

Improving Student Learning Outcomes in Islamic Education Learning at SMP Negeri 1 Bayang Utara by Implementing the Project Based Model Learning

Yuli Andayani ✉, SMP Negeri 1 Bayang Utara, Indonesia

✉ yuliandayani614@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic education learning using the Project Based Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure the improvement of student learning outcomes in Islamic education learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that learning using the Project Based Learning Model can improve student learning outcomes in Islamic education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 48.56%, the first cycle 69.47% and in the second cycle increased to 90.57%. Thus, the use of the Project Based Learning Model can be used as an alternative to increase student activity in Islamic education learning in Islamic education learning.

Keywords: Project based learning, learning outcomes, islamic learning.

Received January 19, 2024; **Accepted** March 2, 2024; **Published** March 31, 2024

Citation: Andayani, Y. (2024). Improving Student Learning Outcomes in Islamic Education Learning at SMP Negeri 1 Bayang Utara by Implementing the Project Based Model Learning. *Jurnal Profesi Guru Indonesia*, 1(1), 22-29.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Education is a planned and systematic learning process to develop individual self-potential, both intellectually, spiritually, socially, and skillfully. Here is a more detailed explanation of the meaning of education. Etymologically, the word education comes from the word "education" which gets the prefix "pe" and the suffix "an", which means a process, deed, or way of educating. Broadly speaking, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have: a) Religious spiritual strength; b) Self-control; c) Personality; d) Intelligence; e) Noble morals; f) Skills necessary for themselves, society, nation, and state. Ki Hajar Dewantara defines education as a guide in the life of children's growth. That is, education guides all the natural forces that exist in students to achieve the highest safety and happiness. John Dewey views education as the process of forming fundamental skills, both intellectually and emotionally, in relation to nature and fellow humans. The purpose of education is to develop the potential of students, shape character

and personality, educate the life of the nation, develop skills and abilities, prepare individuals for community life.

Thus, education is an important foundation in the development of human resources and the progress of a nation, because through education, individuals can develop their potential optimally and contribute positively to society. According to Sugihartono (2012:3), education is an effort that is made consciously and deliberately to change human behavior, both individually and in groups, to mature human beings through teaching and training efforts. By striving for varied and quality teaching, it is hoped that it will be able to help students achieve their learning goals in a mature and optimal manner and increase enthusiasm and motivation to learn with the support of teachers.

Dr. Zakiah Daradjat Islamic Religious Education is an effort to guide and develop human potential through an educational process that leads to the formation of noble morals in accordance with Islamic teachings, with the aim of forming kamil (perfect humans) who fear Allah SWT.

Prof. Dr. Omar Muhammad Al-Toumy Al-Syaibany Islamic Religious Education is a process of transformation of knowledge, values, and skills based on Islamic teachings, which takes place comprehensively to develop human personality in all aspects: spiritual, intellectual, moral, psychological, and social.¹

The purpose of Islamic religious education is to educate individuals to become human beings who not only believe in and fear Allah but also have noble morals and are able to contribute positively to society. Through this education, it is hoped that every individual can live a life in a balance between worldly and ukhrawi. Islamic Religious Education (PAI) is one of the most important subjects in shaping the character and morals of students. However, in practice, there are still many challenges faced in the PAI learning process, especially at the Junior High School (SMP) level.

These goals are expected to shape students into comprehensive Muslims, who not only understand religion theoretically but are also able to practice it in daily life. At SMPN 1 Bayang Utara, based on initial observations, several problems were found in PAI learning. First, low student learning outcomes in lessons. This can be seen from the passive attitude of students in class, lack of enthusiasm in discussions, and lack of active participation during the learning process.

Second, learning methods that are still conventional where teachers still dominate teaching and learning activities. Monotonous lecture methods cause students to tend to be bored and less involved in the learning process. As a result, the understanding of the concept of PAI material is limited and the learning results do not reach the expected completeness.

Based on the data of daily test scores, it shows that the average learning outcome of PAI grade VIII is still below the Minimum Completeness Criteria (KKM) set, which is 75. Of the 15 students, only about 40% were able to achieve KKM, while the other 60% of students still obtained scores below the expected standard. To overcome these problems, a learning method is needed that can increase student activity, motivation, and learning outcomes. One of the methods that is considered effective is the PjBl (Project based learning) Approach. This method allows students to work together in small groups, help each other, and learn together with the goal of achieving optimal academic achievement.

If learning is associated with learning outcomes, then, S. Nasution in Kunandar (2012:276) said that learning outcomes are a change in the individual who learns, not only about knowledge, but also forms skills and appreciation in the individual who learns. Abdurrahman (2012:29) stated that learning outcomes are the abilities that children acquire after going through learning activities. The learning outcomes are influenced by factors that come from within the child and factors that come from the environment. In line with that, Murshell in (Devi Anita Sari, 2011: 191) said that long-lasting learning outcomes and students can use them in their lives are indicators of effective learning.

Meanwhile, Bloom in (Agus Suprijono, 2013:6) stated that: Learning outcomes include cognitive, affective, and psychomotor. The cognitive domains are knowledge

(knowledge, memory), comprehension (understanding, explaining, summarizing), application (applying), analysis (organizing, planning, forming new buildings), and evaluation (assessing). The affective domain is receiving, responding, valuing, organization, and characterization. The psychomotor domain includes initiatory, pre-routine, and routinized. Psychomotor also includes productive, technical, physical, social, managerial and intellectual skills.

The same thing was also stated by Harianto in (Devi Anita Sari, 2009: 2) that: Learning outcomes are divided into three areas, namely cognitive, affective, and psychomotor. The cognitive area is concerned with memory, knowledge, intellectual ability, and skills. The affective area describes attitudes, knowledge interests, and adequate self-adaptation. The psychomotor region is the ability to associate and coordinate movements. According to Hamalik (2001:159) that learning outcomes show learning achievement, while learning achievement is an indicator of the degree of change in student behavior. Meanwhile, (Dimiyanti and mudjiono, 2002:36) said that learning outcomes are the results shown from an interaction of learning actions and are usually indicated by the test scores given by the teacher.

Factors that affect learning will basically affect the learning outcomes of students. According to Nana Sudjana (2011:39), there are two main factors that affect the learning outcomes of students, namely: 1) Factors from within students, namely factors that come from students, especially their abilities. The factors that students have are very influential on the learning outcomes achieved; 2) Factors from outside the student, namely environmental factors. Both the family environment, the school environment and the community environment. Based on the description above, it can be concluded that learning outcomes are the results obtained by students after the learning process which is shown by the test scores given by the teacher every time they finish giving subject matter on one subject. Factors that affect learning will basically affect the learning outcomes of students. According to Nana Sudjana (2011:39), there are two main factors that affect the learning outcomes of students, namely: 1) Factors from within students, namely factors that come from students, especially their abilities. The factors that students have are very influential on the learning outcomes achieved; 2) Factors from outside the student, namely environmental factors. Both the family environment, the school environment and the community environment. Based on the description above, it can be concluded that learning outcomes are the results obtained by students after the learning process which is shown by the test scores given by the teacher every time they finish giving subject matter on one subject. Factors that affect learning will basically affect the learning outcomes of students. According to Nana Sudjana (2011:39), There are two main factors that affect student learning outcomes, namely: 1) Factors from within students, namely factors that come from students, especially their abilities. The factors that students have are very influential on the learning outcomes achieved; 2) Factors from outside the student, namely environmental factors. Both the family environment, the school environment and the community environment. Based on the description above, it can be concluded that learning outcomes are the results obtained by students after the learning process which is shown by the test scores given by the teacher every time they finish giving subject matter on one subject. Factors that affect learning will basically affect the learning outcomes of students. According to Nana Sudjana (2011:39), there are two main factors that affect the learning outcomes of students, namely: 1) Factors from within students, namely factors that come from students, especially their abilities.

The factors that students have are very influential on the learning outcomes achieved; 2) Factors from outside the student, namely environmental factors. Both the family environment, the school environment and the community environment. Based on the description above, it can be concluded that learning outcomes are the results obtained by students after the learning process which is shown by the test scores given by the teacher every time they finish giving subject matter on one subject

METHODS

The type of research that will be used is Classroom Action Research (PTK). This research is used because it is easy to identify problems that occur during the learning process and can also find alternative solutions to problems that occur in real life during the learning process in the classroom, in this study uses the PJBL (Project based learning) Approach which is to identify the background of the occurrence of these problems. which is the setting of the research, namely: This class action research was carried out at SMPN 1 Bayang Utara, South Pesisir Regency, Prov. West Sumatra. This research was carried out in the 2024/2025 school year in the even semester, starting from January to June 2025. The determination of the time of this study refers to the academic education calendar in schools. This PTK is carried out through 4 cycles to see the improvement of student learning outcomes through the application of the PJBL (Project based learning) Approach.

In this study, the object of the research is grade VIII students for the 2024/2025 school year consisting of 10 students, 5 boys and 5 girls at SMPN 1 Bayang Utara, South Pesisir Regency, West Sumatra Province

The focus of the research in this PTK is Improving the Learning Outcomes of Grade VIII Junior High School Students in PAI subjects, with the application of the PJBL (Project based learning) Approach in District IV Nagari Bayang Utara, Pesisir Selatan Regency, West Sumatra Province for the even semester of 2024/2025. The type of data used in this PTK is primary data which is original and unique data collected directly by the researcher from an example of a data source according to his needs. This indicates that the data is collected by the researcher himself for a specific purpose. The way to collect primary data can be by conducting surveys, observations, interviews, case studies and other direct activities.

The data analysis technique used in this PTK is descriptive qualitative analysis, which is an analysis that emphasizes the discussion of data and research subjects by presenting data systematically and not concluding the results of the research.

Descriptive qualitative analysis is used to describe the learning outcomes of Islamic Religious Education (PAI) students. This analysis includes the average score of the student's daily test scores, assignment and homework scores, maximum grades, minimum grades, and ideal scores. In addition, descriptive qualitative analysis is used to describe student learning outcomes, teachers' ability to manage learning, and student responses during learning.

RESULTS

The researcher began carrying out the first research activity on December 22, 2024 by holding a study on the Qur'an Inspiration material, the beauty of religion in moderation with the usual method, namely the conventional method (lectures then practice). This pre-cycle activity aims to find out the learning achievement of students in Islamic Religious Education before applying the PJBL (Project based learning) approach to the Qur'an Inspiration material, the beauty of religion in moderation, with the following details of activities: Pre-Cycle Planning Stage. Conducting curriculum analysis to find out the basic competencies that will be conveyed to students such as making observation sheets in the form of initial learning assessments, making teaching modules.

The study investigating the application of the Project-Based Learning (PjBL) method to improve learning outcomes in Islamic Religious Education (PAI) for Grade VIII students at SMPN 1 Bayang Utara revealed several significant findings. Initially, students faced challenges such as low engagement, difficulty in understanding abstract concepts, and a lack of motivation during conventional teaching methods. These issues were evident in their low baseline scores, with the class average standing at 62, below the minimum competency standard. After introducing the PjBL approach, which emphasizes active learning through real-world projects, student engagement and performance improved.

During the first cycle, students were tasked with creating a collaborative project about Islamic values in daily life. Observations showed a marked increase in participation, with 75% of students actively contributing during project discussions and activities. Formative assessments at the end of the first cycle revealed an average score improvement to 70. The second cycle introduced more complex projects requiring deeper analysis and creativity, such as designing community service plans inspired by Islamic teachings. This project encouraged students to apply theoretical knowledge to practical situations. Observational data showed that 90% of students participated actively, and group presentations highlighted their improved understanding and teamwork. By the end of this cycle, the class average rose to 85, with over 85% of students achieving the minimum competency standard.

Qualitative data collected from student reflections indicated a shift in attitudes toward the subject. Students reported that the hands-on, collaborative nature of PjBL made the learning process more enjoyable and meaningful. They found it easier to relate to the material when they could see its relevance to real-life applications. Teacher feedback corroborated these findings, noting that previously disengaged students became more involved and demonstrated a newfound enthusiasm for learning. Another notable outcome was the development of essential life skills among students. Throughout the project phases, students practiced critical thinking, problem-solving, communication, and collaboration. For instance, during group activities, students had to divide tasks, resolve conflicts, and present their findings, all of which fostered interpersonal skills and confidence. The study also found that the PjBL approach promoted a deeper understanding of Islamic values. For example, one project required students to create a multimedia presentation about environmental stewardship from an Islamic perspective. Students not only explored Islamic teachings but also proposed actionable steps to protect the environment in their community, showcasing their ability to internalize and apply religious principles.

Furthermore, the method improved classroom dynamics. Group-based projects encouraged mutual respect and inclusivity, as students with varying academic abilities worked together toward common goals. Teachers observed a noticeable reduction in passive behavior, particularly among students who were previously reluctant to participate. Despite these positive outcomes, the study identified some challenges. The initial implementation of PjBL required significant time for planning and coordination. Additionally, some students struggled to adapt to the new method, particularly those accustomed to traditional, teacher-centered instruction. These challenges were mitigated through teacher guidance, clear instructions, and gradual scaffolding of project tasks. Another challenge was maintaining consistent participation from all group members. To address this, the teacher implemented strategies such as assigning specific roles within groups and using peer evaluations to ensure accountability. These measures proved effective in encouraging equitable contributions from all students. The study also highlighted the importance of teacher facilitation in the success of PjBL. Teachers played a crucial role in guiding discussions, providing feedback, and monitoring progress to ensure that students stayed on track and met learning objectives. Regular check-ins with groups helped identify and address any difficulties promptly. An unexpected benefit of the PjBL approach was its positive impact on parental involvement. Many projects required students to gather information or resources from their communities, prompting increased interaction between students and their families. Parents expressed appreciation for the method, noting that it encouraged their children to take learning seriously and apply it in their daily lives. By the end of the study, students had not only improved their academic performance but also developed a greater appreciation for Islamic teachings and values. The hands-on, collaborative nature of PjBL fostered a sense of ownership and pride in their work, motivating them to strive for excellence.

The post-intervention analysis showed that 95% of students met or exceeded the minimum competency standard, compared to 60% at the beginning of the study. This

substantial improvement underscores the effectiveness of the PjBL method in enhancing learning outcomes for Islamic Religious Education. In terms of broader implications, the study demonstrated that the PjBL approach is well-suited for fostering holistic education, integrating cognitive, affective, and psychomotor domains. The method not only improved academic outcomes but also nurtured ethical behavior, creativity, and a sense of social responsibility among students. Teachers also benefited from the experience, gaining insights into innovative teaching practices and strategies for engaging students more effectively. They reported increased satisfaction in their roles as facilitators of learning rather than mere transmitters of information. Overall, the research concluded that the PjBL method is a highly effective approach for improving learning outcomes in Islamic Religious Education. It aligns well with the goals of holistic education by combining academic rigor with practical application and moral development. The study recommends the broader adoption of the PjBL approach in other subjects and educational levels. It also suggests providing professional development opportunities for teachers to ensure they are well-equipped to implement this method effectively. In conclusion, the PjBL method successfully transformed the learning experience for Grade VIII students at SMPN 1 Bayang Utara, resulting in improved academic performance, enhanced life skills, and a deeper appreciation of Islamic values. The positive outcomes of this research highlight the potential of innovative teaching methods to address the diverse needs of students in today's educational landscape.

DISCUSSION

The application of the Project-Based Learning method to improve the learning outcomes of students in Islamic Religious Education for Grade VIII at SMPN 1 Bayang Utara demonstrated significant effectiveness. The initial observations revealed that students were often passive and lacked engagement during traditional lectures. Many struggled to understand abstract concepts, which was reflected in their low baseline scores. These findings highlighted the need for a more interactive and student-centered approach to teaching. The introduction of the Project-Based Learning method allowed students to actively participate in their learning process. In the first cycle, students worked collaboratively on projects related to the application of Islamic values in their daily lives. This approach encouraged them to explore the subject matter more deeply and apply theoretical knowledge to practical situations. The formative assessment results showed a noticeable improvement in scores, indicating that the method helped bridge the gap between theoretical understanding and practical application. By the second cycle, the method's effectiveness became even more evident. Students engaged in more complex projects, such as designing community service activities inspired by Islamic teachings. This not only deepened their comprehension but also fostered critical thinking and creativity. The classroom atmosphere became more dynamic, as students actively collaborated, debated, and presented their ideas. Observational data and assessment results showed that the average scores increased significantly, with a majority of students achieving or exceeding the minimum competency standard.

The method also proved to be instrumental in developing essential life skills among students. Throughout the project phases, students enhanced their communication, teamwork, and leadership abilities. For instance, during group presentations, they learned to articulate their ideas clearly and respond constructively to questions. These skills are crucial for their personal and professional growth and were less likely to be developed through traditional teaching methods. Additionally, the Project-Based Learning method promoted a deeper understanding of Islamic values and their relevance to real-life situations. For example, one project required students to create a campaign about environmental conservation based on Islamic teachings. This task not only improved their understanding of the subject but also fostered a sense of social responsibility. Students

reported that they could better appreciate the practical implications of Islamic principles in their lives.

Despite its many advantages, the implementation of the method was not without challenges. Some students initially struggled to adapt to the new approach, particularly those who were accustomed to teacher-centered learning. Time management also emerged as a challenge during the initial phase of the projects. However, with continuous teacher guidance, role assignments within groups, and iterative improvements, these challenges were effectively addressed. Overall, the Project-Based Learning method transformed the learning experience in Islamic Religious Education for Grade VIII students at SMPN 1 Bayang Utara. It provided a holistic approach that integrated academic achievement with the development of essential skills and moral values. The study highlighted the potential of innovative teaching methods to create a more engaging, meaningful, and impactful learning environment for students.

CONCLUSION

Based on the findings and discussion, it can be concluded that the application of the Project-Based Learning method significantly improved the learning outcomes of Grade VIII students in Islamic Religious Education at SMPN 1 Bayang Utara. This method encouraged active participation, deeper understanding, and practical application of Islamic teachings. The students showed remarkable progress in their academic performance, as evidenced by the increase in their average scores from the baseline to the final cycle. The Project-Based Learning method not only enhanced cognitive understanding but also developed essential life skills such as critical thinking, communication, teamwork, and leadership. It fostered a sense of responsibility and creativity among students, allowing them to connect Islamic principles to real-world issues in meaningful ways. The approach also contributed to a more dynamic and inclusive classroom environment, where students felt motivated and engaged. Although challenges such as initial resistance and time management arose during the implementation, these were effectively addressed through iterative improvements and teacher facilitation. The positive outcomes, including increased academic achievement and holistic development, underscore the value of this method in transforming the learning process. The study concludes that the Project-Based Learning method is an effective, student-centered approach that aligns with the goals of Islamic Religious Education. It is recommended for broader adoption in other subjects and educational contexts to promote active, meaningful, and holistic learning experiences.

REFERENCES

- 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.
- 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.

- 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.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- 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>
- 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.
- 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>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.