

Utilization of Problem Based Learning Model as an Effort to Improve Vocational High School Students' Learning Outcomes in Islamic Religious Education Learning

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Abstract: Every learning process has the goal of providing cognitive, affective and psychomotor reinforcement to each individual. In its implementation, this goal can be achieved with many interventions, one of which is the use of learning models. One of the relevant learning models is the problem based learning model. This study aims to improve student learning outcomes by implementing the problem based learning model. This study is a classroom action research. The design used is the Kemmis mc Taggart design with four steps, namely planning, action, observation and reflection. The subjects of this study were tenth grade students of vocational high schools. The data for this study were collected using observation and test techniques. The data obtained were then analyzed using descriptive statistical techniques. The results of the study indicate that the problem based learning model can improve the learning outcomes of vocational high school students in Islamic religious education learning. This shows that the problem based learning model can be used as an alternative model in Islamic religious education learning.

Keywords: vocational school students, learning outcomes, Islamic religious education.

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INTRODUCTION

Education is a shared responsibility between the government, teachers, parents and students (Dasopang et al., 2022; A. H. Lubis, 2024; Wolfolk, 2016). However, teachers are the spearhead of the progress or decline of education (A. H. Lubis & Wangid, 2019; Pasaribu et al., 2023; Silvia et al., 2023). The consequences of the teaching profession are truly not light, especially in their duties to carry out the mandate of education which includes affective, cognitive and psychomotor aspects (M. A. Lubis, 2015; Ramdan & Fauziah, 2019; Santrock, 2011). Teachers as educators must have knowledge of the material they teach, the ability to master the methodology and be able to use the findings of teaching materials to improve their performance procedures so that students can improve their learning outcomes (Faridah & Afridiani, 2021; Sari & Hamami, 2022).

Several research results have shown the benefits of problem-based learning, problem-based learning is one form of activity in Islamic Religious Education learning that can activate students, develop students' thinking skills in solving problems and create a positive attitude towards Islamic Religious Education (Dasopang et al., 2023; Ningsih et al., 2023; Nurliza et al., 2024). Accustoming students to formulating, facing and solving real problems is one way to achieve better mastery of a concept. This is in line with Bruner's

opinion that "trying alone to find solutions to problems and the knowledge that accompanies them, produces truly meaningful knowledge".

Associated with the understanding of Islamic Religious Education as a compulsory subject for Class X Multimedia High School students, the Problem Based Learning learning model is suitable to be applied in Islamic Religious Education learning on the Asmaul Husna material. This is because the Problem Based Learning learning model emphasizes more on student activity in learning, students first carry out activities, namely the process of observing, recording observation results, analyzing and concluding activities that have been designed by the teacher (Hmelo-Silver & Barrows, 2006; A. H. Lubis et al., 2022; Rezeki, 2018). This will make Islamic Religious Education lessons more enjoyable and more memorable, because students are directly involved in the learning process (Amin Abdullah, 2014; Dasopang & Lubis, 2021). Islamic Religious Education is a generalization of a science that does not need to be memorized but needs to be understood, understood and applied (Dasopang et al., 2022).

The low learning outcomes of students obtained from the results of the teaching and learning process are the responsibility of the teacher to take corrective actions so that student learning outcomes are as expected (Fatwa et al., 2024; A. H. Lubis, 2019; Putra et al., 2023). There are several assumptions that cause the low level of student understanding, namely less interesting material, the selection of methods and approaches during the teaching and learning process as well as less effective learning and low teacher performance. In general, learning activities carried out by teachers are still conventional, only centered on the teacher and students only as listeners.

Until now, Islamic Religious Education is still considered a very difficult subject to learn, so that the results obtained by students are still far from what is expected. As an illustration of the results of the previous daily test material. Students who get scores below the completion standard set by the school, almost the average score obtained by students in Islamic Religious Education, especially the material Increasing Faith in the Messenger of Allah SWT by Using Varied Methods in Class X Multimedia SMK Negeri 1 Sabang shows an average score below 50%.

Based on observations and interviews with several students and teachers, the lack of student activity in Islamic Religious Education learning activities is caused by the assumption that Islamic Religious Education is boring learning, the model or learning method organized by the teacher is monotonous and unattractive, only lectures, students are not actively involved and are given less responsibility in learning activities.

To improve student learning outcomes, researchers apply Problem Based Learning to provide learning stimuli to students towards solving a problem that occurs in Islamic Religious Education learning. The use of Problem Based Learning is expected to improve student learning outcomes in Islamic Religious Education lessons, especially the Asmaul Husana material.

METHODS

This research is a classroom action research. The design used is Kemmis & Mc Taggart with four steps, namely planning, action, observation and reflection. In order for this research to achieve its targets optimally, the research procedure refers to the Kemmis and Mc. Taggart PTK spiral cycle model which goes through several steps, namely planning, implementation, observation, and reflection. The four steps are one cycle or round, where after the fourth step, then back to the first and so on until the goal is achieved.

Teachers as subjects of the implementation of the action and teachers as research partners. The subjects of this study were 32 students of Class X Multimedia at SMK Negeri 1 Sabang for the 2022/2023 Academic Year. The research was conducted at SMK Negeri 1 Sabang, in addition, one of the objectives of this study was to improve the learning process specifically for the Asmaul Husna material. The research was conducted for 3 months, starting from August - October 2022.

The research data was obtained using observation and test techniques. Observation is used to measure and analyze teacher and student activities in the learning process. The observation used in this study is non-participant observation. The test is used to measure student creativity in learning. The test used is a written test. The data obtained in this study were analyzed using descriptive statistical techniques.

RESULTS

FIRST CYCLE

Cycle I was carried out in one meeting in class VIII MTs S Nagari Binjai. The first meeting was held on October 30, 2023. One meeting was held for 2 x 40 minutes. In this study, collaboration with teachers who helped in the learning process. The activities carried out include the planning stage, implementation stage, observation stage and reflection stage. The following is an explanation of each stage.

The planning that has been carried out by the researcher is to prepare the needs for cycle I by preparing learning tools such as lesson implementation plans, student worksheets, evaluation questions, and media. The media used is a learning video to clarify the material on Sharing Infak and Sedekah with Ikhlas. In addition, the researcher prepared research instruments, namely observation sheets and questionnaires as a measure of student learning motivation.

Observations in this study were carried out during the learning process. Observations were carried out by the researcher and fellow researchers. The researcher and fellow researchers observed students' learning motivation by filling out the observation sheets that had been prepared by the researcher. The results of the observation showed that the learning motivation in cycle I was obtained on average 77.8 with a high category. So it can be said that learning motivation in cycle I has increased when compared to the pre-research period.

Results of Observation of Teacher Activities Cycle I data from observation of teacher activities are used to determine teacher abilities during the teaching and learning process. This data is obtained from the teacher activity observation sheet. Based on the results of observations and analysis on the implementation of cycle I actions, it was obtained that the Teacher in managing the learning of the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity in class VIII MTsS Nagari Binjai using the PBL learning model obtained a score on the preliminary activity scale of 4.

In this preliminary activity, the teacher has carried out all the activities planned in the skills of opening learning which consist of 4 activities, namely: (1) greeting, praying, taking attendance and asking students' readiness to learn, (2) delivering apperception, (3) delivering learning objectives (4) providing motivation and asking questions.

In the core activity which consists of 5 activities, namely: (1) Guiding students in the activity of watching videos to find information as a source of learning, the teacher obtained a scale of 3 which means that the teacher often guides students in the activity of reading reference books as a source of learning. (2) Guiding students to read and translate Q.S. Al-Fajr (89): 15-18 about Alms in the way of Allah SWT., the teacher obtained a scale of 3 which means that the teacher often guides 25 students to pay attention to the learning video. (3) Directing students to observe the problems on the student worksheet in group activities, the teacher obtained a scale of 3 which means that the teacher often directs students to create questions about the material in group activities. (4) Guiding students to discuss the problems on the student worksheet in group activities, the teacher obtained a scale of 3 which means that the teacher often directs students to find answers to questions made by other groups. (5) Guiding students in presenting the results of group discussions, the teacher obtained a scale of 3 which means that the teacher often guides students in activities to present the results of group discussions. In the closing activity, the teacher obtained a scale of 4.

In this closing activity, the teacher has carried out all the activities planned in the skills of closing learning activities consisting of 4 activities, namely: (1) guiding students to conclude the lesson material, (2) conducting reflection and evaluation activities, (3) providing a follow-up plan, (4) guiding students to pray and greet. Overall, the results of the observation of teacher activities got a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In implementing the PBL learning model, the teacher has been able to implement it well.

The results of observations of student activities in implementing the Action cycle 1 are Overall, the results of observations of student activities in participating in learning the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity sub-theme Q.S al-Fajra (89): 15-18 using the PBL learning model in cycle 1 got a good qualification with a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In participating in learning activities with the teacher's cue-answer method, students have been able to follow well.

In learning activities by implementing the PBL learning model, there are 5 core activities that students must follow. The first activity is watching videos to find information as a source of learning. The second activity is reading and translating Q.S. Al-Fajr (89): 15-18 about Alms in the way of Allah SWT. The third activity is to observe the problems on the student worksheet in group activities. Furthermore, the fourth activity is to discuss the problems on the student worksheet in group activities. The last activity is to present the results of the group discussion in front of the class.

In the activity of watching videos to find information as a source of learning, an average score of 3.3 was obtained with a percentage of 84% and obtained good qualifications, meaning that students as a whole are interested in learning activities or seeking information through reading activities. In more detail, this activity can be described that as many as 11 students or 38% of students obtained a scale of 4, namely they did reading activities calmly and diligently. While the rest, namely 18 students or 62% of students obtained a scale of 3, namely they did reading activities calmly.

In the activity of reading and translating Q.S. Al-Fajr (89): 15-18 about Donation in the way of Allah SWT got an average score of 3.6 with a percentage of 91% and obtained a very good qualification, meaning that students as a whole are very interested in learning activities to find information by watching learning videos. In more detail, this activity can be described that as many as 19 students or 66% of students obtained a scale of 4, namely they carried out activities to watch learning videos calmly and diligently. While the rest, namely 10 students or 34% of students obtained a scale of 3, namely they carried out activities to watch learning videos calmly.

In the activity of observing the problems on the student worksheet in group activities, the average score was 3.1 with a percentage of 77% and obtained good qualifications, meaning that students as a whole were active in making questions. In more detail, this activity can be described that as many as 8 students or 28% of students obtained a scale of 4, namely they were very active in making questions. As many as 16 students or 55% of students obtained a scale of 3, namely they were active in making questions. 28 While the rest, namely 5 students or 17% got a scale of 2, meaning they were less active in making questions. In the activity of discussing the problems on the student worksheet in group activities, the average score was 3.4 with a percentage of 84% and obtained good qualifications, meaning that students as a whole were active in finding answers to questions from other groups. In more detail, this activity can be described that as many as 11 students or 38% of students obtained a scale of 4, namely they were very active in looking for answers. While the rest, namely 18 students or 62% of students obtained a scale of 3, namely they were actively looking for answers. In the activity of presenting the results of the discussion, the average score was 3.0 with a percentage of 74% and obtained a fairly good qualification, meaning that students as a whole were quite active in presenting the results of the discussion. In more detail, this activity can be described that as many as 8 students or 28% of students obtained a scale of 4, namely they

were very active in presenting the results of the discussion. As many as 12 students or 41% of students obtained a scale of 3, namely they were active in presenting. While the rest, namely 9 students or 31% got a scale of 2, which means they were less active in presenting the results of the discussion.

The results of the student motivation questionnaire showed the results achieved at the first meeting with an average of 77.8 with a high category. So that student learning motivation can be said to have increased when compared to the pre-research where the average student learning motivation was 60 which was in the low category. The teacher in providing guidance was not comprehensive so that not all students were active in discussion and presentation activities due to time constraints. The presentation activity was still in a sufficient qualification because during the presentation only a few students were active, there were still many students who were not confident in conveying the results of the discussion. Based on the data results above, the teacher and researcher agreed to continue the research in cycle 2. The things that need to be improved and revised for the implementation stage of the learning process in the next cycle are 1) Teachers in providing guidance must be more comprehensive or even to all groups and individuals by adjusting the time allocation; 2) Teachers encourage all students to be more active in presentation activities; and 3) Teachers provide systematic reinforcement of the material so that students understand better.

SECOND CYCLE

Cycle II was carried out in one meeting in class VIII MTs S Nagari Binjai. The second meeting was held on November 6, 2023. One meeting was held for 2 x 40 minutes. In this study, collaboration with teachers who helped in the learning process. The activities carried out include the planning stage, implementation stage, observation stage and reflection stage. The following is an explanation of each stage.

The planning that has been carried out by the researcher is to prepare the needs in cycle I by preparing learning tools such as learning implementation plans, student worksheets, evaluation questions, and media. The media used is a learning video to clarify the material Kuberbagi Infak and Sedekah with Ikhlas. In addition, the researcher prepared research instruments, namely observation sheets and questionnaires as a measure of student learning motivation.

Observations in this study were carried out during the learning process. Observations were carried out by the researcher and fellow researchers. The researcher and fellow researchers observed students' learning motivation by filling out the observation sheets that had been prepared by the researcher. Based on the table above, the results of learning motivation in cycle II obtained an average of 81.6 with a high category. So it can be said that learning motivation in cycle II has increased when compared to cycle I.

Results of Teacher Activity Observation Cycle II data from teacher activity observation results are used to determine teacher abilities during the teaching and learning process. This data is obtained from the teacher activity observation sheet. Based on the results of observations and analysis on the implementation of cycle II actions, it was obtained that the Teacher in managing the learning of the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity in class VIII MTsS Nagari Binjai using the PBL learning model obtained a score on the preliminary activity scale of 4.

In this preliminary activity, the teacher has carried out all the activities planned in the skills of opening learning which consist of 4 activities, namely: (1) greeting, praying, taking attendance and asking students' readiness to learn, (2) delivering apperception, (3) delivering learning objectives (4) providing motivation and asking questions.

In the core activities consisting of 5 activities, namely: (1) Guiding students in the activity of watching videos to find information as a source of learning, the teacher obtained a scale of 4 which means that the teacher often guides students in the activity of

reading reference books as a source of learning. (2) Guiding students to read and translate Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT., the teacher obtained a scale of 4 which means that the teacher often guides students to pay attention to learning videos. (3) Directing students to examine the problems on the student worksheet in group activities, the teacher obtained a scale of 4 which means that the teacher often directs students to create questions about the material in group activities. (4) Guiding students to discuss the problems on the student worksheet in group activities, the teacher obtained a scale of 3 which means that the teacher often directs students to find answers to questions made by other groups. (5) Guiding students in presenting the results of group discussions, the teacher obtained a scale of 3 which means that the teacher often guides students in the activity of presenting the results of group discussions. In the closing activity, the teacher obtained a scale of 4. In this closing activity, the teacher has carried out all the activities planned in the skills of closing learning activities consisting of 4 activities, namely: (1) guiding students to conclude the lesson material, (2) conducting reflection and evaluation activities, (3) providing a follow-up plan, (4) guiding students to pray and greet. Overall, the results of the observation of teacher activities got a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In implementing the PBL learning model, the teacher has been able to implement it well.

The results of observations of student activities in the implementation of Cycle II Actions are Overall, the results of observations of student activities in participating in learning the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity sub-theme Q.S. Al-Baqarah (2): 254 using the PBL learning model in cycle II got a good qualification with a percentage of 88%. This means that the implementation of learning activities has gone well according to the planning. In participating in learning activities with the teacher's cue-answer method, students have been able to follow well.

In learning activities by implementing the PBL learning model, there are 5 core activities that students must follow. The first activity is watching videos to find information as a source of learning. The second activity is reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT. The third activity is to observe the problems on the student worksheet in group activities. Furthermore, the fourth activity is to discuss the problems on the student worksheet in group activities. The last activity is to present the results of the group discussion in front of the class. In the activity of watching videos to find information as a source of learning, an average score of 3.5 with a percentage of 87% and obtaining good qualifications means that students are overall interested in the activity of watching videos to find information as a source of learning. In more detail, this activity can be described that as many as 10 students or 48% of students obtained a scale of 4, namely they did reading activities calmly and diligently. While the rest, namely 15 students or 52% of students obtained a scale of 3, namely they did reading activities calmly. In the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT got an average score of 3.8 with a percentage of 95% and obtained a very good qualification, meaning that students as a whole are very interested in the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT. In more detail, this activity can be described that as many as 23 students or 75% of students obtained a scale of 4, namely they carried out the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT. While the rest, namely 2 students or 20% of students obtained a scale of 3, namely they carried out the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT.

In the activity of observing the problems on the student worksheet in group activities, the average score was 3.4 with a percentage of 84% and obtained good qualifications, meaning that students as a whole were active in the activity of observing the problems on the student worksheet in group activities. In more detail, this activity can be described that as many as 11 students or 45% of students obtained a scale of 4, namely

they were very active in observing the problems on the student worksheet in group activities. As many as 14 students or 48% of students obtained a scale of 3, namely they were active in asking questions.

In the activity of discussing the problems on the student worksheet in group activities, the average score was 3.6 with a percentage of 90% and obtained good qualifications, meaning that students as a whole were active in finding answers to questions from other groups. In more detail, this activity can be described that as many as 17 students or 59% of students obtained a scale of 4, namely they were very active in finding answers. While the rest, namely 8 students or 41% of students obtained a scale of 3, namely they were active in discussing the problems on the student worksheet in group activities.

In the activity of presenting the results of the discussion, the average score was 3.3 with a percentage of 81% and obtained a fairly good qualification, meaning that students as a whole were quite active in the activity of presenting the results of the discussion. In more detail, this activity can be described that as many as 8 students or 28% of students obtained a scale of 4, namely they were very active in presenting the results of the discussion. Meanwhile, 17 students or 72% got a scale of 3, which means they were less active in presenting the results of the discussion. The results of the student motivation questionnaire showed the results achieved at the second meeting with an average of 81.6 with a high category. So that student learning motivation can be said to have increased when compared to the study in cycle I, where the average student learning motivation was 77.8 which was also in the high category. Based on the data obtained in the study, it shows that in cycle II there was an increase compared to cycle I, both in teacher activity, student activity and student learning outcomes. The activities of teachers and students in cycle I obtained good qualifications and in cycle II there was an increase by obtaining very good qualifications. So the teacher and researcher agreed that there was no need for the next cycle.

DISCUSSION

The results of the study indicate that the problem-based learning model can increase student activity in learning the Qur'an and Hadith. The increase occurs through the learning process which is carried out by emphasizing the problem-solving process. The problem-solving process will provide a very good learning experience for students because students directly carry out the problem-solving process with the theory or learning concept provided (Fatwa et al., 2023; A. H. Lubis & Lubis, 2024). Furthermore, problem solving can help students to explore additional information as an enrichment to the material provided, so that students' insights will be broader and deeper about the learning material (A. H. Lubis et al., 2021; Schunk, 2012; Simamora & Fatwa, 2022).

Increased learning activities also occurred in this study. Learning activities occur because the problem-based learning model makes students more active and creative (Andrian & Rusman, 2019; Hastuti, 2019). The dominant involvement of students in a learning process will be directly proportional to the optimality of student learning activities in learning (Darmadi, 2016; A. H. Lubis & Wangid, 2019). Furthermore, Kimianti & Prasetyo (2019) in their research results stated that giving students trust to solve problems will increase student creativity because problems are studied contextually with existing learning materials.

CONCLUSION

Teacher activity in cycle 1 got a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In applying the method of cues and answers to teachers, teachers have been able to apply it well. In cycle 2, teacher

activity increased, namely getting a percentage of 93%. This means that the implementation of learning activities has gone very well according to the planning. In applying the method of cues and answers to teachers, teachers have been able to apply it very well. Student activity in participating in Islamic education learning on the material Let's Pay Zakat, sub-theme Types of zakat using the method of cues and answers to teachers in cycle 1 got a good qualification with a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In participating in learning activities with the method of cues and answers to teachers, students have been able to follow it well. Student activity in participating in Islamic education learning on the material Let's Pay Zakat, sub-theme of zakat recipient groups and the wisdom of zakat using the method of cues and answers to teachers in cycle 2 got a very good qualification with a percentage of 88%. This means that the implementation of learning activities has gone very well according to the planning. In participating in learning activities with the method of responding to the teacher, students have been able to follow very well. In the pre-cycle, the average value of learning outcomes was 74.82 with a percentage of students who completed 45%. In cycle 1, learning outcomes increased, the average obtained by students was 81.38 with a percentage of students who completed 65.5%. In cycle 2, learning outcomes increased again with a class average of 90 and a percentage of students who completed 93%. Based on the achievement of learning outcomes in cycle 2, it has shown the achievement of indicators of the success of implementing this classroom action research, namely that the completion reached more than 75%.

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