Tawazun: Jurnal Pendidikan Islam
Vol. 18, No. 1, (2025): 193-206, DOI: 10.32832/tawazun.v18i1.188783
ISSN 2654-5845 (Online); 1978-6786 (Printed)

The influence of integrating animation video media with critical incident strategy on Islamic studies learning outcomes

Arina Dienana[1], Aji Rizqi Ramadhan[1], Maman Abdurrahman[1*], Sumayyah Karimah[2], Widad Nur Fauziyah[3]
[1]Universitas Pendidikan Indonesia, Indonesia
[2]Universitas Darussalam Gontor, Indonesia
[3]International Islamic University Islamabad, Pakistan
[*]*mamanabdurrahman@upi.edu*

Abstract

This study aimed to find out how using animated video learning tools along with critical incident learning strategies affects the learning results of students at SDN Tunggul 1 Gondang, Sragen. The method used in this study is a quantitative experimental approach with a quasi-experimental design, specifically a nonequivalent group design. After testing the validity of the instruments, carrying out the implementation, and evaluating the process, the researcher collected test data for analysis. The data was found to be normally distributed and homogeneous in the prerequisite test. Then, the data was analyzed using the t-test (independent sample t-test). The results of the study showed an improvement in Arabic language learning outcomes when using animated video learning tools combined with critical incident learning strategies at SDN Tunggul 1 Gondang, Sragen. This was supported by the results of statistical tests, which showed a significance level (2-tailed) of 0.000 < 0.05, as tested using SPSS software. Therefore, it can be concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted, meaning there is a difference in the Arabic language learning outcomes between the experimental class and the control class.

Keywords: *Animation Video Learning Media; Critical Incident Learning Strategy; Islamic Religious Education*

Abstrak

Tujuan dari penelitian ini untuk mengetahui pengaruh penerapan media pembelajaran video animasi digabungkan dengan strategi pembelajaran critical incident terhadap hasil belajar siswa SDN Tunggul 1 Gondang, Sragen. Pendekatan yang digunakan dalam penelitian ini ialah metode kuantitatif eksperimen dengan design penelitian quasi eksperimen berupa nonequivalent group design. Setelah melakukan validitas instrument, penerapan dan evaluasi, peneliti menerima data tes untuk dianalisa hingga diketahui bahwa data dalam penelitian ini berdistribusi normal dan bersifat homogen pada uji prasayarat. Selanjutnya data dianalisa menggunakan uji t (independent sample t test). Hasil penelitian menunjukkan adanya peningkatan hasil belajar bahasa Arab

Article Information: Received Jan 05, 2025, Accepted Apr 20, 2025, Published Apr 30, 2025

menggunakan media pembelajaran video animasi digabungkan dengan strategi pembelajaran critical incident terhadap hasil belajar siswa SDN Tunggul 1 Gondang, Sragen. Didukung dengan hasil uji statistic yang menunjukkan sig. (2-tailed) pada uji independent sample t test sebesar 0,000 < 0,05 yang diuji menggunakan perangkat lunak SPSS. Dengan demikian, dapat disimpulkan bahwa Ho ditolak dan Ha diterima, sehingga dapat dikatakan bahwa terdapat perbedaan hasil belajar mata pelajaran bahasa Arab kelas eksperimen dengan kelas kontrol.

Kata kunci: Media Pembelajaran video Animasi; Pendidikan Agama Islam; Strategi Pembelajaran Critical Incident

Introduction

One important aspect in human life is education (Pane & Patriana, 2016). Quality education is essential to help create bright individuals who can compete in the globalized world. Education helps shape a child's character and develop their knowledge and mindset (Nurhayati & Rosadi, 2022). Education is not just about academic knowledge; it also involves shaping a child's personality, values, and attitudes, which will guide them in their future lives, both as individuals and as members of society (Gamage, Dehideniya, & Ekanayake, 2021). A well-organized education system plays a key role in the progress of a nation. (Arief, 2022).

The teaching and learning process is an essential factor in improving a person's quality, and teaching itself is a complex task (Hoesny & Darmayanti, 2021). Teachers not only play a role in conveying information to students but must also try to make students want to learn (Illahi, 2020). An educator must be able to guide, direct, and create a learning environment for students until they feel comfortable during the learning process and can understand and pay attention to the material effectively (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022).

To achieve effective and efficient learning, Islamic Religious Education teachers must strive to develop appropriate learning methods by actively involving students during the learning process (Taufik, 2020). The importance of Islamic religious education is to realize the ideals of Islamic society and instill good values (*Akhlakul Karimah*) as provisions for the path that Allah SWT has prepared for His servants who want to learn according to Islamic teachings sincerely (Sawari, Muflihin, Warsiyah, & Madrah, 2022). Islamic religious education is divided into four subjects, namely the subjects of Aqidah Akhlak, Fiqh, History of Islamic Culture (SKI) and Qur'an Hadith. Of the four subjects, there will be at every level of madrasah, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah 'Aliyah.

Based on the researcher's observations conducted at SDN Tunggul 1 Gondang, Sragen. There are several obstacles related to class 3 learning in Islamic Religious Education subjects, namely the lack of student activity when learning takes place in the classroom. This can be seen from the interaction between teachers and students, which is not yet optimal because teachers are more dominant with old-fashioned teaching methods, namely the lecture method, which does not stimulate students to be active in the classroom. Islamic Religious Education learning carried out by teachers is TCL (Teacher Central Learning) learning, where teachers play a more active role in the school when students are asked to talk about the values contained in the stories of the prophets that have been studied in Islamic Religious Education subjects, students are more silent and do not explain fluently.

Teachers have used various methods to teach Islamic Religious Education, but student participation is still low and needs improvement. Since Islamic Religious Education lessons are held in the morning until noon, students often start to feel bored and tired of continuing their lessons. This is one of the main reasons why teaching and learning activities lack enthusiasm. To address this, the researcher decided to use animated video media featuring stories of the prophets, combined with the critical incident strategy, to improve learning outcomes and increase student enthusiasm during the lessons.

After observing the classroom, the researcher interviewed one of the Islamic Religious Education teachers at SDN Tunggul 1 Gondang. It was found that the teacher only used the direct method, which made students feel bored. The teacher had not used any learning aids, causing students' interest to decline during the lesson. Because of the decreasing interest in learning Arabic, the researcher wanted to make a more significant contribution by using animated video learning media integrated with the round table learning model. The researcher hoped that this media and model would make Islamic Religious Education lessons more active, innovative, creative, and enjoyable.

The Learning Media used is a prophet-themed animated video learning media taken from the YouTube platform. Learning media is a learning aid that can help teachers improve the effectiveness of teaching and clarify learning concepts because this aid has the function of visualizing certain concepts (Yunus, Amiq, Indasari, & Susilo, 2019). In education, some examples of "aids" or "learning aids" are books, audio recorders, cassettes, videos, cameras, television, cards, films, and pictures. These can all be considered learning aids (Chitondo, 2022). If understood broadly, learning media can refer to tools that help students acquire new knowledge, skills and experiences in their learning (Alzubi, 2023). It

can be concluded that teachers, textbooks, and the school environment are media that are a means of conveying information in the learning process that can direct messages and make it easier for teachers to make students understand the material presented.

The Critical Incident Strategy is a strategy that can be used to start learning (apperception), with the aim of involving students from the start by asking about students' experiences related to learning materials Critical Incident can be defined as an essential event, an experience that remains in memory (Shapira-Lishchinsky, 2011; Hidayat, 2019). Learning using this strategy aims to involve students in learning by reflecting on their experiences (Mena, Flores, Fernandes, & Estrada-Molina, 2024). This Critical Incident strategy allows students to learn actively because students are required to be active in the learning process at the beginning of learning so that they can remember the material well, thus boosting students' enthusiasm for learning (Voulgari & Koutrouba, 2024). From this perspective, it can be understood that the learning that teachers want for their students is to make the lesson stick in the hearts of each student. It can also serve as a guideline because it is connected to the student's experiences.

Previous research has examined learning media using animated videos and critical incident learning strategies. The research written by Anwar Musthafa Shiddiq, entitled "The Influence of Critical Incident Strategy (Important Experience) on Student Learning Outcomes in Islamic Religious Education Subjects," found that the Critical Incident strategy has a significant influence on Fiqh learning as evidenced by the results of the regression test of the R-value (correlation) of 0.859 (Otih & Shiddiq, 2021). Furthermore, the research written by Windi Nurlaela Sari entitled "Development of Canva-based Animation Videos as Learning Media for PAI Elementary School Grade 3". This research shows that the use of animation videos is very effective in improving the learning process, and students respond positively to the use of the media when learning takes place (Sari, Wulandari, Intani, & Aeni, 2024).

Research related to animated video learning media and Critical Incident learning strategies has been widely conducted. After tracing many literature reviews using publish or perish through the Scopus and Google Scholar databases, the researcher concluded that there are differences between this study and other studies even though they use the same media or learning strategies. In this study, the researcher integrated the use of animated video learning media with critical incident learning strategies for grade 3 students of SDN Tunggul 1 Gondang. This is a novelty in this study, where previous studies only used one media or one approach.

Research Method

Research methods are a way of thinking scientifically in a rational, empirical, and systematic way used by researchers in a discipline to conduct research activities (Thomas, 2021). Research activities are carried out in reasonable ways because rational thinking is needed in this activity so that it can be reached by human reasoning. Research methods are closely related to the procedures, techniques, tools, and research designs used (Jaya, 2020). This type of research is experimental quantitative research (Rogers & Revesz, 2019). The experimental research method is a quantitative method that is used mainly when researchers want to conduct experiments to find the influence of independent variables, treatments, and specific treatments on dependent variables, results or outputs under controlled conditions (Bloomfield & Fisher, 2019). Experimental research is used when researchers want to know the causes and effects as well as independent and dependent variables (Adnan & Latief, 2020).

In this study, the researcher used one of several forms of experimental research, namely the experimental method with a quasi-experimental research design in the form of a nonequivalent group design (Zakariah, Afriani, & Zakariah, 2020; Siedlecki, 2020). A purposive sampling technique, consisting of an experimental class and a control class, was used for sampling (Asrulla, Risnita, Jailani, & Jeka, 2023). The experimental group in this study will be taught using animated video learning media and critical incident learning strategies. In contrast, the control class will be taught using the method used by the teacher in the classroom, namely the lecture method. The results of the treatment can be known because the results of the experimental group and the control group can be known. The following is a description of the research design model used:

R	O_1	X_1	O_2
R	O_3		O_4

Figure 1. Research Design
Source: (Sugiyono, 2020)

Remarks:

R = select a sample in a random manner

X_1= the treatment that is given to the experiment class

O_1 = pre-test of experiment class

O_2 = post-test of experiment class

O_3 = pre-test of control class

O_4 = post-test of control class (Sugiyono, 2020)

The research hypothesis used in this study is:

H_0: There is no significant influence of Animation Video Learning Media and Critical Incident Learning Strategy on Islamic Religious Education learning outcomes.

H_a: Animation video learning media and critical incident learning strategy have a significant influence on Islamic religious education learning outcomes.

Participant (Subject) Characteristics:

All students of grade 3 of SDN Tunggul 1 Gondang Sragen are the population in this study. The researcher took samples using purposive sampling techniques, and classes A and B, totaling 30 people, will be used in this study. The data collection technique that will be used to analyze the data uses a test form, namely pretest and posttest. The pretest is a test that is given to sample members before being given treatment, while the posttest is done after the sample is given treatment. The following is a framework of thinking that will be presented using a chart:

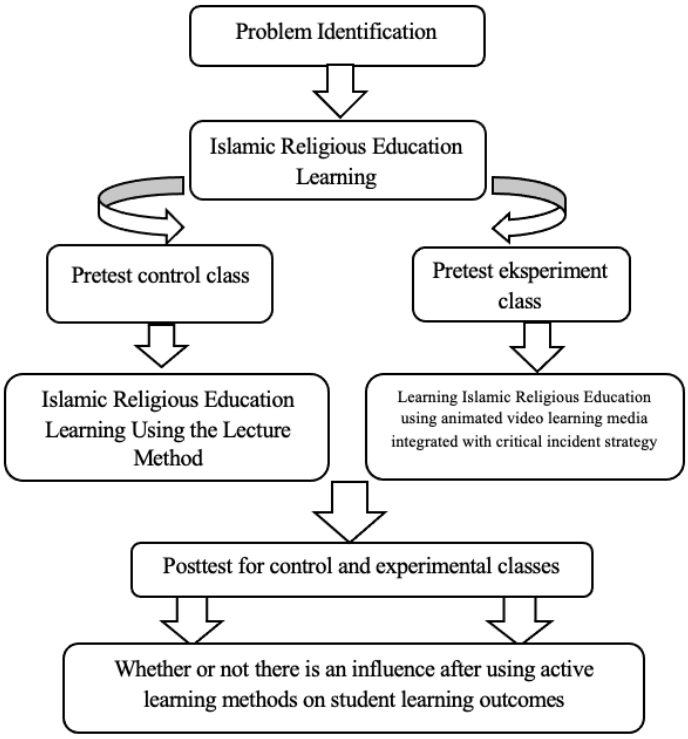

Figure 2. Framework of Thingking

Result and Discussion

This research was carried out at SDN Tunggul 1 Gondang Sragen with third-grade students. The study involved two groups: the experimental group and the control group. The experimental group was taught using animated video learning media combined with the critical incident learning strategy. In contrast, the control group followed the usual teaching method, which is the lecture method. The learning outcomes of both groups will be analyzed using SPSS 24 after the teaching sessions. The independent variables in this study are animated videos and critical incident learning strategies, while the dependent variable is the learning outcomes of Islamic religious education. After the teacher enters the experimental and control classes by teaching each student with the media, strategies and methods that have been determined, at the end of the meeting, the teacher will give an evaluation in the form of a test to the students with questions that have been previously validated. The learning outcomes will be given to researchers to be analyzed to find out whether the new media and strategies used affect Islamic religious education learning at SD Tunggul 1 Gondang, Sragen City.

Student learning outcomes will be obtained through student learning evaluations in the form of tests. This evaluation will help determine the influence of the learning process and will evaluate the extent to which students understand the learning material they have learned (Habibah & Syihabuddin, 2020). In this study, the researcher collected data from the results of the pretest and posttest that had been conducted in the experimental class and the control class. The pretest was conducted before students were given treatment to assess their abilities, while the posttest was used to determine the influence of the learning program for both classes. Before the evaluation was conducted, the researcher validated the instrument that would be used. A trial was conducted to ensure the validity of the instrument. Based on the results of the validity test, out of 25 questions used, 13 questions were declared valid because the coefficient of the r-count value was higher than the r-table. Then, 12 questions were declared invalid because the r-count was lower than the r-table. It is known that the r-table in this study is 0.404. The researcher identified 13 valid instruments, namely numbers 3,4,6,7,8,10,15,16,17,18,19,21, and 23. The invalid instruments were numbers 1,2,5,9,11,12,13,14,20,22,24 and 25.

The validity of each question is as follows: Instrument 1 (0,258 < 0,404), instrument 2 (0,046 < 0,404), instrument 3 (0,859 > 0,404), instrument 4 (0,646 > 0,404), instrument 5 (0,078 < 0,404), instrument 6 (0,646 > 0,404), instrumen 7 (0,659 > 0,404), instrument 8 (0,496 > 0,404), instrument 9 (0,189 < 0,404),

instrument 10 (0,784 > 0,404), instrument 11 (0,236 > 0,404), instrument 12 (0,042 < 0,404), instrument 13 (0,287 < 0,404), instrument 14 (0,078 < 0,404), instrument 15 (0,500 > 0,404), instrument 16 (0,500 > 0,404), instrument 17 (0,496 > 0,404), instrument 18 (0,784 > 0,404), instrument 19 (0,862 > 0,404), instrument 20 (0,382 < 0,404), instrument 21 (0,974 > 0,404), instrument 22 (0,296 < 0,404), instrument 23 (0,974 > 0,404), instrument 24 (0,123 < 0,404), instrument 25 (0 < 0,404).

After the validity of the instrument, the researcher continued to the data collection stage by conducting a pretest and posttest on both class groups. The pretest was performed on both classes simultaneously to determine the initial abilities of students before being given treatment. After both classes were given treatment, a posttest was undertaken to measure and compare learning outcomes in the two classes, namely the experimental class and the control class. The following are the results of the descriptive analysis of the pretest and posttest of the experimental and control classes using SPSS 24:

Table 1. Descriptive Analysis Results of Pretest and Posttest

Statistics					
		Pretest experiment	Pretest control	Posttest experiment	Posttest control
N	Valid	15	15	15	15
	Missing	0	0	0	0
Mean		55,25	23,09	68,58	40,09
Std. Error of Mean		3,360	2,588	3,517	3,420
Median		58,00	23,00	69,00	39,00
Mode		46[a]	23	69	39
Std. Deviation		11,639	8,584	12,184	11,344
Variance		135,477	73,691	148,447	128,691
Range		30	31	47	31
Minimum		39	8	46	23
Maximum		69	39	93	54
Sum		663	254	823	441

a. Multiple modes exist. The smallest value is shown

The table above shows the results of descriptive statistical analysis using the SPSS 24 application; it is known that the sample in this study consisted of 30 students, consisting of 15 students in the experimental class and 15 students in the control class. The results of the experimental class pretest showed the lowest score (minimum) of 39, the highest score (maximum) of 69, the mean value of 55.25, and a standard deviation of 11.639. In the posttest value, the lowest score (minimum) was 46, the highest score (maximum) was 93, the mean value was 68.58, and the standard deviation was 12.184. Meanwhile, for the control class,

the lowest score (minimum) was 8, the highest score (maximum) was 39, the mean value was 23.09, and the standard deviation was 8.584. In the experimental posttest, the lowest score (minimum) was 23, the highest maximum score was 54, the mean value was 40.09, and the standard deviation was 11.344. Judging from the data above, there was a significant increase in the minimum and maximum scores from the pretest to the posttest scores, and an increase in student learning outcomes was observed using animated video learning media integrated with the critical incident strategy.

Next, the researcher conducted a prerequisite test, namely the normality and homogeneity test, to see whether the data in this study were normally distributed or not (Sugiyono, 2019). The Shapiro-Wilk normality test was carried out using SPSS 24, which has a rule that if the normality test result is less than 0.05, then the data can be said to be not normally distributed. If the test result is more significant than 0.05, then the data can be said to be normally distributed (Nasrum, 2018). The following are the results obtained after conducting a normality test:

Table 2. Tests of Normality

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Learning outcomes	pretest experiment	,219	15	,117	,872	15	,070
	pretest control	,231	15	,102	,937	15	,489
	posttest experiment	,320	15	,001	,870	15	,064
	posttest control	,189	15	,200*	,890	15	,138
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

(Source: IBM SPSS Statistic)

In the table, the significance value (sig) for the experimental pretest is 0.070, and the significance value for the control pretest is 0.489, so it can be said that the pretest values of the experimental class and the control class are normally distributed. Then, the significance value for the experimental post-test is 0.064, and the control post-test is 0.138; it can be said that the post-test values of the experimental class and the control class are normally distributed. Because the significance value obtained in the normality test (Shapiro-Wilk) is more significant than 0.05, it can be said that all the values obtained in this study are typically distributed.

After the value of the normality test is known, the researcher conducts a homogeneity test to determine the similarities between the experimental class and the control class. The decision-making in the homogeneity test is if the

significance value is more significant than 0.05, then the distribution of data in this study is homogeneous. However, if the significance value in this study is less than 0.05, then the data in this study can be said to be non-homogeneous. The following are the results of the homogeneity test using SPSS 24:

Table 3. Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Learning outcomes			
Levene Statistic	df1	df2	Sig.
,860	3	42	,469

(Source: IBM SPSS Statistic)

The results of the homogeneity test showed a significance value (sig) of 0.469, which means it is above 0.05. This means that the distribution of data in both research groups is at a homogeneous level. After the two prerequisite tests were carried out, the researcher can conclude that the data in this study is usually distributed and homogeneous, so the researcher can use the parametric t-test to test both experimental and control classes to see if there is a significant difference between the two groups.

Furthermore, the test conducted is a parametric statistical hypothesis test, namely the t-test. This test is conducted to see the effect of animated video learning media integrated with critical incident learning strategies on grade 3 students at SDN Tunggul 1 Gondang. The null hypothesis (H0) states that there is no influence of animated video learning media integrated with critical incident learning strategies on Islamic religious education learning outcomes. The alternative hypothesis (Ha) states that there is a significant influence of animated video learning media integrated with critical incident learning strategies on Islamic religious education learning outcomes. The following are the results of the t-test obtained using SPSS software:

Table 4. T test results (Independent Samples Test)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Hasil_ Belajar	Equal variances assumed	.155	.698	5.789	21	.000	28.492	4.922	18.256	38.728

	Equal variances not assumed			5.808	20.992	.000	28.492	4.906	18.289	38.695

(Source: IBM SPSS Statistic)

Decision-making criteria:

1. The hypothesis is accepted if the significance level of 0.05 is greater than the obtained significance value (2-tailed).
2. The hypothesis is rejected if the significance level of 0.05 is smaller than the obtained significance value (2-tailed).

Based on the table above, it can be seen that the sig value (2-tailed) is 0.000, which means it is less than 0.05 or 0.000 <0.05, so it can be concluded that the hypothesis is accepted. Thus, there is a difference in posttest scores in the Islamic religious education subjects of the experimental and control classes. With these differences, the application of animated video learning media integrated with the critical incident learning strategy has proven to be influential. It has improved student learning outcomes in Islamic religious education subjects.

Conclusion

The research was conducted at SDN Tunggul 1 Gondang by implementing new media and strategies aimed at increasing students' enthusiasm for learning and improving student learning outcomes. This research lasted for one month and the learning process that took place in the classroom went well in accordance with the learning implementation plan that had been made by the researcher together with the Islamic religious education subject teacher. Things that can be seen during the learning process are the closeness between teachers and students, as well as the enthusiasm of students in watching animated videos. During the learning process, student involvement and student learning motivation increased as evidenced by students being able to answer teacher questions during the question-and-answer session at the end of the lesson. Overall, the positive influence that was seen when the application of animated video media and critical incident strategies was implemented in the classroom can be seen clearly.

In addition, teachers can increase creativity when teaching because the teacher chooses this animated video media, and the teacher can sort the videos that will be shown to students according to the material being taught. Teacher flexibility is also highly emphasized when using learning media and learning strategies simultaneously because this strategy refers to students' critical thinking and memory skills; teachers must be able to provide essential points so

that the critical meaning contained in the subject can be conveyed and remembered well by students.

The implementation of animated video learning media integrated with the critical incident strategy has been carried out well and in a structured manner. The results of the pretest and posttest have been obtained and analyzed so that it was found that the posttest results of the experimental group exceeded the posttest results of the control group with an average value of the experimental group of 68.58, while the average value of the control group was 40.09 which means that there is a significant influence and results on the learning outcomes of Islamic religious education. The results of this study can be used to enrich the literature and as a reference for educators to apply this media and strategy for teaching and learning activities.

Bibliography

Adnan, G., & Latief, M. A. (2020). *Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*. Yogyakarta: Erhaka Utama.

Alzubi, A. (2023). The role of multimedia tools in Hashemite Kingdom of Jordan education classroom teaching in the digital era. *European Journal of Interactive Multimedia and Education*, *4*(2), e02303. doi: 10.30935/ejimed/13378

Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The Principal's Role as Education Supervisor in Improving Teacher Professionalism. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, *7*(1), 144–155. doi: 10.31538/ndh.v7i1.2075

Arief, M. (2022). Pendidikan Islam di Indonesia (Kajian Upaya Pemberdayaan Dan Rekonstruksi). *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, *16*(4), 1377–1384. doi: 10.35931/aq.v16i4.1107

Asrulla, A., Risnita, R., Jailani, M. S., & Jeka, F. (2023). Populasi dan Sampling (Kuantitatif), Serta Pemilihan Informan Kunci (Kualitatif) dalam Pendekatan Praktis. *Jurnal Pendidikan Tambusai*, *7*(3), 26320–26332.

Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, *22*(2), 27–30. doi: 10.3316/informit.738299924514584

Chitondo, L. (2022). Influence of teaching and learning aids on language learning in four selected schools of Mwense District in Luapula Province, Zambia. *International Journal of Scientific and Management Research*, *05*(01), 165–182. doi: 10.37502/IJSMR.2022.5110

Gamage, K. A., Dehideniya, D. M., & Ekanayake, S. Y. (2021). The Role of Personal Values in Learning Approaches and Student Achievements. *Behavioral*

Sciences, *11*(7), 102. doi: https://doi.org/10.3390/bs11070102

Habibah, A., & Syihabuddin, S. (2020). Evaluasi Ketrampilan Menyimak Dengan Memanfaatkan Permainan Berbisik Berantai Dalam Pembelajaran Bahasa Arab: Evaluasi Ketrampilan Menyimak Dengan Memanfaatkan Permainan Berbisik Berantai Dalam Pembelajaran Bahasa Arab. *Al-Ittijah: Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, *12*(2), 97–106.

Hidayat, I. (2019). *50 Strategi Pembelajaran Modern*. Yogyakarta: Diva Press.

Hoesny, M. U., & Darmayanti, R. (2021). Permasalahan dan Solusi Untuk Meningkatkan Kompetensi dan Kualitas Guru: Sebuah Kajian Pustaka. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, *11*(2), 123–132.

Illahi, N. (2020). Peranan guru profesional dalam peningkatan prestasi siswa dan mutu pendidikan di era milenial. *Jurnal Asy-Syukriyyah*, *21*(1), 1–20. doi:https://doi.org/10.36769/asy.v21i1.94

Jaya, I. M. L. M. (2020). *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata*. Anak Hebat Indonesia.

Mena, J., Flores, M. A., Fernandes, E., & Estrada-Molina, O. (2024). Critical incidents as a strategy to enhance student teachers' reflection about practice through immersive learning. *Reflective Practice*, *25*(3), 406–425. doi: 10.1080/14623943.2024.2321500

Nasrum, A. (2018). Uji Normalitas Data Untuk Penelitian. Bali: *Jayapangus Press Books*, 117.

Nurhayati, N., & Rosadi, K. I. (2022). Determinasi Manajemen Pendidikan Islam: Sistem Pendidikan, Pengelolaan Pendidikan, Dan Tenaga Pendidikan (Literatur Manajemen Pendidikan Islam). *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, *3*(1), 451–464. doi: 10.38035/jmpis.v3i1.1047

Otih, O., & Shiddiq, A. M. (2021). Pengaruh Strategi Critical Incident (Pengalaman Penting) Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam. *TarbiyahMU*, *1*(1), 23–29.

Pane, M. M., & Patriana, R. (2016). The Significance of Environmental Contents in Character Education for Quality of Life. *Procedia - Social and Behavioral Sciences*, *222*, 244–252. doi: 10.1016/j.sbspro.2016.05.153

Rogers, J., & Revesz, A. (2019). Experimental and quasi-experimental designs. In *The Routledge handbook of research methods in applied linguistics* (pp. 133–143). Routledge.

Sari, W. N., Wulandari, Intani, A. N., & Aeni, A. N. (2024). Pengembangan Video Animasi Berbasis Canva Sebagai Media Pembelajaran PAI SD Kelas 3. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, *11*(2), 397–409. doi: 10.31316/esjurnal.v11i2.4301

Sawari, S. S. M., Muflihin, A., Warsiyah, W., & Madrah, M. Y. (2022). The

Perception Of Islamic Religious Education And Its Implications For Curriculum Development In The Era Of Society 5.0. *Akademika : Jurnal Pemikiran Islam*, *27*(2), 255–266. doi: 10.32332/akademika.v27i2.5805

Shapira-Lishchinsky, O. (2011). Teachers' critical incidents: Ethical dilemmas in teaching practice. *Teaching and Teacher Education*, *27*(3), 648–656. doi: 10.1016/j.tate.2010.11.003

Siedlecki, S. L. (2020). Quasi-Experimental Research Designs. *Clinical Nurse Specialist*, *34*(5), 198. doi: 10.1097/NUR.0000000000000540

Sugiyono. (2019). *Statistika Untuk Penelitian*. Bandung: Penerbit Alfabeta.

Sugiyono. (2020). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Penerbit ALFABETA.

Taufik, M. (2020). Strategic Role Of Islamic Religious Education In Strengthening Character Education In The Era Of Industrial Revolution 4.0. *Jurnal Ilmiah Islam Futura*, *20*(1), 86–104. doi: 10.22373/jiif.v20i1.5797

Thomas, C. G. (2021). *Research Methodology and Scientific Writing*. Cham: Springer International Publishing. doi: 10.1007/978-3-030-64865-7

Voulgari, R., & Koutrouba, K. (2024). Examining the depth of primary schoolteachers' reflection through the critical incident technique. *Educational Studies*, *50*(5), 640–658. doi: 10.1080/03055698.2021.1980863

Yunus, E., Amiq, B., Indasari, M., & Susilo, D. (2019). *ACHITS 2019: Proceedings of the 1st Asian Conference on Humanities, Industry, and Technology for Society, ACHITS 2019, 30-31 July 2019, Surabaya, Indonesia*. European Alliance for Innovation.

Zakariah, M. A., Afriani, V., & Zakariah, K. M. (2020). *Metodologi Penelitian Kualitatif, Kuantitatif, Action Research, Research And Development (R n D).* Yayasan Pondok Pesantren Al Mawaddah Warrahmah Kolaka.