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Model Desain Pembelajaran Inovatif dalam Pendidikan Agama Islam Abad 21 di MTs N 1 Lahat

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Abstract

Abstract is written in Candara font, size 9pt, spaced 1 with a text length of 150-300 words. Abstracts are written in standard Indonesian with improved spelling. Abstract presents the problem, objectives, methods, results, and conclusions. Complete sentences must contain at least a subject and a predicate. In writing passive sentences, the subject and predicate elements must be clear.

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Introduction

The contents of the article are typed using the Candara 11 pt font with a margin of 2 cm on the top, 2 cm on the left, 2 cm on the bottom, and 2 cm on the right on A4 paper. Reference citation using APA (American Psychological Association) format The paragraph spacing uses 1 space. This section contains (1) the importance of the research conducted; (2) an explanation of the object and *scope* of the study; (3) presenting the latest *literature related to the topic under study; (4) analyze the strengths & weaknesses of previous publications; (5) convey the principles* of research results or current conditions, and (6) convey the objectives and novelty of the research; This section contains clear gaps in the problems studied.

Method

1This section contains the design or design of the research carried out. In this section, at least it contains the type of research, research subject/object, data collection techniques/instruments, and data analysis.

Results and Discussion

This section contains the results of data analysis, test instruments and hypotheses (if any), answers to research questions, findings, and interpretation of findings. Research findings as far as possible are discussed by linking the results of previous research. Also in this section, the author presents the advantages of his research findings and the possibility to be able to contribute to the development of the scientific field. If there is a table that is presented, it must comply with the following format:

Table 1.
Evaluation Component

Component	Evaluator		Score
	Student	Teacher	
1. Teacher performance in class	X	X	30
2. Biology learning facilities	X	X	45
3. Class climate	X		36
4. Student attitude	X		33
5. Student learning motivation	X		45

Figure 1.
Evaluation Component

Conclusion

This section contains conclusions from the results of the study and the limitations of the results of the research conducted. In addition, this section also emphasizes the possibility for further research to cover the limitations of the findings.

Reference

Contains sources referenced in writing articles in the last ten years. The references used are expected to be 80 percent from primary sources originating from reputable national and international journal articles. The bibliography is written in the following formatAPA (American Psychological Association). Bibliography is written really only contained in the article and arranged alphabetically. Using the Mendeley, Endnote, or Zotero apps is recommended.

(Type: book with the same author as the publisher)

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

(Type: e-book)

Bransford, JD, Brown, AL, & Cocking, RR (2005). How people learn: Brains, minds, experiences and schools. from https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition.

(Type: edited book with more than two or more editors)

Tobias, S., & Duffy, TM (Eds.) (2009). Does Entrepreneurial Education Have an Impact on Entrepreneurial Intentions? New York, NY: Routledge.

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Sahlberg, P. (2012). Entrepreneurship Education at the University. In L. Darling-Hammond & A. Lieberman (Eds.), Teacher education in entrepreneurial universities: changing policy and practice. London: Routledge.

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Schunk, DH (2012a). Learning theory in entrepreneurship education. Boston, MA: Pearson Education, Inc.

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Tabachnick, BG, & Fidell, LS (2007). Using multivariate statistics (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

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Van Vught, FA & Westerheijden, DF (1994). Towards a general model of quality assessment in higher education. Higher Education, 28(3), 355–371. two:https://doi.org/10.32923/kjmp.v4i1

(Type: article written by three authors)

Teeroovengadum, V., Kamalanabhan, TJ, & Seebaluck, AK (2016). Measuring service quality in higher education: Development of a hierarchical model (HESQUAL). Quality Assurance in Education, 24(2), 244-258. doi:10.1108 / QAE-06-2014-0028.

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Janssen, J., Kirschner, F., Erkens, G., Kirschner, PA, & Paas, F. (2010). Making the collaborative learning black box transparent: Combining a process-oriented approach and cognitive load. Review of Educational Psychology, 22(2), 139-154. doi:10.1007/s10648-010-9131-x.

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Retnowati, E. (2012, 24-27 November). Learn mathematics collaboratively or individually. Paper presented at the 2nd International Conference on STEM in Education, Beijing Normal University, China. Retrieved from http://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf.

(Type: government or organizational guidelines/reports)

NCTM. (2000). Principles and standards for school mathematics. Reston, VA: Author.

(Type: legal document)

Permendiknas 2009 No. 22, Basic Competence of Pancasila Education and Citizenship in Elementary School Class I-