

Methods for Achieving Cognitive, Affective, and Psychomotor Aspects in Islamic Religious Education Learning in XI Grade of Muhammadiyah Senior High School 01 Tempel Rejo, Curup Selatan

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Submission date: 19-Sep-2022 01:39PM (UTC+0700)

Submission ID: 1903367262

File name: Methods_for_Achieving_Cognitive.edited.edited.edited.docx (48.67K)

Word count: 5623

Character count: 30809

Methods for Achieving Cognitive, Affective, and Psychomotor Aspects in Islamic Religious Education Learning in XI Grade of Muhammadiyah Senior High School 01 Tempel Rejo, Curup Selatan

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ARTICLE INFO

Keywords:

Cognitive Aspect
Affective Aspect
Psychomotor Aspect

Article history:

Received 2021-08-14

Revised 2021-11-12

Accepted 2022-01-17

ABSTRACT

Learning which is the domain of education in the cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects is still the reference and the target of learning outcomes, including the learning process of Islamic Religious Education (PAI) in Senior High School (SMA) 01 Muhammadiyah. This research is qualitative. Therefore, the approach that the author takes is a descriptive approach which is carried out because this author occurs in a real and natural way, and also the data collected is the result of reading books, looking at google, and so on. The subject under study is the Principal. PAI subject teacher, student. The data collection technique is done by interview, observation, and documentation. According to the findings of this study, the educational process consists of three main elements: intake, processing, and output. Students from varied backgrounds are the input in question. The process is a learning activity in which the instructor provides and students grasp the content. Several educators measure emotional features in various methods, including monitoring students during the teaching and learning process. The affective aspect refers to the emotional or feeling aspect. The mass media provide emotional stimulation to the audience, giving rise to a variety of different feelings for each individual.

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1. INTRODUCTION

Learning which is the domain of education in the cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects is still the reference and the target of learning outcomes, including the learning process of Islamic Religious Education (PAI) in Senior High School (SMA) 01 Muhammadiyah.

The management of the PAI learning process at the school is quite challenging because of the existence of multi-religious students, especially the minority of Muslim students (Haryadi & Aripin, 2015).

Even though they come from the same cultural roots. The suitability and integration of the cognitive, emotional, and psychomotor elements of learning in PAI topics are given equal weight. The purpose of this study is to demonstrate that the three domains of learning objectives may be established, executed, and assessed in the PAI learning process. Cognitive growth is a continual process, but the result is not a continuation (continuation) of past results. Cognitive development is concerned with the growth of thinking and how cognitive processes function. Children may experience challenges in their lives that demand answers.

For youngsters, problem-solving is a more difficult phase. Children must first be able to identify methods to solve issues before they can solve them. PAI instructors must be able to convert the Islamic religious education curriculum into learning domains that encompass cognitive, emotional, and psychomotor components. The creativity of PAI teachers in developing the three learning domains is a fairly complex process because teachers are not only required to involve students in the process of receiving and absorbing the information conveyed by the teacher, but also trying to involve students in all pedagogical activities. From this process, students can produce a gradual change in themselves, especially in aspects of knowledge, attitudes, and skills. These changes can be seen in the learning achievement produced by students based on the evaluation given by the teacher. As part of other subjects, Islamic Religious Education is a guidance activity directed at increasing the students' belief, understanding, appreciation, and practice of the Islamic religion in addition to shaping personal qualities as well as forming social piety. However, the condition of PAI learning at the school was less effective, although that did not mean that it did not exist at all (Hatta, 2016).

The development of cognitive aspects is very important because the development is different for each child, cognitive development also refers to the ability of a child to acquire meaning and knowledge where each child or individual has a different understanding of every information he gets, cognitive development includes the process of remembering, every Child can remember sooner or later, problem solvers where they can or do not solve a problem they face, decision making if they have a problem they have to make a decision where their decision is right or not to solve the problem.

Affective assessments carried out by teachers at the time of learning still appear that many have not used the rules of assessment that are per the writing instructions in affective assessment, this is evidenced by the results of interviews with several teachers who said that when assessing affectively, I saw their children first if their children were diligent in class. , polite, obedient, I give good grades, but if the child is often busy, he likes to tease his friends, if there is an assignment, he often doesn't collect it, I give him enough marks even though affective assessment is very influential on the results obtained by students during learning (Muslich, 2014). For the assessment of social attitudes in students, no one has made it. This is what needs to be initiated, considering that character education is being promoted by the current government. To conduct an affective assessment of social attitudes, this assessment can be carried out by several educators conducting assessments in various ways, namely observing students during the teaching and learning process using observation sheets, observations made by educators are by looking at the condition of students during lessons. If students sit quietly and pay attention, they are given good grades, while students who are not sitting quietly are given fewer marks, and some give affective values that are equated with cognitive scores. This condition shows that affective assessment is carried out not using the actual assessment procedure, so it is necessary to make an affective assessment model that is under the technical instructions of the curriculum (Satria, 2018).

Affective is an assessment of a person's ability seen from the attitude and assessed from every activity in school. The development of this affective aspect is not only related to a person's self but can be seen by others, namely the character which includes feelings, attitudes, emotions, interests, and attitudes shown in their daily lives. A person's judgment will never be separated from the cognitive and psychomotor realms. The problem that we often see at SMA Muhammadiyah Tempel Rejo is the

teacher's way of applying the cognitive aspect itself, how the teacher's method of conveying materials so that students remember well

In each teaching and learning process, each student has a different nature, each child has a different background, each teaching and learning process, and each child also has different social values from each teacher, when the teacher is carrying out learning the student may or may not accept, respond well after learning is complete the teacher can assess the child's interest in learning is high or not, how is his treatment or attitude when learning After cognitive and affective teachers must pay attention to their students again how to apply it when after finishing learning Islamic Religious Education students practice or not things -what must be done, what must be done and what cannot be done.

2. METHODS

This research is included in qualitative research. Therefore, the approach that the author takes is a descriptive approach that is carried out because this author occurs in real life. In this study, researchers employed a specific style of research, namely field research using a qualitative methodology. The location of the researchers that will be chosen by the researchers is SMA Muhammadiyah this school is located in Tempel Rejo because from the existing analysis, the authors decided to conduct research at SMA MUHAMMADIYAH which is located in Tempel Rejo, the location is not too far from the author's residence.

The object of this research is the participation of the principal, homeroom teacher, Islamic religious education teacher, and students in learning Islamic religious education. The interview conducted at SMA MUHAMMADIYAH 01 was directly related to the incident and also the implementation. The informants for this research are:

1. Headmaster of SMA MUHAMMADIYAH 01
2. MUHAMMADIYAH 01 High School Natural Religion Education Teacher
3. Class XI MUHAMMADIYAH 01

A technique in data collection carried out by researchers related to the title is through the process of observation, interviews, and documentation. Meanwhile, the data analysis process in this study consisted of 3 stages, namely;

1. Reducing data: Reducing data means selecting and sorting which data will be taken after the data is obtained and focusing on what is most essential. If there is something that is not too important, it will not be taken for further research.
2. Presentation of data: From a selection process, a presentation of data that will be made can be made in the form of diagrams, charts, brief descriptions, and other forms. From the presentation of this data, researchers can make it easier to conduct research and it is also easy to understand the state of what is being studied and can be used to plan further research.
3. Data verification: From a process from the selection made, an initial conclusion is made from what is obtained and whether the data is valid. Then it is verified to look for more in-depth data and can better understand the information obtained from the data

3. FINDINGS AND DISCUSSION

3.1. Methods in Achieving Affective and Psychomotor Cognitive Aspects in Islamic Religious Education learning in class XI SMA 01 Muhammadiyah Tempel.

Cognitive aspect

The educational process is made up of three basic components: intake, processing, and output. Students from varied backgrounds are the input in question. The process is a learning activity in which the instructor provides and students grasp the content. The output is the outcome of the study, which includes cognitive, emotional, and psychomotor outcomes. The learning process is the one that will determine whether or not students' abilities and learning results are satisfactory. The effectiveness of the learning process will undoubtedly be impacted by a variety of elements, including

the school environment, family, and the students themselves. Students, being persons who are learning and developing, have distinct personalities and characteristics that they bring to the learning process. Because of its distinctiveness, students respond differently to understanding a lesson. Both in terms of attitudes and learning methods that promote academic performance (Rijal & Bachtiar, 2015).

Based on the results of the researcher's interview with Mr. Y as a teacher at Muhammadiyah High School when using the cognitive aspect he used what method?

Mr. Y explained that he also uses the question and answer method to increase knowledge in every teaching and learning process, in addition to increasing knowledge in each lesson, question and answer can also increase familiarity with students where when asking questions use vocabulary that is very understandable so students also feel the questions are not too difficult, this process is also sometimes very eagerly awaited by students because after each question and answer there is a reward distribution session, in addition to using the Q&A method, Mr. Y also uses the lecture method, where Mr. Y explains he explains the material while the students listen while summarize what is important.

Mr. Y also explained that he used the Understanding method to understand one's ability to comprehend or comprehend anything after it has been learned and recalled. In other words, comprehension is knowing something and being able to perceive it from other perspectives. A learner is deemed to grasp something if he can explain or describe it in more depth using his own words. Comprehension is a higher degree of cognitive skill than recollection or memorization.

From the results of the interview with Mr. Y, as a subject teacher, we can understand that when a teacher uses the Q&A method, the teacher can see or invite students to become what a teacher wants.

Affective aspect

Affective learning strategy is a strategy that is oriented toward achieving the goals of effective attitudes and skills. This strategy generally exposes students to problematic situations, so special skills are needed to solve these problems according to their respective ability levels. The conceded model developed by Paul is an alternative learning strategy that can shape the personality of students. One of the implementations is to invite students to look at problems from various points of view to increase their insight and certain attitudes according to their values (Kadir, 2015).

The interviews conducted with the Islamic Religious Education subject teacher, Mr. Y, explained that:

Mr. Y explained that he used the debate method to find out what they were doing in each debate, he also said to find out how far the student's attitude towards their classmates was. The debate method can also strengthen kinship where they will feel more courageous in expressing feelings of brotherhood.

Then to find out the extent to which teachers have succeeded in using this method when students can understand what is learned and can practice it in the school environment and outside the school environment.

As for the results of interviews with class XI students in learning Islamic Religious Education, the students explained that:

Students when dealing with their friends always say hello when they meet their teacher, shake hands when they meet a teacher outside of school and greet and shake their hand, they also respect their brother when in the school environment or outside of school.

Based on the findings of interviews with Subject Teachers and students from SMA MUHAMMADIYAH 01, it is possible to infer that Islamic Religious Education learning activities utilizing the Exercise, Debate technique make students happy because of mutual respect for classmates. Even so, while each approach has flaws in its application, the procedure may still be carried out effectively and reach the intended goals of the school, the instructor who teaches, or the students themselves.

Psychomotor aspect

The psychomotor element is concerned with the domain of skills or the ability to act following a learning experience. This domain is organized into seven degrees of learning, ranging from the most basic to the most complicated. Cognitive and emotional learning results are carried over into psychomotor learning outcomes. This will be possible after students show certain behaviors or actions under the meanings contained in these two domains in everyday life.

The interviews conducted with the Islamic Religious Education subject teacher, Mr. Y, explained that:

Mr. Y said that in the assessment he did every time before starting the lesson he required every student to read the Qur'an but it was not mandatory to be able to use Tajweed because he understood that not all students could use tajwid he also required students to memorize a minimum of 10 short verses, Mr. Y also saw every student from his family background said that half of their students work, besides that Mr. Y also uses prayer practice books so Mr. Y can see the extent to which students practice worship.

The results of the interview with Ibu Yuni as the school principal

He explained that he provided a laboratory for every practical use at school, and he provided any tools needed by teachers to make it easier to practice.

As for the results of the interview from class XI students in learning Islamic Religious Education, the student explained that:

Students apply whatever they remember when after the lesson begins they say to apply good habits is difficult at first but if it is carried out continuously they will get used to it.

Based on the results of all the interviews conducted by researchers, it can be concluded that SMA MUHAMMADIYAH is currently carrying out Teaching and Learning Activities (KBM) using a face-to-face system that was only implemented a few weeks ago by implementing health protocols while in the school complex. Some time ago the MUHAMMADIYAH SMA also used an online learning system that caused students to still come to school once a week just to take assignments or duplicate assignments for learning so that the material they wanted to learn could be conveyed properly.

3.2. Method constraints in achieving Cognitive, Affective, and Psychomotor aspects in class XI SMA 01 Muhammadiyah

Cognitive aspect constraints

Based on the results of an interview with Mr. Y as a teacher of Islamic Religious Education:

He revealed that in using the method, the dominant students were less active during learning, the teacher was difficult to arouse the enthusiasm of the students to ask questions, at the time of learning only the teacher asked the students a lot, the teacher only emphasized the transfer of knowledge (telling). Maybe the teacher is still not used to emphasizing the importance of encouraging students to be involved in the process of finding out for themselves until students can find the knowledge of what they are learning. In addition, the teacher also rarely invites students to conclude what they have

collected, the teacher here immediately asks students to communicate. With the teacher asking students to conclude before communicating, students are more trained to get used to concluding the things they are learning. Thus, it can increase the knowledge and skills of students to be more active when learning.

Then Mr. Y conveyed what obstacles were experienced by the students:

Mr. Y explained that the obstacle in using the method in the cognitive aspect was the lack of enthusiasm or the lack of students asking questions when learning was taking place, students also often paid more attention than asked questions.

As for the results of the interviews above, we can conclude that every time using a method in learning there must be Kendal, whatever the problem, the teacher must understand every student so that the learning can be understood by every student.

Affective Aspect constraints

As for the results of the interview with Mrs. Y as the head of the school

He revealed that in using the training method the obstacles can sometimes hinder the talent and initiative of students, because students are more brought to adjustment and directed away from understanding then Causing static adjustments to the environment, and sometimes exercises that are carried out repeatedly are things that monotonous and can lead to verbalism, then Bu Yuni also uses the group method. A discussion cannot be predicted how it will turn out because it depends on student leadership and the participation of its members. A discussion requires certain skills that have not been learned before. The discussion can be mastered (dominated) by several outstanding students. Not all topics can be the subject of discussion, only problematic matters can be discussed. The in-depth discussion takes a lot of time. Students should not feel pressed for time. The feeling of being limited in time creates superficiality in the discussion so the results are not useful.

Then an interview was conducted by Mr. Y as an Islamic Religious Education Teacher

That he revealed that in using the debate method there were also obstacles. He said that in using the dead method only a few students were active, the rest just followed without participating in the debate and the lack of enthusiasm for learning would begin.

As for the results of interviews with student teachers Mr. B said:

The attitude of students when in the school environment is good, but some do not depend on each student because each student has a different background where some students live in orphanages and some have to divide their time between work and school, some students also still need encouragement to want to learn, students who are in their school environment have a sense of saying fellow friends, helping each other and respecting each other.

Affective Aspect constraints

As for the interviews conducted by Islamic Religious Education Subject Teachers:

Implementation of practice in schools usually runs smoothly where students always pay attention to what is used when carrying out practice and students are also easier to understand when teachers use direct practice tools, the obstacle in implementing these practices is that teachers are less creative in

making methods to be used as materials. In practice, some students also prefer to pay attention compared to asking directly.

The interviews were conducted by student teachers at Muhammadiyah High School:

He revealed that not all students who are in school do what has been taught at school, all students want to be encouraged to be more active in school.

So we can conclude that every use of cognitive, affective, and psychomotor aspects must have obstacles, obstacles experienced in the school environment or outside the school, obstacles experienced in the school environment when going to practice and when finished practicing.

Discussion

Application of Cognitive Aspects of Affective Aspects and Psychomotor Aspects in Islamic Religious Education learning in class XI SMA 01 Muhammadiyah Tempel.

Each educational process has three components: intake, processing, and output. The input is students with a background, and the output is the outcome of the research, which includes Cognitive, Affective, and Psychomotor components, which are the three characteristics that decide whether or not the capacity of student learning outcomes is excellent or not.

The following is Bloom's taxonomy theory in the application of cognitive aspects:

- a. Knowledge: Knowledge includes the mind's memory of things that have been learned and stored in memory. Knowledge stored in memory is retrieved when needed.
- b. Understanding: The ability to grasp the meaning and significance of what is being studied.
- c. Application: The capacity to apply a rule or approach to a tangible or genuine and fresh situation or problem.
- d. Analysis: The ability to divide complex information into little pieces and link information to other information.
- e. Synthesis is the capacity to create a new unit or pattern. The components are linked.
- f. Evaluation: The capacity to offer an appraisal of learning material, an argument about anything known, understood, performed, examined, and generated. (Rukmini, 2008).

Bloom's taxonomy is commonly used in the development of learning and learning objectives, as well as numerous learning activities. Bloom developed two learning domains at the start of his taxonomy, namely the cognitive domain: mental skills (knowledge) and the affective domain: the development of feelings or emotional fields (attitudes). Simpson developed the psychomotor domain in 1966 to supplement Bloom's taxonomy: manual or physical abilities (skills). Simpson (1967) proposed "The Classification of Educational Objectives in the Psychomotor Domain," while Dave proposed the "Psychomotor Domain".

In assessing affective aspects, several educators conduct assessments in different ways, namely by observing students during the teaching and learning process (Muhibbin, 2010). The affective aspect refers to the emotional or feeling aspect. The mass media provide emotional stimulation to the audience, giving rise to a variety of different feelings for each individual.

Some popular affective learning models.

- a. Model Consideration: Humans are frequently selfish, preoccupied with being worried, and busy taking care of themselves. Students are taught to care more and pay more attention to others by using the consideration model so that they can get along, work together, and live in harmony with others. Consider the following learning steps:
 1. Introduce students to scenarios with concerns
 2. Have students evaluate the event for hidden indications about other people's feelings, needs, and interests.

3. Students respond in writing.
 4. Students examine the comments of their peers.
 5. Encourage students to consider the repercussions of their actions.
 6. Allow students to make their own decisions.
- b. Rational formation method
- People in life embrace values as the benchmark for all of their activities. Some of these values are concealed, while others are clear. Values are likewise multidimensional, with some being relative and others being absolute. The rational building paradigm seeks to foster mature value thinking. Steps for rational learning:
1. Identify situations where there is a discrepancy or deviation in action,
 2. Gather additional information,
 3. Analyze the situation by adhering to the norms, principles, or provisions that apply in society,
 4. Consider alternative actions by considering the consequences, and
 5. Make decisions by adhering to legal principles or provisions in society.
- c. Value clarification
- Everyone has several values, whether they are visible or hidden, conscious or unconscious. Clarification of values (value clarification model) is a teaching strategy that uses questions or the assessing process (valuing process) to assist students to develop assessing abilities in value-rich areas of life. The usage of this approach seeks to make students aware of their values, bring them up and reflect on them, and provide them with the skills needed for the evaluation process.

Value classification learning steps

1. election: students choose actions freely, from several alternative actions considering the goodness and consequences,
2. Respect the choice: students respect their choices and reinforce their choices.
3. to do: students do actions related to their choices and repeat them on other things

Some popular affective learning models

The psychomotor aspect relates to student learning outcomes whose achievement is through manipulation skills involving muscles and physical strength. Psychomotor aspects are aspects that include student skills, or knowledge processes that are based on developing mental processes through muscle aspects and forming skills. Psychomotor domain In The psychomotor domain most of us associate motor activity with physical and athletic education, but many other subjects, such as writing by hand and word processing also requires movement. The psychomotor area is an area related to aspects of physical skills. Details in this field were not made by Bloom, but by other experts based on the realm created by Bloom, including:

1. Perception: The capacity to direct motor action using sensory inputs. The use of the senses as a stimulus to pick translation cues. For example, color selection.
2. Readiness (set): The capacity to place oneself at the forefront of a movement. physical, mental, and emotional preparedness to move. For example, the starting position of a running race.
3. Guided movement (guided response): The capacity to mimic the movements seen in the examples. **early stages of learning complex skills, including imitation and trial and error.** For example, make a circle over the pattern.
4. Accustomed movement (mechanical response): Because they have been thoroughly taught, they can do motions without paying attention to the examples provided. get used to the movements that have been learned so that they appear convincingly and competently. For example, doing the high jump properly.

5. Complex movements (complex response): The capacity to accomplish motions or abilities that include several steps in a smooth, accurate, and efficient manner. a skillful motor movement that consists of complex movement patterns. For example, disassemble the equipment properly.
6. Adjustment of movement patterns (adjustment): The capacity to modify and adjust movement patterns to meet unique requirements. Skills that have been developed so that they can be adapted in various situations. For example, competitive skills.
7. Creativity: The ability to develop new movement patterns based on their initiative (Sudjono, 2001).

Constraints in the application of cognitive aspects, affective and psychomotor aspects in learning Islamic religious education in class XI SMA 01 Muhammadiyah Tempel.

This study aims to determine the obstacles in the use of cognitive, affective and psychomotor, and psychomotor aspects in class XI in learning Islamic Religious Education.

Every aspect has obstacles to the use of the question and answer method, sometimes students listen more often than ask questions or are less active when learning is taking place, and students are also less enthusiastic about using the method.

Then in the use of the group method, a discussion requires certain skills that have not been studied before, and the discussion journey can only be mastered by a few outstanding students, not all students can do group work well, then when students use this method must use a lot of time students should not feel pressed for time. The obstacle to using the practice method that Islamic Religious Education teachers usually use practice is the lack of creativity in the use of making materials for practice. In comparison to cognitive intelligence, emotional and psychomotor intelligence are frequently overlooked (Fatonah, 2009). Despite possessing great cognitive capacity, children cannot be considered entire people if they lack emotional and psychomotor intelligence. Teachers and parents are also unaware of this. Indeed, children require the two bits of intelligence mentioned above to balance left and right brain processes which is very useful to promote their creativity (Budiman, 2007).

Other situations, such as the implementation of PAI learning at SMA 01 Muhammadiyah Rejang Lebong, face a variety of challenges, such as maximizing engagement and the number of supervision teachers provide in student learning activities (Abdurrahman, 2016; Hmelo-Silver et al., 2007; NRC, 2001; Minner et al., 2010). In other words, social activities in this school to build students' scientific concepts tend to need improvement, particularly in efforts to develop learning methods, teaching materials, and media that have not been actively involved in how students carry out scientific thinking activities in the context of cooperative learning. According to Creagh and Parlevliet (2014), the right learning method will greatly increase opportunities for student involvement in the science learning process if the learning environment, learning situations, teaching materials, and the role of teachers who are capable of fostering creative thinking in the classroom are all in place. Among the learning objectives are the growth of their cognitive, emotional, and psychomotor capacities.

11 4. CONCLUSION

Based on the results of the research, it can be concluded as follows: Methods in achieving cognitive, affective, and psychomotor aspects in learning Islamic Religious Education in XI grade of SMA 01 Muhammadiyah Tempel are as follows:

- a. using the love method the teacher must have a sense of love for the students so that learning feels comfortable;
- b. using the approach method to students, when a teacher approaches students when learning begins students will feel happy and easy to understand when there are difficulties in the teaching and learning process;

- c. the application of the question and answer method, when a teacher uses this method the teacher will know the extent to which students understand the lesson
- d. the use of the lecture method, when using the lecture method the teacher must also accompany examples of what is the center of attention and make it easy for students to remember the lesson;
- e. group method, students are very appreciative of using the group method, they are not only looking for friends to strengthen each other but they also strengthen each other when the learning process begins;
- f. implementation of the debate method, students can dare to speak in public such as in front of their friends;
- g. in the use of the democratic method, this method is often used to find out whether the student understands or not after learning takes place;
- h. the practice method, in addition to being able to find out whether the student can or cannot practice the lessons that have been taught, students can also understand directly;
- i. background of students, in addition to teaching teachers, must also know how the background conditions of each student, to make it easier when teaching or to find out the emotional level of students at school.

Then the obstacle in using the method is that the learning model is a systematic plan that can be used as a guide for teachers to organize the course of learning in the classroom to achieve learning objectives. The use of the right learning model is one of the determinants of success in learning activities carried out by teachers. Thus, teachers can choose the types of learning models that are appropriate for the achievement of the expected learning objectives.

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