

Learning Methods in the Modern Era Perspectives of Muhammad Obaidat and Hamadna

Duwi Habsari Mutamimah¹, Basuki Basuki², Abdul Kadir Ahmad³

^{1,2}Institut Agama Islam Negeri Ponorogo, ³BRIN

duwihabsari@gmail.com, basuki@iainponorogo.ac.id, abdu079@brin.go.id

Abstract

This article aims to discover the modern era's learning method using library research, there are two sources of data in this study, first primary and secondary sources. Data analysis in this study used analysis content. This research refers to the book: *Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi* as a primary source, the author chose the book because it discusses learning methods in the modern era. As for secondary results, six points are that there are learning methods that can be used in learning in the modern era, namely project methods, assignment methods, field visit methods, survey methods, conceptual maps, and play while learning methods. This method contributes positively to student learning and improves the quality of educators in teaching, besides that educators and students interact with each other with learning content more dynamically and effectively.

Keywords: learning methods, the modern era.

Introduction

The learning process is a from interaction between educators and students.¹ This process of educators seeks to

¹ Lalu Moh. Fahri and Lalu A. Hery Qusyairi, "Interaksi Sosial Dalam Proses Pembelajaran," *Palapa* 7, no. 1 (2019): 7, <https://doi.org/10.36088/palapa.v7i1.194>.

carry out knowledge change to students through a variety of active learning methods.² The goal is to be able to develop all the potential of students and also attract their attention to participate.³ Education in the modern era has undergone many very significant changes, these changes enter the aspect of Education which is especially the use of learning methods.⁴

Generally, educators try to use several learning methods.⁵ Makes students understand the material they teach, and it is hoped that the method used can make them more interested and not bored while learning.⁶ In the last year, the quality of educators and student has become e very serious concern, especially regarding understanding, the ability to use material effectively regarding understanding, the ability to use the material effectively and efficiently.⁷ Low quality Low quality educators will have a negative impact on learning.⁸ Therefore,

² H Hasriadi, "Metode Pembelajaran Inovatif Di Era Digitalisasi," Jurnal Sinestesia 12, no. 1 (2022): 3, <https://sinestesia.pustaka.my.id/journal/article/view/161>.

³ Wahyu Titis Kholifah, "Upaya Guru Mengembangkan Karakter Peserta Didik Sekolah Dasar Melalui Pendidikan Ramah Anak," Jurnal Pendidikan Dan Konseling (JPDK) 2, no. 1 (2020): 4, <https://doi.org/https://doi.org/10.31004/jpdk.v2i1.51>.

⁴ Nia Yunia Sari, "Pendidikan dalam Pemikiran Ibnu Khuldun dan KH Ahmad Dahlan," Tarbawi Ngabar: Jurnal of Education 1, no. 2 (2020): 2.

⁵ Emi Ramdani, "Model Pembelajaran Kontekstual Berbasis Kearifan Lokal Sebagai Penguatan Pendidikan Karakter," Jupiis: Jurnal Pendidikan Ilmu-Ilmu Sosial 10, no. 1 (2018): 6, <https://doi.org/10.24114/jupiis.v10i1.8264>.

⁶ Kholifah, "Upaya Guru Mengembangkan Karakter Peserta Didik Sekolah Dasar Melalui Pendidikan Ramah Anak," 8.

⁷ Pusvyta Sari, "Analisis Terhadap Kerucut Pengalaman Edgar Dale Dan Keragaman Dalam Memilih Media," Jurnal Manajemen Pendidikan 1, no. 1 (2019): 3, <https://doi.org/https://doi.org/10.55352/mudir.v1i1.7>.

⁸ Aris Nurlailiyah, "Analisis Kebijakan Sistem Zonasi Terhadap Perilaku Siswa Smp Di Yogyakarta," Realita: Jurnal Penelitian Dan

there is a need for effective learning methods on learning materials that are taught by educators Therefore.⁹

One of the main problems of learning methods in indonesia is the lack of a comprehensive learning approach.¹⁰ Educations in Indonesia is still largely focused on providing material, while social and emotional skills such as the ability to speak in public, work together and solve problems still receive less attention.¹¹ In addition, the learning method used is still limited to classroom learning and only focuses on academic teaching.¹²

Fact, if educators have a lot of knowledge about learning methods, it will facilitate the learning process and achieve educational goals to make it easier.¹³ Learning methods have

Kebudayaan Islam 17, no. 1 (2022): 7,
<https://doi.org/10.30762/realita.v17i1.1381>.

⁹ Fitria Mayasari et al., “Pelatihan Komunikasi Efektif Media Pembelajaran Google Classroom Bagi Guru Man 2 Model Pekanbaru,” *Jurnal Pengabdian UntukMu NegeRI* 3, no. 1 (2019): 2,
<https://doi.org/10.37859/jpumri.v3i1.1155>.

¹⁰ “<https://www.Detik.Com/Edu/Detikpedia/d-5721941/Ragam-Masalah-Kependudukan-Di-Indonesia-Dan-Cara-Mengatasinya>,” *Detikedu*, Diakses 16 Septeber, 2021, <https://www.detik.com/edu/detikpedia/d-5721941/ragam-masalah-kependudukan-di-indonesia-dan-cara-mengatasinya>.

¹¹ Hengki Nurhuda, Sekolah Tinggi, and Agama Islam, “Faktor Dan Solusi Yang Ditawarkan National Education Problems; Factors and Solutions,” n.d., 3.

¹² Wahyu Fitra Ningsih and Isnaria Rizki Hayati, “Dampak Efikasi Diri Terhadap Proses Dan Hasil Belajar Matematika (The Impact Of Self-Efficacy On Mathematics Learning Processes and Outcomes),” *Journal on Teacher Education* 1, no. 2 (2020): 3, <https://doi.org/10.31004/jote.v1i2.514>.

¹³ Wafa Yolanda and dkk, “Efektivitas Metode Belajar Storytelling Untuk Meningkatkan Sosio-Emosional Anak Di Masa Pandemi Covid-19: Literature Review,” *Yaa Bunayya : Jurnal Pendidikan Anak Usia Dini* 6, no. 1 (2022): 5,
<https://jurnal.umj.ac.id/index.php/YaaBunayya/article/view/9547>.

important role to deliver a learning process towards the goal of good education.¹⁴ This will happen if educators can apply the learning process in accordance with existing goals.¹⁵ In addition, the method used must also adjust to the situation and environmental conditions of the classroom. Educators are not allowed to carry out the circumstances and conditions of students.¹⁶

Educators in teaching material to students need the right learning methods so that can be understood and applied by students.¹⁷ The book written by Muhammad obaidat and Hamadna entitled Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi will provide a briefing on various learning materials in education. Therefore, the author is interested in thoroughly exploring the learning methods written by Muhammad Obaidat and Hamadna so that they can be used as a reference for educators in today's modern era.

Research Methods

This research uses library research.¹⁸ The research is qualitative research that works with rules at the analytical level

¹⁴ Risyad Arhamullah Nadialista Kurniawan, "Problematika Pembelajaran Pendidikan Agama Islam Pada Peserta Didik," *Industry and Higher Education* 3, no. 1 (2021): 6, <http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspac.e.uc.ac.id/handle/123456789/1288>.

¹⁵ Ibid. 3.

¹⁶ Reri Berlianti, Kurniawan Kurniawan, and Cikdin Cikdin, "Implementasi Metode Pembiasaan Pada Pembelajaran Pendidikan Agama Islam," *Jurnal Al-Qalam: Jurnal Kajian Islam & Pendidikan* 12, no. 2 (2021): 4, <https://doi.org/10.47435/al-qalam.v12i2.384>.

¹⁷ Dedi Lazuardi, "Manajemen Kurikulum Sebagai Pengembangan Tujuan Pendidikan," *Al-Idarah*, no. 1 (2017): 7, <https://doi.org/http://dx.doi.org/10.24042/alidarah.v7i1.1112>.

¹⁸ Muhammad Adnan Evaniroso, Christina Bagenda, Hasnawati, Fauzana Anova, Hisna Azizah, Nursaeni, Maisarah, Asdiana, Ramsah Ali,

that are emic. Data is obtained based on a conceptual fact or theoretical fact.¹⁹ The steps that need to be done in library research are choosing a topic where to find or find information, determining the focus of research, and collecting data sources that are in accordance with the researcher. Preparation of data presentation, Compile reports on analysis, then present primary data sources.²⁰ There are two sources of data in this study, first primary sources and secondary sources.²¹

Data analysis in this study used analysis content. This study refers to the book: Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi As a primary source, the author chose the book because it discusses learning methods in the modern era While for secondary sources the author uses related journals and books.²²

Literatur Review

In this study, we present data and facts found through a literature review on "Learning Methods in the Modern Era Khaled Husein Muhammad Obaidat's Perspective". The literature review of this article covers relevant research topics. The data and findings presented in the results of this study focus on various aspects of learning methods in today's modern era.

Muwafiqus Shobri, Metode Penelitian Kepustakaan (Library Reaserch), Media Sains Indonesia (Bandung: Media Sains Indonesia, 2022), 8.

¹⁹ Evanirosa, Christina Bagenda, Hasnawati, Fauzana Anova, Hisna Azizah, Nursaeni, Maisarah, Asdiana, Ramsah Ali, Muwafiqus Shobri, p. 3.

²⁰ Milya Sari and Asmendri, "Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA," Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA 2, no. 1 (2018): 4.

²¹ Ibid., 5.

²² Wiwiek Afifah Darmiyati Zuchdi, Analisis Konten Etnografi & Grounded Theory, Dan Hermeneutika Dalam Penelitian (Jakarta: Bumi Aksara, 2021).

Various studies show that the concept of learning methods has effectively and positively impacted educators' understanding and skills. In research by Upik et al, with the dissemination of Best Practices, able to obtain stimulation and references to express their creative ideas, the benefit of Best Practices is to provide new knowledge and understanding of educators and education staff in an effort to implement project-based management methods in the Merdeka Belajar curriculum.²³

In addition, Zai and Mulyono's research highlights the importance of learning methods for increasing the learning interest of students in the undergraduate Education study program. The selection and use of the right learning method will make it easier for an educator to deliver learning material and produce effective and efficient learning besides that learning methods will affect the increase in student learning interest.²⁴

However, some gaps were found in the literature related to issues relevant to the times and the influence of globalization in the development of education in modern times, In advancing education in Indonesia, the government and the community must help each other in supporting the creation of a good learning atmosphere, but that there are still educational gaps

²³ Upik Elok Endang Rasmani et al., "Implementasi Manajemen Pembelajaran Proyek Berbasis Kurikulum Merdeka Di Lembaga PAUD," *Murhum: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2023): 567–78, <https://doi.org/10.37985/murhum.v4i1.265>.

²⁴ Fitra Syukur Iman Zai and Yehezkiel Soengeng Mulyono, "Pentingnya Metode Pembelajaran Bagi Peningkatan Minat Belajar Mahasiswa Program Studi Sarjana Pendidikan Agama Kristen ...," *Metanoia* 4, no. 1 (2022): 2, <https://ejournal.stdp.ac.id/metanoia/article/view/58%0Ahttps://ejournal.stdp.ac.id/metanoia/article/download/58/38>.

and government programs that result in the quality of Indonesian education not running well.²⁵

Furthermore, research on e-learning in distance education: concepts that change learning methods in universities in Indonesia shows that there are several dimensions that concern the application of e-learning, including organizational dimensions, infrastructure dimensions, resource dimensions, and resource dimensions. Those four dimensions must be prepared in developing e-learning so that e-learning can really facilitate the teaching-learning process. However, what needs to be considered is that the change in learning concepts from conventional to e-learning must be associated with academic development strategies and with (changing) the habits and beliefs of lecturers in implementing e-learning.²⁶

Other studies highlighting the Problems of the Islamic Religious Education Learning Process show that the implementation of Islamic Religious Education learning is carried out in three stages; planning, implementation, and evaluation. The problems found in this study are; difficulty memorizing, inability to read Arabic, lack of interest in learning, difficulty learning, creativity of teachers and students, selection of inappropriate methods, lack of media, parental attention, and environmental problems.²⁷

²⁵ Rahadian Yudhistira, Alna Muhammad Rifki Rifaldi, and Ahmad Awaludin Jais Satriya, "Pentingnya Perkembangan Pendidikan Di Era Modern," *Prosiding Samasta* 3, no. 4 (2020): 3, <https://jurnal.umj.ac.id/index.php/SAMASTA/article/view/7222>.

²⁶ Tri Darmayanti, Made Yudhi Setiani, and Boedhi Octojo, "E-Learning on Distance Education: A Concept That Changes Learning Methods in Higher Education in Indonesia," *Jurnal Pendidikan Terbuka Dan Jarak Jauh* 8, no. 2 (2007): 2.

²⁷ Tasurun Amma, "Problematika Proses Pembelajaran Pendidikan Agama Islam," *Al-I'tibar: Jurnal Pendidikan Islam* 5, no. 2 (2018): 3, <https://doi.org/10.30599/jpia.v5i2.516>.

Various government efforts to improve the quality of educators. From the data and findings obtained, it seems that the concept of educator learning methods for students in the modern era today really needs to be applied which will have a significant positive impact. However, the gaps identified in the literature indicate the importance of expanding the scope of research towards aspects that are more inclusive and responsive to changing times and global challenges in Education. With a deeper understanding of the concept of learning methods, it is hoped that this research can make a positive contribution to students and educators in learning.

Research Results

Based on the results of the researcher's study in the book *Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi* by Muhammad Obaidat and Hamadna, researchers found a learning method used in education in today's modern era, then summarized in the table as follows:

Table 1.1. Learning method used in education

Part	Discussion
Part 1	Project Method
Part 2	Assignment Method
Part 3	Field Visit Method
Part 4	Survey Methods
Part 5	Conceptual Map
Part 6	Method of Playing While Learning

Discussion / Analysis

The learning method is a way used by educators to connect with students during the learning process.²⁸ The

²⁸ Sa'diyah, "Metode Pembelajaran Aktif Dan Kreatif Pada Madrasah Diniyah Takmiliah Di Kota Bogor," *Edukasi Islami: Jurnal Pendidikan Islam* 9, no. 01 (2020): 7.

learning method can also be said to be smoother for learning to achieve goals because the learning method is a way used to facilitate the progress of goal-oriented learning activities. Because a good learning method is a method that can foster learning activities.²⁹

Actualization in the development of education in the learning methods of students in the modern era by providing a product of contemporary methods because the ability of students does not only refer to aspects of knowledge.³⁰

While modern learning methods emphasize new concepts and the media used are more modern.³¹ In this method, students play an active role because this method students do not only depend on the educator himself, students are required to be more creative, and critical in thinking.³²

There are many ancient and modern teaching methods.³³ In ancient times, it must be remembered that there was no dominant teaching method but rather variations to suit the

²⁹ Ahmad Qomaruddin, "Implementasi Metode Bernyanyi Dalam Pembelajaran Mufradāt," *Jurnal Kependidikan* 5, no. 1 (2017): 12, <https://doi.org/10.24090/jk.v5i1.1240>.

³⁰ Husnul Khotimah, "Pendidikan Anak Dalam Perspektif Al-Qur'an Dan Aktualisasinya Di Era Digitalisasi," *Tarbawi Ngabar: Jurnal of Education* 3, no. 1 (2022): 5, <https://doi.org/10.55380/tarbawi.v3i1.152>.

³¹ Nichen Irma Cintia, Firosalia Kristin, and Indri Anugraheni, "Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Kemampuan Berpikir Kreatif Dan Hasil Belajar Siswa," *Perspektif Ilmu Pendidikan* 32, no. 1 (2018): 7, <https://doi.org/10.21009/pip.321.8>.

³² Yudhistira, Rifaldi, and Satriya, "Pentingnya Perkembangan Pendidikan Di Era Modern," 3.

³³ Angga Angga et al., "Komparasi Implementasi Kurikulum 2013 Dan Kurikulum Merdeka Di Sekolah Dasar Kabupaten Garut," *Jurnal Basicedu* 6, no. 4 (2022): 7, <https://doi.org/10.31004/basicedu.v6i4.3149>.

teaching objectives, lessons, student level, nature of subjects, and abilities available for success.³⁴

Project Method

According to Muhammad Obaidat and Hamadna, the project method is an activity that has a purpose accompanied by good training and takes place in a social environment. Each learning method must its own purpose in its implementation as well and this project method has a purpose, namely first; acquire new knowledge and skills in learning, third; make students become more active in solving project problems carried out in groups; Develop and improve students' skills in managing materials to complete projects in groups.³⁵

The types of projects are divided into 4, namely construction projects, pleasure projects, projects in the form of problems, and maintenance projects.³⁶ In addition to this type of project method, there are project based learning steps, namely starting with fundamental questions, planning projects, creating schedules, monitoring project progress, assessing results, and evaluating experience. In addition to this type of project method, there are project-based learning steps, namely starting with fundamental questions, planning projects, creating schedules, monitoring project progress, assessing results, and evaluating experience. After the implementation of project

³⁴ Khaled Husein Muhammad Obaidat and Muhammad Mahmoud Sari, *Mafaahimu Tadiiisi Fii Ngasri Al-Hadiisi* (Yordania: Modern Books' World, 2012), 50.

³⁵ Mutiara Magta, Putu Rahayu Ujjanti, and Elina Dewi Permatasari, "Pengaruh Metode Proyek Terhadap Kemampuan Kerjasama Anak Kelompok A," *Mimbar Ilmu* 24, no. 2 (2019): 216, <https://doi.org/10.23887/mi.v24i2.21261>.

³⁶ Khaled Husein Muhammad Obaidat and Sari, *Mafaahimu Tadiiisi Fii Ngasri Al-Hadiisi*, 63.

based learning, curiosity occurs.³⁷ This method is also in line with the independent curriculum, where they are free to learn and choose the material to be studied.³⁸

Assignment Method

Assignment in the old sense was to give students homework to solve.³⁹ Assignment in the modern sense is a teaching method that focuses on learning.⁴⁰ Assignment in the modern sense is a teaching method that focuses on learning.⁴¹ The method is called the homework method, the types of tasks are many kinds depending on the purpose to be read, such as researching, compiling reports, motor tasks laboratory tasks, and much more.⁴²

Schools are obliged to prepare students so that they do not hesitate and awkwardly live in the midst of society, therefore educators should try to train students' ability techniques to match various problems or tasks so that students

³⁷ Dewi Mardhiyana, "Upaya Meningkatkan Rasa Ingin Tahu Mahasiswa Melalui Penerapan Pembelajaran Berbasis Proyek Pada Mata Kuliah Evaluasi Proses Dan Hasil Pembelajaran Matematika," *Delta: Jurnal Ilmiah Pendidikan Matematika* 5, no. 1 (2017): 8, <https://doi.org/10.31941/delta.v5i1.389>.

³⁸ Mulyono and Ismail Suardi Wekke, *Strategi Pembelajaran DiAbad Digital*, Cetakan Pe (Yog: Gawe Buku (Goup Penerbit CV. Adi Karya Mandiri), 2018), 140.

³⁹ Khaled Husein Muhammad Obaidat and Sari, Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi, 66.

⁴⁰ Ibid.

⁴¹ Dwi Arif Stiyapranomo and Dody Tri Iwandana, "Penerapan Metode Demonstrasi Dan Penugasan Berbasis Google Formulir Berbantuan Media Pembelajaran Vpams-Ppt Untuk Meningkatkan Hasil Belajar Materi Senam Lantai," *JOSSAE (Journal of Sport Science and Education* 7, no. 1 (2022): 7.

⁴² Ibid., 5.

can complete, respond, and think about these tasks according to their respective abilities.⁴³

Field Visit Method

This method applies to social life where students learn outside the classroom to connect the school with the surrounding environment and students are tasked with developing the environment and solving existing problems.⁴⁴ The field trip method is also called the field trip method which is a realistic educational activity and functions to gain direct experience.⁴⁵

Field trips in Islam are called rihlah. If the field visit is well organized, the field trip to the object he visited has a practical understanding of theory and science in the field.⁴⁶ This method makes learners develop in the improvement of naturalist intelligence.⁴⁷

⁴³ Moh Ismail, M. Noer Hadi, Salma Sunaiyah, "Metode Penugasan Dalam Pembelajaran Pai," *Edudeena* 1, no. 2 (2017): 9, <https://doi.org/10.30762/ed.v1i2.451>.

⁴⁴ Khaled Husein Muhammad Obaidat and Sari, Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi, 70.

⁴⁵ Alifia Mutsila Fakhruddin et al., "Efektivitas Kunjungan Lapangan Untuk Materi Berbagai Pekerjaan Di Pelajaran IPS Kelas 4," *Journal on Education* 5, no. 2 (2023): 6, <https://doi.org/10.31004/joe.v5i2.1028>.

⁴⁶ Ferry Adnan, "Kunjungan Lapangan (Field Trip) Sebagai Metode Pembelajaran," *Annual Conference on Islamic Education and Thought (ACIET)* 1, no. 1 (2020): 9, <http://pkm.uika-bogor.ac.id/index.php/aciet/article/view/610>.

⁴⁷ Febriyanti Utami, "Pengaruh Metode Pembelajaran Outing Class Terhadap Kecerdasan Naturalis Anak Usia 5-6 Tahun," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2020): 4, <https://doi.org/10.31004/obsesi.v4i2.314>.

Survey or inquiry methods

This method is considered one of the most successful teaching methods for many academic subjects of various levels because it allows learners to perform a group of activities that are practical and experimental.⁴⁸ The inquiry method is a method that emphasizes the activeness of students where students are more able to search, explore, and find themselves.⁴⁹ This method is done by filling out questionnaires, or interviews.⁵⁰ In this method, data is the main thing as the object to be analyzed.⁵¹

The inquiry method is also very effective in modern times. The inquiry method is very useful, one of which is to reduce the noise of students. Every method of embalming used by educators has a huge influence on students.⁵² This method makes students not saturated because this method invites them to think for themselves, solve problems, and provide conclusions on a problem that is solved. This method is

⁴⁸ Khaled Husein Muhammad Obaidat and Sari, Mafaahimu Tadiisi Fii Ngasri Al-Hadiisi, 72–73.

⁴⁹ Chika Gianistika, Dede Ajeng Arini, and Syifa Azizah, “Metode Inkuiri Terhadap Kemampuan Berpikir Kritis Siswa Pada Pembelajaran Ipa Di Sdn Tanjungsari I Dan Sdn Mekarpoahaci Iii,” *Jurnal Tahsinia* 2, no. 1 (2021): 8, <https://doi.org/10.57171/jt.v2i1.290>.

⁵⁰ Syaifullah Alabba, Rekha Ratri Julianti, and Setio Nugroho, “Survei Efektivitas Penggunaan Metode Penugasan Dalam Pembelajaran Penjas (PJOK) Selama Pembelajaran Jarak Jauh Di Madrasah Aliyah Negeri 1 Kota Bekasi (MAN),” *Jurnal Ilmiah Wahana Pendidikan* <https://jurnal.Unibrah.Ac.Id/Index.Php/JIWP> 7, no. 1 (2021): 371, <https://doi.org/10.5281/zenodo.5636192>.

⁵¹ Imam Fauji et al., “Implementing Child-Friendly Teaching Methods To Improve Qur’an Reading Ability,” *Jurnal Pendidikan Islam* 6, no. 1 (2020): 8, <https://doi.org/10.15575/jpi.v6i1.8078>.

⁵² Aprianto Ruru, “Manfaat Metode Inkuiri Meningkatkan Minat Peserta Didik Dalam Belajar PAK,” *Jurnal Pendidikan Agama Dan Teologi* 1, no. 1 (2023): 9, <https://doi.org/10.59581/jpat-widyakarya.v1i1.111>.

beneficial to bring success to learners as well as educational professional development that involves continuous efforts to improve the knowledge, and skills of an educator.⁵³

In achieving the right target in the learning process, the inquiry method has a very important role in making learning effective. As well as methods that are right on target, this method is needed for educators and students, by using this method students do not get bored following the subjects taught by educators.

Conceptual Map

This method is considered one of the most successful teaching methods for many subjects.⁵⁴ This method leads us to arrive at facts through observation and rational thinking.⁵⁵ The conceptual map illustrates the visual relationship between the main concepts shown at the top of the map.⁵⁶

The ability to think conceptually becomes important for learners and useful when they face a problem.⁵⁷ In addition, it makes strength for students to be able to adjust to the

⁵³ Muh Ibnu Sholeh, "Strategi Efektif Dalam Manajemen Pendidikan Untuk Meningkatkan Kualitas Pembelajaran," *Tarbawi Ngabar: Jurnal of Education* 4, no. 2 (2023): 3, <https://doi.org/10.55380/tarbawi.v4i2.462>.

⁵⁴ Khaled Husein Muhammad Obaidat and Sari, Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi, 74.

⁵⁵ Dewi Rahmayanti and Agung Hartoyo, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar," *Jurnal Basicedu* 6, no. 4 (2022): 9, <https://doi.org/10.31004/basicedu.v6i4.3431>.

⁵⁶ Khaled Husein Muhammad Obaidat and Sari, Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi, 75.

⁵⁷ Ari Nugrahani and Vrestanti Novalia Santosa, "Pengembangan Buku Ajar Matakuliah Penelitian Pembelajaran Bahasa Dan Sastra Indonesia Untuk Meningkatkan Kompetensi Mahasiswa PBSI," *Prosiding Seminar Nasional IKIP Budi Utomo* 1, no. 01 (2020): 8, <https://doi.org/10.33503/prosiding.v1i01.1099>.

surrounding environment so as to make the environment part of students.⁵⁸

Some of the advantages of conceptual maps are (1) students with high conceptual understanding make detailed and structured concept maps equipped with drawings, formula findings, and example problems, can explain concepts, and relationships between concepts, prioritize concept applications, and believe in the concept, (2) students with conceptual understanding are making structured concept maps, equipped with drawings and formula discovery, can describe concepts, explain concepts, the relationship between concepts, has not seen the relationship between problems, and is less sure of the concept (3) has low conceptual understanding makes simple concept maps, equipped with drawings and formula findings, has not been able to describe concepts, explains concepts and their relationships, prioritizes rote memorization of formulas and is not sure about the concept.⁵⁹

Learning While Playing Method

This method is a method that provides convenience in the learning process and creates an atmosphere to awaken the ability to think and argue in solving problems with various ideas.⁶⁰ By using games, learning does not take place rigidly so

⁵⁸ Dwi Noviani Sulisawati and Eric Dwi Putra, "Identifikasi Proses Berpikir Konseptual Siswa Smp Melalui Metode Mind Mapping," *Prismatika: Jurnal Pendidikan Dan Riset Matematika* 3, no. 1 (2020): 55, <https://doi.org/10.33503/prismatika.v3i1.1114>.

⁵⁹ Nur Solekhatun Nikmah and Masduki, "Penggunaan Peta Konsep Dalam Penilaian Pemahaman Konsep Lingkaran," *Knmpmp I* 12, no. 1 (2016): 10.

⁶⁰ Khaled Husein Muhammad Obaidat and Sari, *Mafaahimu Tadiiisi Fii Ngasri Al-Hadiisi*, 57.

students do not just sit listening to the teacher.⁶¹ Learning can be done in a fun and full of learning engagement.⁶² Thus, teachers can instill positive habits in a person's life.⁶³

Through the application of learning methods, playing not only supports the achievement of learning objectives but can also create a fun learning atmosphere.⁶⁴ In its implementation, educators need to design clear and detailed ways and rules of the game to make it easier for students to enjoy the course of the game.⁶⁵

Conclusion

This study succeeded in achieving its goal of conducting a literature review on "Learning Methods in the Modern Era: Perspectives of Muhammad Obaidat and Hamadna." The results revealed that there are learning methods in education that can be use in learning in the modern era, namely project methods, assignment methods, field visit methods, survey methods, conceptual maps, and play while learning methods. This method contributes positively to student learning and

⁶¹ Helga Dilena, "Penerapan Metode Belajar Sambil Bermain Guna Memenuhi Kebutuhan Pengembangan Diri Anak," *ABDISOSHUM: Jurnal Pengabdian Masyarakat Bidang Sosial Dan Humaniora* 1, no. 1 (2022): 2, <https://doi.org/10.55123/abdisoshum.v1i1.487>.

⁶² Sholeh, "Strategi Efektif Dalam Manajemen Pendidikan Untuk Meningkatkan Kualitas Pembelajaran," 7.

⁶³ Sri Hartatik et al., "Pengenalan Metode BEBER (Belajar Sambil Bermain) Matematika Bagi Guru-Guru Maarif Di Surabaya," *Indonesia Berdaya* 4, no. 1 (2022): 9, <https://doi.org/10.47679/ib.2023376>.

⁶⁴ Khaled Husein Muhammad Obaidat and Sari, Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi, 57.

⁶⁵ Ananda Wini Rosarian and Kurnia Putri Sepdikasari Dirgantoro, "Upaya Guru Dalam Membangun Interaksi Siswa Melalui Metode Belajar Sambil Bermain [Teacher'S Efforts in Building Student Interaction Using a Game Based Learning Method]," *JOHME: Journal of Holistic Mathematics Education* 3, no. 2 (2020): 11, <https://doi.org/10.19166/johme.v3i2.2332>.

improves the quality of educators in teaching. Educators must know what methods are needed by students in learning that is taught. As educators, it is mandatory to know what methods students need in learning that is taught. With the use of methods in this modern era, educators and students interact with each other with learning content more dynamically and effectively.

Referensi

- Adnan, Ferry. “Kunjungan Lapangan (Field Trip) Sebagai Metode Pembelajaran.” Annual Conference on Islamic Education and Thought (ACIET) 1, no. 1 (2020): 94–104. <http://pkm.uika-bogor.ac.id/index.php/aciet/article/view/610>.
- Alabba, Syaifullah, Rekha Ratri Julianti, and Setio Nugroho. “Survei Efektivitas Penggunaan Metode Penugasan Dalam Pembelajaran Penjas (PJOK) Selama Pembelajaran Jarak Jauh Di Madrasah Aliyah Negeri 1 Kota Bekasi (MAN).” Jurnal Ilmiah Wahana Pendidikan <https://jurnal.unibrah.ac.id/index.php/JIWP> 7, no. 1 (2021): 168–75. <https://doi.org/10.5281/zenodo.5636192>.
- Amma, Tasurun. “Problematika Proses Pembelajaran Pendidikan Agama Islam.” Al-I’tibar : Jurnal Pendidikan Islam 5, no. 2 (2018): 70–78. <https://doi.org/10.30599/jpia.v5i2.516>.
- Angga, Angga, Cucu Suryana, Ima Nurwahidah, Asep Herry Hernawan, and Prihantini Prihantini. “Komparasi Implementasi Kurikulum 2013 Dan Kurikulum Merdeka Di Sekolah Dasar Kabupaten Garut.” Jurnal Basicedu 6, no. 4 (2022): 5877–89. <https://doi.org/10.31004/basicedu.v6i4.3149>.
- Aprianto Ruru. “Manfaat Metode Inkuiri Meningkatkan Minat Peserta Didik Dalam Belajar PAK.” Jurnal Pendidikan

- Agama Dan Teologi 1, no. 1 (2023): 25–37.
<https://doi.org/10.59581/jpat-widyakarya.v1i1.111>.
- Berlianti, Reri, Kurniawan Kurniawan, and Cikdin Cikdin. “Implementasi Metode Pembiasaan Pada Pembelajaran Pendidikan Agama Islam.” *Jurnal Al-Qalam: Jurnal Kajian Islam & Pendidikan* 12, no. 2 (2021): 1–13.
<https://doi.org/10.47435/al-qalam.v12i2.384>.
- Cintia, Nichen Irma, Firosalia Kristin, and Indri Anugraheni. “Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Kemampuan Berpikir Kreatif Dan Hasil Belajar Siswa.” *Perspektif Ilmu Pendidikan* 32, no. 1 (2018): 67–75. <https://doi.org/10.21009/pip.321.8>.
- Darmayanti, Tri, Made Yudhi Setiani, and Boedhi Oetoyo. “E-Learning on Distance Education: A Concept That Changes Learning Methods in Higher Education in Indonesia.” *Jurnal Pendidikan Terbuka Dan Jarak Jauh* 8, no. 2 (2007): 99–113.
- Dedi Lazuardi. “Manajemen Kurikulum Sebagai Pengembangan Tujuan Pendidikan.” *Al-Idarah*, no. 1 (2017): 99–112.
<https://doi.org/http://dx.doi.org/10.24042/alidarah.v7i1.1112>.
- detikedu, diakses 16 September. “<https://www.Detik.Com/Edu/Detikpedia/d-5721941/Ragam-Masalah-Kependudukan-Di-Indonesia-Dan-Cara-Mengatasinya>.” 2021.
<https://www.detik.com/edu/detikpedia/d-5721941/ragam-masalah-kependudukan-di-indonesia-dan-cara-mengatasinya>.
- Dilena, Helga. “Penerapan Metode Belajar Sambil Bermain Guna Memenuhi Kebutuhan Pengembangan Diri Anak.” *ABDISOSHUM: Jurnal Pengabdian Masyarakat Bidang*

- Sosial Dan Humaniora 1, no. 1 (2022): 30–35.
<https://doi.org/10.55123/abdisoshum.v1i1.487>.
- Elok Endang Rasmani, Upik, Siti Wahyuningsih, Bambang Winarji, Jumiatmoko Jumiatmoko, Novita Eka Nurjanah, Nurul Shofiatin Zuhro, Anjar Fitrianingtyas, et al. “Implementasi Manajemen Pembelajaran Proyek Berbasis Kurikulum Merdeka Di Lembaga PAUD.” *Murhum : Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2023): 567–78.
<https://doi.org/10.37985/murhum.v4i1.265>.
- Evanirosa, Christina Bagenda, Hasnawati, Fauzana Anova, Hisna Azizah, Nursaeni, Maisarah, Asdiana, Ramsah Ali, Muwafiqus Shobri, Muhammad Adnan. *Metode Penelitian Kepustakaan (Library Reaserch). Media Sains Indonesia*. Bandung: Media Sains Indonesia, 2022.
- Fahri, Lalu Moh., and Lalu A. Hery Qusyairi. “Interaksi Sosial Dalam Proses Pembelajaran.” *Palapa* 7, no. 1 (2019): 149–66. <https://doi.org/10.36088/palapa.v7i1.194>.
- Fakhrudin, Alifia Mutsla, Putri Rizqi Tanzila Sudirman, Tin Rustini, and Yona Wahyuningsih. “Efektivitas Kunjungan Lapangan Untuk Materi Berbagai Pekerjaan Di Pelajaran IPS Kelas 4.” *Journal on Education* 5, no. 2 (2023): 3477–84. <https://doi.org/10.31004/joe.v5i2.1028>.
- Fauji, Imam, Eni Fariyatul Fahyuni, Abdul Muhid, and Zaki Nur Fahmawati. “Implementing Child-Friendly Teaching Methods To Improve Qur’an Reading Ability.” *Jurnal Pendidikan Islam* 6, no. 1 (2020): 69–78.
<https://doi.org/10.15575/jpi.v6i1.8078>.
- Gianistika, Chika, Dede Ajeng Arini, and Syifa Azizah. “Metode Inkuiri Terhadap Kemampuan Berpikir Kritis Siswa Pada Pembelajaran Ipa Di Sdn Tanjungsari I Dan Sdn Mekarpohaci Iii.” *Jurnal Tahsinia* 2, no. 1 (2021): 39–46. <https://doi.org/10.57171/jt.v2i1.290>.

- Hartatik, Sri, Pance Mariati, Nafiah Nafiah, Afib Rulyansah, and Siti Maghfirotnun Amin. “Pengenalan Metode BEBER (Belajar Sambil Bermain) Matematika Bagi Guru-Guru Maarif Di Surabaya.” *Indonesia Berdaya* 4, no. 1 (2022): 49–54. <https://doi.org/10.47679/ib.2023376>.
- Hasriadi, H. “Metode Pembelajaran Inovatif Di Era Digitalisasi.” *Jurnal Sinestesia* 12, no. 1 (2022): 136–51. <https://sinestesia.pustaka.my.id/journal/article/view/161>.
- Khaled Husein Muhammad Obaidat, and Muhammad Mahmoud Sari. *Mafaahimu Tadriisi Fii Ngasri Al-Hadiisi*. Yordania: Modern Books’ World, 2012.
- Kholifah, Wahyu Titis. “Upaya Guru Mengembangkan Karakter Peserta Didik Sekolah Dasar Melalui Pendidikan Ramah Anak.” *Jurnal Pendidikan Dan Konseling (JPDK)* 2, no. 1 (2020): 115–20. <https://doi.org/https://doi.org/10.31004/jpdk.v2i1.51>.
- Khotimah, Husnul. “Pendidikan Anak Dalam Perspektif Al-Qur’an Dan Aktualisasinya Di Era Digitalisasi.” *Tarbawi Ngabar: Jurnal of Education* 3, no. 1 (2022): 14–35. <https://doi.org/10.55380/tarbawi.v3i1.152>.
- M. Noer Hadi, Salma Sunaiyah, Moh Ismail,. “Metode Penugasan Dalam Pembelajaran Pai.” *Edudeena* 1, no. 2 (2017): 89–100. <https://doi.org/10.30762/ed.v1i2.451>.
- Magta, Mutiara, Putu Rahayu Ujianti, and Elina Dewi Permatasari. “Pengaruh Metode Proyek Terhadap Kemampuan Kerjasama Anak Kelompok A.” *Mimbar Ilmu* 24, no. 2 (2019): 212. <https://doi.org/10.23887/mi.v24i2.21261>.
- Mardhiyana, Dewi. “Upaya Meningkatkan Rasa Ingin Tahu Mahasiswa Melalui Penerapan Pembelajaran Berbasis Proyek Pada Mata Kuliah Evaluasi Proses Dan Hasil Pembelajaran Matematika.” *Delta: Jurnal Ilmiah*

- Pendidikan Matematika 5, no. 1 (2017): 1.
<https://doi.org/10.31941/delta.v5i1.389>.
- Mayasari, Fitria, Desliana Dwita, Jupendri Jupendri, Jayus Jayus, Nazhifah Nazhifah, Khusnul Hanafi, and Nolly Medya Putra. “Pelatihan Komunikasi Efektif Media Pembelajaran Google Classroom Bagi Guru Man 2 Model Pekanbaru.” *Jurnal Pengabdian UntukMu NegeRI* 3, no. 1 (2019): 18–23.
<https://doi.org/10.37859/jpumri.v3i1.1155>.
- Mulyono, and Ismail Suardi Wekke. *Strategi Pembelajaran DiAbad Digital*. Cetakan Pe. Yog: Gawe Buku (Goup Penerbit CV. Adi Karya Mandiri), 2018.
- Nadialista Kurniawan, Risyad Arhamullah. “Problematika Pembelajaran Pendidikan Agama Islam Pada Peserta Didik.” *Industry and Higher Education* 3, no. 1 (2021): 1689–99.
<http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspace.uc.ac.id/handle/123456789/1288>.
- Nikmah, Nur Solekhatun, and Masduki. “Penggunaan Peta Konsep Dalam Penilaian Pemahaman Konsep Lingkaran.” *Knpmp I* 12, no. 1 (2016): 11–22.
- Ningsih, Wahyu Fitra, and Isnaria Rizki Hayati. “Dampak Efikasi Diri Terhadap Proses Dan Hasil Belajar Matematika (The Impact Of Self-Efficacy On Mathematics Learning Processes and Outcomes).” *Journal on Teacher Education* 1, no. 2 (2020): 26–32.
<https://doi.org/10.31004/jote.v1i2.514>.
- Nugrahani, Ari, and Vrestanti Novalia Santosa. “Pengembangan Buku Ajar Matakuliah Penelitian Pembelajaran Bahasa Dan Sastra Indonesia Untuk Meningkatkan Kompetensi Mahasiswa PBSI.” *Prosiding Seminar Nasional IKIP Budi Utomo* 1, no. 01 (2020): 341–50. <https://doi.org/10.33503/prosiding.v1i01.1099>.

- Nurhuda, Hengki, Sekolah Tinggi, and Agama Islam. “Faktor Dan Solusi Yang Ditawarkan National Education Problems ; Factors and Solutions,” n.d., 127–37.
- Nurlailiyah, Aris. “Analisis Kebijakan Sistem Zonasi Terhadap Perilaku Siswa Smp Di Yogyakarta.” *Realita : Jurnal Penelitian Dan Kebudayaan Islam* 17, no. 1 (2022): 13–22. <https://doi.org/10.30762/realita.v17i1.1381>.
- Qomaruddin, Ahmad. “Implementasi Metode Bernyanyi Dalam Pembelajaran Mufradāt.” *Jurnal Kependidikan* 5, no. 1 (2017): 25–36. <https://doi.org/10.24090/jk.v5i1.1240>.
- Rahmadayanti, Dewi, and Agung Hartoyo. “Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar.” *Jurnal Basicedu* 6, no. 4 (2022): 7174–87. <https://doi.org/10.31004/basicedu.v6i4.3431>.
- Ramdani, Emi. “Model Pembelajaran Kontekstual Berbasis Kearifan Lokal Sebagai Penguatan Pendidikan Karakter.” *Jupiiis: Jurnal Pendidikan Ilmu-Ilmu Sosial* 10, no. 1 (2018): 1. <https://doi.org/10.24114/jupiiis.v10i1.8264>.
- Rosarian, Ananda Wini, and Kurnia Putri Sepdikasari Dirgantoro. “Upaya Guru Dalam Membangun Interaksi Siswa Melalui Metode Belajar Sambil Bermain [Teacher’S Efforts in Building Student Interaction Using a Game Based Learning Method].” *JOHME: Journal of Holistic Mathematics Education* 3, no. 2 (2020): 146. <https://doi.org/10.19166/johme.v3i2.2332>.
- Sa’diyah. “Metode Pembelajaran Aktif Dan Kreatif Pada Madrasah Diniyah Takmiliyah Di Kota Bogor.” *Edukasi Islami: Jurnal Pendidikan Islam* 9, no. 01 (2020): 73–74.
- Sari, Nia Yunia. “Pendidikan Dalam Pemikiran Ibnu Khuldun Dan KH Ahmad Dahlan.” *Tarbawi Ngabar: Jurnal of Education* 1, no. 2 (2020): 114–32.
- Sari, Pusvyta. “Analisis Terhadap Kerucut Pengalaman Edgar Dale Dan Keragaman Dalam Memilih Media.” *Jurnal*

- Manajemen Pendidikan 1, no. 1 (2019): 42–57.
<https://doi.org/https://doi.org/10.55352/mudir.v1i1.7>.
- Sholeh, Muh Ibnu. “Strategi Efektif Dalam Manajemen Pendidikan Untuk Meningkatkan Kualitas Pembelajaran.”
Tarbawi Ngabar: Jurnal of Education 4, no. 2 (2023):
139–64. <https://doi.org/10.55380/tarbawi.v4i2.462>.
- Stiyapranomo, Dwi Arif, and Dody Tri Iwandana. “Penerapan Metode Demonstrasi Dan Penugasan Berbasis Google Formulir Berbantuan Media Pembelajaran Vpams-Ppt Untuk Meningkatkan Hasil Belajar Materi Senam Lantai.” JOSSAE (Journal of Sport Science and Education 7, no. 1 (2022): 58–65.
- Sulisawati, Dwi Noviani, and Eric Dwi Putra. “Identifikasi Proses Berpikir Konseptual Siswa Smp Melalui Metode Mind Mapping.” Prismatika: Jurnal Pendidikan Dan Riset Matematika 3, no. 1 (2020): 52–65.
<https://doi.org/10.33503/prismatika.v3i1.1114>.
- Utami, Febriyanti. “Pengaruh Metode Pembelajaran Outing Class Terhadap Kecerdasan Naturalis Anak Usia 5-6 Tahun.” Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini 4, no. 2 (2020): 551.
<https://doi.org/10.31004/obsesi.v4i2.314>.
- Yolanda, Wafa, and dkk. “Efektivitas Metode Belajar Storytelling Untuk Meningkatkan Sosio-Emosional Anak Di Masa Pandemi Covid-19: Literature Review.” Yaa Bunayya : Jurnal Pendidikan Anak Usia Dini 6, no. 1 (2022): 21–32.
<https://jurnal.umj.ac.id/index.php/YaaBunayya/article/view/9547>.
- Yudhistira, Rahadian, Alna Muhammad Rifki Rifaldi, and Ahmad Awaludin Jais Satriya. “Pentingnya Perkembangan Pendidikan Di Era Modern.” Prosiding Samasta 3, no. 4 (2020): 1–6.

<https://jurnal.umj.ac.id/index.php/SAMASTA/article/view/7222>.

Zai, Fitra Syukur Iman, and Yehezkiel Soegeng Mulyono. "Pentingnya Metode Pembelajaran Bagi Peningkatan Minat Belajar Mahasiswa Program Studi Sarjana Pendidikan Agama Kristen" *Metanoia* 4, no. 1 (2022): 1–13.

<https://ejournal.sttdp.ac.id/metanoia/article/view/58%0Ah>
<https://ejournal.sttdp.ac.id/metanoia/article/download/58/38>.