

OPTIMIZING FIQH EDUCATION WITH A LOCAL INSIGHT TO IMPROVE HIGHER-ORDER THINKING SKILLS IN MADRASAH

Siti Rohimah^{1*}, Nur wiarsih², Riza Faishol³, Hasan Baharun⁴

^{1,2,3} Institut Agama Islam Ibrahimy Banyuwangi, Indonesia

⁴ Universitas Nurul Jadid Probolinggo, Indonesia

*e-mail: srohimah202@gmail.com

Abstract: This research aims to analyze the optimization of local-oriented Islamic jurisprudence (fiqh) education to improve higher-order thinking skills (HOTS) in Madrasah. The main problem addressed is how integrating local contexts into fiqh education can enhance students' cognitive abilities. The research employs a qualitative case study approach involving subjects such as the Head of the Madrasah, Deputy Head of the Madrasah, subject teachers, and students. Data collection techniques include observation, interviews, and documentation, while data analysis involves data reduction, data presentation, and concluding. The findings reveal that optimizing local-oriented fiqh education involves several vital indicators: integration of local context, interactive learning, collaborative problem-solving, and critical literacy development. Students can better understand the material by incorporating the local context into fiqh learning and develop analytical, evaluative, and problem-solving skills. This locally-based learning approach also increases active student participation and makes learning more meaningful. The conclusions highlight the important implications of this research for curriculum development and teaching strategies at Madrasah Aliyah. Specifically, it underscores the need to enhance students' HOTS through approaches relevant to their environment. The research instruments—observation, interviews, and documentation—were essential in gathering comprehensive data to support these findings.

Keywords: local insight, higher order thinking skills, active student participation

Abstrak: Penelitian ini bertujuan untuk menganalisis optimalisasi pendidikan fikih berorientasi lokal untuk meningkatkan keterampilan berpikir tingkat tinggi (HOTS) di Madrasah. Masalah utama yang dibahas adalah bagaimana mengintegrasikan konteks lokal ke dalam pendidikan fikih dapat meningkatkan kemampuan kognitif siswa. Penelitian ini menggunakan pendekatan studi kasus kualitatif dengan melibatkan subjek seperti Kepala Madrasah, Wakil Kepala Madrasah, guru mata pelajaran, dan siswa. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, sedangkan analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian mengungkapkan bahwa optimalisasi pendidikan fikih berorientasi lokal melibatkan beberapa indikator penting: integrasi konteks lokal, pembelajaran interaktif, pemecahan masalah kolaboratif, dan pengembangan literasi kritis. Siswa dapat lebih memahami materi dengan memasukkan konteks lokal ke dalam pembelajaran fikih dan mengembangkan keterampilan analitis, evaluatif, dan pemecahan masalah. Pendekatan pembelajaran berbasis lokal ini juga meningkatkan partisipasi siswa secara aktif dan membuat pembelajaran lebih bermakna. Kesimpulan menyoroti implikasi penting dari penelitian ini untuk pengembangan kurikulum dan strategi pengajaran di Madrasah Aliyah. Secara khusus, hal ini menggarisbawahi perlunya meningkatkan HOTS siswa melalui pendekatan yang relevan dengan lingkungan mereka. Instrumen penelitian—observasi, wawancara, dan dokumentasi—sangat penting dalam mengumpulkan data yang komprehensif untuk mendukung temuan ini.

Kata Kunci: wawasan lokal, keterampilan berpikir tingkat tinggi, partisipasi aktif siswa

Copyright (c) 2023 The Authors. This is an open access article under the CC BY-SA 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>)

INTRODUCTION

Optimizing fiqh education with a local perspective enriches students' understanding of religious teachings and hones high-level thinking skills such as analysis, synthesis, and evaluation (Moslimany, Otaibi, and Shaikh 2024). This is due to integrating local values into

the fiqh education curriculum. At Madrasah Aliyah Darul Qur'an, students are encouraged to discuss and solve problems related to local customs and traditions connected to the teachings of fiqh, thereby enhancing their analytical and evaluative skills (Uyuni 2024). Utilizing a more relevant and familiar local context allows students to develop better analytical, evaluative, and creative skills in understanding and applying Islamic jurisprudence concepts (Rusli and Nurdin 2022).. Thus, optimizing fiqh education with a regional perspective is an effective strategy for achieving more holistic and contextual educational goals in madrasah.

The integration of high-level thinking skills in education is a crucial component for developing critical and analytical abilities in students. In the context of fiqh education, incorporating local perspectives makes the learning process more relatable and enhances students' cognitive skills. The challenge lies in systematically integrating these local values into the curriculum to maximize educational outcomes.

Previous research has highlighted the benefits of integrating high-level thinking skills through various educational models (Mou 2024) and explained that the Creative problem-solving learning model increases students' motivation, interest, and enjoyment in the learning process. Kwangmuang et al. (2021) showed that a 7-step learning formula for Ushul Fiqh (Islamic legal theory) effectively enhances students' thinking abilities to the Higher Order Thinking Skills (HOTS) level. Nowlan et al. (2023) discussed the trend of implementing HOTS in Islamic religious education in Indonesia, including the efforts of teachers and experts in innovating HOTS-based learning processes and assessments. Michalsky (2024) developed a mathematics assessment instrument that integrates the Islamic context and measures students' HOTS. Yong, Chemmangattuvalappil, and Foo (2024) found that the scientific approach in the 2013 curriculum was more effective in improving students' high-level thinking skills in fiqh subjects.

The novelty of this research lies in the innovative approach that integrates local insights into Islamic jurisprudence education to improve higher-order thinking Skills (HOTS) in madrasah. This research has not been widely applied in a systematic and structured manner, so this research offers a new perspective in developing the fiqh curriculum (Wibowo and Rizal 2023). By utilizing local wisdom, this research not only enriches learning content but also introduces methods that are more relevant and contextual for students (Ahmed et al. 2020; Mawangir 2022; Sanjani 2024). This is expected to create a more interactive and dynamic learning environment, which in turn can improve students' analytical, evaluative and creative abilities in understanding and applying fiqh principles by combining rich local knowledge with the fiqh concepts taught in madrasah.

The aim of this research is how to optimize fiqh education with a local perspective that is effective in increasing higher-order thinking Skills (HOTS) in madrasah. This research seeks to explore how integrating local wisdom in the fiqh curriculum can enrich students'

learning experiences so that they can develop better analytical, evaluation and creative skills (Ansori et al. 2023). This research argues that the integration of local insights into Islamic jurisprudence education will not only improve students' critical and creative thinking abilities but also foster their appreciation of the richness of Islamic culture and values (Susilawati et al. 2023). This research also emphasizes the importance of innovation in learning methods to answer the challenges of modern education and prepare students to become knowledgeable and competent individuals.

METHOD

This research employs a qualitative case study approach to deeply understand the optimization of local-oriented fiqh education and its effectiveness in improving higher-order thinking Skills (HOTS) in madrasah. The research site is Madrasah Aliyah Darul Qur'an Bumiharjo-Glenmore-Banyuwangi. Participants were selected using a purposive sampling technique based on specific considerations and objectives. The study involves nine participants: the Madrasah Principal, Deputy Madrasah Principal, subject teachers, and students. The informants have diverse occupational, educational, and gender backgrounds, ensuring a comprehensive perspective on the research theme.

Data collection techniques use observation. Observations were conducted during classroom activities to capture students' interaction and engagement with the local-oriented fiqh curriculum. Participants were interviewed to gather detailed insights. The interviews followed an interview guide but allowed for flexibility to explore topics outside the predefined questions. Documentation use Relevant documents, such as curriculum guides, lesson plans, and student work samples, were reviewed to understand how local contexts are integrated into fiqh education.

Data analysis involved several steps: Data Reduction, the collected data were organized and simplified by summarizing and focusing on key themes relevant to the research questions. Data Presentation: data were presented in narrative form, using tables and diagrams where necessary, to illustrate the findings clearly. Conclusion Drawing, Patterns and relationships within the data were identified to draw meaningful conclusions about the optimization of local-oriented fiqh education and its impact on students' HOTS. By employing these methods and instruments, the research aims to provide a detailed and nuanced understanding of the effectiveness of integrating local perspectives into fiqh education in madrasah.

Madrasah Aliyah Darul Qur'an Bumiharjo-Glenmore-Banyuwangi was chosen as the location for this research for a strong reason, namely because it has various advantages that are relevant to the research topic. First, this madrasa is unique in its integration of religious education and rich local values, making it an ideal place to study the application of locally-based fiqh learning. Second, this madrasa shows a strong commitment to improving the

quality of education and developing students' critical thinking skills, which is in line with the objectives of this research. Third, this location was also chosen because of the presence of a supportive local community, allowing researchers to directly observe the impact of implementing the proposed learning method on student engagement and achievement. In addition, Bumiharjo-Glenmore-Banyuwangi has cultural diversity which can provide additional insight into how the local context can be effectively integrated into the fiqh education curriculum.

Data analysis in this research uses the interactive model of Miles, Huberman and Saldana (1994) which consists of 4 steps, namely data collection, data reduction, data presentation, and concluding/verification. Data validity was ensured through a process of data triangulation and review, which ensured consistency with research findings. To ensure the accuracy of the data collected, source triangulation was carried out by cross-referencing information from previous theories and studies related to various fields of education and learning systems in Madrasah. Researchers conduct research from these sources thoroughly to verify the accuracy of the data collected. Next, a comparison was made between the data collected and observations obtained through interviews, as well as documents related to learning patterns and the development of Islamic boarding schools. This approach strengthens the strength and reliability of the research findings.

RESULT AND DISCUSSION

Result

The research results show that optimizing fiqh education with a local perspective improves higher-order thinking skills in Madrasah as follows.

Local Context Integration

Integrating local context is an indicator for achieving higher-order thinking skills in madrasah. As stated by Muh Wafi the Head of Madrasah Aliyah Darul Qur'an "the concept of integrating local context applied in Madrasahs must be following the subject matter, by linking the subject matter to students' daily lives in their environment can increase their involvement and understanding. For example, teachers can invite students to explore and analyze religious practices in their community, such as the way local people carry out zakat, alms, or other local traditions related to Islamic law." in line with Ali Fatkhu's explanation as a fiqh subject teacher that "integrating local context helps students see the relevance of lesson material to their real lives so that they are more motivated to think critically and analytically. For example, on the topic of zakat, students can be given the task of identifying the types of assets that must be zakat in their community and how the procedures for collecting and distributing zakat are carried out."

The informant's statement above shows that integrating local context in learning at madrasah has proven effective in improving students' higher-order thinking skills. By relating

lesson material to everyday life and the environment around them, students become more involved and understand the material better. Concrete examples include students being able to carry out direct observations and interviews with local religious figures to understand how these practices are carried out and how fiqh laws are applied in that context. Thus, integrating local context to improve higher-order thinking skills at Madrasah Aliyah Darul Qur'an. This research not only enriches the student learning process but also makes a positive contribution to the local community.

Figure 1. Integration of local context



From the picture above, it shows that integration of the local context includes student involvement, namely the level of student participation in activities related to the local context. Critical Thinking Ability, namely the ability of students to carry out in-depth analysis of the information they obtain from the local context. The relevance of lesson material is the extent to which students can see the relationship between the lesson material taught and their daily lives in the local environment. And finally, Environmental Awareness, namely the level of student awareness of environmental issues that arise from integrating the local context. Thus, these indicators show the effectiveness and impact of integrating local context in improving higher-order thinking skills in madrasah.

Interactive Learning

Interactive learning is included in the indicators of Optimizing fiqh education with a local perspective to improve higher-order thinking skills in Madrasah. explained by Faiz Fachriyan deputy head of the madrasah that "Madrasahs are starting to implement interactive learning in fiqh lessons with a local perspective approach by trying to link fiqh material with local context and culture so that students can more easily understand and apply these teachings in everyday life" . And another perspective from Ali Fatkhu that "a significant increase in students' higher order thinking skills (HOTS) abilities is not only able to memorize and understand the basic concepts of fiqh, but also able to analyze, evaluate, and create solutions to the problems they encounter, they become more critical in thinking and able to make wise decisions based on in-depth understanding."

From the informant's statement above, it can be concluded that the application of interactive learning with a local perspective in fiqh lessons at madrasah has had a significant

positive impact which not only allows students to more easily understand and apply fiqh teachings in their cultural context, but also improves their ability to think at a higher level. high (higher-order thinking skills). Students become more critical, able to analyze, evaluate and create solutions to the various problems they face, and can make wise decisions based on a deep understanding of the material being studied. Thus, this research not only improves the quality of Islamic jurisprudence education but also prepares students to face challenges in real life more prepared and competent.

Collaborative Problem Solving

Collaborative problem solving is also included in the indicators for achievement Optimizing fiqh education with a local perspective to improve higher-order thinking skills in Madrasah. As stated by Ali Fatkhu, "local insight in the context of fiqh education means incorporating the values, traditions and religious practices that exist in the local community into the fiqh curriculum which covers various aspects such as customs, worship habits and relevant local wisdom with Islamic teachings". And muh wafi said that "by including local insights, it is hoped that students can more easily relate the theories they learn to real situations around them which will encourage them to think critically, analyze and evaluate information in more depth." In addition, they will also be invited to design solutions that are relevant to their local context, which is part of HOTS skills. One example is when discussing zakat. Teachers not only teach general theories about zakat but also invite students to see how zakat is applied in communities and stakeholders.

It can be understood from the informant's statement above that collaborative problem-solving is an important indicator in optimizing local-oriented jurisprudence education in madrasah to improve students' higher-order thinking Skills (HOTS). By incorporating local religious values, traditions and practices into the curriculum, students can more easily relate theory to real situations around them. This encourages them to think critically, analyze and evaluate information in depth, and design solutions that are relevant to the local context. An example of its application is in discussing zakat, where the teacher teaches theory while inviting students to see its application in the community and involving local stakeholders.

Table 2. Collaborative problem-solving indicators

indicator	implementation
Active Student Involvement	Students are actively involved in group discussions to solve complex problems related to fiqh material, such as the application of zakat law in their local context.
Use of Local Resources	Teachers integrate the values, traditions and religious practices of local communities in fiqh learning, allowing students to relate theory to real situations around them.
Stakeholder Engagement	Learning involves local stakeholders in discussions of topics such as zakat, allowing students to see the practical implications of the theory learned and design relevant solutions.
Solution-Oriented Collaboration and Discussion	Students learn to work together to find the best solution to the problem at hand, appreciate each other's contributions

and achieve deeper understanding through group discussions.

The table above shows that collaborative problem-solving can be resolved with several indicators which include active student involvement, use of local resources, stakeholder involvement, collaboration and solution-oriented discussions. With this in mind, these indicators not only measure students' level of participation in collaborative problem-solving but also describe their ability to use higher-order thinking skills to apply knowledge to real or everyday life contexts.

Critical Literacy Development

The development of critical literacy is an important indicator for achieving higher-order thinking skills (HOTS) in Madrasah. As Fatkhu stated, "The importance of developing critical literacy in Islamic jurisprudence learning in madrasah is not only to understand Islamic jurisprudence texts literally but also to interpret deeper meanings which can help them develop high-level thinking skills (HOTS) which are very much needed in solving problems. everyday life. Next, several students in Madrasah Aliyah Darul Qur'an Bumiharjo-Glenmore-Banyuwangi said that "the experience of studying fiqh with a critical literacy approach is not only learning about Islamic laws but also how to apply them in real life. Class discussions became more lively, and we often discussed various views and opinions." Therefore, integrating local insights into learning fiqh has also been proven to make the material more relevant and interesting for students.

The following is the informant's statement, which can be concluded that developing critical literacy is very important to achieve higher-order thinking skills (HOTS) in madrasah. Critical literacy in fiqh learning allows students to not only understand fiqh texts literally but also interpret deeper meanings, helping them develop the higher-order thinking skills needed to solve everyday problems. The experience of students at Madrasah Aliyah Darul Qur'an Bumiharjo-Glenmore-Banyuwangi shows that a critical literacy approach makes learning fiqh more lively and relevant to real life. In addition, the integration of local insights in fiqh learning makes the material more interesting and meaningful for students, thus supporting the development of HOTS effectively.

Discussion

Based on the research results above integrating local context in learning at a madrasah has great potential to improve higher-order thinking skills. By utilizing local wisdom, students can more easily relate learning material to their daily lives, which in turn triggers curiosity and analytical skills (Munawwaroh 2024). In Islamic jurisprudence subjects at madrasah, integrating local context can improve higher-order thinking skills by linking theory with real practice in the community (Falah et al. 2023; Abdullah, Annisah, and Baharun 2023). For example, students can study the implementation of zakat in their

environment through observations and interviews, and then compare it with the theory learned in class (Harmonis, Amir, and ... 2021; Baek and Lim 2024). This discussion hones students' critical, analytical and evaluative thinking skills, and makes learning more relevant and meaningful (Zhang et al. 2024). In this way, students not only understand the theory of jurisprudence but also see its application in everyday life, thereby encouraging them to become more critical and active learners.

Not only that, interactive learning in madrasah shows significant results in improving students' higher-order thinking skills (HOTS) (Shabur and Siddiki 2024). With an approach that links fiqh material to local context and culture, students become more involved and interested in the learning process (Hasanah et al. 2024; Seo, Park, and Koo 2024). This interactive learning encourages students to not only memorize and understand basic concepts, but also to analyze, evaluate, and create solutions to various problems (Wibowo and Hasanah 2021). This can be seen from the increase in students' critical abilities in evaluating information and making wise decisions based on in-depth understanding (Muhith et al. 2023). Active interaction between teachers and students, as well as between students and each other, also enriches discussions and collaborative learning (Abdullah et al. 2023). Thus, the application of interactive learning has proven effective in preparing students to face future challenges with better higher-order thinking skills.

Collaborative problem-solving has also proven effective in improving higher-order thinking Skills (HOTS) in madrasah (de Beer et al. 2023). By encouraging students to work together in understanding and solving complex problems related to fiqh material, it is possible to share knowledge and perspectives, thereby enriching their understanding of the material.(Enas and Noviana 2022; Nadya et al. 2023). Additionally, this collaboration hones students' analytical, evaluative, and synthesis skills, which are key components of HOTS (Hidayati and Choiriyah 2024). By incorporating elements of local insight into the learning process, students can relate theory to real practice in their environment, which increases their relevance and engagement in learning (Trisilia, Munjiat, and Hussien 2022). For example, in discussions about zakat, students not only learn theory, but also explore how zakat is implemented in their communities, involve local stakeholders, and look for solutions to increase the effectiveness of zakat implementation.

The development of critical literacy at Madrasah Aliyah Darul Qur'an aims to improve students' higher-order thinking skills (HOTS) (Pellikka et al. 2024; Hidayat et al. 2023). Critical literacy helps students not only understand fiqh texts literally, but also interpret deeper meanings (Nurhartanto 2023; Sanjani 2024). This approach makes students more active in class discussions, strengthening their ability to argue and solve complex problems (Cynthia and Sihotang 2023). Student experiences show increased engagement and deep

understanding in discussions, proving the effectiveness of critical literacy in developing essential HOTS to face the challenges of everyday life.

CONCLUSION

The conclusion of research regarding optimizing local-oriented fiqh education to improve higher-order thinking skills (HOTS) at Madrasah Aliyah Darul Qur'an Bumiharjo-Glenmore-Banyuwangi shows that the integration of local context in fiqh learning can significantly improve students' higher-order thinking skills. Therefore, students not only understand the subject matter more easily but are also better able to analyze, evaluate and create solutions to the various problems they face. Locally-based learning has also been proven to increase students' active participation and make the learning process more meaningful and relevant to their daily lives. This research emphasizes the importance of implementing teaching strategies that are contextual and relevant to the surrounding environment to improve the quality of education in madrasahs, especially in the development of HOTS.

REFERENCES

- Abdullah, Abdullah, Ira Annisah, and Hasan Baharun. 2023. "Building Santri Loyalty Through Total Quality Service in Islamic Boarding Schools." *QULUBANA: Journal of Da'wah Management* 4 (1): 130–46. <https://doi.org/10.54396/qlb.v4i1.992>.
- Abdullah, Sultani, Hasan Baharun, and Izzur Rizqiyah. 2023. "Strengthening Furudul Ainiyah Based on Excellency in Islamic Boarding Schools; Assure Approach." *Fikroh: Journal of Islamic Thought and Education* 16 (1): 1–10. <https://doi.org/10.37812/fikroh.v16i1.653>.
- Ahmad, Iqbal Faza, Nur Hidayanto Pancoro Setyo Putro, Zulkifli Syauqi Thontowi, Ahmad Syafii, and M. Aldi Subakti. 2020. "Trends in the Implementation of Higher-Order Thinking Skills in Islamic Religious Education in Madrasah and Schools: A Systematic Literature Review." *Journal of Islamic Education* 9 (2): 195–216. <https://doi.org/10.14421/jpi.2020.92.195-216>.
- Ansori, A, H Hefniy, H Baharun, AH Agus, and ... 2023. "Method of Communications Islamic Educational Institutions in Building Branding Image Symbolic Interaction Studies." ... : *Indonesian Journal of ...* 5 (3): 280–93. <https://serambi.org/index.php/managere/article/view/141%0Ahttps://serambi.org/index.php/managere/article/download/141/368>.
- Baek, Jeongyeop, and Lisa Lim. 2024. "Unveiling Pedestrian Injury Risk Factors through Integration of Urban Contexts Using Multimodal Deep Learning." *Sustainable Cities and Society* 101 (November 2023): 105168. <https://doi.org/10.1016/j.scs.2023.105168>.
- Beer, Eveline (E HM). de, Harmieke (H). van Os-Medendorp, Sjors (S WM). Groeneveld, and Jan S. (J S.). Jukema. 2023. "Perceived Contribution of a Hybrid Serious Game to

- the Development of Collaborative Problem Solving among Undergraduate Nursing Students: A Mixed Method Design." *Nurse Education in Practice* 73 (October): 103794. <https://doi.org/10.1016/j.nepr.2023.103794>.
- Cynthia, Riries Ernie, and Hotmaulina Sihotang. 2023. "Moving Together in the Digital Era: The Importance of Digital Literacy to Improve Students' Critical Thinking and Problem Solving Abilities." *Tambusai Education Journal* 7: 31712–23.
- Enas, Enas, and Rafika Laura Noviana. 2022. "Quality Improvement As A Strategy to Build Pesantren's Brand Credibility." *AL-ISHLAH: Journal of Education* 14 (1): 529–38. <https://doi.org/10.35445/alishlah.v14i1.1583>.
- Falah, MRF, H Baharun, A Wibowo, and ... 2023. "Communication In Islamic Boarding School Educational Institutions: The Application Of Social Cognitive Theory In Understanding Social Interaction In The Islamic Boarding School Environment." *Mapendis: Journal ...* 01 (02): 18–28. <https://doi.org/10.30997/jtm.v>.
- Harmonis, M, A Amir, and ... 2021. "The Behavior Of Customers Choice In Educational Institutions." *At-Tarbiyat: Journal of Islamic Education* 04 (03): 1–14. <http://jurnal.staiannawawi.com/index.php/At-Tarbiyat/article/view/331>.
- Hasanah, Rizkiyah, Izzatul Munawwaroh, Febriyanti Ghayatul Qushwa, and Abu Hasan Agus R. 2024. "Developing Career Adaptability Through Human Resource Innovation." *EDUKASIA: Journal of Education and Learning* 5 (1): 169–78. <https://doi.org/10.62775/edukasia.v5i1.734>.
- Hidayat, Mansyur, Gunawan Santoso, Novi Mega Lestari, and Muhammadiyah University Jakarta. 2023. "Development of Web-Based E-Modules to Support Mathematical Representation Capabilities to Improve Independent Character and Critical Thinking." *Journal of Transformative Education (JPT)* 2 (3): 521–40.
- Hidayati, Nurlailli, and Siti Choiriyah. 2024. "AL-AFKAR: Journal for Islamic Studies Application of the Technological Pedagogical and Content Knowledge (TPACK) Approach Based on Higher Order Thinking Skills (HOTS) in Learning Islamic Religious Education at Madrasah Aliyah Level" 7 (3): 139–52. <https://doi.org/10.31943/afkarjournal.v7i3.1287.Application>.
- Kwangmuang, Parama, Suwisa Jarutkamolpong, Watcharee Sangboonraung, and Srisuda Daungtod. 2021. "The Development of Learning Innovation to Enhance Higher Order Thinking Skills for Students in Thailand Junior High Schools." *Heliyon* 7 (6): e07309. <https://doi.org/10.1016/j.heliyon.2021.e07309>.
- Mawangir, Muh. 2022. "The Development of Higher Order Thinking Skill Test Instrument on the Fiqh Subject: The Case of a State Islamic Senior High School in West Bangka Regency." *Journal of Higher Education Theory and Practice* 22 (7): 167–77. <https://doi.org/10.33423/jhetp.v22i7.5281>.

- Michalsky, Tova. 2024. "Metacognitive Scaffolding for Preservice Teachers' Self-Regulated Design of Higher Order Thinking Tasks." *Heliyon* 10(2):e24280. <https://doi.org/10.1016/j.heliyon.2024.e24280>.
- Moslimany, Raqib, Anzar Otaibi, and Frugo Shaikh. 2024. "Designing a Holistic Curriculum: Challenges and Opportunities in Islamic Education." *Journal on Islamic Studies* 1 (1): 52–73. <https://doi.org/10.35335/beztg009>.
- Mou, Tsai Yun. 2024. "The Practice of Visual Storytelling in STEM: Influence of Creative Thinking Training on Design Students' Creative Self-Efficacy and Motivation." *Thinking Skills and Creativity* 51 (November 2023): 101459. <https://doi.org/10.1016/j.tsc.2023.101459>.
- Muhith, Abd, Hasan Baharun, Astutik Astutik, and Lailatul Mukarromah. 2023. "Anger Management in Building Service Quality in Early Childhood Education Institutions." *Journal of Obsession : Journal of Early Childhood Education* 7 (5): 5460–68. <https://doi.org/10.31004/obsessi.v7i5.4158>.
- Munawwaroh, Izzatul. 2024. "Management Strategy Development of The Furudul Ainiyah Movement Program" 02 (01): 1484–91.
- Nadya, Hasanah Faiqoh Maulidah, Hasan Baharun, Hefniy Hefniy, Moch Tohet, and Abdul Wahid Zaini. 2023. "Teacher Assistance in the Development of Merdeka Curriculum Learning Devices." *Communautaire: Journal of Community Service* 2 (2): 98–107. <https://doi.org/10.61987/communautaire.v2i2.257>.
- Nowlan, Nuket, Ali Arya, Hossain Samar Qorbani, and Maryam Abdinejad. 2023. "Higher-Order Thinking Skills Assessment in 3D Virtual Learning Environments Using Motifs and Expert Data." *Computers & Education: X Reality* 2 (February): 100012. <https://doi.org/10.1016/j.cexr.2023.100012>.
- Nurhartanto, Armin. 2023. "Methods of Interpretation in Contemporary Ushul Fiqh: A Study of Literal and Contextual Approaches." *Journal of Pedagogy* 16 (1): 55–66.
- Pelikka, Anne, Tua Nylèn, Virpi Hirvensalo, Laura Hynynen, Sonja Lutovac, and Petteri Muukkonen. 2024. "Understanding Teachers' Perceptions of Geomedia: Concerns about Students' Critical Literacy." *Teaching and Teacher Education* 144 (September 2023). <https://doi.org/10.1016/j.tate.2024.104607>.
- Rusli, Rusli, and Nurdin Nurdin. 2022. "Understanding Indonesia Millennia Ulama Online Knowledge Acquisition and Use in Daily Fatwa Making Habits." *Education and Information Technologies* 27(3): 4117–40. <https://doi.org/10.1007/s10639-021-10779-7>.
- Sanjani, M Aqil Fahmi. 2024. "Enhancing Learning Quality through Management Support in Crafting Self-Assessment Questions at School" 03 (01): 1–12.
- Seo, Seungwon, Hyunsoo Park, and Choongwan Koo. 2024. "Impact of Interactive Learning

- Elements on Personal Learning Performance in Immersive Virtual Reality for Construction Safety Training." *Expert Systems with Applications* 251 (July 2023): 124099. <https://doi.org/10.1016/j.eswa.2024.124099>.
- Shabur, Md Abdus, and Md Raihan Siddiki. 2024. "Investigating Social Media's Impact on the New Era of Interactive Learning: A Case Study of Bangladesh." *Heliyon* 10(4): e26234. <https://doi.org/10.1016/j.heliyon.2024.e26234>.
- Susilawati, Samsul, Muhamad Zubad Nurul Yaqin, Wahidwarni Wahidwarni, Fazat Arifatul Ulfa, and Krismoneta Krismoneta. 2023. "Training on Preparation of Islamic Integrated HOTS-Based Questions and Their Application in Online Learning in Elementary Schools." *Munaddhomah: Journal of Islamic Education Management* 4 (4): 867–77. <https://doi.org/10.31538/munaddhomah.v4i4.459>.
- Trisilia, Nurhidayah, Siti Maryam Munjiat, and Bannaga Taha Al-Zubair Hussien. 2022. "Technical Assistance Program as A Media to Overcome the Problem of Children's Dyslexia in Madrasah Ibtidaiyah." *Al Ibtida: MI Journal of Teacher Education* 9 (1): 74. <https://doi.org/10.24235/al.ibtida.snj.v9i1.9804>.
- Yuni, Badrah. 2024. "Philosophical Foundations in Training Traditional Religious Educators: Bridging Past and Present." *Future Philosophy* 3: 40–65. <https://doi.org/10.57125/fp.2024.06.30.03>.
- Wibowo, Adi, and Siti Nur Hasanah. 2021. "Women's Leadership in Creating Child-Friendly Schools." *Quality* 9(1): 87. <https://doi.org/10.21043/quality.v9i1.10109>.
- Wibowo, Adi, and Himmatur Rizal. 2023. "Building the Pesantren Reputation: Implementation of Inbound Marketing Introduction In This Increasingly Growing Era of Globalization, Education Is a Determining Factor in Forming a Cultured, Civilized Society with a Deep Understanding of Religion And" 13 (3): 231–49. <https://doi.org/10.33367/ji.v13i3.4540>.
- Yong, Su Ting, Nishanth G. Chemmangattuvalappil, and Dominic CY Foo. 2024. "Students' Perception of Non-Placement Work-Integrated Learning in Chemical Engineering: Work-Related Skills towards the Post-Pandemic Future." *South African Journal of Chemical Engineering* 47 (November 2023): 322–32. <https://doi.org/10.1016/j.sajce.2023.12.008>.
- Zhang, Ying, Qianqian Zheng, Chengcai Tang, Haixia Liu, and Minrui Cui. 2024. "Spatial Characteristics and Restructuring Model of the Agro-Cultural Heritage Site in the Context of Culture and Tourism Integration." *Heliyon* 10(9):e30227. <https://doi.org/10.1016/j.heliyon.2024.e30227>.