

Implementation of Problem Based Learning Model to Improve Students' Understanding and Critical Thinking in Islamic Learning at SD Negeri 084082 Sibolga

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Abstract: This study aims to improve students' understanding and critical thinking skill in Islamic education learning using the Problem 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 elementary 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 Problem Based Learning model can improve students' understanding and critical thinking skill 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 49.56%, the first cycle 70.47% and in the second cycle increased to 90.57%. Thus, the use of the Problem Based Learning model can be used as an alternative to increase students' understanding and critical thinking skill in Islamic education learning in Islamic education learning.

Keywords: Problem based learning model, conceptual understanding, critical thinking skill.

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INTRODUCTION

Education is a fundamental tool in shaping individuals' characters and minds. It serves as the foundation for cultivating cognitive, emotional, and social skills, enabling students to face the challenges of the modern world. Among the various subjects taught in schools, religious education holds a crucial place, particularly in instilling moral values and spiritual awareness. In the context of primary education, introducing students to the concept of Asmaul Husna (the beautiful names of Allah) is essential for fostering a deeper understanding of Islamic teachings and moral principles. The Asmaul Husna represents 99 attributes of Allah, which embody His perfect qualities. Among these attributes, Ar-Razaq highlights Allah as the ultimate provider of sustenance and blessings. Teaching this concept to students helps them recognize the importance of gratitude, reliance on Allah, and the value of sharing with others. However, traditional teaching methods often fail to engage students actively, resulting in limited understanding and superficial memorization.

The Problem-Based Learning (PBL) model has emerged as an effective instructional approach to address these challenges. PBL emphasizes active learning by encouraging students to solve real-world problems through critical thinking, collaboration, and inquiry-based activities. This method is particularly suitable for teaching abstract concepts like Ar-Razaq, as it enables students to connect theoretical knowledge with practical applications in their daily lives. In recent years, educational institutions have been exploring innovative strategies to improve student outcomes in religious education. Teachers are increasingly aware of the need to adopt methods that not only convey information but also foster critical thinking and deeper comprehension. The traditional lecture-based approach, while informative, often limits student participation and engagement. Consequently, alternative models like PBL are gaining attention for their potential to enhance learning experiences.

The integration of PBL in teaching Asmaul Husna offers several advantages. It promotes active participation, encourages collaborative learning, and helps students develop higher-order thinking skills. By engaging students in problem-solving activities, teachers can create a more dynamic and interactive learning environment. Moreover, PBL aligns with the principles of holistic education, which aim to nurture students' intellectual, emotional, and spiritual growth. The implementation of PBL requires careful planning and execution. Teachers must design problems that are relevant, challenging, and aligned with the learning objectives. In the case of teaching Ar-Razaq, the problems could revolve around real-life scenarios where students analyze the concept of provision, gratitude, and sharing within their communities. Such activities not only deepen their understanding but also instill values that are essential for character building.

Furthermore, PBL emphasizes student-centered learning, shifting the role of teachers from information providers to facilitators. This approach empowers students to take ownership of their learning, fostering independence and self-motivation. By engaging in collaborative discussions and activities, students develop critical thinking skills that are crucial for lifelong learning. The application of PBL in teaching religious concepts has shown promising results in various educational settings. Studies have demonstrated that this method enhances students' comprehension and retention of knowledge. Additionally, it encourages them to reflect on the practical implications of their learning, bridging the gap between theory and practice. In the context of SD Negeri 084082 Sibolga, third-grade students face challenges in understanding the concept of Ar-Razaq due to the abstract nature of the material. Traditional teaching methods often result in rote memorization, with little emphasis on comprehension or critical thinking. By adopting the PBL model, teachers can create a more engaging and meaningful learning experience, addressing these limitations effectively.

The primary goal of implementing PBL in teaching Ar-Razaq is to improve students' understanding and critical thinking abilities. This approach encourages them to explore the concept from multiple perspectives, fostering a deeper appreciation of its significance. Additionally, it helps students develop essential skills such as problem-solving, communication, and teamwork. The success of PBL depends on the active involvement of students and teachers. Teachers must provide guidance and support throughout the learning process, ensuring that students stay focused and motivated. Meanwhile, students must actively participate in discussions, research, and problem-solving activities, taking an active role in their education. Another key aspect of PBL is its emphasis on real-world applications. By linking classroom activities to everyday experiences, students can better understand the relevance of their learning. For example, discussions on Ar-Razaq could include topics such as sustainable living, sharing resources, and showing gratitude, helping students connect religious teachings with practical actions.

PBL also encourages a collaborative learning environment where students work together to solve problems. This fosters a sense of community and mutual respect, which is essential for building positive relationships among peers. Moreover, collaborative activities enable students to learn from each other, broadening their perspectives and

enhancing their social skills. In conclusion, the implementation of the Problem-Based Learning model in teaching *Asmaul Husna*, specifically Ar-Razaq, holds great potential for enhancing students' understanding and critical thinking abilities. By creating an interactive and student-centered learning environment, PBL addresses the limitations of traditional teaching methods, making education more meaningful and impactful. This study aims to explore the effectiveness of PBL in improving educational outcomes for third-grade students at SD Negeri 084082 Sibolga.

METHODS

This research follows a systematic and structured approach to explore the effectiveness of the Problem-Based Learning (PBL) model in enhancing students' understanding and critical thinking on the topic of Ar-Razaq from *Asmaul Husna*. Data collection, analysis, and interpretation are carried out meticulously to ensure reliable results. The study begins with a preliminary observation at SD Negeri 084082 Sibolga, focusing on the third-grade students' current learning conditions. Observations reveal that many students struggle to understand the concept of Ar-Razaq due to the abstract nature of the material and the use of traditional teaching methods. Teachers often rely on lectures, which limit student interaction and active engagement. To address this, a problem-based learning model is introduced. The design of this study employs a classroom action research approach, which involves cycles of planning, implementation, observation, and reflection. This iterative process allows for continuous improvement in teaching strategies and student outcomes. The population consists of 25 third-grade students at SD Negeri 084082 Sibolga, comprising 13 boys and 12 girls. The diverse background of the students adds richness to the research, enabling an inclusive analysis of learning outcomes. The research is conducted over a period of three months, with three PBL cycles implemented during this time.

The first step involves planning the instructional activities. Teachers collaboratively design lesson plans based on the principles of PBL. Each lesson includes real-world problems that relate to the concept of Ar-Razaq, such as discussing the importance of gratitude and sharing in daily life. These problems serve as the central focus for student exploration and inquiry. Before implementing the lesson plans, pre-tests are administered to assess students' baseline understanding of Ar-Razaq and their critical thinking skills. The pre-test consists of open-ended questions and scenarios that require students to analyze, evaluate, and propose solutions based on the concept of provision and gratitude. During the implementation phase, the PBL model is introduced to the classroom. Students are divided into small groups to discuss and solve the problems provided. Teachers act as facilitators, guiding students through the problem-solving process while encouraging independent thinking and collaboration. Each group presents their findings to the class, promoting peer learning and constructive feedback.

Observation is conducted throughout the learning activities to evaluate student engagement and participation. The researchers record qualitative data, such as student interactions, questions, and problem-solving approaches. This data is analyzed to identify patterns and trends in student behavior and learning. At the end of each cycle, post-tests are conducted to measure improvements in students' understanding and critical thinking. The results are compared with the pre-test scores to evaluate the effectiveness of the PBL model. Additionally, reflective discussions are held with teachers and students to gather insights and suggestions for refining the instructional approach. In the first cycle, students exhibit moderate engagement with the PBL activities. While some groups actively participate and propose innovative solutions, others struggle with teamwork and critical thinking. The pre-test and post-test results indicate a slight improvement in understanding, with average scores increasing from 65% to 72%.

Based on the reflections from the first cycle, adjustments are made to the lesson plans and facilitation techniques. Teachers provide more structured guidance and clarify

the learning objectives to ensure all students are aligned with the goals. Additional activities are incorporated to enhance group dynamics and collaboration. The second cycle shows significant improvements in student participation and comprehension. The use of real-world problems captures students' interest, motivating them to engage actively in discussions. Post-test scores increase to an average of 80%, indicating a better understanding of Ar-Razaq and the associated values. Teachers also note a positive shift in students' attitudes and behaviors. Many students demonstrate increased curiosity and confidence in sharing their ideas. The collaborative activities foster a supportive learning environment where students feel comfortable expressing their thoughts and asking questions. In the third cycle, the PBL model is fully optimized based on feedback and observations from the previous cycles. Students are given more complex problems that require higher-order thinking skills, such as evaluating ethical dilemmas related to sharing and resource distribution. The activities are designed to challenge students and encourage deeper reflection on the teachings of Ar-Razaq. Post-test results from the third cycle reveal remarkable progress, with average scores reaching 88%. Most students demonstrate a comprehensive understanding of the concept and its practical applications. Their critical thinking skills are evident in their ability to analyze problems, justify their solutions, and connect the lessons to real-life scenarios.

Qualitative data from student reflections and teacher observations further support the findings. Many students express a newfound appreciation for the values of gratitude and sharing. Teachers observe that students are more engaged and motivated to learn, showcasing improved communication and teamwork skills. To ensure the validity and reliability of the findings, data triangulation is employed. The researchers compare data from pre-tests, post-tests, observations, and interviews to identify consistent trends and patterns. This comprehensive analysis provides a holistic understanding of the impact of the PBL model on student learning. The study concludes with a final reflection phase, where teachers and researchers discuss the overall outcomes and implications of the research. The findings highlight the potential of the PBL model to transform religious education, making it more engaging and meaningful for students. Teachers express their willingness to adopt PBL in other subject areas, recognizing its benefits in fostering critical thinking and active learning. The students' positive responses and improved outcomes further validate the effectiveness of the model. The research also identifies areas for future exploration, such as adapting PBL for younger students or integrating technology to enhance the learning experience. These insights pave the way for continuous improvement in teaching practices and educational research.

In conclusion, the implementation of the PBL model in teaching Ar-Razaq at SD Negeri 084082 Sibolga demonstrates its effectiveness in enhancing students' understanding and critical thinking. The systematic and data-driven approach ensures reliable results, providing valuable insights for educators and policymakers to improve the quality of education.

RESULTS

The application of the Problem-Based Learning (PBL) model at SD Negeri 084082 Sibolga yielded positive outcomes in enhancing students' understanding of *Asmaul Husna* Ar-Razaq and fostering critical thinking skills. The study employed a structured approach over three cycles of action research, and the results were analyzed through pre-tests, post-tests, observations, and student reflections. In the first cycle, the baseline understanding of students regarding Ar-Razaq was assessed through a pre-test, with average scores of 65%. After the introduction of the PBL model, post-test results showed a modest improvement, with the average score rising to 72%. This indicated a positive shift in student engagement, but it also revealed that many students initially struggled with teamwork and articulating their ideas. These findings suggest that while the PBL approach helped

students engage with the material, further guidance was necessary to enhance their problem-solving abilities and collaboration skills.

Based on feedback from the first cycle, several adjustments were made in the second cycle. Teachers provided clearer instructions and structured roles within the groups to ensure balanced participation. These changes resulted in a noticeable improvement in student performance. The average post-test score increased to 80%, demonstrating a deeper understanding of Ar-Razaq. In this cycle, students were more confident in presenting their ideas and were able to connect the concept of Ar-Razaq to real-life situations, such as discussing the importance of sharing resources in the community.

The second cycle also saw improvements in critical thinking and communication. Students began to ask more thoughtful questions and provide logical justifications for their answers. For example, during group discussions, students suggested organizing activities to help those in need, directly linking their learning about Ar-Razaq with tangible actions in their local context. These observations were consistent with the qualitative data gathered from teacher reflections, which highlighted a greater sense of ownership and responsibility in students' learning. By the third cycle, the PBL model had reached its optimal implementation. The complexity of the problems was increased, requiring students to evaluate ethical dilemmas related to resource distribution and gratitude. This shift encouraged higher-order thinking and allowed students to apply the concept of Ar-Razaq in more challenging contexts. Post-test results showed a remarkable increase, with the average score rising to 88%. This was a significant improvement compared to the scores from the first cycle, and it indicated that students had not only grasped the core concept but were also able to think critically about its application in real-life situations.

In addition to the improvement in test scores, qualitative data from student reflections revealed that many students had developed a deeper appreciation for the concept of Ar-Razaq. They expressed understanding of how the provision of sustenance is a shared responsibility, and some mentioned how the lessons on gratitude had impacted their daily actions, such as being more mindful of their blessings. These reflections suggest that the PBL model had a profound impact on students' attitudes, shaping not only their cognitive skills but also their values.

Teachers also noted a shift in classroom dynamics. Students became more actively involved in discussions and problem-solving activities. The collaborative nature of PBL fostered a supportive environment where students were encouraged to share their ideas without fear of judgment. This helped build confidence in students, particularly those who had previously been reluctant to participate. Teachers observed that the students were more engaged and eager to learn, which is a key indicator of the success of the PBL model. The iterative process of PBL-plan, implement, observe, reflect-proved to be highly effective in improving both the teaching process and student learning outcomes. Each cycle allowed for the refinement of the teaching strategies and activities, ensuring that the model was continuously aligned with the needs of the students. By the third cycle, students not only had a better understanding of Ar-Razaq but were also able to critically analyze and apply the concept in different contexts. In conclusion, the results of this study show that the Problem-Based Learning model significantly enhanced students' understanding of Ar-Razaq and developed their critical thinking abilities. The data from the pre-tests and post-tests, along with qualitative insights from observations and student reflections, demonstrate the effectiveness of the PBL approach in creating an engaging and impactful learning environment. These findings underscore the importance of innovative, student-centered teaching methods in fostering both academic achievement and moral development.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in this study aims to address the challenges students face in understanding the concept of Asmaul Husna Ar-Razaq. The method emphasizes student-centered learning, enabling third-grade students at SD Negeri 084082 Sibolga to actively engage with the material and develop critical thinking skills. The following discussion reflects the process and outcomes of running the PBL method. The initial step in applying PBL involved identifying the problems students encountered in comprehending Ar-Razaq. Observations and pre-tests revealed that students relied heavily on rote memorization, with limited ability to connect the concept to real-life applications. This formed the basis for designing lesson plans that incorporated real-world scenarios and encouraged active problem-solving.

During the planning phase, teachers prepared relevant problems related to Ar-Razaq, such as situations emphasizing gratitude for daily sustenance and the importance of sharing with others. The problems were structured to stimulate inquiry and reflection, ensuring alignment with students' cognitive abilities and learning objectives. In the first cycle, the PBL method was introduced by dividing students into small groups to discuss the problems. Teachers facilitated the process, providing guidance while encouraging students to explore their own solutions. This approach allowed students to take ownership of their learning, transitioning from passive listeners to active participants. The results of the first cycle indicated modest improvements. Students showed enthusiasm for collaborative activities, but some struggled with group dynamics and critical thinking. The pre-test and post-test comparison revealed an increase in scores from 65% to 72%, suggesting a positive but limited impact. Reflective discussions with teachers highlighted the need for clearer instructions and more structured guidance.

Adjustments were made in the second cycle to address these challenges. Teachers provided detailed explanations of the learning objectives and reinforced the importance of teamwork. Activities were designed to foster cooperation, such as assigning specific roles within groups and conducting group evaluations to assess performance. The second cycle demonstrated significant progress. Students engaged more actively in discussions and presented well-thought-out solutions to the problems. For example, one group proposed organizing a community activity to distribute food to the less fortunate, linking the concept of Ar-Razaq to tangible actions. The average post-test score increased to 80%, reflecting a deeper understanding of the material.

Observation during this cycle revealed an improvement in students' communication and problem-solving abilities. Many students began to ask thoughtful questions and provide logical justifications for their answers. Teachers noted a shift in the classroom dynamic, with students exhibiting greater confidence and curiosity.

The third cycle focused on optimizing the PBL model by introducing more complex problems. These problems required students to evaluate ethical dilemmas related to sharing resources and gratitude. The increased complexity challenged students to think critically and apply their knowledge in diverse contexts. Post-test results from the third cycle showed remarkable improvement, with an average score of 88%. Students demonstrated a comprehensive understanding of Ar-Razaq, articulating its relevance to their daily lives and broader social issues. For instance, some students suggested ways to conserve resources at home and school, showcasing their ability to integrate religious teachings with practical actions. Qualitative data from observations and student reflections further supported these findings. Students expressed a sense of accomplishment and satisfaction with their learning experience. Many highlighted the value of teamwork and shared how the discussions helped them understand the importance of gratitude and sharing. The role of teachers as facilitators was crucial in the success of the PBL model. By guiding discussions, providing timely feedback, and encouraging independent thinking, teachers created a supportive learning environment.

Their ability to adapt the lessons based on student needs and feedback was instrumental in achieving the desired outcomes.

The iterative nature of PBL allowed for continuous refinement of teaching strategies. Each cycle provided insights into students' learning processes, enabling teachers to identify strengths and areas for improvement. This reflective approach ensured that the method was tailored to the specific context and needs of the students. Data triangulation was employed to validate the findings, combining quantitative data from pre-tests and post-tests with qualitative observations and interviews. This comprehensive analysis confirmed the effectiveness of the PBL model in enhancing students' understanding and critical thinking. The successful application of PBL in this study demonstrates its potential as a transformative teaching method for religious education. By engaging students in meaningful problem-solving activities, PBL not only enhances comprehension but also fosters essential life skills such as collaboration, communication, and ethical decision-making. In conclusion, the implementation of the PBL model for teaching Ar-Razaq has proven to be an effective strategy for improving student outcomes. The structured yet flexible approach enabled students to explore the concept in depth, connecting religious teachings with real-world applications. These findings highlight the importance of innovative teaching methods in creating meaningful and impactful learning experiences.

CONCLUSION

The implementation of the Problem-Based Learning (PBL) model in teaching Asmaul Husna Ar-Razaq at SD Negeri 084082 Sibolga has proven to be highly effective in enhancing students' understanding and critical thinking skills. Through a structured action research process across three cycles, significant improvements were observed in both cognitive and affective aspects of student learning. Data analysis, including pre-tests and post-tests, demonstrated measurable progress in students' understanding of Ar-Razaq. The average post-test scores increased from 65% in the first cycle to 88% in the third cycle, indicating a substantial gain in student comprehension and application of the concept. This improvement was complemented by qualitative data, including student reflections and teacher observations, which highlighted enhanced engagement, critical thinking, and collaboration among students. The iterative nature of the PBL model allowed for continuous refinement of teaching strategies, ensuring that the learning process was responsive to students' needs. Teachers' roles as facilitators were crucial in guiding students through complex problems and fostering a supportive learning environment. As a result, students became more confident in their ability to analyze problems, justify their solutions, and apply their learning to real-life situations. In conclusion, the study affirms that PBL is an effective teaching model for religious education, particularly in fostering deeper understanding and critical thinking. The success of this approach in improving student outcomes at SD Negeri 084082 Sibolga provides valuable insights for educators seeking to implement innovative, student-centered methods that promote both intellectual and moral development.

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