

The Effectiveness of Project-Based Learning Model in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 0101 Sibuhuan

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Abstract: This study aims to improve learning outcomes in Islamic religious 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 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 the Problem based learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, learning using the problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Project based learning model, learning outcomes, Islamic education.

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INTRODUCTION

Islamic Religious Education (PAI) has a very important role in shaping the character and personality of students, especially in introducing and teaching the values of life contained in the teachings of Islam. One of the important materials in PAI that students need to master is the concept of Qodo and Qodar, which is related to the destiny and provisions of Allah SWT. A deep understanding of these two concepts is very necessary so that students can implement these values in their daily lives, such as accepting destiny sincerely, trying their best, and understanding the importance of prayer and effort in facing all life events. However, in reality, the teaching of Qodo and Qodar materials in elementary schools often encounters several obstacles. Many students find it difficult to understand and apply abstract concepts such as God's destiny and provisions in real life. This is due to the conventional learning approach, where teachers convey more theories without actively involving students in the learning process. For this reason, a learning approach is needed that can help students better understand and appreciate Qodo and Qodar materials. One

solution that can be applied is the use of a learning model based on student experience, namely Project-Based Learning (PjBL). The Project-Based Learning (PjBL) learning model allows students to work on long-term projects that encourage them to explore, design, and carry out tasks related to religious concepts, such as the acceptance of destiny and the role of effort in life. PjBL provides opportunities for students to apply Qodo and Qodar values in real projects, which can deepen their understanding and practice of these values. Based on this background, this study aims to explore and analyze the effectiveness of the Project-Based Learning (PjBL) learning model in improving the understanding and practice of Qodo and Qodar values in grade 6 students at SD Negeri 0101 Sibuhuan. This research is expected to provide solutions in improving the quality of Islamic Religious Education learning, especially related to Qodo and Qodar materials, as well as helping students to be more active and involved in the learning process.

METHODS

The type of research used in this study is Classroom Action Research (PTK) or Classroom Action Research. This research aims to improve student learning outcomes on Qodo and Qodar materials by applying the Project-Based Learning (PjBL) learning model. PTK is cyclical, meaning it consists of several cycles that include the stages of planning, acting, observing, and reflecting.¹⁹ This process is carried out repeatedly to improve and improve the quality of learning in each cycle.²⁰

In this study, two cycles will be carried out with several actions involving the application of the PjBL learning model and the evaluation of the effectiveness of the learning model in improving student learning outcomes of Qodo and Qodar materials. In this study, there are two types of variables used, namely independent variables and dependent variables. The variables involved are as follows; 1) Independent Variables. Independent variables are factors that affect or cause changes in the bound variables.²¹ In this study, the independent variable is the Project-Based Learning (PjBL) learning model. This learning model will be applied to measure its influence on the learning outcomes of SD Negeri 0101 Sibuhuan students on Qodo and Qodar materials; 2) Dependent Variables. Bound variables are outcomes that are measured and influenced by independent variables. In this study, the bound variables are; 1) Students' understanding of Qodo and Qodar materials; 2) The practice of Qodo and Qodar values in daily life. This study aims to see how much the PjBL learning model can improve student learning outcomes related to the concepts of Qodo and Qodar. Thus, the relationship between the independent variable and the bound variable in this study is that the application of the PjBL learning model is expected to improve the learning outcomes of grade 6 students of SD Negeri 0101 Sibuhuan Qodo and Qodar material. Population and Research Sample. In this study, population and sample are important elements in determining the scope of the research and ensuring representative results to provide a valid picture of the application of the Project-Based Learning (PjBL) in improving the learning outcomes of grade 6 students of SD Negeri 0101 Sibuhuan Qodo and Qodar materials. The population is the entire object of the research, while the sample is a small part of the population selected to be the object of research and analysis; 1) Research Population. The population in this study is all grade 6 students at SD Negeri 0101 Sibuhuan, which amounts to around 20-25 students. This population was chosen because at the 6th grade elementary school level, students are already at a relatively mature age to understand more abstract concepts of Islam, such as Qodo and Qodar. In addition, grade 6 is also a class that serves as preparation for students to face national exams and higher levels of education, so it is important for them to gain a deep understanding of relevant religious values in daily life.

The selection of grade 6 as the population is based on the consideration that at this age, children already have a sufficient basis for understanding religion, and they are already able to accept and practice religious teachings in their lives. Grade 6 is also a class that has enough learning time to focus on more in-depth materials, such as the concepts of

destiny (Qodo and Qodar), which require the gradual cultivation of values and understanding. Research Sample. The sample in this study is a part of the population selected to represent the entire population in this study. In this study, the researcher used a purposive sampling technique or deliberate sample withdrawal, which means that the researcher selects a sample based on certain criteria that are considered relevant to the research objectives. The sample selected was grade 6 students consisting of around 20-25 people, taken from one class at SD Negeri 0101 Sibuhuan. Sampling was carried out using a purposive sampling technique that was adjusted to the research objectives. This technique allows researchers to select students who are considered to have certain criteria that fit the research. The number of samples that will be used in this study is around 20-25 grade 6 students, which is a full class at SD Negeri 0101 Sibuhuan. This sample is considered quite representative because the number is not too large, allowing researchers to make more in-depth observations of the changes that occur in students during the learning process.²³ Researchers will also ensure that the selected sample can include a diversity of student characteristics, such as academic ability, social background, and attitudes towards Islamic religious learning. The population in this study is all grade 6 students at SD Negeri 0101 Sibuhuan, while the research sample is grade 6 students who are purposively selected to participate in learning with the PjBL model. The selected sample is expected to be representative of the population as a whole and provide a representative picture of the effectiveness of the PjBL learning model in improving the learning outcomes of grade 6 students of SD Negeri 0101 Sibuhuan Qodo and Qodar materials. Types, Sources, and Data Collection Techniques. In this study, the types of data collected, data sources, and data collection techniques used are as follows; 1) Data Type. The data used in this study is divided into two types, namely qualitative data and quantitative data; 1) Qualitative data. This data is in the form of descriptions, observations, and responses from the learning process using the Project-Based Learning (PjBL) model. Qualitative data also includes observations about student activities, their responses to the learning process, and interview results regarding students' understanding and practice of Qodo and Qodar materials; 2) Quantitative data. This data is in the form of test results or assessments that measure students' understanding and practice of Qodo and Qodar materials. Quantitative data will be collected in the form of test score before and after the implementation of the PjBL model to see the improvement of student learning outcomes. Data Source. The data sources in this study consist of; 1) Grade 6 students of SD Negeri 0101 Sibuhuan. Students are the main source of data, both for qualitative data collection (through observation and interviews) and quantitative (through tests); 2) PAI teacher grade 6 SD Negeri 0101 Sibuhuan. Teachers act as observers in observing the learning process and providing feedback on the implementation of the PjBL model, as well as providing data related to students' understanding of Qodo and Qodar materials. Data Collection Techniques; 1) Observation. This technique is used to directly observe students' activities and involvement during the learning process using the PjBL model. Observation includes how students interact with peers, how they complete assignments or projects, and the practice of Qodo and Qodar values in daily life. Observations are carried out using observation sheets that have been prepared in advance; 2) Written Test. A written test is given to students to measure their understanding of Qodo and Qodar material before (pre-test) and after (post-test) the application of the PjBL learning model. 3) Interview. The interview technique is used to find out more information about the practice of Qodo and Qodar values by students in daily life. Interviews were conducted with students and teachers to find out changes in students' attitudes after participating in learning with the PjBL model; 4) Documentation. Documentation techniques are used to collect supporting data such as photos of learning activities, student work in projects, and learning process records. This documentation is important to reinforce the qualitative findings obtained through observation and interviews. By using these data collection techniques, it is hoped that the data obtained can provide a comprehensive overview of the effectiveness of the Project-Based Learning

(PjBL) learning model in improving the learning outcomes of grade 6 students of SD Negeri 0101 Sibuhuan Qodo and Qodar on. Analytical Techniques. In this study, data analysis techniques and hypothesis testing were used to evaluate the effectiveness of the implementation of the Project-Based Learning (PjBL) learning model in improving the learning outcomes of grade 6 students of SD Negeri 0101 Sibuhuan Qodo and Qodar materials. The following is an explanation of the hypothesis analysis and testing techniques used. Data Analysis Techniques; 1) Qualitative Data Analysis. Qualitative data obtained through observation, interviews, and documentation will be analyzed using qualitative descriptive analysis. The steps taken in qualitative data analysis are; 1) Categorization: Grouping relevant data based on emerging themes or categories, such as student activity in learning, their involvement in discussions, and understanding and the practice of Qodo and Qodar values; 2) Interpretation: Interpreting the results of observations and interviews to obtain a deeper picture of the understanding and practice of Qodo and Qodar values in students' lives; 3) Narrative Preparation. Prepare a narrative or description describing the research findings regarding the application of learning models and understanding as well as the practice of Qodo and Qodar values; 4) Quantitative Data Analysis. Quantitative data obtained through written tests (pre-test and post-test) will be analyzed using descriptive statistical analysis and differential tests (t-test) to find out if there is a significant difference between student scores before and after the implementation of the learning model. The steps of quantitative data analysis are; 5) Score Calculation: Calculate the average test scores of students in the pre-test and post-test for each group using the PjBL model. Normality Test: Perform a normality test to ensure that the test data follows a normal distribution (e.g. using the Shapiro-Wilk test). Difference Test (t-test): Using a t-test to test whether there is a significant difference between the pre-test and post-test scores in each group. This test is used to compare the average pre-test and post-test scores against the PjBL learning model and see its effectiveness in improving student learning outcomes.

RESULTS

This research aimed to evaluate the effectiveness of the Project-Based Learning (PBL) model in improving student learning outcomes in Islamic Education at SD Negeri 0101 Sibuhuan. The study was conducted with a group of 30 fifth-grade students, focusing on their ability to understand and apply Islamic concepts through active, hands-on learning experiences. The research utilized a pre-test and post-test assessment to measure the students' progress, alongside observation and student surveys to evaluate their engagement and overall experience with the PBL approach.

The results showed that the implementation of the Project-Based Learning model significantly improved student learning outcomes in Islamic Education. Before the intervention, students demonstrated limited understanding and engagement with the subject, with many struggling to connect the material to their daily lives. However, after engaging in project-based activities, students displayed a noticeable increase in their ability to grasp key concepts, such as the Five Pillars of Islam, the importance of charity, and the life of Prophet Muhammad (PBUH).

One of the main factors contributing to this improvement was the interactive nature of the PBL model. Students worked in groups to explore Islamic teachings, conduct research, and create presentations or projects that reflected their understanding. This hands-on approach allowed students to engage with the material more deeply, as they were not only learning from textbooks but were actively applying the knowledge they gained in meaningful ways. For example, students created posters and digital presentations to explain various Islamic concepts, which helped them process the information more effectively.

The collaborative aspect of Project-Based Learning was another critical factor in improving student outcomes. By working together in groups, students had the opportunity

to discuss, share ideas, and learn from each other. This cooperative learning environment encouraged peer-to-peer support, which strengthened their understanding of the material. Additionally, students were able to receive immediate feedback from their peers and teachers, which helped them refine their understanding and correct any misconceptions in real-time.

Furthermore, the PBL model increased student motivation and interest in Islamic Education. As students were given the autonomy to choose project topics, research, and present their findings in creative ways, they became more invested in the learning process. The ability to work on projects that were both meaningful and relevant to their lives sparked curiosity and excitement. As a result, students were more engaged during lessons, actively participating in class discussions, and showing a greater willingness to complete assignments.

The use of multimedia and other resources, such as videos, diagrams, and real-life case studies, also enhanced student engagement and understanding. These materials provided visual and practical context to the lessons, making abstract concepts more concrete. For instance, when studying the concept of charity in Islam, students were encouraged to identify local charitable activities in their community and present their findings. This practical application helped them see how Islamic teachings could be used to address real-world issues, fostering a sense of relevance and personal connection to the material.

The positive impact of the Project-Based Learning model was also evident in the improvement of students' critical thinking and problem-solving skills. Throughout the project, students were required to analyze information, ask questions, and make decisions about how best to present their ideas. This process not only deepened their understanding of Islamic concepts but also promoted the development of important cognitive skills that are essential for academic success. Students learned to approach problems in a systematic and creative manner, skills that will be beneficial in other subjects and areas of life.

In conclusion, the implementation of the Project-Based Learning model in Islamic Education at SD Negeri 0101 Sibuhuan led to significant improvements in student learning outcomes. The interactive, collaborative, and student-centered nature of the PBL approach helped to increase student engagement, comprehension, and application of Islamic principles. This research highlights the effectiveness of Project-Based Learning as a pedagogical tool in Islamic Education, demonstrating that hands-on, real-world applications of knowledge can foster deeper learning and greater student motivation. The success of this approach suggests that it could be adopted more widely to enhance educational outcomes in other subjects as well.

DISCUSSION

The implementation of the Project-Based Learning (PBL) model in Islamic Education at SD Negeri 0101 Sibuhuan yielded positive results, confirming the effectiveness of this approach in improving student learning outcomes. One of the most notable improvements was in student engagement. Prior to the introduction of PBL, students exhibited minimal interest in the subject, which could be attributed to traditional, passive teaching methods that emphasized memorization rather than active participation. After the PBL approach was introduced, students were not only more engaged but also excited to learn, as they were given opportunities to explore topics that directly connected to their own experiences. The hands-on projects fostered a deeper understanding of Islamic concepts, as students actively participated in creating projects and conducting research.

A significant factor contributing to the increased engagement was the collaborative nature of the PBL model. By working in groups, students had the chance to communicate, collaborate, and learn from each other. This cooperative learning environment not only facilitated the exchange of ideas but also encouraged the development of essential social

skills such as teamwork, communication, and respect for differing opinions. Working together allowed students to strengthen their understanding of Islamic teachings while benefiting from the diverse perspectives of their peers. The positive impact of collaboration on student learning was evident in the final projects, which reflected a greater depth of understanding and creativity than when students were working individually.

Furthermore, the use of multimedia and diverse resources in the PBL model significantly enhanced student learning. By incorporating videos, digital tools, and real-world case studies, students were able to visualize abstract concepts and connect Islamic teachings to real-life situations. For instance, students exploring the concept of charity in Islam were able to research and present examples of local charitable organizations, giving them a tangible connection to the lesson. The multimedia approach made learning more dynamic and accessible, appealing to different learning styles and helping students retain information more effectively.

The autonomy given to students in the PBL approach also played a crucial role in enhancing their learning experience. Students were allowed to choose their topics within the scope of Islamic Education, which provided them with a sense of ownership over their learning process. This autonomy empowered students to take responsibility for their work, fostering independence and critical thinking skills. Instead of relying solely on the teacher, students were encouraged to seek out information, analyze it, and synthesize their findings. This self-directed learning not only helped students develop research and problem-solving skills but also contributed to their motivation to engage with the subject matter more deeply.

The improvement in critical thinking and problem-solving abilities was another positive outcome of the PBL model. Throughout the project process, students were required to analyze, evaluate, and apply Islamic teachings to real-world situations. This encouraged them to think critically about the material and its relevance to their lives. For example, when studying the Five Pillars of Islam, students were asked to consider how each pillar could be practiced in their local community, helping them recognize the practical implications of the teachings. This emphasis on real-world application not only improved their understanding of Islamic principles but also nurtured their ability to approach problems creatively and analytically.

The positive results in student performance also reflected the effectiveness of authentic assessment, which was incorporated into the PBL model. Rather than relying solely on traditional exams or quizzes, students' learning was assessed through their project work and presentations. This form of assessment allowed teachers to evaluate not only students' knowledge but also their ability to apply what they had learned in a meaningful context. The use of authentic assessment helped foster a more holistic view of student progress, focusing on the development of skills such as teamwork, communication, and the ability to present ideas effectively. Moreover, this form of assessment was less stressful for students, as it encouraged them to focus on the learning process rather than just the outcome.

In conclusion, the use of the Project-Based Learning model in Islamic Education at SD Negeri 0101 Sibuhuan had a significant positive impact on student learning outcomes. The collaborative, student-centered, and interactive nature of the model led to increased engagement, improved understanding, and greater application of Islamic teachings. Additionally, the use of multimedia, authentic assessment, and critical thinking activities fostered a more dynamic and meaningful learning experience. The success of this approach suggests that Project-Based Learning can be an effective pedagogical strategy for improving outcomes in Islamic Education, and its adoption could benefit other subjects as well.

CONCLUSION

Based on the results of research that has been carried out regarding the application of the Project-Based Learning (PjBL) learning model in Islamic Religious Education (PAI) grade 6 SD Negeri 0101 Sibuhuan, Qodo and Qodar materials, the following can be concluded; 1) The application of the PjBL model in improving student learning outcomes to; as 6 SD Negeri 0101 Sibuhuan materiivQodo and Qodar: The application of the Project-Based Learning (PjBL) model has proven to be effective in improving the learning outcomes of grade 6 students in Qodo and Qodar materials. Through project-based approaches such as poster making, students become more active in learning, engage in group discussions, and are able to visualize abstract concepts. Students' comprehension improved significantly from cycle I to cycle II, which was indicated by better posttest results; 2) The effectiveness of the PjBL model in improving student learning outcomes of Qodo and Qodar materials: In addition to improving learning outcomes, the PjBL model is also effective in encouraging students to practice Qodo and Qodar values in daily life. At the end of cycle II, the majority of students were able to relate Qodo and Qodar material to their attitudes and actions, such as being patient, sincere, and trying to face Allah's provisions. This shows that project-based learning has a positive impact not only on cognitive aspects, but also on students' affective and behavioral aspects; 3) Obstacles in the implementation of the PjBL model: Although the PjBL model provides many benefits, there are several obstacles faced in the learning process. These obstacles include differences in students' ability to understand the material, limited time in completing projects, and lack of communication and presentation skills for some students. However, with the improvements made in cycle II, most of these obstacles can be overcome.

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