



## Implementation of the Problem Based Learning Model to Improving Student Learning Outcomes on the Asmaul Husna Material at SD Negeri Lawa Batu

Cut Rika Wati ✉, SD Negeri Lawa Batu, Indonesia

Cut Irma Yulizar, SD Negeri Pulo Raga, Indonesia

✉ [cut.rikawati89@gmail.com](mailto:cut.rikawati89@gmail.com)

**Abstract:** This study aims to improve student learning outcomes in the Asmaul Husna material through the application of the Problem Based Learning (PBL) learning model. The method used is Classroom Action Research (CAR) which is implemented in two cycles, where each cycle includes the stages of planning, implementation, observation, and reflection. The subjects in this study were 23 sixth grade students of Lawa Batu Public Elementary School. Data collection was carried out through tests, observations, and documentation, then analyzed descriptively quantitatively and qualitatively. The results of the study showed an increase in student learning outcomes, from 35% completeness in the pre-cycle stage to 57% in cycle I, and increased again to 82.6% in cycle II. The application of the PBL model has been proven to be able to increase active student participation, develop critical thinking skills, and deepen understanding of the values of Asmaul Husna. These findings indicate that PBL is an effective learning method in improving learning outcomes, and is in accordance with the demands of learning in the 21st century.

**Keywords:** Problem based learning, learning outcomes, Islamic education.

**Received** March 21, 2025; **Accepted** June 3, 2025; **Published** July 23, 2025



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.  
Published by Mandailing Global Edukasia © 2025.

### INTRODUCTION

Islamic Religious Education has an important role in shaping the character and morals of students in accordance with Islamic values. One of the important aspects of learning Islamic Religious Education (PAI) is the understanding and practice of Asmaul Husna. Asmaul Husna, which are the beautiful and good names of Allah, not only teaches knowledge, but also encourages students to apply divine values in daily life. However, the reality on the ground shows that students' understanding of Asmaul Husna is still low, which has an impact on the lack of application of these values in their daily behavior.

At SDN Lawa Batu, the initial data on student learning outcomes in Asmaul Husna's material showed unsatisfactory achievements. The results of the learning evaluation showed that only a small number of students were able to achieve grades above the Minimum Completeness Criteria (KKM), while most students tended to have difficulty understanding the meaning of Asmaul Husna in depth. One of the main causes of this low learning outcome is the use of conventional learning methods that do not actively involve students. Learning tends to be one-way, with teachers as the center of teaching and

learning activities. Teachers become the center of information, so students have less opportunities to think critically, discuss, or solve problems independently.

The Problem Based Learning (PBL) learning model is present as a solution to improve student learning outcomes. This model places students as active subjects in the learning process, where they are invited to solve real or hypothetical problems relevant to the subject matter. Through PBL steps—such as problem recognition, information mining, problem-solving, and reflection—students not only gain knowledge, but also develop critical thinking skills, collaboration, and problem-solving skills.

This model is very relevant to be applied in Asmaul Husna's learning, which not only demands conceptual understanding, but also the application of his values in daily life. Previous research has shown that the implementation of PBL can improve student learning outcomes in various subjects, including Islamic Religious Education. Several studies have revealed that PBL is effective in improving student engagement and learning outcomes, especially in conceptual and applicative materials. In addition, the implementation of PBL is also in line with the spirit of the Independent Curriculum, which emphasizes project-based learning and a student-centered approach. In other words, PBL is not only able to improve learning outcomes, but also supports the development of 21st century competencies that are urgently needed by today's students.

Departing from existing problems and potentials, this study aims to test the effectiveness of the Problem Based Learning model in improving student learning outcomes in Asmaul Husna material in grade VI of SDN Lawa Batu. This research is expected to provide applicative solutions for PAI teachers in overcoming learning problems, especially in improving students' understanding of Asmaul Husna. In addition, the results of this research are also expected to contribute to the development of PAI learning practices that are innovative and relevant to the needs of the times.

## **METHODS**

The type of research used in this study is Classroom Action Research. Classroom Action Research (PTK) is a type of action research that is carried out in the classroom with the main goal of improving the quality of learning practices. A class in this context is defined as a group of students who, at the same time, receive lessons from the same teacher (Sudjana, 2016). The characteristic of PTK is its collaborative and participatory nature, where researchers work together with teachers and students to identify problems, try solutions, and evaluate the results of the actions taken. This approach is very relevant to the purpose of the research, which is to improve student learning outcomes in Asmaul Husna's material through the application of the Problem Based Learning (PBL) learning model.

This class action research is planned to be carried out in 2 cycles, with an allocation of 3 hours of lesson time for each cycle consisting of 2 meetings. If the results in cycle I have not shown an improvement in accordance with expectations, then the research will be continued to cycle II. The material taught refers to the teaching module of class VI that has been prepared beforehand, namely the material about Asmaul Husna. The procedures for research actions to be carried out are as follows:

The first stage in this class action research is planning. At this stage, the researcher identifies the subject matter that is in accordance with the subject matter at that time, then prepares a learning plan to be implemented. Before the action is implemented, an initial test is first carried out to measure student learning outcomes as comparative data. In addition, the researcher also prepared observation guidelines to monitor the learning process, as well as compile learning outcome tests to evaluate the extent of students' understanding of the material presented. The next stage is the implementation of actions. The activity begins with the teaching and learning process, where the teacher explains the subject matter that has been planned in advance. The entire learning process is carried out in accordance with the learning plan that has been systematically prepared. During the

activity, the teacher explained the material in detail and gave students the opportunity to ask questions about things they did not understand. This interaction is expected to increase students' understanding of the material taught.

The observation stage is carried out during the implementation of actions in cycle I using observation sheets that have been prepared beforehand. This observation aims to monitor the learning process and observe student learning results directly. This activity is carried out in conjunction with the learning process to obtain authentic data on student involvement, understanding of the material, and the effectiveness of the application of the learning model used.

Furthermore, at the reflection stage, the learning outcome data obtained from observation is collected, analyzed, and evaluated by the researcher. Through this reflection, the researcher assesses the extent to which the actions taken have achieved the expected goals. Reflection is also a consideration to determine the corrective actions needed in cycle II, if the results in cycle I are not satisfactory.

In cycle II, the steps taken are basically the same as in cycle I, including planning, implementation of actions, observation, and reflection. However, in this cycle, a number of improvements were made based on the results of reflections from the previous cycle. Researchers are more careful in paying attention to aspects that have not been achieved, and making adjustments to strategies so that the learning process is more optimal and learning goals can be achieved better.

This research consists of two variables, namely the independent variable and the bound variable. The independent variable (X) in this study is the Problem Based Learning (PBL) learning model, while the bound variable (Y) is the learning outcomes of students in Asmaul Husna's material. According to Sugiyono (2019), an independent variable is a variable that affects or causes change, while a bound variable is the result or impact of the manipulation of an independent variable. The population in this study is all grade VI students of SD Negeri Lawa Batu. Due to the limited number of subjects, the entire population was used as a research sample, consisting of 15 students in class VI. The sampling technique used is the saturated sample technique, which is a technique in which all members of the population are used as samples. Arikunto (2020) stated that in small-scale studies, the use of saturated samples allows the results obtained to be more representative of the population as a whole.

The types of data collected in this study consist of quantitative data and qualitative data. Quantitative data was obtained from the results of student learning tests before and after the implementation of the PBL model (pre-test and post-test), while qualitative data was obtained from observation of student activities and teacher reflections during the learning process. The data sources used include primary data and secondary data. Primary data consists of test scores of student learning outcomes and results of direct observation in class, while secondary data is in the form of supporting documents such as syllabus, teaching modules, and literature relevant to PBL and Asmaul Husna material.

Data collection techniques are carried out through several methods, namely tests, observations, interviews, and documentation. The test consists of a pre-test and a post-test. The pre-test is carried out as a diagnostic assessment before learning begins, with the aim of identifying students' initial knowledge of the material to be studied. These evaluations are short and often do not require written instruments. Meanwhile, the post-test is carried out after the material is delivered, with the aim of finding out the extent of students' understanding of the Learning Objective Flow (ATP). This test uses simple instruments with a limited number of questions. Observations are carried out by collaborator teachers to record student activities during the learning process. Interviews were used to explore students' responses to the learning experience using the PBL model. Meanwhile, documentation includes the collection of physical evidence such as photographs, video recordings, and notes during the research process.

Data analysis is carried out by organizing and compiling data obtained from interviews, field notes, and documentation into certain categories. The data is analyzed

through the process of grouping, simplification, synthesis, and drawing conclusions so that it is easy to understand both the researcher himself and others. This process is carried out by examining all data obtained from various sources such as observations, interviews, and documentation. Quantitative data was analyzed descriptively to determine the improvement of student learning outcomes, while qualitative data was analyzed to see student involvement and response during learning. To measure the improvement of learning outcomes, the reference for the Minimum Completeness Criteria (KKM) for Islamic Religious Education subject class VI of SD Negeri Lawa Batu was used, which was 75. The analysis of learning outcomes was carried out to determine the increase in grades in cycles I and II and to calculate the percentage of student learning completeness after the implementation of the PBL learning model.

## **RESULTS**

This class action research was carried out in the odd semester of the 2024/2025 school year in grade VI of SD Negeri Lawa Batu, which consisted of 23 students, with details of 10 male students and 13 female students. This research was conducted in two cycles and followed the stages of class action which included planning, implementation, observation, and reflection. The purpose of this study is to improve student learning outcomes through the application of the Problem Based Learning (PBL) learning model in Islamic Religious Education subjects, especially in the material of Asmaul Husna which includes the names of Allah: Al-Ghaffar, Al-'Afuw, Al-Wahid, and Ash-Shamad.

This learning is expected to foster an attitude of mutual respect in diversity. In the pre-cycle stage, student learning outcomes in Islamic Religious Education materials are still relatively low. This is known from the results of the initial evaluation which shows that the method used by teachers is still dominant in lectures, questions and answers, and assignments. As a result, students lack focus on participating in learning, many are busy with personal activities that are not relevant to the lesson, are reluctant to ask questions, are not confident in expressing opinions, and are not able to repeat the material that has been delivered. Out of a total of 23 students, only 8 students (35%) achieved the Minimum Completeness Criteria (KKM) of 70. Therefore, the researcher applies the Problem Based Learning (PBL) learning model in the hope of improving student learning outcomes.

At the planning stage of the first cycle, the researcher prepared several learning tools, including a teaching module with a PBL approach for Asmaul Husna material, evaluation tools in the form of multiple-choice tests given at the end of the cycle, and student activity observation sheets. At the implementation stage, the activity began with an opening in the form of greetings, prayers, attendance, reading short verses, and an introduction to the material through student experience. In the core of learning, the teacher divides students into groups and shares problems that must be discussed.

Each group presented the results of its discussion, while the other group provided responses or questions. The teacher then conveys conclusions and emphasizes the important points of the material, and asks students to fill out a reflection sheet. In the closing section, the teacher gives a review of the material, conveys conclusions, and closes the lesson with a prayer. The evaluation was carried out by giving a multiple-choice test of 10 questions. As a result, as many as 13 students (57%) out of 23 students achieved scores above the KKM, while 10 students have not completed.

At the observation stage of cycle I, the researcher noted that despite the improvement, the learning process was still not optimal. Some students seem unfocused because they are chatting while other friends express their opinions, and are not confident in their presentations. However, the enthusiasm of the students began to be seen, especially in paying attention to the teacher's instructions and preparing questions and answers. This shows that the application of the PBL model has begun to increase student engagement and learning outcomes, although it is not optimal.



Reflection from cycle I revealed several obstacles, including low student participation in listening and asking questions, lack of understanding of the material due to lack of reading activities, and students' inconfidence in expressing opinions due to lack of confidence. Based on this, several improvements are designed for cycle II, including: strengthening understanding of the PBL model, motivating students to actively learn and investigate problems, explaining learning objectives in more detail, and guiding students who have difficulty in discussions.

Cycle II is carried out as a follow-up to cycle I with the aim of correcting the shortcomings found earlier and improving student learning outcomes through the Problem Based Learning model. The stages of activities in cycle II continue to follow the flow of planning, implementation, observation, and reflection. In the planning stage, the researcher prepared a PBL-based teaching module on Asmaul Husna material, end-of-cycle evaluation tools in the form of multiple-choice tests, and observation sheets for teachers and students to monitor activities during the learning process.

The implementation of learning began with introductory activities such as greetings, prayers, attendance, reading short verses, singing P5 dimension songs, and introduction to the material through students' personal experiences. In the core stage, the teacher divides students into groups, displays videos as a source of problems to discuss, and each group presents the results of its discussion which the other group then responds to. The teacher summed up the results of the discussion, emphasized the important points, and asked the students to fill out the reflection sheet. The activity was closed with the presentation of the conclusion, singing the song "Religions in Indonesia", prayers, and greetings.

The evaluation was carried out with a multiple-choice test of 10 questions. The results showed a significant increase, namely as many as 82.6% of students managed to achieve scores above the KKM, which indicates that learning with the PBL model can improve the learning outcomes of Islamic Religious Education as expected. In the observation stage of cycle II, the researcher noted that most of the students showed positive changes. They are more active, enthusiastic in discussions, and more confident in presenting the results of the group's work. Thus, the Problem Based Learning learning model has proven to be effective in increasing the activeness and learning outcomes of grade VI students in Asmaul Husna material.

The implementation of the learning process in cycle II using the Problem Based Learning (PBL) model has been running optimally. This is shown by the absence of students chatting during the learning process, and they are able to try to present the results of their group discussions well. This condition makes many other students pay attention to the question and answer process carried out by their friends. In addition, students begin to show greater enthusiasm in paying attention to the teacher's instructions to re-read the material being studied in order to understand it better. They are also more enthusiastic in preparing questions and answers that are likely to be asked. Based on the data obtained, the use of the PBL learning model significantly increased the activeness and learning outcomes of students in Islamic Religious Education (PAI) subjects compared to the initial observation before the implementation of the model. Thus, it can be concluded that the application of the PBL model in cycle II has achieved the expected success indicators.

Reflections in the second cycle show that there has been real progress in the application of the PBL model in the learning of Islamic Religious Education, especially in the material of Asmaul Husna (Al-Ghaffar, Al-'Afuw, Al-Wahid, and Ash-Shamad) at SD Negeri Lawa Batu. Teachers appear more active by preparing teaching modules carefully and creating a conducive classroom atmosphere. Teachers also conduct pre-cycle diagnostic assessments by asking questions that are relevant to the environment or students' experiences.

The learning method applied combines lectures and discussions, accompanied by student attendance, assignment, and supervision of student activities during learning. Students are actively involved in learning, given the opportunity to ask questions about

ununderstood material, and teachers respond well to each question. The teacher also invites students to jointly conclude the material that has been studied before holding the final learning test. Based on the results of this reflection, it can be concluded that the application of the PBL learning model in cycle II has improved the learning process and outcomes of Islamic Religious Education to the maximum, so that the cycle can be stopped and the research is considered complete.

## **DISCUSSION**

The implementation of the learning process in the first cycle using the Problem Based Learning (PBL) learning model has not run optimally. This can be seen from the lack of student participation in listening and asking questions, because some students are still busy and engrossed in chatting with their friends. In addition, some students have not been able to answer the questions given by their friends due to the lack of reading the material that has been provided, so that the understanding of the material being studied is still low. Some students also show hesitancy in presenting and answering questions due to lack of confidence and fear of being wrong. The PBL learning model emphasizes student activeness, where students are required to be active in solving real problems as an effort to practice critical thinking skills while gaining knowledge of important concepts. The teacher plays a role in helping students orient themselves to understand the subject matter more easily. Although there are still shortcomings in the implementation of the first cycle, student learning outcomes have increased compared to the pre-cycle, with a completion percentage of 57%, which is 13 out of 23 students who achieved complete grades.

In cycle II, student participation in learning has shown a significant increase. Students are more active in participating in the learning process using the PBL model, are able to give questions and answers well, and can even add relevant information to their friends' questions or answers. The role of teachers focuses more on supervision and guidance during the student discussion process. The increased activeness of students can be seen from their efforts to understand the material and their enthusiasm in listening to discussions and questions and answers between friends. After the final evaluation of the second cycle was carried out, the students' learning outcomes showed a significant increase. The number of students who achieved learning completeness increased to 19 students or 82.6%, compared to 13 students or 57% in cycle I. This shows that the application of the PBL learning model in Islamic Religious Education (PAI) learning can increase student learning outcomes as expected

The findings of this study reveal that the use of the Problem Based Learning (PBL) learning model is proven to improve the learning outcomes of Islamic Religious Education (PAI) in the material "Asmaul Husna (Al-Ghaffar, Al-'Afuw, Al-Wahid, and Ash-Shamad)". This is evidenced by the average PAI learning outcomes that reach the Minimum Completeness Criteria (KKM). If analyzed further, this finding is in line with the opinion of Abuddin Nata (2011) who stated that the PBL learning model is learning that focuses on creativity, innovation, and student motivation. Through PBL, the learning process is more centered on students' independent activities, while teachers play the role of designers, facilitators, and motivators in the learning process. By using the PBL model, students can develop problem-solving skills, which can then be applied in dealing with real problems in society.

## **CONCLUSION**

Based on the results of data analysis and learning in the previous chapter, it can be concluded that the application of the Problem Based Learning (PBL) learning model can improve the learning outcomes of grade VI students in the field of Islamic Religious Education (PAI), especially the material of Asmaul Husna (Al-Ghaffar, Al-'Afuw, Al-Wahid,

and Ash-Shamad) at SDN Lawa Batu. Prior to the implementation of the PBL model, student learning outcomes did not meet the Minimum Completeness Criteria (KKM) criteria. However, after the implementation of PBL, there was a significant increase, as seen from the increase in learning completeness in each cycle. The average score before PBL is 62 with the percentage of students who achieve a score above 70 as much as 35%. In the first cycle, the average score increased to 65 with 57% of students achieving scores above the KKM, and the student activity observation score reached 60. Furthermore, in the second cycle, the average score reached 75.86 with 82.6% of students completed, and the student activity observation score increased to 80. Thus, the application of the PBL learning model provides a better increase in learning outcomes and student activities compared to the lecture method.

## REFERENCES

- Afriati, I., Siregar, R. S., Fonna, A., & Muna, Z. (2025). Effectivity of Inductive Method in Learning Nahwu-Sharaf at MIN 3 Banda Aceh City. *Journal of Indonesian Primary School*, 2(2), 1–9. <https://doi.org/https://doi.org/10.62945/jips.v2i2.738>
- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Elisyah, Nur, Islami Fatwa, Dinda Adha Hutabarat, and Zaharatul Humaira. 2024. "Pelatihan Gamifikasi: Implementasi Permainan Edukatif Untuk Meningkatkan Kualitas Pembelajaran Di SD Swasta Srikandi Lhokseumawe." *PUSAKA: Jurnal Pengabdian Masyarakat* 1(2):29–37. doi:10.62945/pusaka.v1i2.164.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>

- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Putra, Meiyaldi Eka, Fajar Maulana, Ramanda Rizky, and Islami Fatwa. 2023. “Peningkatan Hasil Belajar Mahasiswa Menggunakan Model Perkuliahan Problem Based Instruction (PBI) Mata Kuliah Gambar Teknik.” *Jurnal Pendidikan Teknik Mesin* 10(1):22–30. doi:10.36706/jptm.v10i1.20850.
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students’ Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students’ Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sinaga, Nurul Afni, Fitri Ayu Ningtiyas, Rifaatul Mahmuzah, Yulia Zahara, and Islami Fatwa. 2023. “The Effect of Deductive-Inductive Learning Approach on Creative Thinking Ability and Learning Motivation.” *Journal of Educational Research and Evaluation* 6(2):123–34. doi:10.24114/paradikma.v16i2.46952.
- Siraj, S., M. Yusuf, I. Fatwa, F. Rianda, and M. Mulyadi. 2023. “Pengembangan Model Pembelajaran Reflektif Berbasis Unity of Sciences Bagi Calon Guru Sekolah Menengah Kejuruan Profesional.” *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6(4):2030–38.



- Siregar, N., & Siregar, R. S. (2025). Analysis of numeracy literacy of junior high school students in AKM questions: Learning strategies based on higher order thinking skills at SMP Negeri 5 Tapung Hilir. *Jurnal Profesi Guru Indonesia*, 2(1), 359–367. <https://doi.org/10.62945/jpgi.v2i1.720>
- Siregar, R. S. (2024). *Fiqhu Al-Akbār: Taḥqī An-Naṣ Wa Taḥlīlu’Afkārihi*. UIN Ar-Raniry Fakultas Adab dan Humaniora.
- Siregar, R. S. (2024). Students’ Preferences for Varied Learning Methods: An Empirical Study of the Effectiveness and Appeal of Diverse Instructional Approaches. *Jurnal Profesi Guru Indonesia*, 1(2), 140–152. <https://doi.org/https://doi.org/10.62945/jpgi.v1i2.679>
- Siregar, R. S. (2025). The Influence of Social Media as a Learning Resource on the Academic Behavior of Junior High School Adolescents. *KOGNITIF: Jurnal Ilmiah Pendidikan Dan Keguruan*, 2(1), 21–28.
- Siregar, R. S. (2025a). Arabic Language Learning Culture in Salaf Islamic Boarding Schools: An Ethnographic Study of Linguistic Punishment Practices and Traditions. *ETNOPELAGOGI: Jurnal Pendidikan Dan Kebudayaan*, 2(2), 1–9. <https://doi.org/https://doi.org/10.62945/etnopedagogi.v2i2.722>
- Siregar, R. S. (2025b). Evaluation of the Implementation of the Reading Literacy Program at SD Negeri 100190 Tarutung Bolak. *Journal of Indonesian Primary School*, 2(1), 240–250. <https://doi.org/https://doi.org/10.62945/jips.v2i1.723>
- Siregar, R. S. (2025c). Improving the Arabic Writing Skills of Students through the Application of Contextual Learning Methods at Dayah Irsyadul Abidin Qurani. *Indonesian Journal of Education and Social Humanities*, 2(1), 358–369. <https://doi.org/https://doi.org/10.62945/ijesh.v2i1.726>
- Siregar, R. S. (2025d). Principles of Subject-Based Arabic Curriculum Development: Language Skills Integration and Contextual Relevance. *DEEP LEARNING: Journal of Educational Research*, 1(2), 56–67. <https://doi.org/https://doi.org/10.62945/deeplearning.v1i2.229>
- Siregar, R. S. (2025e). Students’ Cognitive Difficulties in Mastering the Nahwu Rules: A Descriptive Study at SMP IT Al Farabi Bilingual School. *Jurnal Cendekia Islam Indonesia*, 1(2), 10–20. <https://doi.org/https://doi.org/10.62945/jcii.v1i2.216>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.