

THE PROBLEMS OF PAI TEACHERS OF MTS AL MUTTAQIN BUPER JAYAPURA IN FACING THE CHALLENGES OF 21ST CENTURY LEARNING

Siti Mustami¹, Shofwan Al Jauhari², Talabudin Umkabu³

IAIN Fattahul Muluk Papua, Indonesia¹²³

[Moestami22@gmail.com¹](mailto:Moestami22@gmail.com), [Shofwan_jauhari@uinponorogo.ac.id²](mailto:Shofwan_jauhari@uinponorogo.ac.id),
[Talabudinumkabu@gmail.com³](mailto:Talabudinumkabu@gmail.com)

Abstract: This study discusses the problems of Islamic Religious Education (PAI) teachers at MTs Al Muttaqin Buper Jayapura in facing the challenges of 21st century learning. This research aims to find out the PAI learning process, the obstacles faced, and efforts to overcome them. Data were collected through observation, interviews, and documentation. The results of the study show that PAI learning focuses on the holistic development of students, including academic, spiritual, and moral aspects. Teachers play the role of facilitators in instilling Islamic values through innovative methods, such as videos, discussions, and case studies. This approach is in line with Jack Mezirow's transformative learning theory which emphasizes changing students' perspectives and understandings. The challenges faced include the difficulty of developing learning strategies that are responsive to the times, students' low understanding of the Qur'an and Hadith, difficulties in explaining the concepts of faith and morals contextually, and the integration of Islamic values with technology. Efforts to overcome this are carried out through the use of technology, collaborative learning such as jigsaw and everyone is a teacher, as well as motivation to internalize religious values. This research emphasizes the importance of teacher competency development and

madrasah support to produce innovative learning that prepares students to face global challenges.

Keywords: Problematics, PAI, Learning, 21st Century.

INTRODUCTION

The development of science and technology in the 21st century requires teachers to be able to develop innovative, adaptive, and student-centered learning. Teachers not only play the role of delivering material, but also as facilitators, motivators, and supervisors who help students develop competencies according to the needs of the times. Tarihoran (2019) explained that the teaching profession includes various complex roles in supporting student development. In line with that, Daryanto and Suryanto (2022) emphasized the importance of teachers' ability to facilitate creativity, develop digital-based learning experiences, and demonstrate professionalism in a 21st-century learning environment.

These demands also apply to Islamic Religious Education (PAI) teachers. PAI learning not only aims to improve religious knowledge, but also to shape the

character, morals, and behavior of students. Therefore, PAI teachers need to develop interesting and contextual learning strategies so that Islamic values can be understood and applied in daily life. However, technological developments and changes in the characteristics of students present their own challenges, especially in choosing learning methods, utilizing digital media, and connecting the materials of the Qur'an, Hadith, creed, and morals with the reality of modern life.

A number of previous studies have discussed teacher problems and learning innovations. Mulyawan (2020) examined the problems of PAI teachers in madrasas, while Pillawaty et al., (2023) examined the problems of PAI teachers in implementing the Independent Curriculum. Rahayu et al., (2022) discuss 21st century learning innovations and their application in Indonesia, while Pratiwi and Nugraheni (2022) focus on teachers' problems in developing multimedia-based learning media in elementary schools/MI. The research provides a foundation for understanding teacher challenges, learning innovations, curriculum implementation, and the use of learning media.

However, these studies have a different focus. Based on the literature studied, there is still room to research in an integrated manner the PAI learning process, the obstacles faced by teachers, and its solution strategies in facing the challenges of 21st century learning at the Madrasah Tsanawiyah level. Therefore, this study focuses on these three aspects at MTs Al Muttaqin Buper Jayapura. The novelty of the research lies in the context

of the research and the integration of the aspects studied, while still requiring further literature search to ensure its difference from previous research.

MTs Al Muttaqin Buper Jayapura is an Islamic educational institution located in Heram District, Jayapura City. Based on data for 2024, this madrasah has 181 students and is supported by educators and education staff. The curriculum used combines the curriculum of the Ministry of Education and Culture with the curriculum of the Ministry of Religion. This madrasah also has learning support facilities, such as computer laboratories, libraries, and mosques that can be used for religious practice activities. This condition is a relevant context to examine the implementation of PAI learning, especially in utilizing available facilities and adapting learning to the demands of the 21st century.

The availability of facilities does not necessarily guarantee the implementation of innovative learning. Teachers are still required to have the ability to design strategies, choose methods, utilize technology, and connect religious materials with students' lives. Therefore, it is necessary to conduct research to find out how PAI learning is implemented, what problems teachers face, and how efforts are made to overcome them.

Based on this description, this study aims to describe the PAI learning process at MTs Al Muttaqin Buper Jayapura, identify teachers' problems in facing the challenges of 21st century learning, and analyze the efforts made to overcome these problems. The results of

the research are expected to be considered in developing more innovative, adaptive, and meaningful PAI learning.

THEORETICAL STUDY

21st Century Learning

21st century learning emphasizes not only subject knowledge but also the skills needed to analyze information, communicate, collaborate, solve problems, and adapt to changing circumstances. Laar et al. (2020), in their systematic literature review, identify critical thinking, creativity, communication, collaboration, problem-solving, and digital skills as important competencies for contemporary learning and work. These competencies require students to use information critically and technology responsibly, rather than merely operate digital devices.

In educational practice, these skills can be developed through active participation, discussions, collaborative activities, and contextual problem-solving. However, technology alone does not guarantee meaningful learning; its contribution depends on how it is integrated into instructional objectives (UNESCO, 2021). In this study, these characteristics provide a framework for examining instructional methods, student participation, and the use of digital resources in PAI learning.

Islamic Religious Education Learning

Islamic Religious Education (PAI) aims to develop students' understanding of Islamic teachings and encourage the application of religious values in everyday life. Therefore, PAI learning encompasses

religious knowledge as well as moral development and the practice of Islamic values. Hidayat et al. (2024) highlight the roles of PAI teachers as educators, guides, advisers, and role models in supporting students' religious character.

These objectives require teachers to connect religious concepts with students' daily experiences. Discussions of faith and morality, for example, may relate to honesty, responsibility, and ethical behavior, while fiqh lessons may use practical situations to explain Islamic legal principles. Teachers must also consider differences in students' characteristics and motivation when selecting instructional methods. Accordingly, teaching strategies should support student participation while remaining consistent with the religious and moral objectives of PAI.

The Role of PAI Teachers in Developing 21st-Century Skills

PAI teachers facilitate learning by explaining religious concepts, guiding classroom interaction, motivating students, and modeling Islamic values. In responding to 21st-century learning demands, they can incorporate critical thinking, communication, collaboration, creativity, and digital literacy into PAI activities. For example, discussions and case studies can encourage students to examine everyday problems through Islamic perspectives, while collaborative tasks provide opportunities to exchange ideas and communicate understanding. The development of these competencies is consistent with the skills identified by Laar et al. (2020).

Integrating these skills requires teachers to select appropriate methods and digital resources without neglecting PAI's religious objectives. Akbar and Saidah (2025) discuss the importance of pedagogical competence and digital literacy for PAI teachers in the digital era. Institutional support, professional development, and teacher collaboration may also help teachers respond to instructional challenges. Nevertheless, the use of particular methods does not by itself demonstrate improved student outcomes.

Overall, these concepts guide the present study in examining the PAI learning process at MTs Al Muttaqin Buper Jayapura, the challenges teachers encounter, and their efforts to address them. The framework connects the demands of 21st-century learning with the specific objectives of PAI and provides a basis for interpreting the observed instructional practices and teachers' interview accounts.

METHODS

Research Design

This study employed a qualitative research method with a case study design to examine the Islamic Religious Education (PAI) learning process, the challenges faced by teachers, and their efforts to address the demands of 21st-century learning at MTs Al Muttaqin Buper Jayapura. A case study design was selected to explore these issues within their specific educational context. Data were collected directly at the research site through observation, interviews, and documentation to obtain an in-depth

understanding of the phenomenon under investigation.

Setting and Participants

This study was conducted at MTs Al Muttaqin Buper Jayapura, Papua, Indonesia, an Islamic educational institution that integrates religious instruction with general education. The madrasah has supporting learning facilities, including internet access, a computer laboratory with approximately 30 computers, and four projectors. This setting provides a relevant context for examining how PAI teachers integrate Islamic values with 21st-century learning demands, particularly in the use of instructional methods and digital resources.

The informants were selected purposively based on their relevance to the research objectives. They consisted of four PAI teachers, namely Qoyyim, Muh. Nuh, Luthfi, and Sutri, as well as Sunanto as the madrasah supervisor and Adi Fardhanu as the madrasah operator.

Data Collection

Data were collected through non-participant observation, unstructured interviews, and documentation. The observations focused on PAI classroom activities, including teaching methods, student participation, and the use of learning media. Unstructured interviews were conducted with the informants to explore teachers' challenges and strategies for addressing 21st-century learning demands. Documentation included photographs of learning activities and records related to the madrasah's learning

facilities. These techniques were used to obtain information about PAI learning processes, teachers' challenges, and their efforts to address them.

Data Analysis

Data were analyzed using an interactive model of Miles et al. (2014), Data were analyzed using the interactive model of Miles et al. (2014), consisting of data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting and summarizing relevant information from observations, interviews, and documentation according to the research objectives. Data display involved organizing the information into a descriptive narrative covering the PAI learning process, teachers' challenges, and their strategies. Conclusion drawing and verification involved interpreting the displayed data and checking the consistency of findings across the collected data sources.

Data Validity

The validity of the data is checked through triangulation of sources, techniques, and time to compare and check the consistency of the information obtained.

RESULT

The Learning Process of Islamic Religious Education at MTs Al Muttaqin Buper Jayapura

Based on observations and the madrasah's official vision and mission statement, MTs Al Muttaqin Buper Jayapura operates under Pondok Modern Al Muttaqin and emphasizes the

development of students' Islamic faith, worship, and moral character. Its vision is to develop *insan kamil* (individuals of holistic excellence) who possess sound Islamic faith, practice worship according to Islamic law, demonstrate noble character, and maintain strong Islamic commitment. The madrasah also has learning facilities, including a computer laboratory, internet access, and projectors, that can support the integration of technology into learning. These findings provide the institutional context for examining how PAI teachers balance Islamic educational objectives with the demands of 21st-century learning.

The results of an interview with the madrasah operator, Adi Fardhanu, show that the madrasah has a fairly adequate internet network. He explained, "*Here we have 2 wifi networks, 100 Mbps MTs, 100 Mbps MA, and the one in the computer lab itself also has a power of 100 Mbps. So if you want to access information through the internet, it won't be slow. It must be tight*" (Adi Fardhanu, interview, May 3, 2024).

In addition to the internet network, there are around 30 computer units and four projectors that can be used to support learning activities. However, the results of interviews with teachers show that the use of digital facilities in learning still faces obstacles in certain situations.

Based on the results of the interview, the PAI learning process at MTs Al Muttaqin is not only oriented towards the delivery of religious material, but also on the application of Islamic values in daily life. Ustadzah Sutri, a teacher of Islamic Cultural History (SKI), explained that history learning not only discusses

important events and dates, but also moral values that can be applied by students. He stated, *"In the Islamic Cultural History class, we not only learn important dates or historical events, but also inspirational stories and relevant moral values"* (Sutri, interview, July 19, 2024).

The results of the SKI learning observation also show the use of *the everyone is a teacher here* method through group activities and presentations. The teacher divides the material on the history of the development of Islam in Indonesia into several subtopics, then students discuss in expert groups to collect information from books and the internet. After understanding the material, students join other groups to explain the information that has been obtained. The activity continues with presentations and questions and answers. The learning pattern provides opportunities for students to seek information, discuss, express opinions, and learn from peers.

In the subject of Moral Faith, Ustadz Qoyyim emphasized character formation through discussions and case studies. He explained that learning discusses the values of honesty, patience, and forgiveness and connects them to the real situations faced by students. Meanwhile, Ustadz Luthfi in Fiqh learning uses case examples and discussions to help students understand the application of Islamic law in daily life. As for Ustadz Muh. Noah in learning the Qur'an Hadith uses the delivery of material, videos, and question and answer sessions. He stated, *"I usually use the method of delivering material (both orally and showing videos)*

and students listen carefully and when it is finished, a question and answer session will be held and it will end with assignments" (Muh. Noah, interview, July 19, 2024).

Based on these findings, the PAI learning process at MTs Al Muttaqin applies various methods according to the characteristics of the subjects. Learning not only emphasizes the knowledge aspect, but also develops student participation and the application of Islamic values. However, the use of technology cannot be understood as a uniform practice in all subjects. Therefore, the availability of facilities needs to be followed by utilization that is in accordance with learning needs.

The Problems of PAI Teachers in Facing the Challenges of 21st Century Learning

Based on the results of interviews with the four PAI teachers revealed several challenges in implementing 21st-century learning. Differences in students' learning characteristics and motivation required teachers to adjust their instructional methods to maintain student participation. Teachers also faced difficulties connecting Islamic teachings with contemporary situations and sustaining students' interest in religious materials. In addition, the use of digital learning resources was not always optimal in certain teaching situations. These challenges indicate that implementing 21st-century learning requires teachers to adapt instructional strategies to students' needs, relate religious content to everyday life, and use available technology appropriately.

Ustadzah Sutri revealed that one of the challenges faced is adapting learning

to the times while paying attention to differences in the character and learning ways of students. He stated, *"Another challenge is dealing with different children's characters and different ways of learning each child, as well as difficulties in utilizing infrastructure to bring children to learn using online media or through smartphones"* (Sutri, interview, July 19, 2024). This statement shows that the existence of digital facilities has not completely eliminated obstacles in their application to learning activities.

Another problem is related to students' interest in religious materials. Ustadz Muh. Noah said, *"My biggest challenge is the lack of students' curiosity about religious materials"* (Muh. Noah, wawancara, July 19, 2024). According to him, teachers need to maintain the involvement of students in learning the Qur'an and Hadith in the midst of the wide flow of information. The condition of students living in the pesantren environment is also part of the learning context that needs to be considered. These findings indicate that teachers' challenges are not only related to the provision of media, but also to efforts to build motivation and student involvement.

In the subject of Fiqh, Ustadz Luthfi highlighted the need to connect the understanding of Islamic law with the development of modern life. He explained, *"The biggest challenge for me is to bridge the understanding of classical Islamic law with its application in modern daily life"* (Luthfi, interview, July 19, 2024). Meanwhile, Ustadz Qoyyim faces challenges in conveying the values of faith and morals in the midst of the various

information received by students. According to him, teachers need to help students maintain their beliefs and noble morals when faced with information that is not always in line with Islamic values.

The results of further interviews showed that differences in students' motivation and abilities also affected learning. Ustadz Muh. Noah explained that not all students have the same level of motivation and skills in learning and memorizing verses of the Qur'an and hadith. Ustadz Luthfi also highlighted the social dynamics in the pesantren environment that can affect the way students receive and practice Fiqh material. Ustadzah Sutri emphasized the need to integrate Islamic values with the development of technology and social media.

Overall, the findings of the study show that the problems of PAI teachers at MTs Al Muttaqin include pedagogical, motivational, contextual, and technological aspects. Teachers are required to adapt methods to the characteristics of students, build interest in religious lessons, and connect Islamic teachings with contemporary life problems. Thus, the challenge of learning in the 21st century lies not only in the use of technology, but also in the ability of teachers to create meaningful learning without neglecting the purpose of Islamic character formation.

Solutions to Overcome the Problems of PAI Teachers at MTs Al Muttaqin

Based on the results of the interviews, PAI teachers made a number of efforts to overcome learning problems, including varying teaching methods, using

digital media, encouraging discussion, and connecting religious materials with daily life. These efforts are made to make learning more interesting, contextual, and in accordance with the needs of students.

Ustadz Qoyyim explained that the use of technology and discussion is one way to increase student engagement. He stated, *"I integrate digital applications to help students understand the concepts of faith and morals in a more interactive way. In addition, I also often hold open discussions that connect religious teachings with the context of their daily lives"* (Qoyyim Nur Rasyid, interview, July 19, 2024). The strategy shows efforts to combine learning media with discussions of Islamic values that are close to students' experiences.

Similar strategies are applied by teachers in other subjects. Ustadz Muh. Noah uses videos and digital media to support the learning of the Qur'an Hadith. Ustadzah Sutri combines storytelling methods with visual and audiovisual media as well as project activities. Meanwhile, Ustadz Luthfi uses case studies and simulations to help students understand the application of Islamic law in real situations. The variety of methods is an effort by teachers to increase student participation while clarifying the relationship between subject matter and daily life.

In addition to the individual efforts of teachers, institutional support also plays a role in overcoming learning problems. The head of the madrasah explained that improving teacher competence is carried out through training, workshops, *in-house training*

(IHT) activities, and collaboration between teachers. These activities are aimed at helping teachers improve teaching competence and share experiences in implementing innovative learning methods. Collaboration through Subject Teacher Deliberation (MGMP) is also one of the means of teacher professional development.

Meanwhile, Sunanto as the madrasah supervisor explained that the assistance he carried out was mainly related to the administration and implementation of the curriculum. He stated, *"Our role is to provide assistance. We assist in terms of administration to ensure that the teachers are in accordance with the independent curriculum. For direct guidance, it is carried out by the head of the madrasah, but yes... if the head of the madrasah wants the supervisor to interfere in the coaching, God willing, we are ready to carry out coaching"* (Sunanto, interview, July 18, 2024). The statement shows that teacher coaching involves the division of roles between the head of the madrasah and the supervisor, with the possibility of the involvement of the supervisor according to the needs of the madrasah.

Based on these findings, efforts to overcome PAI learning problems are carried out through two main channels, namely the development of learning strategies by teachers and institutional support through training and professional collaboration. The use of technology, discussions, case studies, and audiovisual media can support more contextual learning, while training and mentoring can help teachers develop their competencies. The success of these efforts needs to be

seen based on real implementation in the classroom and the development of student involvement, so that its effectiveness is not enough to be deduced from the teacher's statement alone.

DISCUSSION

The Learning Process of Islamic Religious Education at MTs Al Muttaqin

The results of the study show that the PAI learning process at MTs Al Muttaqin is not only oriented towards mastering religious materials, but also on character formation and the application of Islamic values in daily life. This can be seen from the use of various learning methods, such as discussions, case studies, learning videos, presentations, and group learning. These methods provide opportunities for students to actively participate, express opinions, and connect the material with their experiences. This approach is in line with the demands of 21st century learning that emphasizes critical thinking, communication, collaboration, and creativity skills or 4C skills (Daryanto & Suryanto, 2022)

The application of *the everyone is a teacher here* method in learning Islamic Cultural History shows that students get the opportunity to seek information, discuss, and convey their learning results to their peers. Meanwhile, the use of case studies in the learning of Moral Faith and Fiqh helps students understand the application of moral values and Islamic law in real situations. Thus, PAI learning not only emphasizes the cognitive aspect, but also supports the development of affective aspects and practical skills.

These findings are in line with Rahayu et al. (2022), who discuss the importance of 21st-century learning innovations and their application in Indonesia. Varied learning can be one of the efforts to adapt the learning process to the needs of students. However, the availability of digital facilities in madrasas does not by itself guarantee optimal use of technology in every subject. Therefore, teachers need to adjust the use of technology to the learning objectives, characteristics of students, and the material delivered so that the learning process remains meaningful and oriented towards the formation of Islamic character.

The Problems of PAI Teachers in Facing the Challenges of 21st Century Learning

The findings indicate that the challenges faced by PAI teachers at MTs Al Muttaqin relate to several characteristics of 21st-century learning, particularly student participation, contextual problem-solving, and the use of digital resources. Differences in students' learning characteristics and motivation require teachers to adapt their instructional methods to encourage active participation. Meanwhile, connecting Islamic teachings with contemporary life provides opportunities to develop critical thinking and contextual understanding. However, teachers' difficulties in maintaining students' interest and utilizing digital resources indicate that implementing 21st-century learning requires more than access to technology; it also requires appropriate pedagogical strategies that support communication, collaboration, and

meaningful learning. These findings suggest that the integration of 21st-century skills into PAI learning remains a challenge that must be addressed in accordance with the subject's religious and moral objectives.

According to Muhith (2018), learning problems can be understood as a gap between expectations and reality that need to be resolved. In the context of this research, the expectation that PAI learning will take place actively, contextually, and in accordance with the development of the times is still faced with obstacles to learning motivation, diversity of students' abilities, and the use of digital facilities. This condition requires teachers to not only master religious materials, but also to be able to choose the right method and convey Islamic teachings through an approach that is close to the lives of students.

These findings are relevant to Mulyawan's (2020) study on the problems of PAI teachers in madrasas and Pillawaty et al. (2023) regarding the obstacles of PAI teachers in implementing the Independent Curriculum. The two studies can be a comparison to understand that the implementation of PAI learning faces challenges that need to be adjusted to educational conditions and needs. Tarihoran (2019) also discusses the importance of the role of teachers in facing the demands of 21st century teaching. Thus, PAI teachers need to develop adaptability without neglecting the main goal of religious education, which is to form students who understand and practice Islamic values.

Solutions and Strategies to Overcome PAI Teachers' Problems

The results of the study show that PAI teachers at MTs Al Muttaqin strive to overcome learning challenges through a variety of teaching methods, the use of digital media, discussions, case studies, and collaborative activities. The strategy aims to increase student engagement while helping them understand the relationship between religious materials and everyday life problems. The use of videos, for example, can help present material in a more interesting way, while case studies and discussions provide space for students to analyze problems and consider the application of Islamic values in certain situations.

These efforts are in line with the principles of 21st century learning that emphasize the development of critical thinking, communication, collaboration, and creativity skills (Daryanto & Suryanto, 2022). However, the development of these skills needs to be supported by planned learning activities and appropriate assessments. It is not enough for teachers to use diverse methods, but also to ensure that learning activities truly provide opportunities for students to analyze information, express opinions, collaborate, and generate ideas.

In addition to individual teachers' efforts, institutional support through training, *in-house training* (IHT), workshops, and collaboration between teachers is an important part of overcoming learning problems. This support can help teachers develop

pedagogical competencies and skills to use technology according to learning needs. This finding is related to the discussion by Rahayu et al. (2022) regarding the importance of learning innovation in the 21st century. Meanwhile, Pratiwi and Nugraheni (2022) discuss the development of multimedia-based learning media, which is relevant to the need for teachers to use media appropriately to support material delivery.

Thus, solving the problems of PAI teachers requires cooperation between teachers, madrasah heads, and supervisors in improving the quality of learning. Teachers need to continue to develop contextual methods, while madrasahs need to support professional development and the use of learning facilities. This synergy is expected to help realize PAI learning that is adaptive to the times, but still based on Islamic values and the formation of students' character.

CONCLUSIONS

Based on the results of the research, PAI learning at MTs Al Muttaqin Buper Jayapura is carried out through various methods, such as discussions, learning videos, case studies, and collaborative learning to help students understand and apply Islamic values in their daily lives. The problems faced by teachers include adjusting learning strategies to the times, differences in students' understanding of the Qur'an and Hadith, and the integration of Islamic values with technology. Efforts to overcome this are carried out through the use of digital media and innovative learning methods, such as *Information*

Search, Card Sort, Jigsaw, and Everyone Is a Teacher Here. Therefore, PAI teachers need to continue to improve pedagogical and technological competence, madrasah heads need to support innovation through the provision of facilities and training, while madrasah supervisors need to strengthen learning supervision. Further research is suggested to examine more deeply the application of digital technology in PAI learning as well as the experiences of teachers and students in facing 21st century learning challenges.

REFERENCES

- Akbar, R., & Saidah, N. (2025). Transformasi Kompetensi Guru Pai Di Abad 21: Perubahan Paradigma Pembelajaran Di Era Digital. *Oasis : Jurnal Ilmiah Kajian Islam*, 9(2), 137. <https://doi.org/10.24235/oasis.v9i2.19315>
- Daryanto, & Suryanto, B. (2022). *Pembelajaran Abad 21 (Edisi Revisi)*. Gava Media.
- Hidayat, N., Wibowo, Y. R., & Salfadilah, F. (2024). PERANGURUPENDIDIKANAGAMAISLAMDALAMMEMBENTUK KARAKTER RELIGIUS SISWA SEKOLAH DASAR. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(1), 536–553. <https://doi.org/10.23969/jp.v9i1.11991>
- Laar, E. van, Deursen, A. J. A. M. Van, Dijk, J. A. G. M. Van, & Haan, J. de. (2020). Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature Review. *SAGE Open*, 10(1), 1–14. <https://doi.org/10.1177/2158244019900176>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd editio).

- SAGE Publications Ltd (CA).
<https://books.google.co.id/books?id=p0wXBAAQBAJ&printsec=frontcover&hl=id#v=onepage&q&f=false>
- Muhith, A. (2018). Problematika pembelajaran tematik terpadu di MIN III Bondowoso. *Indonesian Journal of Islamic Teaching*, 1(1), 45–61.
- Mulyawan. (2020). PROBLEMATIKA GURU PENDIDIKAN AGAMA ISLAM DI MADRASAH. *Jurnal Komunikasi Dan Pendidikan Islam*, 9(1), 165–186.
- Pillawaty, S. S., Firdaus, N., Ruswandi, U., & Syakuro, S. A. (2023). Problematika Guru Pendidikan Agama Islam dalam Mengimplementasikan Kurikulum Merdeka. *Konferensi Nasional Tarbiyah UNIDA Gontor*, 1, 379.
- Pratiwi, Y., & Nugraheni, A. S. (2022). Problematika Guru Dalam Mengembangkan Media Pembelajaran Berbasis Multimedia Di SD/MI. *Jurnal Pendidikan Guru Sekolah Dasar*, 11(5).
<https://doi.org/10.33578/jpkip.v11i5.8977>
- Rahayu, R., Iskandar, S., & Abidin, Y. (2022). Inovasi pembelajaran abad 21 dan penerapannya di Indonesia. *Jurnal Basicedu*, 6(2), 2099–2104.
<https://doi.org/10.31004/basicedu.v6i2.2082>
- Tarihoran, E. (2019). GURU DALAM PENGAJARAN ABAD 21. *SAPA: Jurnal Kataketik Dan Pastoral*, 4(1), 46–58.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO.
<https://unesdoc.unesco.org/ark:/48223/pf0000379707>