approach with mixed methods research methods in the form of experiments with a quasi-experimental nonequivalent control group design, namely research conducted by looking at the differences between the experimental group and the control group. Data collection techniques used are tests, questionnaires, interviews, observations, and documentation. The results of this study are: first, the implementation of the RQA learning strategy begins with finding information, making questions and answers, and discussing it in class. Second, the information literacy ability of class VII students in general from the 6 literacy indicators of the Big6 model is categorized as good. Third, the average creative thinking ability of students in the experimental class = 86.25 is higher than that in the control class = 74.38. Fourth, the RQA learning strategy has a significant effect on the literacy and creative thinking abilities of students by obtaining the results of 3 indicators in the very good category and 3 indicators in the good category of literacy ability and the Sig (2-tailed) value of 0.006, so that H1 is accepted.

**Keywords:** Reading, Questioning, and Answering Learning Strategy, Information Literacy, Creative Thinking, Islamic Religious Education

## INTRODUCTION

A learning strategy is a series of planned learning activities that teachers and students must carry out to achieve learning goals (Baroya, 2018). Learning strategies can also be interpreted as methods that will be used by teachers to select learning activities that will be used during the learning process by considering the situation and conditions, learning resources, needs, and characteristics students face to achieve certain learning goals. (Saputra, 2022). Learning strategies are very necessary and must be planned first by the teacher before learning takes place.

In the learning process, it cannot be separated from the participation of students to achieve learning goals. Students have different characteristics for each individual, especially the ability to absorb knowledge and knowledge explained by the teacher which influences learning outcomes. Factors that can influence student learning can be seen in terms of motivation that comes from within the students themselves which can encourage learning actions such as liking the material, and from a psychological perspective which includes every mental behavior related to understanding, considering, processing information, and problem solving (Masni, 2017).

Students will be more successful in achieving learning goals if students are ready to carry out learning activities. Students in the learning process not only listen to the teacher but students are required to be able to understand the concept of the material.

Based on a preliminary study that researcher conducted at IMI Tasdiqul Quran Middle School, from the results of observations and interviews it was found that teachers made maximum efforts in the form of implementing literacy programs in class and assigning students to read books before starting the meeting. Students also have their own Islamic Religious Education package books which they can take home to read. Every Thursday, students carry out literacy activities such as reading books, revealing the contents of books, making literacy trees, watching films, and writing down the essence. Apart from that, students are also allowed to carry out digital literacy activities in the form of visits to the computer laboratory at least once a month. In other efforts in the form of classroom learning, teachers have implemented a Student-Centered Learning approach, audio-visual media in the form of learning videos, and teaching using the discussion method, where the discussion method can increase students' learning creativity in class. (Wahono, Atsar, and Syafii 2019). From the results of the documentation study, the teacher has also made lesson plans and designed learning so that students can learn actively in class. However, despite the various plans and efforts that have been made by the teacher, they are still unable to make students aware of the importance of reading Islamic Religious Education books before the teacher explains the material in class. From the results of observations, researchers found that only 30% of students in class VII had read PAI books before the teacher explained them. The impact was that most students did not understand the material that would be presented and did not even know what material they would study. Apart from that, when the teacher asks students about the material, the answers given are less varied even though the questions asked have many correct answers. This indicates that students' creative thinking abilities are still minimal. From the results of observations, it shows that only 10% of students actively ask questions and express opinions. This indicates that the active learning standards launched by the Ministry of National Education have not been achieved. Based on these facts, teachers as facilitators must be able to solve this problem so that learning objectives can be achieved.

From the various considerations above, learning is needed that create a learning situation that actively involves students, thereby creating a conducive atmosphere. Several research results indicate that several learning strategies can increase student activity, such as the Discovery Learning learning strategy, Value Clarification Technique, Relating, Experiencing, Applying, Cooperating, and Transferring (REACT), and Think, Talk, Write (Hidayat, 2019; Mu'min and Karmila, 2021; Novita, Asrori, and Rusman 2022; Patimah and Saniah 2020). Teachers can innovate the use of learning strategies that suit the characteristics of students who are not yet ready to carry out learning activities. One learning strategy that can activate students through PAI learning is the Reading, Questioning, and Answering (RQA) type learning strategy. Priantari stated that the RQA learning strategy is a newly developed strategy based on the fact that almost all students who are assigned to read lecture material related to upcoming lectures always do not read, which results in the lecture strategy being designed being difficult or not being implemented so that understanding of the lecture material becomes low (Prianari, 2016).

Mulyadi's research results show that using the RQA strategy can improve students' thinking abilities (Mulyadi, Adlim, and Djufri 2018). Based on this research, it can be estimated that the RQA learning strategy can improve students' thinking abilities, thereby influencing the learning outcomes of students in secondary schools on PAI material. The RQA strategy is a learning strategy in which the first step of learning is that students are required to read the material to be studied, create and compose questions related to the learning material, and then try to answer these questions.

## **METHODS**

In this research, the researcher used a quantitative approach with a mixed methods research method in the form of an experiment, which means there is an experiment used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions. Because the sampling

was not random, the type of experimental design used was a quasi-experimental design. The experimental design used in this research was a nonequivalent control group design. In this design, there are two groups chosen not randomly.

In this study, the population used was the entire class VII students of Tasdiqul Quran Multi-Intelligence Islamic Middle School, totaling 34 students consisting of 16 students in class VII A and 18 students in class VII B. The sampling technique in this study used purposive sampling, namely a determination technique with certain considerations. Some of the researchers' considerations in choosing class VII were that the numbers of the two classes, both VII A and VII B, were not much different when the research was conducted. The object of this research is the Information Literacy and Creative Thinking of students in Islamic Religious Education subjects.

The data collection techniques used were written tests in the form of essays, questionnaires, observations, interviews, and documentation studies. Technical data analysis in this research begins with testing the validity and reliability of the instrument that will be used, and then the results of filling in the instrument are tested for normality, homogeneity, hypothesis, and concluding the research results.

## **FINDINGS AND DISCUSSION**

### **Reading, Questioning, and Answering Learning Strategy**

The Reading, Questioning, and Answering learning strategy was developed by Corebima in 2007 because many students were lazy about reading, especially textbooks (Maulida, Yusrizal, and Melvina 2017). The Reading, Questioning, and Answering learning strategy refers to a constructivist approach where knowledge is built by the students themselves and the teacher is only a facilitator (As-Tsauri, 2022). The learning process will become more interesting if the teacher allows students to discover theories and concepts with their own understanding (Pertiwi, Nurfatimah, and Hasna 2022). The knowledge built by the students themselves will change the concept of learning for the better. The knowledge that is built will be stored in the cognitive structure, thus creating learning that is fun, memorable, and easy to remember (Sahrudin, 2014).

The RQA strategy requires students to participate actively in the learning process. In the process, the RQA strategy has three steps that must be carried out, namely reading, questioning, and answering (Ferawati and Rahmawati 2023). The RQA strategy steps are:

1. Reading, At this reading stage, students are expected to be able to take the essence of the material and be able to build integrated knowledge between the content of the material and the initial knowledge they have (Jumriah, 2023). At this stage, educators do not limit the learning sources used, students can search widely using any source, noting that the sub-topics are assigned as priorities.
2. Questioning, the stage where students create questions after reading and summarizing the material. The questions emphasized are analysis-based questions or those that can improve students' cognitive abilities. Creating questions has the function of structuring 2 cognitive stages for students, namely accepting and challenging (Rindawan and Fibrianti 2021). When asking questions, students will understand the content of the reading and make improvements to their understanding of the text repeatedly, this is what is called the accepting stage. Meanwhile, in the challenging stage, students will ask questions that will further strengthen their knowledge and social relationships with fellow students.
3. Answering, after creating questions, students also create answers to the questions they create themselves. To evaluate learning, a presentation is carried out in front of the class, with responses and discussions from classmates and the teacher providing verification and reinforcement.

### **The Influence of Reading, Questioning, and Answering Learning Strategies on Students' Information Literacy and Creative Thinking Abilities**

Information literacy programs in the world of education are related to the learning concept of learning how to learn, namely learning how to learn. According to Robert Gagbe, a person is said to learn when they experience changes in themselves that are caused by stimuli from outside themselves (Suryana et al. 2022). In cybernetic learning, learning is only information processing (Wahyuna, Usmaidar, and Febriyanni 2023). This stimulus can be in the form of information from living things such as teachers and friends or inanimate objects such as reading books and using a computer. There are several information literacy models, one of which is the Big6 information literacy model.

The Big6 information literacy model includes six stages in studying a topic accompanied by two sub-sections for each stage. This research measures information literacy skills and explains how to implement the six stages of learning using the Big6 information literacy model, in the class VII Islamic Religious Education subject at Tasdiqul Quran Multi Intelligence Islamic Middle School. The following are the results of the analysis which will be described in the six stages of Big6 information literacy:

a. Problem Determination

Problems can arise because there is a gap between expectations and reality; or between what should be and what is already known (Pabumbun and Dalle 2017). This gap raises questions whose resolution requires information. Thus, the clearer the problem formulation, the clearer the information needs. Based on the results of the questionnaire, students in the experimental class who stated that they felt it was easy to find problems, tried to determine the topic and scope of the problem, felt it was easier to find information by formulating the problem first were on an interval scale of 3.1-4 which indicates class 7B students Able to solve problems very well. Meanwhile, students in the control class who stated that they found it easy to find problems, tried to determine the topic and scope of the problem, felt it was easier to find information by formulating the problem first were on an interval scale of 2.1-3 which shows that class 7B students were able to determine problem well.

Students determine the topic to be studied by listening to the teacher's explanation at the beginning of the semester, textbooks, and interest in the story of the migration of the Prophet and Khulafaurasyidin. According to students, this topic needs to be studied by students, because the teacher knows and has prepared a discussion of what students need.

The obstacles in determining and studying the topics that have been determined in both the experimental and control classes are the lack of self-awareness of the importance of studying Islamic Religious Education and the mood for studying which is sometimes bad. So the solution is the need for awareness by those closest to them, such as parents and teachers, to students that studying Islamic Religious Education material is beneficial for life, both in terms of communicating with others and worshipping Allah SWT.

b. Information Search Strategy

The discussion topics that have been determined are then studied in more depth using various information search strategies. Several stages of an effective information search start from selecting the topic to be searched, determining keywords for the topic to be searched, identifying terms, starting the search, saving the search results, and making reference notes on the documents that have been obtained (Purnama, 2021). Statement in the questionnaire that is accustomed to researching problems by asking other people, using predetermined topics as keywords, Using two types of information (library and internet), selecting information first so that the information obtained is by needs, Utilizing existing indexes in the book it is on an interval scale of 2.01-3 in both the experimental class and the control class, which shows that students in class VII A and VII B can determine information search strategies.

Students seek more information by asking teachers and friends. Apart from that, some students also look for information by listening to lectures on YouTube, reading books, and browsing the internet. In searching for information, students face obstacles from themselves and from outside themselves. Internal obstacles include ups and downs in learning mood and feeling lazy to ask questions. Obstacles from outside the students themselves are that not everyone who is asked knows the answer in question, and the book is

incomplete. The solution to this problem is that students need to confirm questions given by the teacher if they are not clear, realize the importance of studying Islamic Religious Education, go to the library to look for more complete books, and use the laboratory to look for more complete information.

c. Allocation and Access

There are many sources of information offered in the era of globalization of information, but not all of the information is by information needs. Therefore, it is necessary to select information using criteria. The statement in the questionnaire that students maximize the features available in search engines such as Google, Yahoo, Bing, use PAI guidebooks to help find student assignment material which states Use other sources of information such as Islamic history books, encyclopedias, magazines, newspapers to complete the PAI assignment material in both the experimental class and the control class, it is on an interval scale of 2.1-3, which shows that students in classes VII B and VII A have not maximized their potential in allocating and accessing information.

In choosing the source of information to be used, students have criteria that are credible and guaranteed to be true by great scholars, do not contradict the scholars are recognized for their truth, and are affordable in the sense that they are easy to obtain and easy to understand.

Information sources that do not meet the criteria are believed to have various negative impacts on students. Sources that do not meet the criteria are feared to be false, false, and inconsistent with the truth, misleading people who use the information and causing misunderstandings.

Students use various methods to obtain information that meets the criteria, namely comparing information from various sources to whether or not one source matches another source, for example, results from the internet with the words of teachers at school.

d. Information Utilization

The information that has been traced is then used by the informants in their daily lives. Read the book until finished when you get the information you need, find it difficult to understand information that fits the topic you need, find it easy to determine information that fits the topic you need, assemble information you get from the library or the internet using your own words so it's easy to convey to my friends, compiling the results of my PAI assignment search according to the teacher's directions was on an interval scale of 2.01-3 which shows that experimental and control class students were able to utilize the information well.

Students use the information that has been researched for daily worship and socializing with their friends, as a basis for behaving toward other people, solving problems, and knowing what to do and what not to do.

In utilizing information, obstacles faced by students include forgetting the information they have obtained when needed and the solution is by reminding each other regarding the material they have studied, feeling lazy, and having difficulty managing emotions which gives rise to poor attitudes, lack of understanding and forgetting which causes Hesitancy when using the information that has been learned.

e. Synthesis

Apart from using information for themselves, informants also convey it to other people in various ways. Mastering the PAI assignment material that will be presented. dividing tasks in searching for presentation material with friends in the group, checking again the material that will be presented before presenting in class, and practicing presentations first before making presentations in class is on an interval scale of 3.1-4 which shows students in the experimental class and class controls can synthesize information very well.

Students convey this information when they see that their friends have not found what they are looking for and when there is an opportunity to move forward in front of the class. Students believe that the information they obtain needs to be conveyed to other people. Conveying information is a form of reminding fellow Muslims, by conveying Islamic information the aim is to spread goodness, to make other people who hear or see do good, it is mandatory to convey it as a form of da'wah, inviting goodness, telling good things to prevent bad things. Obstacles faced by students include a lack of self-confidence, both in

the knowledge they have and communication skills in conveying, then overcoming the problem of self-confidence in communicating by practicing speaking in public or to people closest to them.

f. Evaluation

After carrying out the five stages of big6 information literacy, the informants then reviewed the pros and cons of the learning process and the results they had carried out. Always record input from the teacher, and apply input from experience gained for future activities on an interval scale of 2.1-3 which shows that students in the experimental class and control class can evaluate the results and learning process well.

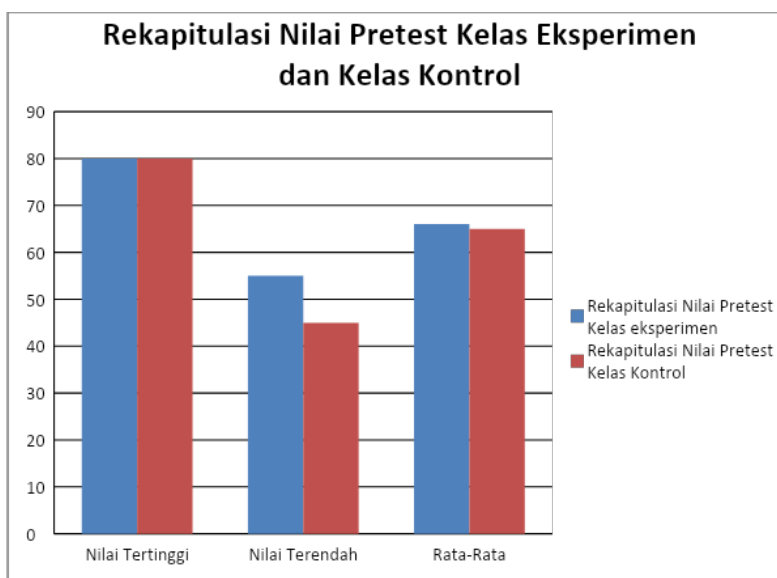
Students review learning outcomes through the grades they get from teachers on formative tests, midterms, and final exams. If there is a material that is not yet understood, this indicates that students need to deepen the material, re-ensure that they understand the material before moving on to the next material, and hold discussions with friends to complement each other's information regarding the material they have studied.

This stage of reviewing the learning process and results is considered important by students. With evaluation, informants can correct mistakes in the learning process or try their best in subsequent materials. Evaluation is deemed necessary to be able to complete information that has not been obtained and not repeat mistakes in the next lesson. Reviewing can strengthen our memories after learning is finished and make informants more motivated to study the material well. Evaluation according to students is needed to measure the quality of learning, if the process carried out is good then it must be maintained or improved, whereas if it is not good then it must be improved

Furthermore, in the comparison of classes that used the Reading, Questioning, and Answering strategy and those that used conventional learning strategies using the lecture method, they both learned about the story of the Prophet's hijrah story. This research aims to find out the comparison of the use of these two strategies regarding aspects of understanding the material of the story of the Prophet's hijrah.

The comparison results of the pretest for the experimental class which used the RQA (reading, questioning, and answering) strategy with the control class are presented in the following picture:

Figure 1. Recapitulation of Pretest Scores for Experimental Class and Control Class



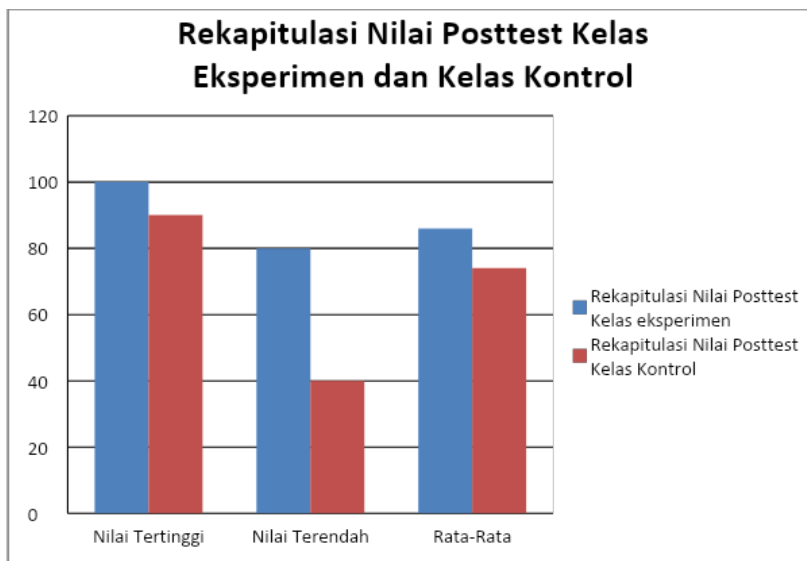
Based on Figure 1, the highest score for the experimental class and control class is the same, namely 80, the lowest score for the experimental class is 55, the control class is 45, and the average score for the experimental class is 66 and the control class is 65. These scores indicate that the student's initial abilities are there. in the experimental class and those in the control class were not significantly different.

Furthermore, after the pretest was carried out, each class was given a different treatment. In the experimental class, the strategy used was the RQA (reading, questioning, and answering) strategy. The Reading,

Questioning, and Answering learning strategy in Islamic Religious Education subjects encourages students to look for information that they want or that the teacher assigns. In the initial stage of learning, students are instructed to read and search for material and note down the main parts they understand (reading). In the second stage, students create questions (questioning) and then make answers (answering). In the third stage, students are invited to present the results of their reading, read the questions they have created to their friends, and provide answer keys. In the final stage, the teacher provides reinforcement material to the students. Meanwhile, in the control class, the learning process begins with the teacher delivering material on the story of the Prophet's hijrah using the lecture method, then discussion and question and answer.

The results after different treatments are presented in the following picture:

Figure 2. Recapitulation of Posttest Scores for Experimental Class and Control Class



Based on Figure 2, the highest scores from the experimental class and control class are different. the experimental class got a score of 100 while the control class got a score of 80, the lowest score for the experimental class was 80 and the control class was 40, and the average score for the experimental class was 86 and the control class was 74. These scores indicated that the initial abilities of the students in the experimental class were good. those in the control class were significantly different. This means that the creative thinking abilities of students who use the Reading, Questioning, and Answering strategies are better than those using conventional strategies (lectures).

Figure 3. Mann Whitney U Test Results

**Test Statistics<sup>a</sup>**

	Skor_KBKreat if PAI
Mann-Whitney U	60.000
Wilcoxon W	196.000
Z	-2.724
Asymp. Sig. (2-tailed)	.006
Exact Sig. [2*(1-tailed Sig.)]	.010 <sup>b</sup>

a. Grouping Variable: Kelas

b. Not corrected for ties.

The results of hypothesis testing can be seen in Figure 3 which displays the results of the Mann-Whitney U test in the form of the influence of Reading, Questioning, and Answering strategies on students' creative thinking abilities. In determining the basis for decision-making, it can be seen from the Sig value. or tcount value. If we look at the Sig value, it turns out that the Sig (2-tailed) is 0.006, so H1 is accepted. This shows that there is a difference in the creative thinking abilities of students in Islamic Religious Education subjects who are taught using the Reading, Questioning, and Answering strategy and students who are taught using the lecture strategy, so it can be concluded that there is a significant influence between the use of the Reading, Questioning strategy, and Answering on creative thinking skills in class VII SMP IMI Tasdiq Quran.

## CONCLUSION

After the researcher analyzed the research results, the influence of the Reading, Questioning, and Answering Learning Strategy in Improving Students' Information Literacy and Creative Thinking in Islamic Religious Education subjects at Tasdiqul Quran Bandung Islamic Multi-Intelligence Middle School can be concluded as follows:

The information literacy capabilities of Class VII students in PAI subjects at IMI Tasdiqul Quran Middle School based on the Big6 model Information Literacy stages can be described as follows:

- a. The ability to determine problems/discussion topics of students in the experimental class was classified as very good while in the control class was classified as good.
- b. The ability to determine information strategies of students in the experimental class and the control class can be said to be good.
- c. The ability to allocate and access information critically of students in the experimental class and the control class is classified as good.
- d. The ability to utilize information from students in the experimental class and the control class is relatively good.
- e. The ability to synthesize and share information with those closest to students in the experimental class and the control class is relatively good.
- f. The ability to evaluate the process and results of the information literacy stages of students in the experimental class and the control class is classified as good.

From the explanation above, there are 1 very good and 5 good students from the experimental class and 6 good students from the control class. It can be concluded that classes that use the Reading, Questioning, and Answering learning strategy are superior in their information literacy abilities to classes that do not use the Reading, Questioning, and Answering learning strategy in Islamic Religious Education subjects. The influence of the Reading, Questioning, and Answering learning strategy on students' creative thinking abilities in Islamic Religious Education subjects. It was concluded that there was an influence of the Reading, Questioning, and Answering learning strategy on students' creative thinking abilities in Islamic Religious Education subjects. This is indicated by the Sig value (2-tailed) = 0.006 so H1 is accepted. Thus, hypothesis H1 in this study is accepted, which states that there is a significant influence between the Reading, Questioning, and Answering learning strategy on students' literacy and creative thinking abilities in Islamic Religious Education subjects.

The influence of the Reading, Questioning, and Answering learning strategy on students' literacy and creative thinking abilities has a significant effect with the results of 1 indicator in the very good category and 5 indicators in the good category of literacy ability, and a Sig (2-tailed) value of 0.006 on the influence. RQA strategy on students' creative thinking abilities, so that H1 is accepted.

## REFERENCES

- As-Tsauri, M. S. (2022). *Pengaruh strategi pembelajaran Reading, Questioning, and Answering terhadap kemampuan literasi informasi dan berpikir kreatif peserta didik pada mata pelajaran Pendidikan Agama Islam: Penelitian di SMP*



*Islam Multi-Intelegensi Tasdiqul Quran Kabupaten Bandung Barat*(Doctoral dissertation, UIN Sunan Gunung Djati Bandung).

- Atsar, A. (2019). Penerapan metode diskusi sebagai salah satu upaya meningkatkan kreativitas belajar ppkn pada materi perlindungan dan pemajuan hak asasi manusia di Indonesia. *Civic Edu: Jurnal Pendidikan Kewarganegaraan*, 3(1), 1-13.
- Baroya, E. H. (2018). Strategi pembelajaran abad 21. *As-Salam: Jurnal Ilmiah Ilmu-Ilmu Keislaman*, 1(1), 101-115.
- Ferawati, F., & Rahmawati, A. (2023). Implementasi Strategi Pembelajaran Reading, Question and Answering (RQA) Disertai Media Mind Mapping Terhadap Kemampuan Berfikir Kritis Mahasiswa. *JUPENJI: Jurnal Pendidikan Jompa Indonesia*, 2(2), 88-93.
- Hidayat, M. A. (2019). Pengaruh Strategi Pembelajaran Think Talk Write dalam Kelompok Kecil Terhadap Kemampuan Berpikir Kreatif dan Pemahaman Pada Siswa MTs Negeri 2 Medan. *Intiqad: Jurnal Agama dan Pendidikan Islam*, 11(1), 67-93.
- Jumriah, J. (2023). Kemampuan Siswa Kelas VIII SMP Negeri 1 Pomalaa Kabupaten Kolaka dalam Menyimpulkan Isi Berita yang Dibaca. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, 2(4), 1461-1474.
- Masni, H. (2017). Strategi meningkatkan motivasi belajar mahasiswa. *Jurnal Ilmiah Dikdaya*, 5(1), 34-45.
- Maulida, F. (2017). Penerapan strategi pembelajaran reading questioning and answering (RQA) untuk meningkatkan hasil belajar siswa. *Jurnal Ilmiah Mahasiswa Pendidikan Fisika*, 2(1), 77-86.
- Mukmin, U. A., & Karmila, W. (2021). Implementasi Strategi Pembelajaran Vct pada Pelajaran Pai dalam Menyikapi Konflik Sosial di SMK Harapan 1 Rancaekek Bandung. *Tadrib*, 7(1), 71-90.
- Mulyadi, M., Adlim, A., & Djufri, D. (2018). Memberdayakan kemampuan berpikir mahasiswa melalui model pembelajaran reading questioning and answering (RQA). *BIOTIK: Jurnal Ilmiah Biologi Teknologi dan Kependidikan*, 2(1), 33-37.
- Novita, J. B., Asrori, A., & Rusman, R. (2022). Implementasi Strategi Pembelajaran Discovery Learning dalam Meningkatkan Keterampilanberfikir Kritis Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam Di Sma Muhamadiyah 2 Sangkapura. *Tadrib*, 8(1), 11-34.
- Pabumbun, A. R., & Dalle, A. (2017). Problematika pembelajaran kemampuan menyimak bahasa Jerman siswa kelas XI SMAN 11 Makassar. *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 1(2), 88-94.
- Patimah, L., & Saniah, L. (2020). Penerapan strategi relating, experiencing, applying, cooperating, dan transferring (react) untuk meningkatkan kemampuan berpikir kreatif matematis siswa: react: Creative Thinking: Mathematics. *Symmetry: Pasundan Journal of Research in Mathematics Learning and Education*, 5(2), 187-196.
- Pertiwi, A. D., Nurfatihah, S. A., & Hasna, S. (2022). Menerapkan metode pembelajaran berorientasi student centered menuju masa transisi kurikulum merdeka. *Jurnal Pendidikan Tambusai*, 6(2), 8839-8848.
- Priantari, I. (2016). The efect of rqa-combined tps on the biology department students' retention in genetics subject at University of Muhammadiyah Jember. In *International Conference on Education (IECO) FKIP UNMUH JEMBER* (Vol. 1, No. 1).
- Purnama, R. (2021). Model perilaku pencarian informasi (analisis teori perilaku pencarian informasi menurut David Ellis). *Pustaka Karya: Jurnal Ilmiah Ilmu Perpustakaan Dan Informasi*, 9(1), 9-21.
- Rindawan, E. F., & Fibrianti, B. S. (2021). Pengembangan lembar kegiatan siswa (LKS) berbasis kontekstual dalam meningkatkan kemampuan berpikir kritis dan hasil belajar siswa pada mata pelajaran biologi materi pokok sistem regulasi manusia di kelas XI SMAN 1 Praya Barat Daya. *Journal Scientific Of Mandalika (JSM)* e-ISSN 2745-5955 | p-ISSN 2809-0543, 2(1), 20-36.
- Sahrudin, A. (2014). Implementasi strategi pembelajaran discovery untuk meningkatkan kemampuan pemecahan masalah matematis dan motivasi belajar siswa SMA. *JUDIKA (Jurnal Pendidikan Unsika)*, 2(1).
- Saputra, A. (2022). Strategi evaluasi pembelajaran pendidikan Agama Islam pada SMP. *Jurnal Genta Mulia*, 13(2).

Suryana, E., Lestari, A., & Harto, K. (2022). Teori Pemrosesan Informasi Dan Implikasi Dalam Pembelajaran. *Jurnal Ilmiah Mandala Education*, 8(3).

Wahyuna, R., & Usmaidar, R. F. (2023). Analisis Teori Sibernetik Pada Era Pembelajaran 5.0 Dalam Perkembangan Hasil Belajar Siswa Di Kelas VII MTsN 1 Langkat. *Ability: Journal of Education and Social Analysis*, 34-40.