

A PROBLEM-BASED LEARNING (PBL) MODEL IN UNDERSTANDING THE CONCEPT OF IJMA' QIYAS IN GRADE XII STUDENTS DARUL MUKHLASIN VOCATIONAL SCHOOL

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Abstract: This Classroom Action Research (CAR) aims to improve students' understanding of the concepts of faith, Islam, and ihsan through the application of the Problem Based Learning (PBL) method in grade XII of Darul Mukhlasin High School. The background of this research is the low understanding of students regarding the integration of the concepts of faith, Islam, and ihsan which are the basis for the formation of a complete Muslim personality. This research was conducted in two cycles, each consisting of the planning, implementation, observation, and reflection stages. The research subjects were 30 grade XII students of Darul Mukhlasin High School. Data were collected through observation, comprehension tests, and interviews, then analyzed descriptively qualitatively and quantitatively. The results showed that the application of the PBL learning model was able to improve students' understanding of the concepts of faith, Islam, and ihsan. In the first cycle, the average student understanding score reached 72.3 with 66% completion, while in the second cycle it increased to 86.7 with 93% completion. In addition, student learning activities also increased from the category of quite active to very active. Thus, it can be concluded that the Problem Based Learning method is effective in improving the understanding of the concepts of faith, Islam, and ihsan in class XII students of Darul Mukhlasin High School.

Keywords: Problem Based Learning, Faith, Islam, Ihsan, Student Understanding

Introduction

One of the learning outcomes that must be understood by grade XII students of SMA Darul Mukhlasin in the aspect of the Al-Quran and Hadith in the subject of Islamic Religious Education is Islamic Faith and Ihsan. Based on the results of initial observations on Monday, July 28, 2025 at 10:30 to 12:00 WIB, during the implementation of PAI learning, it was found that students were not very enthusiastic and often indifferent in learning. And based on the final assessment of learning on the material of Islamic Faith and Ihsan for 30 class XII students of Darul Muhkласin High School, the following results were obtained:

Table 1. Final Assessment of Learning on the Subject of Islamic Faith and Ihsan (on July 28, 2025)

No	Range of values	Number of Students	Percentage	Description
1	≤ 50	12	40	Poor
2	56 - 70	7	23,3	Sufficient
3	71 – 85	5	16,6	Good
4	86 - 100	6	20	Very Good

Based on these data, it is known that 36.6% of students were able to understand Islamic Faith and Ihsan well or very well, meaning that 36.6% of students had achieved the learning objectives. Meanwhile, 63.3% were unable to understand Islamic Faith and Ihsan and still needed special treatment in learning to achieve the desired learning objectives, namely a good understanding of Islamic Faith and Ihsan.

Islamic Faith and Ihsan are among the most important subjects in the Quran and Hadith, and they occupy a very important position as they serve as the foundation of our devotion to God Almighty. Based on rational and rational evidence, they constitute one of the main areas of study within the Quran and Hadith aspects of Islamic Religious Education, serving as a methodological foundation for practicing religious life. However, in practice, many students have difficulty learning Islamic faith and ihsan because the material is abstract, full of common terms and monotonous teaching methods, and the difficulty of connecting this material to everyday life which results in low student participation, difficulty in understanding, and a tendency to simply understand without being able to apply the concept in everyday life.

Based on these findings, it is clear that there is a need to implement problem-based learning (PBL) in the teaching of Islamic faith and ihsan material for grade XII students of SMA Darul Mukhlisin to overcome low student engagement, learning outcomes that have not met the Learning Objective Completion Criteria (KKM), and difficulties in connecting theory with practice. The PBL model is a relevant alternative in teaching Islamic faith and ihsan material to students because it encourages students to discover concepts through discussions, group work, and solving real problems that are close to their lives.

This study aims to describe the application of the PBL model in the learning of Islamic faith and ihsan material and evaluate its effectiveness in improving students' understanding of Islamic faith and ihsan material. This study is expected to enrich the literature on innovative learning strategies in Islamic Religious Education and can be a reference for teachers in selecting the right learning model, helping students improve understanding and participation, and supporting schools in efforts to improve the quality of education better in the future.

Several previous studies that have explored the application of problem-based learning (PBL) models include those by Damayanti, Effendi, and Daryono, who demonstrated that PBL can improve learning outcomes through collaboration and solving real-life problems. Furthermore, Oktahariana, Zaini, and Ilmi emphasized that integrating PBL with digital literacy in religious learning strengthens critical thinking skills while making the material more contextual. Furthermore, Sapiudin and Muhtarom emphasized that implementing PBL in Quranic and Hadith learning helps foster a moderate attitude in students.

Method

This research is a classroom action research (CAR) that refers to the model developed by Kemmis taggat. The model consists of four main stages, namely planning, acting, observing, and reflecting. The research was conducted at Darul Mukhlisin High School from July 27 to September 25, 2025 with a total of 30 class XII students as subjects in the subject of Islamic Religious Education, aspects of the Qur'an and Hadith, on the material of Islamic Faith and Ihsan.

At the planning stage, the researcher discussed with Aly Maschan Moesa, S.Pd.I, as the supervising teacher, in analyzing the curriculum, analyzing CP, TP, ATP, analyzing student

learning characters and compiling learning modules. In compiling the module, the learning model used is also planned, namely PBL, group discussion methods and visual media using computers and LCD projectors.

In the implementation phase of the action (acting), the steps taken in learning include: First, Problem Orientation, where the researcher presents a relevant and contextual problem, such as searching for signs of Allah SWT's power around the school. Second, Organizing Students for Learning by dividing students into four groups (6-7 students per group) to discuss the signs of Allah SWT's power. Each group consists of a leader, a secretary, and members. Third, guiding and monitoring students in gathering the information needed to solve the problem. Students conduct research, both individually and in groups, to find relevant data and references about the signs of Allah SWT's power.

Fourth, students present the results of their discussions in the form of reports and presentations regarding the signs of Allah SWT's power found around the school that they have found with the teacher's assistance. Fifth, analyzing and evaluating the problem-solving process by reflecting on the process that has been completed, evaluating the results of collaborative work, and the teacher providing feedback to other groups, guiding the discussion and helping conclude the learning. Next, observation is conducted by observing student activities during learning, focusing on teacher and student activities, especially aspects of courage to ask questions or express opinions and completing assignments. In this activity, the researchers were Aly Maschan Moesa S.Pd, as the supervising teacher and Ummi Azizah, the fellow practicum participant.

In the reflection stage, an evaluation of the learning process in each cycle is conducted and used as a consideration in planning the next cycle. This is considered if students achieve individual mastery of 75% or more, and/or classical mastery if 85% or more of all students achieve individual mastery, as determined by the student learning outcome test. If any of these components are not met, the next cycle is planned.

This research was conducted in two cycles, each involving planning, classroom action, evaluation, and reflection. Research data were obtained through observation, testing, and documentation. The observation instrument used was structured observation of teacher and student activities. The test, which is a systematic measuring tool, was used to determine the level of success in improving student understanding through the application of the problem-based learning method on the material of Islamic Faith and Ihsan. In this case, the researcher used test instruments in the form of pre-test and post-test questions. And documentation in this research is used to collect data that exists in the school institution as support/strengthening of the data obtained, including images, value documents, and photos.

The resulting research data consisted of quantitative and qualitative data. Quantitative data was used to support the qualitative data and was obtained from the results of formative tests at the initial stage, in cycles I and II. Test results were recorded as percentages by summarizing student scores and calculating the percentage of completion. Furthermore, qualitative data was obtained from non-test data, namely observational data. Analysis was carried out by analyzing the observation sheets completed during the lesson.

Results and Discussion

Description of Initial Conditions

At this stage, the researcher carried out planning together with Aly Maschan moesa S.Pd.I, by preparing actions in the form of teaching modules that are in accordance with the Problem Based Learning (PBL) learning model in the subjects of Islamic Religious Education CP. Elements of the Qur'an and Hadith. TP. Islamic Faith and Ihsan Material (9.1, 9.2, 9.3) Theorems of Islamic Faith and Ihsan In addition, the teacher also made Student Worksheets (LKS) and compiled observation sheets for teacher and student activities. Next, the teacher made a learning outcome test. Before the implementation of the action in class, the teacher and observer discussed the observation sheets and prepared visual media using a computer and LCD projector.

The next step was the implementation of the action on Monday, July 28, 2025, from 10:30 to 12:00 WIB. The learning activities consisted of three stages: preliminary activities, core activities, and closing activities. The time allocated for the preliminary activities was 10 minutes, while the time allocated for the core activities was 60 minutes, and the closing activities were 20 minutes. In the preliminary activities, the teacher carried out three activities:

(1) greeting and checking student attendance, (2) praying to begin the lesson, and (3) exploring student knowledge and linking it to the subject matter to be taught next. Through the core activities, the researcher designed learning activities so that students could experience the process of discovering, naming, and presenting. To enable discovery related to Problem-Based Learning, the teacher first divided students into four groups, each consisting of 6-7 students. The teacher first explained the students' assignments before carrying them out to avoid confusion. Furthermore, during the discussion, the teacher circulated among the groups to supervise students' work and occasionally commented on their work. Representatives from each group then read out the results of the group discussions. Students from other groups will be asked for their opinions regarding the answers of the group that is presenting.

If there are errors, the teacher first asks fellow students to make corrections. Students whose group findings are correct and presented well receive praise from the teacher, while students who have not performed optimally are motivated and given reinforcement. And in the closing activities, among others: (1) conducting an evaluation to find out student achievement after implementing learning with the Problem Based Learning strategy, (2) students do a flashback about the learning that has just been done and (3) students and teachers celebrate learning success by clapping happily.

The next step is observation. Observation results indicate that the participation of Grade XII students at Darul Mukhlisin High School in learning activities at the initial stage after the implementation of the Problem-Based Learning model.¹³ This can be seen from the learning outcomes and student responses to learning activities, although there are still a few problems that arise during the learning process. Given the problems that occurred at the initial stage, the researcher, the supervising teacher, and the observers reflected on these problems so that they could be corrected in cycle I, with the hope that all students would be able to improve their learning outcomes. Participation of Grade XII students at Darul Mukhlisin High School in Islamic Religious Education teaching and learning activities.

This is evident from student learning outcomes at the initial stage. Student learning outcomes at the initial stage without the application of Problem-Based Learning with a total of 30 students, 11 students or 36.6% completed the learning process and 19 students or 63.3% did not complete the learning process, as shown in Table 1 with a class average of 64.3. And in the final stage of this activity, a reflection was conducted, where the main objective of this study was to determine the improvement in learning outcomes in the material of Islamic Faith and Ihsan by applying the problem-based learning (PBL) model. And the results obtained an average value that has not reached the completion criteria of 64.3%. This is still far from expectations. Therefore, the reflection presented will focus on improving student learning outcomes in the material of Islamic Faith and Ihsan. In the initial condition, there was a lack of student understanding in the material of Islamic Faith and Ihsan. According to observers, there are several things that cause this to happen.

First, students do not focus on filling out the LKPD so that there are certain parts of the LKPD content that are not filled out perfectly. Second, students do many things outside the learning context, such as joking and chatting with their group mates. Third, among one or two students in the group that has been formed, still cannot properly explain the results of the LKPD work given by the researcher. And based on the results of the initial reflection, the researcher and the supervising teacher decided to use the problem based learning (PBL) learning model to address the causes of students' lack of understanding, which will then be implemented in cycle I.

Cycle 1

In the planning stage, the researcher prepared actions by developing a teaching module in accordance with the Problem-Based Learning (PBL) model by correcting deficiencies in the initial conditions. In addition, the teacher also created Student Worksheets (LKPD) and compiled observation sheets for teacher and student activities. Next, the teacher developed a learning outcome test. Before implementing the actions in class, the teacher and observer discussed the observation sheets.

The first cycle of actions was implemented on Monday, August 4, 2025, from 10:30 a.m. to 12:00 p.m. WIB. The learning activities consisted of three stages: preliminary activities, core activities, and closing activities. The time allocated for the preliminary activities was 10 minutes, while the time allocated for the core activities was 60 minutes, and the closing activities were 20 minutes. In the preliminary activities, the teacher carried out three activities:

(1) greeting and checking student attendance, (2) praying to begin the lesson, and (3) exploring student knowledge and linking it to the subject matter to be taught next. Through the core activities, the researcher designed activities so that students could experience the process of discovering, naming, and presenting. The steps taken in learning include; First, Problem Orientation, where researchers present relevant and contextual problems, such as looking for signs of God's power around the school. Second, Organizing Students to Learn by dividing students into 4 groups (@ 6-7 students/group) to discuss the signs of God's power around the school. Each group consists of a leader, secretary and members.

Third, guiding and monitoring students in gathering information needed to solve the problem. Students conduct research, both individually and in groups, to find relevant data and references about the signs of God's power around the school. Fourth, students present the results

of the discussion in the form of reports and presentations regarding the signs of God's power around the school that they found with the help of the teacher. In the closing activity in cycle I, researchers, supervising teachers and students analyze and evaluate the problem-solving process by reflecting on the process that has been gone through, evaluating the results of the work together, and the teacher provides feedback to other groups and guides the discussion and helps conclude the learning. Students and researchers celebrate the success of learning by clapping happily. And it ends with prayer and greetings.

Based on observations in cycle 1, it was found that the participation of Grade XII students at Darul Mukhlashin High School in learning activities increased after the implementation of the Problem Based Learning model. This can be seen from the learning outcomes and student responses to the learning activities, although there were still a few problems that emerged during the learning activities.

The participation of Grade XII students of Darul Mukhlashin High School in teaching and learning activities on the subject of Islamic Faith and Ihsan has increased. This can be seen from the results of student learning in cycle I. The results of student learning in cycle I with the application of the Problem Based Learning learning model with a total of 30 students, there were 20 students or % who completed and those who did not complete there were 10 students or 33.3% who did not complete and an average score of 82.7. The data can be seen in the table below.

Table 2. Final Learning Assessment on the Material of Islamic Faith and Ihsan (on August 4, 2025)

No	Score Range	Number of Students	Percentage	Description
1	≤ 50	3	10	Poor
2	56 - 70	8	26,6	Sufficient
3	71 – 85	15	50	Good
4	86 - 100	4	13,3	Very Good

In cycle 1, students experienced a lack of understanding of the Ijma' and Qiyas material. According to observers, several factors contributed to this. First, students weren't focused on completing the student worksheet (LKPD), resulting in incomplete completion of certain sections. Second, students engaged in activities outside the context of the lesson, such as joking and chatting with their groupmates. Third, one or two groups were unable to adequately answer the questions posed by the teacher during the end-of-lesson evaluation.

Cycle II

In the planning stage, the researcher prepared the action in the form of compiling a Teaching Module in accordance with the Problem Based Learning (PBL) learning model by correcting the deficiencies in cycle I on the material of Islamic Faith and ihsan. In addition, the teacher also made Student Worksheets (LKPD) and compiled observation sheets for teacher and student activities. Next, the teacher made a learning outcome test. Before the action was carried out in class, the teacher and observer discussed the observation sheet. Furthermore, the implementation of cycle II actions was carried out on Monday, August 11, 2025 from 10:30 to 12:00 WIB. The learning activities carried out consisted of three stages, namely preliminary

activities, core activities, and closing activities. The time allocated for preliminary activities was 10 minutes, while the time allocation for core activities was 60 minutes and the allocation for closing activities was 20 minutes. In the preliminary activities, the teacher carried out three activities, namely:

(1) Greeting and checking student attendance, (2) Praying to start the lesson, (3) Exploring student knowledge and linking it to the lesson material that will be taught next. Through core activities, researchers design activities so that students can experience the process of finding, naming, and presenting. The steps taken in learning include; First, Problem Orientation, where researchers present relevant and contextual problems, such as looking for signs of God's power around the school. Second, Organizing Students to Learn by dividing students into 6 groups (@5 students/group) to discuss the attributes of God that are obligatory, impossible, and jaiz. Each group consists of a leader, secretary, and members. Third, guiding and monitoring students in gathering the information needed to solve the problem. Students conduct research, both individually and in groups, to find relevant data and references about the law of knowing the attributes of God that are obligatory for God, impossible, and jaiz for God. In addition, during the discussion, the teacher circulated around the group to supervise students' work while occasionally commenting on their work. Fourth, students presented the results of their discussions in the form of reports and presentations regarding the attributes of God that are obligatory for God, impossible for God, and jaiz for God, which they discovered with the teacher's help. Representatives from each group then read the results of their group discussions. Students from other groups were asked for their opinions regarding the answers of the group presenting. If there were errors, the teacher first asked fellow students to make corrections. Students with correct group findings and good presentations received praise from the teacher, while students who did not perform optimally were motivated and given reinforcement. In the closing activity in cycle II, the researcher, the supervising teacher, and students analyzed and evaluated the problem-solving process by reflecting on the process that had been gone through, evaluating the results of the work together, and the teacher provided feedback to other groups, guided the discussion, and helped conclude the learning. Students and researchers celebrated the learning success by clapping happily. And ended with prayer and greetings.

Based on the results of observations in cycle II, it is known that the participation of Class XII students of Darul Mukhlashin High School has increased in learning activities after the implementation of the Problem Based Learning model. This can be seen from the learning outcomes and student responses to learning activities even though there are still a small number of problems that arise during the Learning Activity process. The participation of Class XII students of Darul Mukhlashin High School in teaching and learning activities on Islamic Faith and Ihsan material has increased. This can be seen from the results of student learning in cycle II, Student learning outcomes in cycle II with the application of the Problem Based Learning learning model with a total of 30 students, there are 28 students or 94.4% who have completed and 2 students or 6.6% who have not completed and an average value of 85.7. The data can be seen in the table below.

Table 3. Final Learning Assessment on the Material of Islamic Faith and Ihsan (on August 11, 2025)

No	Score Range	Number of Students	Percentage	Description
1	≤ 50	0	0	Poor
2	56 - 70	2	6,6	Sufficient
3	71 – 85	17	56,6	Good
4	86 - 100	12	44,4	Very Good

Although in cycle II there was a lack of understanding among students on the material of Islamic Faith and Ihsan, and especially in one student, according to observers, this was caused because the student in question was experiencing health problems, so that the student was not focused on filling out the LKPD.

Discussion

The results of the study indicate that the learning outcomes of the evaluation of the initial conditions of Class XII students of SMA Darul Mukhlashin¹⁸ for the material of Islamic Faith and Ihsan using the Problem Based Learning learning model obtained an average initial condition score of 36.6 with the highest score of 87 (4 students) and the lowest score of 53 (12 students), with a learning provision of 43% and 57% incomplete. In the first cycle, the results of the study showed that the learning outcomes of Class XII students of SMA Darul Mukhlashin on the learning material of Islamic Faith and Ihsan using the Problem Based Learning (PBL) learning model obtained an average score of 82.7 in cycle 1, with the highest score of 90 (1 student) and the lowest score of 54 (7 students), with a learning provision of 66.6% and 33.3% incomplete.

Meanwhile, in cycle II for the learning materials of Islamic faith and ihsan, the average value of cycle II was 85.7 with the highest value being 98 for 2 students and the lowest value being 53 for 2 students with a learning completion of 94.4% and 6.6% incomplete. Based on the data on student learning outcomes from cycle I and cycle II, it shows an increase in the learning outcomes of Class XII students of SMA Darul Mukhlashin, showing an increase in student learning outcomes on the same material, namely Islamic Faith and Ihsan.

Observations during the study also showed a development in student engagement. At the beginning of the lesson, students tended to be passive, simply listening to the teacher's explanations and rarely asking questions. Entering Cycle I, students began to engage in discussions and Q&A activities, although participation was still limited to a few individuals. Teachers needed to provide stimulus in the form of provocative questions to encourage more student involvement.

In cycle II, almost all students demonstrated active participation, both in expressing opinions, asking critical questions, and presenting the results of group discussions. Furthermore, they also began to independently seek additional references, including through digital literacy. Observations during the study also showed a development in student engagement. At the beginning of the lesson, students tended to be passive, simply listening to the teacher's explanations and rarely asking questions. Entering cycle I, students began to engage in discussions and Q&A activities, although participation was still limited to a few individuals. Teachers needed to provide stimulus in the form of provocative questions to

encourage more student involvement. In cycle II, almost all students demonstrated active participation, both in expressing opinions, asking critical questions, and presenting the results of group discussions. Furthermore, they also began to independently seek additional references, including through digital literacy. Furthermore, based on the assessment results, the most dominant student activities were collaborating on student worksheets (LKPD) and discussions. This demonstrates that students cooperate and take responsibility for achieving good results.

Student Responses to Learning Using the Problem Based Learning (PBL) Model

The application of PBL in Islamic Religious Education learning elements of the Qur'an and Hadith, Learning Outcomes of the beauty of a meaningful life, material on Islamic faith and ihsan is in line with constructivism theory, which emphasizes the importance of direct experience and social interaction in building knowledge. By providing space for students to identify problems, discuss, and find solutions, Problem Based Learning (PBL) helps them understand the theory and concepts of Islamic faith and ihsan more deeply.

Furthermore, these findings reinforce the research findings of Sapiudin and Muhtarom, who asserted that PBL not only contributes to improved cognitive understanding but also fosters the development of students' attitudes of religious moderation. Therefore, this study confirms that Problem-Based Learning (PBL) is an effective and contextual learning strategy for teaching abstract subjects such as Islamic faith and ihsan. This model has been shown to improve academic achievement while strengthening students' critical thinking skills, collaboration, and active participation. This change supports the research findings of Oktahariana et al., who stated that Problem-Based Learning (PBL) can encourage and train students' critical thinking skills.

Conclusion

Based on the discussion above, it can be seen that the use of the Problem Based Learning (PBL) learning model can improve learning outcomes in Islamic Religious Education learning for Grade XII students of SMA Darul Mukhlashin for Islamic Faith and Ihsan material from an average initial condition of 64.3 to 85.7, and with learning completeness from 36.6% of students to 94.4%. In addition, observations during the study also showed the development of student activity both in expressing opinions, asking critical questions, and presenting the results of group discussions. In addition, they also began to seek additional references independently, including through digital literacy.

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