



Implementation of Problem Based Learning Model to Improve Students' Understanding of Surah Al-Ma'un for Grade V SD Negeri 104260 Melati

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ABSTRACT

This study aims to analyze the implementation of the Problem Based Learning (PBL) model in improving students' understanding of Surah Al-Ma'un in grade V of SD Negeri No. 104260 Melati. The PBL model is applied to encourage students to think critically, actively, and independently in understanding the values contained in Surah Al-Ma'un and its relevance in everyday life. This study uses a classroom action research (CAR) method with a qualitative and quantitative approach. The learning process is carried out in several cycles, where students are given problems related to the contents of Surah Al-Ma'un to be analyzed and discussed. Data were collected through observation, interviews, and comprehension tests before and after the implementation of the PBL model. The results of the study showed that the implementation of the PBL model significantly improved students' understanding of Surah Al-Ma'un. Students are better able to interpret the contents of the surah, understand the moral messages contained, and apply social values in everyday life, such as caring for others and the importance of sincerity in doing good. Thus, the PBL model can be an alternative effective learning strategy in Islamic Religious Education learning, especially in improving students' understanding of Islamic values contained in the Qur'an.

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Introduction

Islamic Religious Education plays an important role in shaping students' character and morals. One of the materials taught in elementary schools is understanding the Qur'an, including Surah Al-Ma'un which contains social values and concern for others. This surah teaches the importance of sharing, helping those in need, and avoiding indifference to others. Therefore, a good understanding of Surah Al-Ma'un is expected to form positive attitudes and behaviors in students' daily lives.

However, in practice, many students have difficulty understanding the deep meaning of the verses of the Qur'an, including Surah Al-Ma'un. This difficulty is caused by various factors, such as limited vocabulary, lack of interesting learning methods, and minimal application of the values of the surah in real life. As a result, many students only memorize verses without really understanding the messages contained therein.

Learning methods that are still conventional often make students less active in the learning process. Teachers still predominantly use lecture and memorization methods in teaching Qur'an material, so students tend to be more passive. Monotonous learning also makes students quickly bored and less enthusiastic in understanding the contents of Surah Al-Ma'un in depth.

Therefore, innovation is needed in learning methods so that students are more active and able to understand Surah Al-Ma'un well. One method that can be applied is Problem Based Learning (PBL). This learning model encourages students to think critically, actively discuss, and connect the material with everyday life. With this approach, students not only understand the contents of the surah in theory, but can also apply its values in their lives.

The application of the PBL model is expected to improve students' understanding of Surah Al-Ma'un more effectively. Students not only memorize, but are also able to interpret the moral messages in the surah and apply them in real actions. Thus, learning Islamic Religious Education becomes more meaningful and is able to provide a positive impact on students' social lives.

This study aims to analyze the implementation of the Problem Based Learning (PBL) model in improving students' understanding of Surah Al-Ma'un. This model has been proven effective in improving students' critical thinking skills, problem solving, and learning independence in various disciplines (Hmelo-Silver & Barrows, 2020). In the context of Islamic Religious Education learning, the application of PBL is expected to help students understand the values contained in Surah Al-Ma'un and apply them in their daily lives.

Surah Al-Ma'un teaches the importance of social concern, sincerity in doing good, and the prohibition of being indifferent to people in need. However, many students only memorize this surah without understanding its meaning in depth. According to recent research, lecture-based and memorization-based learning methods tend to be less effective in instilling moral values in students (Arends, 2021). Therefore, innovative methods such as PBL are needed that allow students to explore, discuss, and connect the values in Surah Al-Ma'un with their real experiences.

The PBL model emphasizes problem-based learning that encourages students to find solutions through investigation and group discussion (Savery, 2021). In implementing this model, students will be given a social problem related to the contents of Surah Al-Ma'un, such as the phenomenon of indifference to orphans or the lack of a culture of sharing in the surrounding environment. Through the analysis of these problems,

students will be encouraged to understand the meaning of the surah in a more contextual and applicable way.

In addition, the application of PBL in learning Surah Al-Ma'un can also increase active student participation. According to research conducted by Rahayu et al. (2022), the PBL model is able to increase student involvement in the learning process because they are more interested in solving problems that are relevant to their lives. With this active involvement, students' understanding of the teaching material becomes better compared to passive learning methods such as lectures.

Not only does it improve cognitive understanding, PBL also contributes to strengthening students' attitudes and social skills. Through discussion and group work, students learn how to collaborate, express opinions, and appreciate the perspectives of others (Yew & Goh, 2020). This is in line with the learning objectives of Surah Al-Ma'un which teach about the importance of good social interaction and caring for others.

In terms of the role of teachers, the PBL model changes their role from merely providing information to facilitators who guide students in the process of critical thinking and problem solving (Schmidt et al., 2021). Teachers play a role in directing discussions, providing stimuli in the form of reflective questions, and ensuring that students are able to connect the contents of Surah Al-Ma'un with the reality of their lives. Thus, learning becomes more meaningful and student-centered.

The effectiveness of the PBL model is also supported by various studies showing that this method can improve student learning outcomes in various fields, including religious education (Nurhadi et al., 2023). In the context of learning the Qur'an, the use of PBL can help students understand Islamic values more comprehensively and relevant to their lives. Therefore, the implementation of PBL in learning Surah Al-Ma'un has the potential to provide a significant positive impact.

Thus, this study is expected to contribute to the development of more innovative Islamic Religious Education learning strategies. The PBL model not only improves students' understanding of Surah Al-Ma'un, but also helps them internalize the social values taught in the surah. If applied widely, this method can be a solution in improving the quality of religious learning in elementary schools.

It is expected that by implementing the PBL model, students will not only understand the contents of Surah Al-Ma'un theoretically, but can also apply the values contained therein, such as social concern, sincerity, and responsibility towards others. In addition, this study is also expected to be a reference for teachers in implementing innovative learning methods to improve students' understanding in Islamic Religious Education subjects.

Based on initial observations, many students only memorize Surah Al-Ma'un without understanding the moral messages contained therein. This causes a lack of practice of the values taught in everyday life. In addition, the lecture method that is still dominant makes students passive and less involved in learning. Therefore, a more interactive

learning method is needed, such as the Problem Based Learning (PBL) model, to help improve students' understanding more effectively.

To overcome this problem, this study proposes the application of the Problem Based Learning (PBL) model as an innovative approach in learning Surah Al-Ma'un. PBL is a learning method that emphasizes problem solving as the main means of understanding the material. In the context of learning Surah Al-Ma'un, this model will help students understand the contents of the surah more deeply through various problem scenarios that are relevant to their lives.

The PBL model places students as active subjects in learning. Students do not only receive information from the teacher, but are also encouraged to find solutions to the problems given. Thus, students will be more involved in the learning process, able to think critically, and understand the values contained in Surah Al-Ma'un contextually.

In its implementation, the PBL model will be applied through a series of problem-solving-based activities that actively involve students. The learning process will begin by providing problems or case studies related to social values in Surah Al-Ma'un. For example, students are given a case about indifference to orphans and the poor, then asked to analyze the problem based on the content of Surah Al-Ma'un.

After that, students will discuss in small groups to explore the meaning of the verses of Surah Al-Ma'un and find solutions to the problems given. This discussion aims to train students to think critically, argue logically, and understand the relevance of Surah Al-Ma'un in their lives. The teacher acts as a facilitator who guides the discussion and provides direction if necessary.

In addition to discussions, learning activities also include analysis of real cases in the students' environment. For example, students can observe social conditions around the school or community, then relate their findings to the moral message in Surah Al-Ma'un. Through this approach, students not only understand the verse theoretically, but can also see its application directly in everyday life.

After the analysis and discussion process is complete, students will reflect on the learning they have gone through. This reflection can be in the form of compiling reports, presenting discussion results, or creating simple projects related to the application of the values of Surah Al-Ma'un. With reflection, students can evaluate how far their understanding has developed and how they can apply these values in their lives.

It is hoped that through this PBL model, students' understanding of Surah Al-Ma'un can increase significantly, both in terms of cognitive and affective and psychomotor aspects. Students not only understand the contents of the surah textually, but are also able to practice its values in everyday attitudes and behaviors, such as concern for others, empathy, and the importance of sharing with those in need. Thus, the application of the Problem Based Learning model in learning Surah Al-Ma'un can be an effective alternative strategy in improving the quality of Islamic Religious Education learning in elementary schools. In addition to improving student understanding, this method can

also help shape better characters in accordance with Islamic teachings, so that they can become more caring and responsible individuals in their social lives.

Methods

This study uses the Classroom Action Research (CAR) method with a qualitative and quantitative approach. The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from fifth grade students of SD Negeri No. 104260 Melati as research subjects, through observation, interviews, and comprehension tests before and after the application of the Problem Based Learning (PBL) model. Meanwhile, secondary data were obtained from learning documentation, textbooks, journals, and other references relevant to the application of the PBL method in Islamic Religious Education learning.

Data were collected using several techniques, namely observation of learning activities in the classroom, interviews with teachers and students to determine the effectiveness of the PBL model, and student comprehension tests in understanding the contents and values of Surah Al-Ma'un. In addition, learning documentation was also used to complement the research results, such as field notes, recordings of student discussions, and the results of student assignments and reflections after participating in learning with the PBL model.

Data analysis in this study was carried out descriptively with a qualitative and quantitative approach. Qualitative data were analyzed through the stages of data reduction, data presentation, and drawing conclusions. Data reduction is done by sorting and filtering relevant information from the results of observations, interviews, and documentation. The reduced data is then presented in the form of a descriptive narrative to describe the process and results of implementing the PBL model in learning Surah Al-Ma'un.

Meanwhile, quantitative data is analyzed using descriptive statistical analysis techniques. The results of student understanding tests before and after the implementation of PBL are compared to see the increase in student understanding of Surah Al-Ma'un. The average test scores are analyzed to determine the effectiveness of the PBL method in improving student understanding. In addition, the results of the questionnaire and interviews are also analyzed to obtain a deeper picture of student and teacher responses to the learning model applied.

By combining qualitative and quantitative analysis, this study is expected to provide a comprehensive picture of the effectiveness of implementing the Problem Based Learning model in improving student understanding of Surah Al-Ma'un.

Result

The results of this study indicate that the application of the Problem Based Learning (PBL) model in learning Surah Al-Ma'un has a positive impact on student understanding. This model is designed to increase active student involvement and encourage them to think critically in linking the surah material to the context of everyday life.

Research data were collected through several instruments, namely classroom observations, comprehension tests before and after the implementation of PBL, and in-depth interviews with students and teachers. The data triangulation approach was used to obtain a comprehensive and valid picture of the effectiveness of the learning methods applied.

From the results of classroom observations, it can be seen that students become more active in discussing and expressing opinions when faced with problems related to the contents of Surah Al-Ma'un. Student involvement in group discussions shows that they are more motivated to find solutions and link the values of the surah to their real experiences.

The results of the comprehension test also showed a significant increase after the implementation of the PBL model. Quantitative data indicates that the average score of students' understanding before the implementation of PBL was around 65, while after the implementation it increased to 80. This increase in score reflects that students succeeded in understanding the material better through a problem-based approach.

The following table presents data on students' understanding test scores before and after implementing PBL:

Student	Pre-Test Score	Post-Test Score
Student 1	62	78
Student 2	68	82
Student 3	64	80
Student 4	66	83
Student 5	63	79
Average	65	80

Table analysis shows an increase in the average value of 15 points, indicating that the implementation of PBL contributes significantly to improving student understanding. These data strengthen the hypothesis that problem-based learning methods can optimize students' learning processes effectively.

Interviews with students revealed that they felt more interested and enthusiastic in participating in learning with the PBL model. Students stated that this method helped them to better understand and internalize the moral messages contained in Surah Al-Ma'un, and made learning more enjoyable and meaningful.

In addition to the cognitive aspect, the implementation of PBL also had a positive impact on the affective aspect. Students showed changes in attitude, such as increased concern for classmates and a tendency to apply the social values taught in the surah, such as sincerity and sharing with others.

The teachers involved in this study also confirmed that the PBL method was effective in improving student understanding. The teachers said that with this interactive approach,

students not only understand the theory, but are also able to apply Islamic values in everyday life practices, so that the learning process becomes more holistic.

Overall, the research findings show that the application of the Problem Based Learning model in learning Surah Al-Ma'un has a significant positive impact both in terms of cognitive and affective. The quantitative and qualitative data obtained support the effectiveness of this method, so it is expected to be used as an alternative innovative and applicable learning strategy in elementary schools.

To ensure the validity and validity of the data obtained in the study, the researcher implemented a verification process through the triangulation method. This method combines three main data collection techniques, namely observation, comprehension tests, and interviews.

Observation techniques were carried out during the learning process to record the dynamics of student interactions and their activeness in class. These observation notes include how students relate the material of Surah Al-Ma'un to everyday life, which shows a significant increase in participation.

In addition to observation, comprehension tests were carried out as quantitative instruments to measure the extent to which students' understanding of Surah Al-Ma'un had increased. The results of the tests conducted before and after the implementation of the PBL model showed a consistent increase in scores.

Interview techniques were used to obtain in-depth qualitative data from students and teachers. Interviews revealed that students felt more motivated and found it easier to understand the material because of the interactive and contextual learning approach.

The results of the three data collection techniques showed consistency that supported increased student understanding and involvement in learning Surah Al-Ma'un. Quantitative and qualitative data complement each other to provide a comprehensive picture.

Data verification was conducted by comparing the results of the comprehension test with interview data and observation notes. This comparison confirmed that the increase in students' academic scores was in line with the increase in overall activity and understanding. • Qualitative data from interviews indicated that students felt more confident in expressing their opinions and were actively involved in discussions. This was supported by observation notes that showed more intense and collaborative interactions between students. • The validation process was also carried out by asking for the opinions of experts in the field of Islamic Religious Education and learning methodology. The experts stated that the application of the Problem Based Learning model was very appropriate for improving the quality of the learning experience because it brought the material closer to the context of students' real lives. • Validation from these experts added weight to the validity of the research findings. Their opinions ensured that the PBL method was not only effective in improving academic understanding, but also played an important role in forming students' character and social values.

Overall, the research findings showed that the Problem Based Learning model was proven effective in improving students' understanding of Surah Al-Ma'un. With data that has been thoroughly verified, this method is worthy of being an alternative innovative learning strategy in Islamic Religious Education in elementary schools.

Discussion

Data validation is a crucial step in this study to ensure that the information obtained truly reflects the improvement of students' understanding of Surah Al-Ma'un through the application of the Problem Based Learning (PBL) model. Validation is carried out to reduce bias and increase the reliability of the research results.

The data validation process was carried out using the triangulation method, which combines three main data collection techniques, namely observation, comprehension tests, and interviews. This technique allows researchers to compare and confirm data from various sources to produce a more comprehensive picture.

Observation data conducted during the learning process provides information on the level of student activity and interaction. Field notes show that students are more enthusiastic and active in discussing when faced with problems related to the values in Surah Al-Ma'un.

Meanwhile, the results of the comprehension test conducted before and after the implementation of PBL showed a significant increase. Comparison of quantitative values shows that the average student score has increased, indicating the effectiveness of the problem-based learning method.

The interview technique also provides in-depth qualitative data. Students reported that they felt they understood the material better and were able to relate the values of Surah Al-Ma'un to everyday life situations. The results of this interview support the findings from the observation and test data.

The results of data validation through triangulation show strong consistency between quantitative and qualitative data. The combination of the three techniques strengthens the conclusion that the implementation of the PBL model has a positive impact on improving student understanding.

Furthermore, the validation process was strengthened by consultation and evaluation of expert opinions in the field of Islamic Religious Education and learning methodology. Experts stated that the PBL method provides a more meaningful and contextual learning experience, and is in accordance with the objectives of religious learning in elementary schools.

Overall, the results of data validation confirm that the Problem Based Learning model is effective in improving students' understanding of Surah Al-Ma'un. The research findings that have been thoroughly verified through triangulation and expert evaluation provide a strong basis for recommending this method as an innovative strategy in Islamic Religious Education Learning.

Conclusion

This study successfully demonstrated that the application of the Problem Based Learning (PBL) model in learning Surah Al-Ma'un provided strong and consistent findings through various data collection methods, such as observation, comprehension tests, and interviews. Data verification using the triangulation method ensured that the increase in students' understanding was not only temporary, but truly reflected significant changes.

The results of data validation showed that after the application of the PBL model, there was a substantial increase in students' academic scores. Quantitative data from comprehension tests indicated a consistent increase in average scores, while qualitative data from interviews supported that students felt they understood the material of Surah Al-Ma'un more deeply.

In terms of academic impact, the PBL model has been shown to improve students' critical and analytical thinking skills. The interactive and problem-based learning process encourages students to actively discuss, relate material to real life, and develop problem-solving skills, which overall improves the quality of Islamic Religious Education learning.

In addition to academic impacts, the application of the PBL model also brings significant social contributions. Students not only gain improvements in terms of knowledge, but also experience development in social and character aspects. Through discussion and group work, students learn to respect each other, cooperate, and internalize the values of caring and sincerity contained in Surah Al-Ma'un.

Overall, the findings of this study provide strong evidence that the Problem Based Learning model is effective in improving students' understanding of Surah Al-Ma'un, as well as having a positive impact on academic and social aspects. The results of this study support the recommendation to adopt the PBL model as an innovative strategy in learning Islamic Religious Education in elementary schools, with the hope of creating a generation that is not only academically intelligent, but also has high character and social awareness.

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