

The Effectiveness of the Probing Prompting Learning Model on the Learning Outcomes of Fiqh at Vocational High School

Nurul Azizah¹, Auriza Luthfiah Zain², Shanya Marsela³

^{1,2,3}Universitas Darussalam Gontor; Indonesia

Correspondence e-mail; nurulazizah@unida.gontor.ac.id

Submitted: 11/01/2023

Revised: 02/03/2023

Accepted: 14/08/2023

Published: 04/12/2023

Abstract

This research is an effort to improve fiqh learning using the probing prompting learning model to increase effectiveness in the learning system at the vocational school level. Through this approach students can develop a deep understanding of fiqh concepts more interactively and reflectively. Students need to understand religious concepts more maturely at the vocational school level. This study used an experimental research method consisting of an experimental class and a control class with the technique of collecting learning outcomes using an instrument test in the form of a Posttest only and the analysis used is Mann Whitney to analyze ordinal data which may be relevant in the context of driving questions and student responses which can be measured ordinally or qualitatively, to differentiate student responses between groups that use probing prompting and the control group, which produces $asympt.sig < 0.05$, then H_0 is rejected and H_a is accepted. Then the results obtained by the researchers used the Mann-Whitney test with SPSS 25, namely $0.00 < 0.05$, which means that H_0 was rejected and H_a was accepted that it can be concluded that the Probing Prompting Learning learning model is effective for class X student learning outcomes at SMK Muhammadiyah Sambungmacan, Central Java.

Keywords

Learn Fiqh, Method, Probing Prompting Learning



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Education is culturally within the same scope of roles, functions, and goals. With the intention of all educational efforts intend to elevate and uphold human dignity (Bakar, 2020). One form of education that elevates and upholds human dignity is education within the scope of religion which is a conscious and planned effort to prepare students to know and understand, live up to faith and righteousness, and have a noble character in practicing the teachings of Islam (Darise, 2021). As a form of implementation of the Shari'a that has been outlined, an education system based on Islam emerged. One of the Islamic religious education is studying science related to religion, such as jurisprudence, monotheism, and Al-Qur'an science which the Prophet Muhammad had done during his da'wah secretly (Jundi, 2020).

According to Groome, referring to Lawrence Cremin, the definition of education is "a conscious, systematic and continuous effort to pass on, generate or acquire knowledge, attitudes, values, skills and sensitivities, as well as any results from the effort the" (Samarennna, 2020). Education can be done through learning activities. Learning activities are directions between teachers and students and between learning resources in the learning environment. The learning activities often focus on teachers who teach as centers of knowledge rather than student learning activities. The teacher's role is not only limited to teaching science to students, but it is proof that he has the competence and ability to guide students to discover their various potentials. The educational process can also be influenced by the environment, directly or indirectly (Amaliyah & Rahmat, 2021).

Judging from the demands of human life, education is a primary need, especially in religion. All of this can be proven by the reason for the revelation of the Al-Qur'an, which is the greatest gift for Muslims because it contains a lot of educational content to be used as a guide in life (Qowim, 2020). One formal Islamic education teaches a religious lesson about fiqh, which is part of the norms or rules that care for human relations with His God, human relations with others, and other creatures. Fiqh lessons emphasize the ability to carry out worship and how to socialize with other people properly and correctly according to their size. So that this learning material is good for education and helps form a person with character and morals in his life (Mansir, 2021).

Fiqh Lesson at the SMK level is equivalent to Madrasah Aliyah. It has objectives written in the Republic of Indonesia's Religion Parliament Number 2 of 2008, namely 1) to know and understand the procedures for applying Islamic principles to be used as a guide in life; 2) carry out

and apply the guidance of Islamic law properly and correctly as the embodiment of human interaction with Allah, with oneself, and other creatures (Diana & Firdaus, 2021). The goal of improving the quality of learning outcomes of fiqh material must follow the educational level of the students. Therefore, determining teaching strategies in the teaching and learning process depends on what students will achieve in learning, so determining good learning strategies will improve student learning outcomes (Zubaidah Nur Bilqis, 2022).

One of the efforts to improve the quality of human resources in Indonesia is through education, namely through a formal learning process in educational institutions such as vocational high schools or vocational schools. This is in line with the development of an increasingly advanced era, which significantly impacts the increasing human resources of educational staff (*Ringkasan Buku Strategi Belajar Mengajar Dra. Roestiyah N.K | PDF*, n.d.). One of the main concerns in achieving education is the learning process contained in it. One of the methods used in religious-inspired material is the lecture method, which is carried out by the teacher with direct oral explanations or explanations in front of the students (Hidayat, 2022).

One of the learning models in question is probing prompting, namely allowing students to ask questions about things that are not clear and developing courage and skills in answering and expressing opinions. Huda said the Probing Prompting model is learning by presenting a series of questions that guide and explore students' ideas so that they can facilitate students with the new knowledge they are learning (*Model-Model Pengajaran Dan Pembelajaran: Isu-Isu Metodis Dan Paradigmatik /Miftahul Huda | UPT Perpustakaan IAIN Palangka Raya*, n.d.). Using the Probing Prompting learning model creates student involvement or participation in the teaching and learning process so that direct communication between students and teachers and students with students can be created. Student concentration in taking lessons is one of the advantages possessed by this learning model (Diasputri et al., 2013).

Research on probing prompting has been studied by previous researchers such as that conducted. This shows differences between students who learn using the probing prompting and the direct learning model, resulting in higher student scores using the probing prompting learning model than the results. Students use the direct learning model because it can guide them in expressing their ideas so that a thinking process occurs (Manoppo et al., 2022). Apart from that, this model is also effectively used to improve student learning outcomes to obtain significant results in learning material (Ema et al., 2022; Setiawan, 2021).

They are thinking abilities that improve necessary thinking in studying something in depth (Kristin et al., 2021). Using this method in classroom learning is more effective than conventional learning methods because the efforts made to achieve optimal learning in the classroom can be achieved through the teacher's foresight in choosing learning methods that provide space for students to actively participate in developing their potential (Kodi, 2021; Soleha et al., 2022). This method can also improve reading comprehension skills for children with learning difficulties in class (Afrianti & Marlina, 2021). From the results of an interview with one of the teachers at SMK 7 Muhamadiyah Sambungmacan, the teaching method used by the teacher is a lecture method in which the teacher explains the lesson and the students listen without making the students active in analyzing the lesson. Therefore, the educational model must be able to make students participate in the learning process, and the organized learning model must be appropriate to attract interest and align with the institution's educational goals.

The results of the researchers' observations used an analysis of student learning outcomes consisting of an experimental class and a control class on fiqh material in class X SMK 7 Muhamadiyah Sambungmacan, only 20% of students achieved the KKM; more precisely, 6 out of 26 students who were able and active in the learning process. Therefore, researchers are trying to find a new learning model that can be applied to students, namely the *Probing Prompting Learning* model, in which teachers and students can present a series of questions and questions that guide exploring the achievements of learning material during the learning process (Taufik et al., 2022). In addition, this learning model involves more than just teachers and students in the process but is more interesting and makes the learning process more varied.

The background above can formulate the problem in this study: is the Probing Prompting Learning model effective in increasing learning outcomes in fiqh material for class X students of SMK 7 Muhamadiyah Sambungmacan? So this research aims to determine the effectiveness of learning jurisprudence by using the *Probing Prompting Learning* model to improve student learning outcomes in class X SMK 7 Muhamadiyah Sambungmacan.

METHOD

The research methodology that researchers will use for this type of experimental research is quantitative. Quantitative research methods are used to determine the influence of the independent variable on the dependent variable, Experiment means trying, searching, and confirming (Alamsyah

et al., 2022). In quantitative research, the data collection techniques commonly used are questionnaires, structural observation, experiments, questionnaires or questionnaires used to collect data through pre-arranged questions (Ardiansyah et al., 2023). Based on this type of research, this research was conducted in two chapters, namely the experimental and control chapters. The practical class uses a learning model, and the control class uses a traditional learning model. In this design, the study was conducted using only the post-test, after which the results were analyzed using the *Mann-Whitney* test.

From the results of the *Mann-Whitney* test, if $\text{asympt.sig} < 0.05$, H_0 is rejected, and H_a is accepted to determine the study's success. Primary data usually used are midterm exams, final semester exam scores, or students' daily tests. Below is a diagram of this design:

Table 1. Diagram of Design

Example	Treatment	Post test
Experiment class	X	T ²
Control class	-	T ²

X = Implementation of the Probing Prompting Learning model in the experimental class

- =class without applying the probing prompting learning model to the control class

T² = Post-test at experiment class and control class

FINDINGS AND DISCUSSION

Findings

Before determining whether the probing prompting learning model was effectively used in conveying fiqh material for class X SMK Muhammadiyah Sambungmacan, the first step taken by the researcher was to conduct interviews with one of the teachers who was the tutor for the material. From the results of these interviews, it is known that the method used in the fiqh learning process is the lecture method in which the teacher directly explains the subject matter. At the same time, students only listen without doing anything. According to the simple identification of the supporting teacher, this method is less effective in increasing the potential of students to practice what has been obtained in the material. Therefore, in this case the researcher used Purposive Sampling by selecting two classes from the study population the experimental class and the control class where each class consisted of 22 students. To achieve the research objectives that have been identified, it is necessary to develop a systematic research design. The education offered to the two classes depends on the curriculum at the educational unit level, while the treatment of the sample

classes is different. The experimental class was handled using the Probing Prompting learning model, while the control class was handled using the existing learning methods at the school.

By using post-test questions, data is obtained as a measuring tool. The test consists of 12 questions related to zakat. Based on the results of the semester exam, many scores are relatively small. Class X TKR 1 got a score of 81.05 and Class X TKR 2 scored 79.55. Then after conducting research using the Probing Prompting educational model and carrying out a post test, the difference between the X TKR 1 experimental class and the Probing Prompting learning model with the X TKR 2 control class and the traditional learning model can be seen.

- A. Descriptive analysis of learning outcomes in the X TKR 1 experimental class using the Probing Prompting model

Table 2. Descriptive Statistic

Descriptive Statistics									
	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
NilaiEksperimen	22	75	100	93.27	7.146	-.952	.491	.491	.953
Valid N (listwise)	22								

The number of measurements (N) by 22 students is shown in the output table above. With a minimum value of 75, a maximum of 100, a mean of 93.27, and a standard deviation of 7,146.

- B. Descriptive analysis of learning outcomes in control class X TKR 2 with traditional learning models.

Table 3. Descriptive Statistic

Descriptive Statistics									
	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
Kontrol	22	75	100	84.09	7.801	.245	.491	-1.096	.953
Valid N (listwise)	22								

The number of measurements (N) by 22 students is shown in the output table above. Minimum value 75, Maximum value 100, Average value 84.09, Statistical standard deviation standard deviation 7.801.

Normal Test

A. Fiqh learning outcomes for the experimental class

Table 4. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		HasilBelajar	Siswa
N		22	22
Normal Parameters ^{a,b}	Mean	93.27	1.00
	Std. Deviation	7.146	.000 ^d
Most Extreme Differences	Absolute	.248	
	Positive	.173	
	Negative	-.248	
Test Statistic		.248	
Asymp. Sig. (2-tailed)		.001 ^c	

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. The distribution has no variance for this variable. One-Sample Kolmogorov-Smirnov Test cannot be performed.

Using the Kolmogorov-Smirnov test did not reach a score of 0.05 and the experimental result score was 0.001, so the data from the experimental class were not normal. Therefore, the results of the experimental class images are not normal because the results are $0.001 > 0.05$.

B. The study results of the control class fiqh

Table 5. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		HasilBelajar	Siswa
N		22	22
Normal Parameters ^{a,b}	Mean	84.09	2.00
	Std. Deviation	7.801	.000 ^d
Most Extreme Differences	Absolute	.208	
	Positive	.196	
	Negative	-.208	
Test Statistic		.208	
Asymp. Sig. (2-tailed)		.014 ^c	

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. The distribution has no variance for this variable. One-Sample Kolmogorov-Smirnov Test cannot be performed.

Using the Kolmogorov-Smirnov test did not reach a score of 0.05 and an experimental result score of 0.014, so the data from the control class were not normal. Therefore, taking pictures from

the control class is not normal because the results are $0.014 > 0.05$.

Homogeneity Test

Table 6. Levene's Test of Equality of Error Variances^{a,b}

Levene's Test of Equality of Error Variances ^{a,b}					
		Levene Statistic	df1	df2	Sig.
HasilBelajar	Based on Mean	.578	1	42	.451
	Based on Median	.398	1	42	.532
	Based on Median and with adjusted df	.398	1	41.950	.532
	Based on trimmed mean	.359	1	42	.552

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: HasilBelajar

b. Design: Intercept + Siswa

The homogeneity test in the table above shows that the value of $F = 0.359$, with $df1 = 1$, $df2 = 42$, and $sig = 0.552$, if the significance level is set at $\alpha = 0.05$, then the value of $sig = 0.552 > 0.05$, which means that all groups have homogeneous variance data.

Hypothesis testing

Because the results of the normality test for the data were not normal, the researchers used the Mann-Whitney test. This test aims to identify the difference in the mean of two abnormal samples. The following are the results of the Mann-Whitney test:

Table 7. Ranks Hypothesis Testing

Ranks				
	Siswa	N	Mean Rank	Sum of Ranks
HasilBelajar	Eksperimen	22	29.05	639.00
	Kontrol	22	15.95	351.00
	Total	44		

Table. 7 Test Statistics^a

Test Statistics^a	
	HasilBelajar
Mann-Whitney U	98.000
Wilcoxon W	351.000
Z	-3.518
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Siswa

Mann whitney basis for decision making:

- A. If the asymp.sig value > 0.05 then the hypothesis is accepted.
- B. If the asymp.sig value < 0.05 then the hypothesis is not accepted.

Based on the "Statistics Test" results, it is known that the asymp.sig value is $0.00 > 0.05$. Therefore, it can be concluded that "the hypothesis can be accepted". Thus, the probing prompting model is effective in the learning outcomes of fiqh class X SMK Muhammadiyah 7 Sambungmacan, Sragen, Central Java.

All data were tested using descriptive, normality, homogeneity, and Mann-Whitney tests. It can be concluded that the H_0 hypothesis is rejected, and the H_a hypothesis tested is accepted. After this brief explanation, the learning model using probing prompting effectively improves learning outcomes in jurisprudence at Aliya School.

Discussion

The results of the research above, show that learning fiqh material is important for vocational students as a provision to carry out their lives who have entered the baligh period, which should not only know what is contained in fiqh material but also be able to practice it in everyday life. Therefore, teaching skills are complex professional competencies, as the integration of various teacher competencies. In addition, teaching is also a task that must be carried out to convey Islamic religious knowledge to all Muslims in the world. Allah says in the letter al-Maidah verse 67, "O apostle, convey what has been sent down to you from your Lord. And if you don't do (what was ordered, it means) you don't convey His message. Allah protects you from (disturbing) humans. Verily, Allah does not guide those who disbelieve" (Munfarida & Sunardi, 2022).

Referring to the intention in the importance of learning fiqh material can be seen from the purpose of education in Islam which is the stage to develop the creativity of students with goals that

are in line with the guidance and basic foundation of Islamic education, namely the Qur'an so that they have a faithful person, pious, has intelligence, skills, work commitment, have good character and attitude of responsibility (Qowim, 2020).

Looking at the results of the value of fiqh material in class X at SMK Muhammadiyah 7 Kontakmacan, only 20% achieved the KKM or only 6 out of 26 students. Therefore, researchers provide strategies that can be used to increase the value of fiqh material by using the Probing Prompting model. The researcher divided class X students into two types of classes, namely the experimental and control classes, by comparing the results of students' scores on fiqh material before and after implementing this learning model. After the researchers explored the effectiveness of the Prompting Probing model on the results of the tenth semester of physics learning at SMP Muhammadiyah 7 Sambungmacan, Sragen, Central Java for the 2021-2022 academic year. The researcher got the results by comparing the mid-year exam scores with the post-test scores, and the experimental class got higher scores than the control class (Samala et al., 2022).

This researcher related to previous successful research on the effect of Probing Prompting on student learning outcomes in class XI SMA Negeri 1 Ras Raya Misugi with $T_{table} > T$ is acceptable. The Effectiveness of Class XI Student Learning Outcomes in Islamic Religious Education Subjects at Alia 1 School.

CONCLUSION

After the researchers examined the problem of the effectiveness of the Probing Prompting model on learning outcomes in the tenth semester of fiqh at SMK Muhammadiyah Sambungmacan, for the 2021-2022 academic year, from the test results, it was found that $asympt.sig > 0.05$, H_0 was rejected, and H_a was accepted. The results of the statistical test "Statistics Test" show that the $asympt.sig$ value is $0.00 > 0.05$, and the conclusion is that the probing prompting model is effective on the learning outcomes of fiqh class X SMK Muhammadiyah Sambungmacan. That is, teaching with probing prompting is effective in students' learning outcomes of Jurisprudence. For some researchers, learning models are very diverse, and the choice of learning model can be an important factor in determining the success of the learning process. No learning model does not have shortcomings because a good implementation process also influences the right learning model.

REFERENCES

- Afrianti, M. N., & Marlina, M. (2021). Peningkatan Kemampuan Membaca Pemahaman Melalui Strategi Probing-Prompting bagi Anak Berkesulitan Belajar. *Jurnal Basicedu*, 5(1), Article 1. <https://doi.org/10.31004/basicedu.v5i1.653>
- Alamsyah, I. R., Mahfud, I., & Aguss, R. M. (2022). Pengaruh Latihan Shooting Dengan Metode Beef Terhadap Akurasi Free Throw Siswi Ekstrakurikuler Basket Smk Negeri 4 Bandar Lampung. *SPORT SCIENCE AND EDUCATION JOURNAL*, 3(2), Article 2. <https://doi.org/10.33365/ssej.v3i2.2218>
- Amaliyah, A., & Rahmat, A. (2021). Pengembangan Potensi Diri Peserta Didik Melalui Proses Pendidikan. *Attadib: Journal of Elementary Education*, 5(1), Article 1. <https://doi.org/10.32507/attadib.v5i1.926>
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *IHSAN: Jurnal Pendidikan Islam*, 1(2), Article 2. <https://doi.org/10.61104/ihsan.v1i2.57>
- Bakar, A. S. A. (2020). Sistem Pendidikan Islam. *Jurnal Pendidikan Kreatif*, 1(1), Article 1. <https://doi.org/10.24252/jpk.v1i1.14989>
- Darise, G. N. (2021). Pendidikan Agama Islam Dalam Konteks “Merdeka Belajar.” *Journal of Islamic Education : The Teacher of Civilization*, 2(2), Article 2. <https://doi.org/10.30984/jpai.v2i2.1762>
- Diana, E., & Firdaus, J. (2021). Pembelajaran Fikih Berbasis Audio-Visual Sebagai Media Dalam Meningkatkan Prestasi Belajar Siswa Di MA Nurul Yaqin Situbondo. *Jurnal Al-Murabbi*, 6(2), Article 2. <https://doi.org/10.35891/amb.v6i2.2526>
- Diasputri, A., Nurhayati, S., & Sugiyo, W. (2013). Pengaruh Model Pembelajaran Probing-Prompting Berbantuan Lembar Kerja Berstruktur Terhadap Hasil Belajar. *Jurnal Inovasi Pendidikan Kimia*, 7(1), Article 1. <https://doi.org/10.15294/jipk.v7i1.4411>
- Ema, E., Yuniasih, N., & Yasa, A. D. (2022). Pengaruh Model Pembelajaran Probing Prompting Berbantuan Media Audio Visual Terhadap Hasil Belajar Tematik. *Sistem-Among: Jurnal Pendidikan Sekolah Dasar*, 2(2), Article 2. <https://doi.org/10.56393/sistemamong.v2i2.357>
- Hidayat, D. F. (2022). Desain Metode Ceramah dalam Pembelajaran Pendidikan Agama Islam. *INOVATIF: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan*, 8(2), Article 2. <https://doi.org/10.55148/inovatif.v8i2.300>
- Jundi, M. (2020). Pendidikan Islam dan Keteladanan Moral Rasulullah Muhammad saw. Bagi Generasi Muda. *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam*, 5(1), Article 1. <https://doi.org/10.24235/tarbawi.v5i1.6193>
- Kodi, O. N. (2021). The Probing-Prompting Method to Overcome The Monotonous Learning Process in Class. *SocioEdu: Sociological Education*, 2(2), 26–31. <https://doi.org/10.59098/socioedu.v2i2.491>
- Kristin, N., Ditasona, C., & Lumbantoruan, J. H. (2021). Kemampuan Berpikir Kritis Matematis Siswa: Studi dengan Model Probing-Prompting dan Konvensional. *Brillo Journal*, 1(1), Article 1. <https://doi.org/10.56773/bj.v1i1.7>
- Manoppo, R., Pomalato, S. W. D., Zakiyah, S., & Puloo, M. M. L. (2022). Pengaruh Model Pembelajaran Probing Prompting Terhadap Hasil Belajar Siswa Pada Materi Segiempat. *Jambura Journal of Mathematics Education*, 3(2), Article 2. <https://doi.org/10.34312/jmathedu.v3i2.15604>
- Mansir, F. (2021). Analisis model-model pembelajaran fikih yang aktual dalam merespons isu sosial di sekolah dan madrasah. *Ta'dibuna: Jurnal Pendidikan Islam*, 10(1), Article 1. <https://doi.org/10.32832/tadibuna.v10i1.4212>

- Model-Model Pengajaran dan Pembelajaran: Isu-isu metodis dan paradigmatis* /Miftahul Huda | UPT Perpustakaan IAIN Palangka Raya. (n.d.). Retrieved November 27, 2023, from http://senayan.iain-palangkaraya.ac.id/index.php?p=show_detail&id=7761
- Munfarida, I., & Sunardi, S. (2022). Pengaruh Kompetensi Profesional Guru Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Fikih di MTs Salafiyah Syafi'iyah Tebuireng Jombang. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 2(1), Article 1. <https://doi.org/10.54437/irsyaduna.v2i1.422>
- Qowim, A. N. (2020). Metode Pendidikan Islam Perspektif Al-Qur'an. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 3(01), Article 01. <https://doi.org/10.37542/iq.v3i01.53>
- Ringkasan Buku Strategi Belajar Mengajar Dra. Roestiyah N.K | PDF*. (n.d.). Retrieved November 27, 2023, from <https://id.scribd.com/document/448906109/Ringkasan-Buku-Strategi-Belajar-Mengajar-Dra-Roestiyah-N-K>
- Samala, A. D., Ambiyar, A., Jalinus, N., Dewi, I. P., & Indarta, Y. (2022). Studi Teoretis Model Pembelajaran: 21st Century Learning dan TVET. *EDUKATIF: Jurnal Ilmu Pendidikan*, 4(2), Article 2.
- Samarena, D. (2020). Dunia Pendidikan Pengajaran di Era New Normal. *HARVESTER: Jurnal Teologi dan Kepemimpinan Kristen*, 5(2), Article 2. <https://doi.org/10.52104/harvester.v5i2.47>
- Setiawan, A. (2021). Efektivitas Penggunaan Model Pembelajaran Probing-Prompting Terhadap Hasil Belajar Siswa Tema Lingkungan Sahabat Kita di Kelas V Sekolah Dasar. *JURNAL PENDIDIKAN DASAR NUSANTARA*, 7(1), Article 1. <https://doi.org/10.29407/jpdn.v7i1.15963>
- Soleha, T. Y., Indrayati, H., & Widyaningrum, I. (2022). Model Pembelajaran Probing Prompting Menggunakan Papan Mamiku Pada Materi SPLDV Terhadap Kemampuan Berpikir Kritis Matematis Siswa. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 6(3), Article 3. <https://doi.org/10.31004/cendekia.v6i3.1793>
- Taufik, A., Ramadhani, K., & Budiyo, A. (2022). Peningkatan Kualitas Pembelajaran Dengan Model Probing Prompting Di SMP Mangunharjo Tugumulyo Musi Rawas. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 11(1), Article 1. <https://doi.org/10.54437/urwatulwutsqo.v11i1.367>
- Zubaidah Nur Bilqis, M. A. Q. (2022). Pengaruh Penggunaan Strategi Pembelajaran Reconnecting Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Fikih Kelas VII MTsN 1 Langkat. *Jurnal Iqtirahaat*, 12–20. <https://doi.org/10.56446/ji.v6i2.73>