

THE EFFECTIVENESS OF THE CRITICAL INCIDENT METHOD ON LEARNING OUTCOMES IN QUR'AN AND HADITH MATERIAL FOR THIRD GRADE STUDENTS AT MADRASAH IBTIDAIYAH

Nurul Azizah^{1*}
Annisa Wulansari²
Heru Saiful Anwar³

^{1,2,3} Program Studi Pendidikan Agama Islam,
Universitas Darussalam Gontor.

* E-mail: nurulazizah@unida.gontor.ac.id

Abstract

The purpose of this study was to determine the effect of using the Critical Incident Method on the learning outcomes of the 3rd -grade Qur'an subjects at SDIT Darul Falah Ponorogo. This study uses a quantitative experimental approach with a True Experimental design because the researchers took illustrations as generalizations of the population with a pre-test and post-test control group design approach, the selection of experimental and control classes were selected systematically so that students' abilities were equivalent by using Nonprobability Sampling (Systematic Sampling). . This research took a sample of 30 students who were randomly selected 15 students in the experimental class and 15 students in the control class. In collecting data using tests and documentation, the data technique was tried through the Mann-Whitney non-parametric test because the data were not normally distributed and not homogeneous and were assisted by the SPSS 22 application. The experimental post-test score of 9.93 was greater than the control class post-test score. 9. 2, which means that there is an effect of learning with the Critical Incident method on student learning outcomes which are described by the Mann-Whitney test of $0.05 > 0.000$. Based on the results of the study, shows that the Critical Incident learning method can be used in various institutions in learning the Qur'an Hadith to make the educational process more creative and innovative, and can be used by other researchers in researching subjects with the same characteristics.

Keywords: Critical Incident Method, Qur'an Hadith, Learning Outcomes

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan *Metode Critical Incident* terhadap hasil belajar mata pelajaran Qur'an siswa- siswi kelas 3 di SDIT Darul Falah Ponorogo, alasan pemilihan ini disebabkan kelebihan metode ini adalah dapat mengaktifkan siswa dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif eksperimen dengan desain True Eksperimental disebabkan peneliti mengambil ilustrasi selaku generalisasi populasi dengan pendekatan *pre-test* and *post-test control group* desain, pemilihan kelas eksperimen serta kontrol diseleksi secara sistematis supaya kemampuan siswa setara dengan menggunakan *Nonprobability Sampling* (Sampling Sistematis). Riset ini mengambil sample dari 30 siswa yang diseleksi secara random 15 siswa pada kelas eksperimen dan 15 siswa pada kelas kontrol. Dalam pengumpulan data memakai tes serta dokumentasi, adapun teknik data dicoba lewat uji *non- parametrik Mann Whitney* disebabkan data tidak berdistribusi normal serta tidak homogen serta dibantu dengan aplikasi SPSS 22. Hasil nilai *post- test eksperimen* 9. 93 lebih besar daripada nilai *post-test* kelas kontrol 9. 2, maknanya ada pengaruh pembelajaran dengan metode *Critical Incident* terhadap hasil belajar siswa yang dipaparkan dengan uji Mann Whitney sebesar $0.05 > 0.000$. Berdasarkan

hasil penelitian menunjukkan bahwa metode pembelajaran Critical Incident bisa digunakan di bermacam lembaga pada pembelajaran Qur'an Hadist secara untuk menjadikan proses pendidikan yang lebih kreatif serta inovatif, dan bisa digunakan oleh peneliti- peneliti lain dalam melakukan riset pada mata pelajaran dengan karakteristik yang sama.

Kata kunci: Metode *Critical Incident*, Qur'an Hadist, Hasil Belajar

INTRODUCTION

Muslims regard the Qur'an and Hadith as guidance to help them fulfill their duties on this earth as good stewards (caliphs). Understanding this guidance requires an in-depth study of the Qur'an and Hadith themselves so that Muslims can reflect on their content, become beneficial individuals, and address the highly complex challenges of today. (Ikhwan, 2016). As times progress, guidance is often displaced by things inclined toward worldly matters, gradually eroding the religious values that are already comprehensively available in the Qur'an and Hadith. Therefore, the Qur'an Hadith subject taught in Madrasah Ibtidaiyah (MI) is expected to foster faith and devotion to Allah SWT, equip students with life skills, enable them to work scientifically, and cultivate a strong personality with noble character. These objectives can be achieved if the learning process is carried out effectively and efficiently (Putra & Idawati, 2017).

In the learning process, teaching and learning activities are foundational components. This means that the outcomes and objectives of learning largely depend on how the learning process is designed and implemented. Teachers play a crucial role in the progress of a nation. The state of the nation's future is directly influenced by the responsibilities teachers bear today. What a teacher does now in the classroom will shape the nation's advancement in the future. Therefore, various efforts are made to improve the quality of teachers. The goal is to make teachers more professional in carrying out their duties and responsibilities. When the quality of teachers improves, so does the learning process. As the learning process improves, students' learning outcomes also improve, and when students' learning outcomes improve, national progress can be achieved (Mufidah et al., 2022).

Every educational institution has a set standard of achievement that students must attain, known as the Minimum Mastery Criteria (MMC) At MI Darul Falah, the MMC for the Qur'an Hadith subject is set at 8. However, based on the formative test results provided by the teachers, 66% of students, or 66 out of 87, have not yet met the MMC for Qur'an Hadith. Based on observations at MI Darul Falah, Ponorogo, several issues contribute to the low learning outcomes in the Qur'an Hadith subject: (1) Low student engagement during the learning process, where students tend to feel sleepy and lack focus. This is due to limited interaction between teachers and students during classroom instruction; (2) Teachers tend to rely on monotonous methods, predominantly using lectures, which fail to encourage active student participation in the classroom; (3) Students often feel bored and fatigued. Given these challenges at MI Darul Falah Ponorogo, a suitable solution is

needed by shifting to a learning approach that aligns with active learning principles. Teachers in Islamic education are required to adopt a reflective approach that prioritizes synthesis, dialogue, and discussion (Arif, 2012). Teachers act as 'guides' and are often perceived as having a dominant role, with the ability to correct and being regarded as the sole source of knowledge. Considering the issues outlined, teachers should be able to select appropriate teaching models and methods to foster active student participation in all teaching and learning activities.(Azizah, 2022).

The development of teaching variation is crucial for teachers, as effective teachers can make the learning process enjoyable for students and create a conducive atmosphere throughout the lesson. Educational experts argue that the learning climate designed and developed by teachers has a significant impact on supporting the success of the learning process (Azizah & Syarifah, 2021).

In the learning process, the choice of method is closely linked to the teacher's success in delivering the material to achieve the learning objectives. Therefore, teachers are required to have skills in mastering the content, classroom management, and selecting the appropriate methods that align with the characteristics of the material being taught. As such, teachers are the primary source of success for students as learners (Dwi Maryani, 2022).

In essence, there is no single best method in the learning process; each teaching method has its strengths and weaknesses. This is where the teacher's role becomes crucial in selecting the appropriate teaching methods that will ensure the learning process runs smoothly and achieve the objectives effectively and efficiently. Using a teaching model that aligns with the learning objectives is an alternative approach to learning. Student-Centered Learning (SCL) is one such model that can enhance student engagement. Known also as the student-centered approach, this learning model emphasizes student responsibility during the learning process. It is designed to foster creativity, self-confidence, and students' ability to think critically in understanding the subject matter.

In implementing the teaching and learning activities using the SCL approach, the teacher plays the role of a facilitator, providing learning stimuli to students so they can explore new knowledge. In this case, the teacher ensures that students are stimulated and able to connect the knowledge gained from their daily life experiences with the learning material presented in class. The main goal of teaching Qur'an Hadith is for students to link the theoretical content with its real-life application, all while adhering to the two main guidelines of Islam. Therefore, the method suggested by the researcher is the Critical Incident method. The Critical Incident method is a teaching approach that aims to engage students from the beginning by reflecting on their experiences (suarni, 2018).

The Critical Incident method is a learning process that begins with the first step of teaching, which involves delivering an introductory activity to students. This step aims to connect students' prior knowledge with the new material by asking them about experiences related to the topic. The core of the Critical Incident method is to relate incidents to various learning experiences stored in the students' memory. The essence of

the teaching and learning process in this method is to connect students' learning experiences by reflecting on them. The Critical Incident method is a technique that asks students to describe memorable experiences from their learning process. (Dadela, S.S., M.Pd. & Iswandiari, S.Pd., 2019). The Critical Incident method encourages students to learn actively, as they are required to be engaged from the beginning of the lesson. This involvement is expected to foster enthusiasm in students for learning. The Critical Incident method involves recalling events that students have experienced or encountered, then relating those experiences to the lesson topic (ahmadiyanto, 2016).

This teaching method connects students' experiences with the material that the teacher will present. The implementation involves arranging the classroom in a U-shape, allowing the teacher to monitor all students effectively. This U-shape classroom setup is engaging and helps activate student participation. With this method, students can perceive that Qur'an Hadith is not an unfamiliar subject to them. Based on the issues mentioned above, there is a limitation in the teacher's approach to teaching Qur'an and Hadith, which tends to be monotonous and still relies on the teacher-centered learning approach. The Critical Incident method offers an alternative solution to shift the focus to student-centered learning, thus fostering student motivation.

METHOD

This research, utilizing a quantitative experimental approach, aims to determine the effect of a specific treatment under controlled conditions. Quantitative research emphasizes systematic measurement and analysis of variables using numerical data, allowing for objective and reliable conclusions. This aligns with (Sugiyono, 2023) perspective that experimental research is well-suited for testing hypotheses and determining the effectiveness of interventions in educational or scientific settings.

This study uses two types of variables: the independent variable and the dependent variable. The independent variable in this study is the Critical Incident Learning Method. The dependent variable is the Learning Outcomes of the Qur'an Hadith Subject. The independent variable serves as the cause or treatment that is intentionally applied or manipulated to observe its impact. In this study, it refers to the Critical Incident Learning Method used in the learning process. The dependent variable serves as the effect or outcome that is measured to determine the impact of the independent variable. Here, it refers to the students' learning outcomes in the Qur'an Hadith subject.

The development of the research instrument involves creating a detailed blueprint of the instrument and conducting both internal validity testing by experts and external validity testing with a sample group. The internal validity ensures the content of the instrument is relevant and accurate, and external validity testing with 30 respondents and 30 questions. Based on the results of the external validity test, 25 questions were found to be valid and reliable, while 5 questions were discarded.

The research design is a quantitative experimental study using the True Experimental Pre-test – Post-test Group Design model. The sampling technique used by the researcher is Nonprobability Sampling, where the sample is taken from each class A, B, and C, with 10 students from each class. This results in the distribution of students into the control class and experimental class, with 15 students in each group. The study employs a True Experimental Pre-test – Post-test Group Design. The researcher uses a Nonprobability Sampling technique, selecting 10 students from each of classes A, B, and C. Consequently, the students are divided into two groups: 15 students in the control class and 15 students in the experimental class.

Table 1: Experimental Research Design

Class	Pre-test	Treatment	Post-test
Experiment	O ¹	X	O ²
Control	O ¹	-	O ²

Data collection was conducted using test instruments. A test is a measurement tool used to evaluate an object of study against a specific set of materials. (Mahmudi, 2020). The pre-test is used to measure the students' initial abilities, while the post-test aims to determine whether there is a difference in the learning outcomes between the experimental class and the control class. The type of test instrument used is Multiple Choice, which provides clear answers. The questions have been tested for content validity, item validity, and reliability.

The data analysis process began with prerequisite tests, which included assessing the normality of the data distribution and testing for homogeneity of variance to ensure that the data met the assumptions for statistical analysis. After confirming these conditions, hypothesis testing was performed. The hypothesis test utilized the Mann-Whitney U test, a non-parametric method suitable for comparing differences between two independent groups when the data does not follow a normal distribution.

RESULTS AND DISCUSSION

The *Critical Incident* method is an active learning strategy designed to engage students emotionally and intellectually in the learning process. This approach aims to connect students' personal experiences with the material being studied, creating a more engaging and meaningful learning atmosphere. In its implementation, the teacher begins with an introduction or apperception, which involves reviewing previous material and linking it to the new topic. Afterward, the teacher asks students to recall their significant or memorable personal experiences related to the learning theme. For instance, in an Qur'an Hadith lesson, students are encouraged to reflect on their experiences that embody noble moral values. The teacher then motivates students to share these stories with the class.

This process is conducted in a conducive and supportive environment, ensuring that students feel comfortable sharing without fear of judgment. As a student shares their experience, the teacher and classmates listen attentively and discuss how the experience connects to the lesson being studied. This discussion helps students understand the subject matter through real-life experiences they or their peers have encountered.

Toward the end of the session, the teacher summarizes the lesson by linking the students' shared experiences to the theoretical or conceptual material. This step reinforces the students' understanding while demonstrating the relevance between life experiences and academic knowledge. This strategy offers several advantages. First, the *Critical Incident* method creates an active and enjoyable learning environment. Students are not just passive listeners but actively participate in the learning process. They learn to speak publicly, build their confidence, and develop courage. Second, by utilizing personal experiences, students find the material easier to understand as it directly relates to their lives.

However, this method also has some limitations. Students' active participation is typically more dominant at the beginning of the lesson when they share their experiences. After the sharing session, some students may revert to being passive and merely listen to the teacher's explanations. Additionally, not all students feel comfortable or confident speaking in front of the class, so teachers need to provide encouragement and create a supportive atmosphere.

Overall, the *Critical Incident* method is highly effective in increasing student participation, especially in exploring life experiences relevant to the learning material. Nevertheless, teachers should combine it with other strategies to ensure students remain engaged throughout the entire learning process

The researcher conducted a descriptive analysis to clarify the results of the pre-test and post-test for both the experimental and control classes. This analysis was intended to provide a comprehensive understanding of the data by calculating the key statistical measures, including the minimum and maximum values, the mean (average), the mode (most frequent score), the median (middle value), and the standard deviation (a measure of data variability). These measures help to summarize the performance of both groups before and after the treatment, giving insight into the overall trends and differences observed in the data. The analysis was conducted based on the data as follows:

Table 2: Descriptive Analysis

Description	POSTEKS	PREKON	POSTKON
Mean	7.33	9.93	8.30
Mode	7	10	9
Min Value	6	9	7
Max Value	9	10	9

Sum	110	149	123
-----	-----	-----	-----

This table presents the mean, mode, minimum value, maximum value, and the sum for each group (POSTEKS, PREKON, POSTKON). Based on the table summarizing the average scores above, the histogram graph of the learning outcomes for Al-Qur'an and Hadith can be seen as follows:

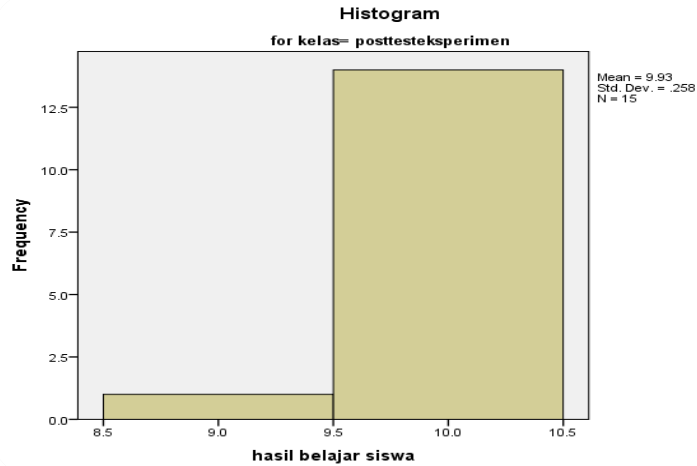


Figure 1: Histogram of the Experimental Class Post-Test

To assess the normality of the data distribution, a normality test was conducted to determine whether the population data followed a normal distribution. This test was applied to both the experimental class and the control class. The normality test used was the Kolmogorov-Smirnov test, which provides a statistical value that helps determine the distribution type. According to the established rule, if the p-value is smaller than 0.05, the data distribution is considered non-normal, suggesting that the data does not follow a normal distribution. On the other hand, if the p-value is larger than 0.05, the data is considered normally distributed. The results of the normality tests for both the pre-test and post-test scores from both the experimental and control groups are presented as follows:

Table 3: Normality Test Results Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
learning pretesteksperimen	.344	15	.000	.817	15	.006
outcom posttesteksperimen	.535	15	.000	.284	15	.000
es pretestkontrol	.290	15	.001	.771	15	.002
posttestkontrol	.373	15	.000	.734	15	.001

According to the table above, the significance of the pre-test for the experimental class is 0.000, which is below 0.05, indicating a non-normal distribution. The significance of the post-test for the experimental class is also 0.000, below 0.05, indicating a non-

normal distribution as well. The results of the normality test for the control class are as follows: Since the prerequisite and normality tests indicate that the data has an overall non-normal distribution, and the Kolmogorov-Smirnov test confirms that the data does not follow a normal distribution, the researcher then used the Mann-Whitney test.

Table 4: Statistical Test

Test Statistic	Value
Mann-Whitney U	37.000
Wilcoxon W	157.000
Z	-3.652
Asymp. Sig. (2-tailed)	0.000
Exact Sig. (2-tailed)	0.001

- a. Not corrected for ties.
- b. Grouping Variable: kelas

According to the table above, the Mann-Whitney test result from Asymp. Sig (2-tailed) is 0.000, which is less than 0.05, indicating that the result of the Mann-Whitney test is significant. This shows that the Critical Incident learning method has an impact on the Qur'an and Hadith subject at MI Darul Falah. The research hypothesis results indicate that Ha (alternative hypothesis) is accepted and Ho (null hypothesis) is rejected.

In the experimental class, the teacher used the Critical Incident learning method. The following are the steps of the lesson: 1) The teacher presents the learning objectives of the material; 2) The teacher asks the students to recall their experiences related to and connected with the material to be taught; 3) The teacher gives students an opportunity to reflect on their experiences; and 4) The teacher provides feedback to students on their experiences. According to previous research (Sulastini, R., & Handayani, S., 2022). the Critical Incident method is highly suitable for practical subjects. It can engage students from the beginning of the lesson and is particularly effective for achieving learning objectives related to empathy. The results of this study show that Asymp. Sig (2-tailed) is 0.000, which is less than 0.05, indicating that the application of the Critical Incident learning method improves the learning outcomes in Qur'an and Hadith at MI Darul Falah. The hypothesis testing results show that the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, the Critical Incident learning method can enhance the learning outcomes in Qur'an and Hadith.

The results of the study "The Effect of Implementing the Critical Incident Learning Model on Students' Academic Achievement in Aqidah Akhlak Subject for Class III at MI NW Dames" align with the findings above. The analysis shows a difference in the average achievement scores between the experimental class and the control class, with $X = 83.73$

compared to $X = 72.73$. Using the t-test, the result is $t_{hit} = 2.857$, which is greater than the $t_{table} (0.05) = 2.048$, with a significance level of 5% (0.05) and degrees of freedom (df) ($n_1 + n_2 - 2 = 15 + 15 - 2 = 28$). Thus, H_0 is rejected and H_a is accepted. This indicates that the Critical Incident learning model has a positive and significant impact on learning outcomes in the Qur'an and Hadith material. (Yuliana & Hidayah, 2020). Other studies also show a strong influence of the implementation of the Critical Incident method, including its ability to increase student engagement and enthusiasm during the learning process. Students also become more appreciative of each other's opinions because this method brings important experiences, both applied in the learning environment and in the community. As a result, students become more active in speaking, taking roles, and providing solutions to social problems in their surroundings. (Sulastini, R., & Handayani, S., 2022).

According to several studies, the Critical Incident learning method has both advantages and disadvantages. Essentially, every method has its strengths and weaknesses. One advantage of this method is that it is highly suitable for teaching practical subjects, while its disadvantage is that it is not suitable for teaching theoretical material. One of the strengths of this method is its ability to engage students from the very beginning of the lesson, as students are directly involved in linking their experiences with the material being taught in class. (Husaini, 2020).

CONCLUSION AND SUGGESTIONS

The research demonstrates that the Critical Incident learning method has a significant positive impact on students' learning outcomes in the Qur'an and Hadith subjects at MI Darul Falah. The application of this method not only enhances engagement and enthusiasm but also encourages students to actively participate in the learning process by connecting their personal experiences to the material being taught. The results of the hypothesis testing confirm that the Critical Incident method can be considered effective in improving learning outcomes for practical subjects, particularly in fostering empathy and interaction among students.

The results of the study indicate that the implementation of the Critical Incident method has an impact on the learning outcomes of Qur'an and Hadith students in grade 3 at MI Darul Falah Sumberejo, Sukorejo, Ponorogo. The study found that with a significance value of 0.001, which is less than 0.05 (if the significance value is less than 0.05, H_a is accepted and H_0 is rejected), the application of this method affects students' learning outcomes in the Qur'an and Hadith subject in grade 3.

Therefore, as mentioned above, the results of the study show that the use of the Critical Incident method can improve student learning outcomes compared to conventional teaching methods. Thus, the Critical Incident method can be considered as one of the relevant teaching approaches for delivering Qur'an and Hadith material, especially for relevant learning objectives.

It is recommended that teachers continue to implement the Critical Incident method, particularly for practical subjects, as it fosters active learning and engagement among students. Further research could explore the application of this method for theoretical subjects to assess its effectiveness in different contexts, providing valuable insights into its broader potential. Additionally, teachers should receive training in the effective use of the Critical Incident method to ensure its proper implementation and maximize its impact on student learning. Schools should also encourage the integration of real-life experiences into the curriculum, as this approach further enhances student involvement and improves overall learning outcomes.

REFERENCES

- ahmadiyahanto, A. (2016). Meningkatkan Aktivitas Dan Hasil Belajar Siswa Menggunakan Media Pembelajaran Ko-ruf-si (Kotak Huruf Edukasi) Berbasis Word Square Pada Materi Kedaulatan Rakyat Dan Sistem Pemerintahan Di Indonesia Kelas Viii SMP Negeri 1 Lampihong Tahun Pelajaran 2014/2015. *Jurnal Pendidikan Kewarganegaraan*, 6(2), 980-993. <http://dx.doi.org/10.20527/kewarganegaraan.v6i2.2326>
- Arif, M. (2012). Pendidikan Agama Islam Inklusifmultikultural. *JURNAL PENDIDIKAN ISLAM*, 1(1), 1-26. <https://doi.org/10.14421/jpi.2012.11.1-18>
- Azizah, N. (2022). PENERAPAN MODEL PEMBELAJARAN ICARE (INTRODUCTION, CONNECTION, APPLYCATION, REFLECTION & EXTENDSION) UNTUK MENINGKATKAN RANAH PSIKOMOTORIK SISWA PADA MATERI FIKIH DI PONDOK PESANTREN DARUL FIKRI, PONOROGO. *Prosiding Seminar Nasional IAIN Palangkaraya*, 1-7.
- Azizah, N. & Syarifah. (2021). Desain Pembelajaran ADDIE (Analysis, Design, Development, Implementation, and Evaluation) E-Learning Pada Materi Sejarah Kebudayaan Islam. *Jurnal Pendidikan Islam*, 12(2), 109-120. <https://doi.org/10.22236/jpi.v12i2.7934>
- Dadela, S.S., M.Pd., R., & Iswandiari, S.Pd., A. (2019). PENINGKATAN KEMAMPUAN MENULIS TEKS EKSPLANASI MELALUI STRATEGI CRITICAL INCIDENT PADA SISWA KELAS VIII SMP NEGERI 2 CIPARAY TAHUN AJARAN 2017-2018. *METAMORFOSIS | Jurnal Bahasa, Sastra Indonesia Dan Pengajarannya*, 12(1), 44-51. <https://doi.org/10.55222/metamorfosis.v12i1.129>
- Dwi Maryani, R. (2022). Model Pembelajaran Bahasa Inggris di Dhamma Sekha Saddhapala Jaya Temanggung. *Jurnal Pendidikan, Sosial, Dan Budaya*, 8(2), 689-696.
- Husaini, H. (2020). Pengaruh Strategi Critical Incident Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Kelas X IPA SMA Swasta Universitas

- Islam Sumatera Utara Tahun Pelajaran 2020/2021 Medan Kota. *Jurnal Hukum, Pendidikan Dan Kemasyarakatan*, 10(2), 171–181.
- Ikhwan, A. (2016). Manajemen Perencanaan Pendidikan Islam (Kajian Tematik Al-Qur'an dan Hadist). *Edukasi: Jurnal Pendidikan Islam*, 4(1).
- Mahmudi, I. (2020). *Evaluasi Pendidikan*. Lintang Books.
- Mufidah, Z., Azizah, N., & Saputra, E. (2022). Penerapan Metode Pembelajaran Fishbowl dalam Meningkatkan Keaktifan dan Hasil Belajar Siswa pada Mata Pelajaran Fiqih. *MA'ALIM: Jurnal Pendidikan Islam*, 3(01), 67–79. <https://doi.org/10.21154/maalim.v3i1.3878>
- Putra, P., & Idawati, I. (2017). Telaah Kurikulum dalam Mata Pelajaran Al-Qur'an Hadist di Madrasah Ibtidaiyah. *JIP Jurnal Ilmiah PGMI*, 3(2), 108–119. <https://doi.org/10.19109/jip.v3i2.1645>
- suarni, salam. (2018). Keefektifan Strategi Critical Incident (pengalaman penting) dalam Pembelajaran Menulis Cerpen Siswa Kelas VIII SMP Negeri 1 Sinjai Selatan. *Diploma Thesis, UNIVERSITAS NEGERI MAKASSAR*.
- Sugiyono. (2023). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Sulastini, R., & Handayani, S. (2022). Penerapan Metode Critical Incident Dalam Proses Pembelajaran Fiqh Untuk Meningkatkan Prestasi Belajar:(Studi Kasus di Fakultas Tarbiyah Institut Agama Islam Al-Aziziyah Samalanga Aceh). *Jurnal At-Tarbiyah*, 8(1), 1–10.
- Yuliana, E., & Hidayah, A. (2020). Pengaruh Penerapan Model Pembelajaran Critical Incident Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Aqidah Akhlak Kelas III MI NW Dames. *Bada'a: Jurnal Ilmiah Pendidikan Dasar*, 2(1), 21–34. <https://doi.org/10.37216/badaa.v2i1.290>