

CRITICAL INCIDENT STRATEGY: IMPROVING MOTIVATION AND LEARNING OUTCOMES OF ISLAMIC EDUCATION STUDENTS IN PATTANAKARNSUKSA SCHOOL SONGKHLA THAILAND¹Fareezee Rattanayium, ²Asrori, ³Rusman^{1,2,3}Universitas Muhammadiyah Surabaya, Indonesia¹attanayium@gmail.com, ²asrori2@um-surabaya.ac.id, ³rusman@um-surabaya.ac.id**Abstrak**

Strategi Insiden Kritis: Peningkatan Motivasi dan Hasil Belajar Siswa Pendidikan Islam merupakan isu strategis untuk dilakukan kajian mendalam melalui proses penelitian. Metode yang digunakan dalam penelitian ini adalah PTK dengan 33 siswa sebagai subjek. Penelitian ini terdiri dari 2 siklus didalamnya dengan target motivasi pada siklus 1 dan siklus 2 yaitu motivasi siswa pada kategori sedang dan tinggi, sedangkan pada hasil belajar yaitu nilai kriteria kelas minimal pada siklus 1 adalah 65, siklus 2 adalah 75. Hasil penelitian menunjukkan, dengan strategi critical incident, diperoleh motivasi dan hasil belajar mengalami peningkatan. Hasil pada siklus I terdapat 24,24% siswa yang memiliki kategori sangat tinggi, pada siklus II meningkat 84,85%, sedangkan pada kategori tinggi menjadi 15,15%. Peningkatan hasil belajar pada aspek kognitif terlihat dari persentase ketuntasan kelas pada kondisi awal sebesar 9%, siklus I sebesar 45,45% dan pada siklus II meningkat menjadi 87,87%, sedangkan peningkatan pada nilai rata-rata kelas dari kondisi awal 58,00 Siklus I 71,67 pada siklus II 76,39. Berdasarkan hasil penelitian dapat disimpulkan bahwa strategi critical incident "meningkatkan" motivasi dan hasil belajar siswa. Implikasi penelitian tentang Critical Incident Strategy: Peningkatan Motivasi dan Hasil Belajar Siswa Pendidikan Agama Islam adalah menentukan strategi pembelajaran untuk meningkatkan hasil belajar yang dapat dilihat dari motivasi belajar mereka

Kata kunci: Strategi, Kejadian Kritis, Peningkatan, Motivasi, Hasil Belajar

Abstract

Critical Incident Strategy: Increasing Motivation and Learning Outcomes of Islamic Education Students is a strategic issue to be studied in depth through the research process. The method used in this research is PTK with 33 students as subjects. This research consists of 2 cycles in it with motivational targets in cycle 1 and cycle 2, namely student motivation in the medium and high categories, while on learning outcomes, namely the minimum class criterion value in cycle 1 is 65, cycle 2 is 75. The results of the study show, with critical incident strategy, obtained motivation and learning outcomes have increased. The results in the first cycle were 24.24% of students who had a very high category, in the second cycle it increased by 84.85%, while in the high category it became 15.15%. The increase in learning outcomes in the cognitive aspect can be seen from the percentage of class completeness in the initial conditions of 9%, the first cycle was 45.45% and in the second cycle, it increased to 87.87%, while the increase in the class average value from the initial conditions was 58.00 Cycle I 71.67 in cycle II 76.39. Based on the results of the study it can be concluded that the critical incident strategy "increases" motivation and student learning outcomes. The implication of research on Critical Incident Strategy: Increasing Motivation and Learning Outcomes of Islamic Religious Education Students is to determine learning strategies to improve learning outcomes which can be seen from their learning motivation

Keywords: Strategy, Critical Incident, Improvement, Motivation, Learning Outcomes

Introduction

Education for human life is an absolute necessity that must be fulfilled throughout life.[1] Education is one of the most important factors in efforts to develop human resources, because with education efforts to develop the human potential of students, both in the form of physical, creative and intentional so that this potential becomes real and can function for the journey of life. [2] Problems in the learning process in education in schools are commonplace in the current era. As the times progress, the demand for success in a learning process is getting higher, in order to give birth to someone who can be useful for himself, the environment, the nation and religion.[3] Problems in the learning process come from several aspects of education such as teachers, students, curriculum, facilities, methods, evaluation, parents, the subjects themselves and also the influence of global culture.[4] Especially related to motivation and student learning outcomes, learning motivation itself is one of the problems caused by the existence of obstacles in aspects related to the learning process that are not quite right.[5]

In learning Islamic education one of the problems that often in students is low motivation and learning outcomes.[6] Motivation and student learning outcomes in Islamic education lessons are influenced by two factors, internal factors that come from the students themselves.[7] Such as lack interest in learning, being passive in following lessons in class. While external factors that come from outside themselves such as the learning strategies used by the subject teacher are not appropriate.[6] When learning Islamic education there is a problem of learning motivation, it will make it difficult for students to understand Islamic religious teachings and practice them in their daily lives.[8] So much needed teacher efforts to increase motivation and student learning outcomes.[9] Islamic education teachers must have appropriate learning strategies.[10] Strategy in the context of teaching is a person's internal ability to think, solve problems and make decisions, meaning that in the learning process it will cause students to think uniquely to be able to analyze, solve problems.[11] Learning must encourage student freedom, inter-dependence between students and between students and teachers, and be able to encourage student motivation to learn.[12]

One strategy that can be applied to increase student motivation and learning outcomes is the critical incident strategy. The critical incident strategy is a strategy that aims to involve students from the very beginning to see their experiences.[13] The critical incident strategy is used by the teacher with the intention of inviting students to remember experiences that are unforgettable for them and then related to the subject matter.[14] With this strategy students

are actively involved and able to increase interaction between students and teachers.[15] As is known this interaction is in the form of feedback from students, this feedback can be in the form of concentration, submitting opinions, asking and answering questions and sparking discussion. "This strategy uses experience as a learning system, experience is an event that has been experienced either for a long time or has just happened.[16] From these problems, the authors are interested in conducting research with the title "Critical Incident Strategy: Increasing Motivation and Learning Outcomes of Islamic Religious Education Students at Pattanakarnsuksa School Songkhla Thailand"

Method

The type of research used is classroom action research, research conducted focusing on a high determination to solve problems and improve a situation.[17] Classroom action research does not aim to reveal the causes of various problems encountered in learning, but most importantly this classroom action research aims to provide problem solving solutions.[18] Taking a policy where the quality of the process and learning outcomes can be improved.[19] Action research is illustrated as a dynamic process which includes aspects of planning, action, observation and reflection which are sequential steps in one cycle or cycles related to the next cycle, meaning that the three cycles are a series of interrelated activities.[20]

Results and Discussion

The critical incident strategy in its application has steps or procedures that must be followed, including: First, the teacher asks students to study topics or material that will be studied at school. Second, the teacher conveys to students the topic or material that will be studied in today's meeting. Third, the teacher asks students to remember their unforgettable experiences that are appropriate and related to the material to be delivered. Fourth, the teacher gives students a few minutes to think about their experiences. Fifth, the teacher asks students to share their experiences related to the material that will be presented at today's meeting. Sixth, the teacher conveys the material by linking the experiences that have been expressed students.[21]

The research was conducted in class VIII (Junior High School) Pattanakarnsuksa School Songkhla Thailand was conducted using classroom action research which contained 2

cycles. Cycle I consisted of 3 meetings and cycle II consisted 3 meetings. The following will describe what was obtained during the implementation of the research.

Cycle I

Cycle I was held in 3 meetings, on November 21, 2022, November 23, 2022, and November 25, 2022. At the beginning of the lesson, the researcher distributed pretest questions to 33 class VIII students. The pretest carried out aims to determine and measure students' initial abilities. Based on the data analysis that has been done, the following results are obtained:

Table 1. Results of Analysis of Grade VIII Students' Pretest Scores

No	Description	Achievement
1	Class average	58,00
2	Highest rated	79
3	Lowest value	25
4	Number of students who complete the study	3
5	The number of students who did not finish studying	30
6	Classical completeness (in %)	9 %

These results indicate that the average initial ability of students classically is 58.00. Based on the results of the pre-test, the highest score was 79 and the lowest score was 25. From the data obtained, 91% of students had not achieved completeness. Student cognitive learning outcomes were measured using the Posttest which was carried out twice. Post-test I with indicators of a more peaceful life with sincerity, patience and forgiveness on November 25 2022. This test was carried out by 33 class VII students with material that had been studied during cycle I learning and after the action was taken. Based on the data analysis that has been done, the following results are obtained:

Table 2. Results of Analysis of Posttest Cycle I Class VIII Values

No	Description	Achievement
1	Class average	71,67
2	Highest rated	100
3	Lowest value	25
4	Number of students who complete the study	15
5	The number of students who did not finish studying	18
6	Classical completeness (in %)	45,45%

The results obtained in table 2 show that the classical average value in class VIII is 71.67. The highest score in class VIII was 100 and the lowest score was 25. Based on these results, it was also found that the number of students who had achieved

completeness was 15 students and the rest had not achieved completeness or classically showed completeness of 45.45%. Thus, the learning outcomes of class VIII students in cycle I still below the predetermined achievement indicator 75%.

Early learning motivation is a motivational value possessed by students before being given action. The value of this motivation is obtained from the results of the questionnaire. Questionnaires were given to students before learning began on November 21, 2022. The questionnaire was filled in by 32 students out of 33 students in class VIII Pattanakarnsuksa School Songkhla Thailand. Students who are not present will later fill out a questionnaire.

The results obtained in table 2 show that the classical average value in class VIII is 71.67. With the highest score in class VIII was 100 and the lowest score was 25. Based on these results, it was also found that the number of students who had achieved completeness was 15 students and the rest had not achieved completeness or classically showed completeness of 45.45%. Thus, the learning outcomes of class VIII students in cycle I Were still below the predetermined achievement indicator 75%. Early learning motivation is a motivational value possessed students before being given action. The value of this motivation is obtained from the results of the questionnaire. Questionnaires were given to students before learning began on November 21, 2022. The questionnaire was filled in by 32 students out of 33 students in class VIII Pattanakarnsuksa School Songkhla Thailand. Students who are not present will later fill out a questionnaire.

Table 3. Results of the Analysis of Early Learning Motivation for Class VIII Students

Interval	Category	Number of Students	Motivational Score (%)
84-100	Very high	8	24,24
68-83	Tall	20	60,61
52-67	Enough	5	15,15
36-51	Low	0	0
20-35	Very low	0	0

The results of the initial analysis of the motivation of class VIII students based on the questionnaire that has been filled out, it was found that 0% of students belonged to the low category, in other words, there were no students who had low motivation. Students belonging to the moderate category are 5 students or 15.15%. Twenty students belong to the high category or if presented a number of 60.60% of students and the rest belong to the very high category, namely 8 students or 24.24%. Based on these data it can

be seen that most of the class VIII students have high initial learning motivation. Thus it can be concluded that the motivation of class VIII students is high.

Cycle I reflection

Implementation of learning in general is good. From the implementation of learning in cycle I, data on cognitive and affective learning outcomes of class VIII students were obtained. Based on the learning outcomes of the cognitive aspects, it was found that 45.45% of 33 students in class VIII had achieved a score of ≥ 75 . In addition, based on the data that has been obtained regarding the initial learning motivation of class VIII students, it is found that 60.60% of students have high learning motivation. The results obtained are supported by good learning conditions. The learning process by using visual aids in the first cycle goes according to the planned procedures. Students have paid attention to the explanations from the researchers when they asked about the difficulties they were experiencing, tried to answer the questions asked, worked on the student worksheet well and were enthusiastic about learning.

The successes that have been achieved are not free from obstacles in learning. These constraints make learning not optimal. The obstacle is that the planned time is not appropriate in the learning implementation plan. This is because students cannot be forced to finish immediately in finding the formula for the surface area of cubes and blocks, and the application process actually takes longer.[22] In addition, there were two groups that were not actively involved in learning because they did not like their group members. For achievement indicators in cycle I on cognitive learning outcomes have not reached the indicators that have been set while in the initial motivation of students have reached the indicators that have been set.

Cycle 2

The implementation phase in cycle II was carried out in 3 meetings. The three meetings were held on November 28 2022, November 30 2022 and December 2 2022. Based on the data analysis that has been carried out, the following results are obtained:

Table 4. Results of Post-Test Value Analysis for Cycle II Class VIII

No	Description	Achievement
1	Class average	76,39
2	Highest rated	100
3	Lowest value	34
4	Number of students who complete the study	29
5	The number of students who did not finish studying	6
6	Classical completeness (in %)	87,87%

From table 4 it is found that the learning completeness of class VIII students is 87.87% and as many as 6 students have not reached the minimum standard. Based on post-test II, the highest score was 100 and the lowest score was 34 with a classical class average of 76.39. Final learning motivation is student learning motivation after getting action. The results of the final learning motivation obtained from the questionnaire. Completion of the final questionnaire was carried out on December 2, 2022 by 33 class VIII students.

Based on the questionnaire that was filled in by all class VIII students, it was found that 0% of students belonged to the very low, low, and sufficient categories, or in other words, there were no students who had motivation in the very low, low, and sufficient categories. There were 5 students belonging to the very high category or 15.15% of the 33 students, while the rest belonged to the very high category with a total of 28 students or 84.84%. Thus, it can be said that the results of the analysis of the final motivation of class VIII students after learning have learning motivation in the high and very high categories. The following are the final learning outcomes of class VIII students.

Table 5. Results of Analysis of Final Learning Motivation for Class VIII Students

Interval	Category	Number of Students	Motivational Score (%)
84-100	Very high	28	84, 85
68-83	Tall	5	15, 15
52-67	Enough	0	0
36-51	Low	0	0
20-35	Very low	0	0

Reflection on Cycle 2

Based on the results of the implementation of cycle II learning, cognitive learning outcomes and affective learning outcomes of class VIII students were obtained. Cognitive learning results obtained by 87.87% of class VIII students have achieved a minimum score with a value of ≥ 75 . These results have reached indicators that have been set on cognitive aspects in cycle II. In the final motivation of class VIII students who have high and very high learning motivation of 15.15% and 84.84%. These results indicate that all aspects of learning have reached the specified indicators. This is supported by better learning conditions than learning cycle I, where students are actively involved in groups to find understanding related to patience, sincerity and forgiveness. In addition, students also pay attention to the researcher's explanation, try to solve problems, ask questions,

answer questions, and get excited. However, in cycle II, the constraints experienced were still the same as cycle I, that is, quite a lot of time was consumed when students found peaceful values. Students do not have time to practice questions and when delivering affirmations or conclusions it is felt too fast. These constraints make the results obtained are not optimal. For achievement indicators in cycle II on cognitive learning outcomes and initial motivation of students have reached the indicators that have been set.

Discussion

Increased Learning Motivation

Increasing student motivation in this study was obtained from the results of the questionnaire sheet. The questionnaire sheet was filled in by class VIII students. The questionnaire sheet that the researcher gave aims to determine students' learning motivation before and after the action is carried out

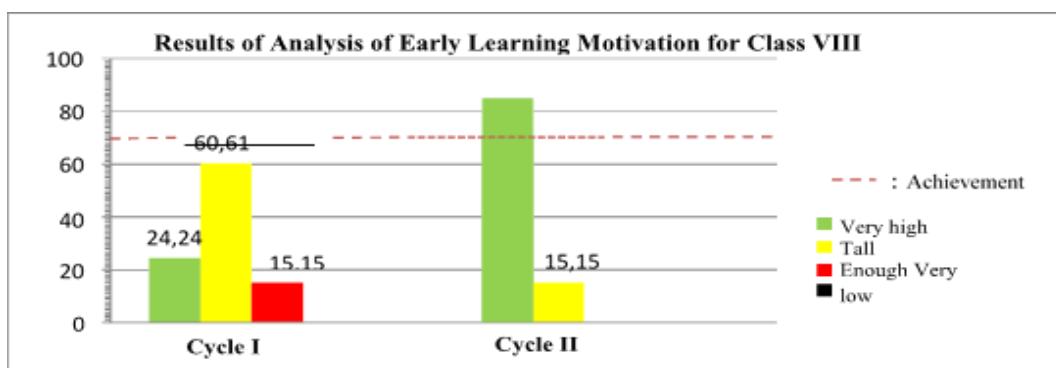


Figure 1. Results of Analysis of Class VIII Learning Motivation

Based on the bar chart in Figure 1 above the results of the initial motivation achievement analysis show that in the first cycle. Students who were included in the very high category were 24.24% and in the second cycle 84.85%. Thus, in the very high category there was an increase of 60.61%. In contrast to the high category, the moderate category experienced a decrease from the first cycle of 60.61% of students and in the second cycle it decreased to 15.15%. In the sufficient category in the first cycle, 15.15% decreased to 0%, while none of the students had low and very low aspects of learning outcomes. Based on these results, the very high category experienced an increase from 66.67% to 100%, while the high and sufficient category experienced a decrease from 60.61% to 15.15% and 15.15% to 0%, so it can be concluded that overall student motivation increases.

The level of student motivation is influenced by several factors both intrinsically and extrinsically. Intrinsic factors can be seen when students start discussing in groups, starting from the attitude of students. The attitude of students when discussing, students indirectly show interest. This enthusiasm shows that students seem motivated to study even harder which is shown by curiosity which is one of the things that underlies students' desire to learn more than before. The factors contained in the questionnaire affect the increase in motivation results so that in cycle II the expected indicators have been achieved. Thus, learning Islamic education with indicators of a more peaceful life with patience, sincerity and forgiveness by using critical incident strategies makes students more motivated to learn.

Learning by using the critical incident strategy is a way that can attract students' attention to increase students' extrinsic motivation in learning Islamic education. This is in accordance with the critical incident strategy function proposed by Rosyada, with the critical incident strategy, students will more happily attend Islamic education lessons, so that their interest in studying Islamic education is greater.[23] Students are happy, aroused then interested and have a positive attitude towards learning Islamic education.[24] In addition, researchers also provide other forms of extrinsic motivation, namely in the form of praise. Praise is given to students or groups who work on Student Discussion Sheets and present them well. In addition, praise was also given to students who answered the questions posed by the researcher. The praise given was in the form of verbal delivery such as the expression "yes, that's right, applause for miss or mas (name of student)", and non-verbal in the form of a thumbs up. The above is in line with the opinion of Asrori who argues that giving praise to students for things that have been done successfully has great benefits as a learning booster because praise creates a feeling of satisfaction and pleasure.[25]

Improved learning outcomes

Improved learning outcomes were obtained from the results of the initial conditions and the posttest in cycle II. The posttest was done by class VIII students and the results obtained from the initial conditions to cycle II had increased. The improvements that have occurred can be seen from the achievements in the bar chart of Figure 2 below:

Figure 2. Completed Classical Cycle I and Cycle II

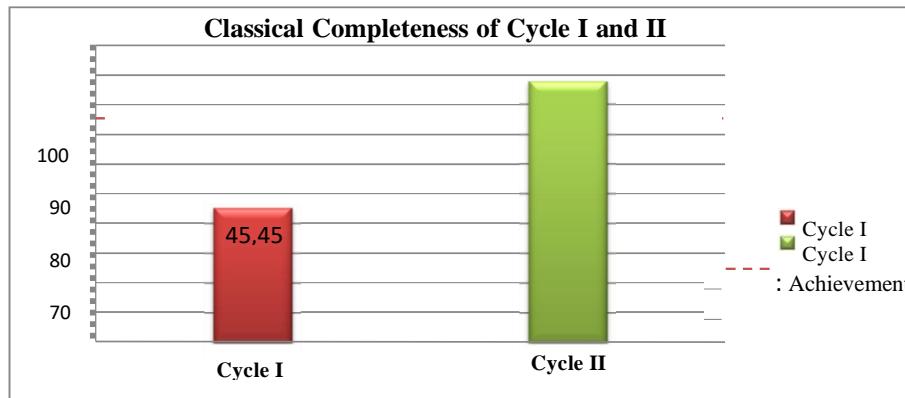
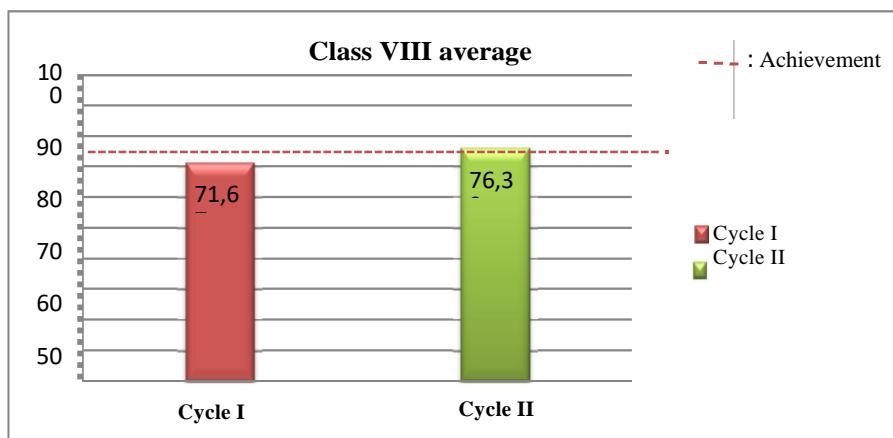


Figure 2 shows an increase in learning outcomes in cycle I and cycle II, where the learning outcomes of students who have achieved the minimum mastery criteria in cycle I is 45.45% and cycle II is 87.87%. The bar chart in Figure 4.5 above shows that the percentage of students who achieve the minimum mastery criteria in cycle II is higher than in cycle I. Thus, these results indicate an increase in the percentage of students who have achieved the minimum mastery criteria, which is 42.42%. In cycle II students who have achieved the minimum completeness criteria have reached the target that the researchers set, namely 75%. In addition to an increase in the percentage of students who have achieved the minimum completeness criteria, an increase can also be seen in the average grade VIII students. The following is a bar chart in Figure 3:

Figure 3. Class VIII average



In Figure 4.6 the bar chart shows the average value of class VIII increased from 71.67 in cycle I and 76.39 in cycle II. The increase was not that big, namely 4.72, but in cycle II, the average value of success indicators was achieved, namely 75. The increase in students' cognitive aspects of learning outcomes is due to several factors. These factors are learning situations, cooperation in groups, giving awards in the form of praise, and

factors from the students themselves. This learning situation is related to the application of the critical incident strategy.[26] The use of the critical incident strategy makes learning activities more enjoyable and involves all students as implementers of activities. Cooperation in groups is a factor that influences the improvement of learning outcomes. Through collaboration, interpersonal relationships will arise between students in study groups. Factors that influence student learning outcomes in the cognitive aspect are the awarding of praise. This causes students to compete to get the best grades. The fourth factor is the factor of the students themselves in the form of students' understanding abilities.[6]

The teaching and learning process involves interaction between students and teachers and students with students. The existence of interaction makes a good relationship between teachers and students and students with students. This is in accordance with Zhu and Chunxia opinion, that the teacher-student relationship is another factor that supports the improvement of learning outcomes, one of which is the cognitive aspect.[27] From some of the descriptions above, the research that has been done has been successful in improving student learning outcomes in the cognitive aspect. This is evident from the results of the post-test students who have increased in cycle II can be seen from the class average and from the percentage of students who achieve the minimum criteria. This is in accordance with the indicators set by the researcher. This increase indicates that the learning activities carried out during the learning process using the critical incident strategy have helped.

The overall results of research that has been carried out using the critical incident strategy helps in increasing motivation and learning outcomes. The use of the critical incident strategy has a positive influence on increasing motivation and student learning outcomes. This is because learning using the critical incident strategy has advantages in learning, according to Eva Bosch opinion, making students more active in carrying out learning activities, students are more interested, students understand the material more easily, and students will not get bored easily.[28]

Conclusion

From the results of the research that has been carried out, it can be interpreted that learning using the critical incident strategy can increase the learning motivation of class VIII students of Pattanakarnsuksa School Songkhla Thailand in Islamic education lessons. This

can be seen in the first cycle as many as 24.24% of students who have a very high category then in the second cycle increased by 84.85%, while in the high category it became 15.15%. In addition, the critical incident strategy used can also improve student learning outcomes for class VIII (junior high school) Pattanakarnsuksa School Songkhla Thailand on the theme of living in peace through sincerity, patience and forgiveness. The increase can be seen from the percentage of cognitive aspects of learning completeness and class average scores. The increase in the percentage of class completeness from the initial condition was 9% and in cycle II it increased to 87.87%, while the increase in the class average value was from 58.00 to 76.39.

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