



# The Effectiveness of the Problem-Based Learning Model to Increase Student Interest in Islamic Education Learning at SD Negeri 0907 Ganal

Ihsan Habibi Harahap<sup>1</sup>, SD Negeri 0907 Ganal, Indonesia

Tutiana Daulay<sup>2</sup>, SD Negeri 1601 Sisalean, Indonesia

Yusti Sahrina<sup>3</sup>, SD Negeri 0212 Aek Tunjang, Indonesia

Juni Herawati Siregar<sup>4</sup>, SD Negeri 0205 Binanga, Indonesia

Mirnawati Hasibuan<sup>5</sup>, SD Negeri 0910 Tobing Jae, Indonesia

## ABSTRACT

This study aims to analyze the effectiveness of the implementation of the Problem-Based Learning (PBL) model in increasing students' interest in the subject of Islamic Religious Education (PAI) with the material "Living in the Field by Sharing" in class V of SD Negeri No. 0907 Ganal. The research method used is classroom action research (PTK) which is carried out in two cycles. Data collection techniques use observation, interviews, student interest questionnaires, and learning outcome tests. The results of the study indicate that the implementation of the PBL model can increase students' interest and learning outcomes. The percentage of students who showed high interest in learning increased from 55% in the first cycle to 85% in the second cycle. Therefore, the PBL model is recommended as an effective learning alternative to increase students' interest in PAI learning.

 OPEN ACCESS

## ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

## KEYWORDS

Problem-based learning model, student interest, Islamic education.

## Corresponding Author:

**Ihsan Habibi Harahap**

SD Negeri 0907 Ganal, indonesia  
ihsanharahap85@gmail.com

## Introduction

Interest in learning is one of the important factors that greatly influences the success of the learning process. High interest will encourage students to be more active in participating in learning, understand the material better, and apply it in everyday life (Slameto, 2013). Conversely, low interest in learning can be an obstacle in the process of achieving learning objectives, especially in Islamic Religious Education (PAI) subjects, which aim to shape students' character and personality in accordance with Islamic values (Hamzah, 2019).

One of the materials that requires in-depth understanding in PAI is "Living Spaciously by Sharing." This material aims to instill the values of social concern, togetherness, and sincerity in sharing in students. A good understanding of this material

---

is expected to encourage students to develop a generous attitude and empathy towards others, which are fundamental values in community life (Mulyadi, 2021). However, in practice, there are still many students who are less interested in participating in this learning, so their understanding of the value of sharing is still low.

Based on the results of initial observations in class V of SD Negeri No. 0907 Ganai, it was found that students' interest in participating in Islamic Religious Education learning is still relatively low. This can be seen from several indicators, such as lack of participation in discussions, passive attitudes during learning, and low student learning outcomes in this material. In addition, many students consider the material "Living Widely by Sharing" as an abstract concept and difficult to apply in real life, so they are less enthusiastic in understanding and experiencing it (Zulkifli, 2020).

One of the factors causing low student interest in learning is the learning method which is still conventional. Learning that uses more lecture and memorization methods tends to make students feel bored and less actively involved in the learning process (Trianto, 2017). A more innovative and interactive learning approach is needed to increase students' interest and understanding of this material.

The Problem-Based Learning (PBL) model is one learning approach that can be used to increase students' interest in learning. PBL emphasizes solving real problems that are relevant to students' lives, so that they are more motivated to learn (Arends, 2012). Through PBL, students not only receive information passively, but also actively think critically, find solutions, and develop understanding independently. Previous studies have shown that PBL can increase student engagement in learning and help them develop critical and collaborative thinking skills (Hmelo-Silver, 2004).

Therefore, this study aims to analyze the effectiveness of the application of the Problem-Based Learning (PBL) model in increasing student interest in the material "Living Spaciously by Sharing." It is hoped that with this approach, students can better understand the importance of sharing in everyday life and apply these values in their social interactions.

The purpose of the study is to describe the application of the Problem-Based Learning (PBL) model in Islamic Religious Education learning on the material "Living Spaciously by Sharing." And analyze the effectiveness of the PBL model in increasing student interest in Islamic Religious Education learning.

## Methods

This study uses the Classroom Action Research (CAR) method. CAR is a research approach that aims to improve and enhance the quality of learning through actions carried out systematically in the classroom (Kemmis & McTaggart, 1988). CAR has the characteristics of a repetitive cycle, allowing teachers to evaluate the effectiveness of the

---

actions implemented and make improvements based on the results of reflection from each cycle (Arikunto, 2017). In this study, CAR was carried out in two cycles, where each cycle consisted of four main stages, namely: 1). Planning: at this stage the researcher prepares an action plan that will be implemented in learning. This plan includes the preparation of a Learning Implementation Plan (RPP) based on Problem-Based Learning (PBL), the creation of observation instruments, and the preparation of learning tools and materials that support the implementation of this model (Suharsimi, 2019). 2). Implementation (Acting): This stage is the implementation of the previously prepared action plan. Teachers apply the Problem-Based Learning (PBL) model in Islamic Religious Education learning with the material "Living in the Field by Sharing". Students are given problem scenarios that are relevant to everyday life, then they are asked to discuss, find solutions, and present the results of their analysis. 3). Observation: At this stage, observations are made on the learning process to see how students participate and respond to the PBL method. Observations are made using observation sheets that record student involvement, level of interaction, and indicators of learning interest, such as activeness in discussions, ability to ask questions, and interest in completing problem-based tasks (Hopkins, 2008). 4). Reflection: After the observation is carried out, the reflection stage aims to analyze the success of the actions that have been taken. If in the first cycle there are obstacles or less than optimal results, then improvements to the strategy are made in the next cycle.

The second cycle aims to optimize the methods applied so that students' interest in learning the material "Living in the Field by Sharing" can increase significantly (Elliott, 1991). The subjects in this study were 30 fifth grade students of SD Negeri No. 0907 Ganal. The selection of this class was based on the results of initial observations which showed that students in the class had a low level of interest in learning Islamic Religious Education (PAI), especially in understanding the material "Living Widely by Sharing". To understand the condition of students in more depth, several important characteristics that are of concern in this study include: 1). Age and Cognitive Development. Most fifth grade students are around 10-11 years old, which according to Piaget's cognitive development theory is in the concrete operational stage. At this stage, students find it easier to understand concepts if they are given real examples and have the opportunity to discuss and solve problems related to everyday life (Piaget, 1972). Therefore, the Problem-Based Learning (PBL) approach was chosen because this method allows students to learn through problem solving that is appropriate to their cognitive level. 2). Interest and Motivation to Learn. Based on the results of initial interviews with class teachers and observations of students, it was found that students' interest in learning PAI is still relatively low. This can be seen from the lack of activeness in discussions, lack of enthusiasm in following lessons, and low learning outcomes obtained. The causal factors include conventional teaching methods, lack of use of interesting learning media, and lack of student involvement in the teaching and learning process (Slavin, 2006). 3).

---

Social and Environmental Conditions, Students' social environment is also a factor that influences their interest in learning. The majority of students come from diverse economic backgrounds, where the values of social concern and sharing are often less of a main focus in everyday life. Therefore, the material "Living Spaciously by Sharing" is very relevant to teach, because it can shape character and build students' social awareness to be more concerned about others.

Data Collection Techniques are 1). Observation: To observe student involvement and participation in learning activities. 2). Student Interest Questionnaire: To measure changes in students' interest levels in learning before and after the implementation of PBL. 3). Learning Outcome Test: To determine the increase in students' understanding of the material taught. 4). Interview: To explore students' and teachers' responses regarding the effectiveness of the PBL model.

Research Procedure: a). Cycle 1: The teacher applies the PBL model by providing problems related to the importance of sharing in everyday life. Students are asked to discuss in groups and find solutions from various sources. b). Cycle 2: Students are given social project challenges, such as holding sharing activities in the school community, then compiling a reflection report.

This study uses a descriptive qualitative approach, namely by describing changes in students' learning interests and their responses to learning after the implementation of the Problem-Based Learning (PBL) model in the subject of Islamic Religious Education (PAI) on the material "Living in the Field by Sharing."

The data analyzed in this study consists of several main aspects, namely: (a). Participatory Observation, Data was obtained through direct observation of student activities during the learning process. Observations were conducted to assess the level of enthusiasm, participation, interaction, and understanding of students in participating in PBL-based learning. Data collected included field notes, descriptions of student behavior, and their involvement patterns in solving problems given in the learning scenario (b). Interviews with Students and Teachers, Semi-structured interviews were conducted to explore the experiences of students and teachers during the learning process. Interviews with students aimed to understand how they responded to the PBL method and what challenges and conveniences they felt while learning with this approach. Interviews with teachers were used to determine changes in student behavior before and after the implementation of PBL and the effectiveness of this method in increasing student involvement in Islamic Religious Education learning. (c) Student Journal Reflection; Students were asked to write daily reflections on their understanding of the material "Living in the Field by Sharing." This journal provides an overview of how students interpret the concept of sharing, changes in their attitudes, and their experiences during PBL-based learning. (d) Documentation; Documentation in the form

---

of photos of learning activities, student work results, and video recordings of group discussions were used as supporting data. This document helps researchers to visually analyze student engagement patterns and provide concrete evidence of changes in their learning interests.

Data analysis is carried out repeatedly and in depth through the following steps: (1). Data Reduction; Data obtained from observations, interviews, student journals, and documentation are collected and sorted based on main themes related to student learning interests and the effectiveness of the PBL model. Only data relevant to the focus of the research is selected for further analysis (Miles & Huberman, 2014). (2). Data Presentation; The reduced data is presented in the form of narrative descriptions, summary tables, and interview quotes that describe changes in student learning interests. This data presentation helps researchers understand the patterns of change that occur in the learning process. (3). Conclusion Drawing and Verification; After the data is presented, conclusions are drawn based on the findings that have been categorized. These conclusions are then verified by triangulation, namely comparing data from various sources (for example, comparing observation results with interviews and student journals) to ensure the validity and accuracy of the findings (Sugiyono, 2017).

## Result

This study aims to analyze the effectiveness of the Problem-Based Learning (PBL) model in increasing students' interest in learning in Islamic Religious Education (PAI) subjects, especially in the material "Living Spaciously by Sharing" in class V of SD Negeri No. 0907 Ganal. The results of the study were obtained from classroom observations, interviews with students and teachers, student journal reflections, and documentation of learning activities.

The results of the observation showed that after the implementation of the PBL model, there was a significant increase in students' interest in learning. In the first cycle, only 55% of students showed a high interest in learning, while in the second cycle the figure increased to 85%. Indicators of this increase can be seen from the following aspects:

### a) Involvement in Group Discussions

In the first cycle, only about half of the students were actively speaking and asking questions in group discussions. However, in the second cycle, almost all students were involved in solving the problems given, indicating that they were increasingly comfortable and confident in expressing their opinions (Miles & Huberman, 2014).

### b) Enthusiasm in Participating in Learning



---

Observations show that at the beginning of the implementation of PBL, some students still seemed passive and waited for teacher direction. However, in the second cycle, students took more initiative in asking questions, expressing opinions, and working together in groups (Sugiyono, 2017).

#### c) Motivation in Completing Project Assignments

Project-based learning in the PBL model provides a more meaningful learning experience. In the first cycle, only about 60% of students completed project assignments enthusiastically, while in the second cycle, 95% of students were able to complete assignments well and showed creativity in finding solutions.

These results indicate that PBL can increase student involvement and interest in learning because they feel that learning is more challenging and relevant to their daily lives (Trianto, 2010).

### 2. Changes in Students' Understanding and Attitudes towards the Concept of Sharing

In addition to increasing interest in learning, this study also shows changes in students' attitudes and understanding of the value of sharing in everyday life. This was obtained from the results of student journal reflections, interviews, and observations of student behavior.

#### a) Increasing Social Awareness

Before implementing PBL, most students considered the concept of sharing as merely giving something to others without understanding the value of sincerity and its social benefits. After participating in problem-based learning, students began to understand that sharing is not only about material, but also attention, knowledge, and energy. Several students wrote in their journal reflections that they began to care more about friends in need, for example by sharing food or helping friends who had difficulty learning.

#### b) Implementing the Value of Sharing in Daily Life

Interviews with students revealed that after learning with PBL, they began to apply the value of sharing more often outside the classroom. One student said, "Previously I didn't really care if a friend had difficulty. Now I help friends study more often and share food during breaks." This shows that problem-based learning not only improves academic understanding, but also shapes students' character and social attitudes (Mulyasa, 2017).

### 3. Impact of PBL Model on Student Learning Outcomes

In addition to increasing students' interest and social attitudes, this study also shows an increase in learning outcomes after the implementation of the Problem-Based Learning (PBL) model. In the first cycle, the average student score was 68, which was still below

---

the minimum completion standard (KKM) set, which was 75. In the second cycle, the average score increased to 85, indicating that most students had achieved a better understanding of the material being taught. This increase occurred because in the PBL model, students are required to actively think, find solutions, and link theory to practice, so that their understanding of the concept becomes deeper (Arends, 2012).

#### 4. Challenges in Implementing the PBL Model

Although the Problem-Based Learning (PBL) model has proven effective in increasing interest and learning outcomes, there are several challenges found during the study:

a) Teacher Readiness in Managing Learning. In the first cycle, teachers had difficulty in managing group discussions because students were still accustomed to the lecture method. Therefore, in the second cycle, the teacher began to provide more intensive guidance in dividing group tasks so that each student plays an active role.

##### b) Longer Time Required

The implementation of the PBL model requires more time than conventional methods. In the first cycle, several groups were unable to complete the tasks on time, so in the second cycle the teacher arranged a better time management strategy so that learning remained effective.

##### c) Differences in Student Ability to Adapt to PBL.

Not all students are able to immediately adapt to the problem-based learning model. Some students need more intensive guidance so that they can actively participate in discussions and problem solving

## Discussion

The increase in students' interest in Islamic Religious Education learning through the application of the PBL model shows that this method is effective in creating a more interesting and meaningful learning experience. Students become more actively involved in learning, not only as recipients of information but also as participants who take part in the problem-solving process.

The PBL model allows students to build their own understanding based on direct experience. Through group discussions, they can exchange ideas and develop critical thinking skills. More intensive interaction between students also helps them understand the concept of sharing in Islam more deeply. In addition, the application of the PBL model provides an opportunity for students to develop their social skills. They learn how to work in a team, respect the opinions of others, and express their opinions confidently. This not only increases interest in Islamic Religious Education but also strengthens their communication skills.

---

One of the factors that supports the effectiveness of the PBL model is the relevance of the material being taught. When students feel that the topics being studied are directly related to their lives, they tend to be more enthusiastic in participating in learning. The material "Living Spaciously by Sharing" packaged in the PBL model makes students better understand the importance of sharing in everyday life. In addition, problem-based learning encourages students to be more independent in seeking information. The teacher acts as a facilitator who guides them in finding solutions to the problems given. This approach changes students' mindset from passive to active, so that they are more motivated to learn.

Observations in this study also show that the classroom atmosphere becomes more dynamic with the implementation of PBL. An interactive learning atmosphere helps reduce student boredom and increases their concentration on the material being taught. However, the implementation of the PBL model also faces several challenges. One of them is the readiness of teachers to design interesting learning scenarios that are in accordance with student characteristics. Creativity and thorough preparation are needed so that this model can be implemented optimally.

Another obstacle is the difference in students' abilities in understanding and solving problems. Some students may need more intensive guidance in order to participate optimally in learning activities. Therefore, teachers need to apply strategies that can accommodate individual differences in the class. Support for facilities and learning resources is also an important factor in the success of the implementation of the PBL model. Limited learning resources can hinder students' exploration in finding solutions to the problems given. Therefore, efforts need to be made to increase the availability of adequate learning resources.

The success of the PBL model in this study shows that this method can be an alternative in Islamic Religious Education learning that is more interesting and effective. However, to ensure its optimal implementation, continuous evaluation and development are needed. Periodic evaluation is needed to assess the effectiveness of this model in the long term. In addition, the development of PBL-based learning modules can also help teachers implement this method more systematically.

Training is also needed for teachers so that they better understand how to implement PBL properly. With training, teachers can be more creative in designing challenging and interesting learning for students. In addition, the implementation of the PBL model can be combined with educational technology to improve learning effectiveness. The use of digital media and interactive learning resources can help students explore further information related to the material being studied.

The implementation of the PBL model in Islamic Religious Education learning has a positive impact on students' interest in learning. With a more active, interactive, and



---

contextual approach, students not only understand the material better but are also more motivated in the learning process. Considering the benefits and challenges, the implementation of the PBL model needs to be continuously developed and adjusted to students' needs. Through continuous innovation, this model can be one of the effective learning methods in improving the quality of Islamic Religious Education in elementary schools.

## Conclusion

The results of this study indicate that the application of the Problem-Based Learning (PBL) model in Islamic Religious Education (PAI) learning in class V of SD Negeri No. 0907 Ganal has succeeded in increasing students' interest in learning, understanding of the concept of sharing, and their learning outcomes. Based on the results of the study, it can be concluded that the application of the Problem-Based Learning (PBL) model has proven effective in increasing students' interest in the subject of Islamic Religious Education (PAI) on the material "Living Spaciously by Sharing." PBL allows students to be more active in the learning process, increases their understanding of Islamic values, and encourages the application of the concept of sharing in everyday life. With an increase in interest in learning from 55% to 85% and an increase in the average score from 68 to 85, this model is recommended as an innovative learning alternative in PAI learning. Although there are challenges in its implementation, the right strategy in managing time, providing guidance to students, and adjusting methods to class characteristics can overcome these obstacles. Thus, this study supports that Problem-Based Learning is an effective method to improve the quality of Islamic Religious Education learning, especially in internalizing Islamic values that can be applied in everyday life.

## References

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.

- 
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of

- 
- Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.