

Contents lists available at ojs.aeducia.org
Jurnal Indonesia Pendidikan Profesi Guru
Volume 1, Issue 2, (2024), 10.64420/jippg.v1i2
Journal homepage: https://ojs.aeducia.org/index.php/jippg

JIPPG
E- ISSN 3063-0797
P- ISSN 3063-0827

The Use of the Problem-Based Learning (PBL) Model to Improve Islamic Education Learning Outcomes for Elementary School Students

Mike Hafidah[1*], Ahmad Syarifin[2]

[1] Sekolah Dasar Negeri 58 Bengkulu Selatan, Indonesia
[2] Universitas Islam Negeri fatmawati Sukarno Bengkulu, Indonesia

ABSTRACT

Background: Elementary Islamic Religious Education frequently relies on conventional teacher centered instruction, causing students to perceive abstract topics such as Asmaul Husna as mere rote memorization rather than meaningful values. This passive pedagogical pattern often results in low student engagement, insufficient critical thinking, and suboptimal learning outcomes. **Objective:** This study aims to evaluate the effectiveness of the Problem Based Learning (PBL) model in improving Islamic Religious Education learning outcomes, specifically on Asmaul Husna topics at SDN 58 Bengkulu Selatan. **Method:** This classroom action research was conducted with twenty fourth grade students. Data were gathered through observational sheets and learning outcome tests across intervention cycles, subsequently analyzed using qualitative and quantitative descriptive techniques. **Result:** Findings revealed that PBL implementation significantly enhanced student learning outcomes. Student cognitive scores increased progressively across cycles, accompanied by notable improvements in active classroom participation, collaborative problem solving, and conceptual comprehension of Asmaul Husna values. **Conclusion:** The PBL model effectively elevates academic performance and conceptual mastery in primary Islamic education, transforming abstract theological concepts into contextual reflections. **Originality/Value:** This research offers practical and methodological novelty in elementary Islamic pedagogy by systematically modeling a problem centered instructional design for theological topics, establishing a strategic framework that bridges theoretical comprehension and contextual character formation.

ARTICLE HISTORY

Received: August 7, 2024
Revised: August 27, 2024
Accepted: October 26, 2024
Submitted: October 30, 2024

KEYWORDS

Problem Based-Learning Model;
Islamic Education;
Learning Outcomes;
Elementary Students

1. INTRODUCTION

In today's modern era, the development of educational technology is very rapid, various modern educational devices support the teaching and learning process, both at school and at home as the beginning of children's education from an early age (Suryana, 2021). It is clear that this means that the government needs to encourage populist policies, as an effort to improve the quality of education that is able to bring out the potential of students to be able to compete in the midst of competition in various human lives (Rahmi, S. (2015). With the fast-paced advancement of educational technology, students must develop the skills to acquire, evaluate, and process information to navigate an increasingly dynamic, uncertain, and competitive environment (Supriadi, 2016). This ability requires critical, systematic thinking, it has been emphasized in the law states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence personality, noble character, and skills needed by themselves, society, nation and state (Pristiwanti et al., 2022). This quality improvement can be seen from the government's efforts to improve the quality of teachers in various strata of formal education (Baro'ah, 2020).

* **Corresponding Author:** Mike Hafidah, mikehafidah@gmail.com
Teacher at Sekolah Dasar Negeri 58 Bengkulu Selatan, Indonesia
Address: Keban Agung II, Kec. Kedurang, Kabupaten Bengkulu Selatan, Bengkulu 38553, Indonesia

How to Cite this Article:

Hafidah, M., Syarifin, A. (2024). The Use of the Problem-Based Learning (PBL) Model to Improve Islamic Education Learning Outcomes for Elementary School Students. *Jurnal Indonesia Pendidikan Profesi Guru, 1*(2), 46-54. https://ojs.aeducia.org/index.php/jippg/article/view/242

Copyright @ 2024 by the author(s). This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) License (https://creativecommons.org/licenses/by-sa/4.0/)

Currently, the role of the teacher is required to be able to create a conducive classroom atmosphere so that the learning process is optimal and enjoyable, so the teacher must be able to create a learning method that is in accordance with the teaching material (Fajri, 2019). The use of methods in the teaching and learning process is one of the efforts in creating a pleasant classroom atmosphere for students (Nugraha, 2018).

Developing a learning model is one of the efforts to improve the quality of student learning outcomes (Juniati & Widiana, 2017). The learning model in the teaching and learning process is a tool to achieve goals, formulating goals with clarity is the most important requirement before someone determines and chooses the right teaching method (Setiowati, 2016). If a teacher in choosing a teaching method is not appropriate, it will cause a blurring of goals which causes difficulty in choosing and determining the method to be used (Bawa, 2020). In addition, educators are also required to know and master several methods in the hope that they will not only master the method theoretically but educators are also required to be able to choose the right method to be able to operationalize it properly (Meilia & Murdiana, 2019).

In order for the implementation of learning to be active, creative, effective, and fun learning, one solution is to use a learning model that uses the Problem Based Learning Model and optimizes learning media (Ariyani & Kristin, 2021). Problem-based learning model means a learning model that solves problems (Widyastuti & Airlanda, 2021). In this study, researchers focused on student learning outcomes through the Problem Based Learning learning model on Islamic Religious Education learning asmaulhusna material. To overcome the problems of students who are less active in the learning process which affects the low learning outcomes of students. According to Trianto, in the concept and meaning of learning, the most basic and deeply felt deficiency in formal education (school) today is the low absorption of students (Al-Tabany, 2017). This will be seen in the learning outcomes of students who are always still very concerning. However, the low learning outcomes of students must be seen wisely, many factors are the cause, including student factors, teachers, and factors of how Islamic Religious Education is taught (Arianti, 2019).

From the results of observations made at SDN 58 South Bengkulu, which is located in Tanjung Alam Village, Kedurang District, South Bengkulu Regency, is also one of the schools with the quality of learning in Islamic Religious Education subjects that are still lacking in value, especially in class IV. This is due to the learning process that still uses an inappropriate learning model. In the learning process of Islamic Religious Education, there are still many students who are not active in the learning process in class, only a small proportion are smart enough and active in class. In addition, there are still few students who dare to ask the teacher about the lessons they have not understood. Most of the students feel bored with these conditions, causing not many students to obtain satisfactory and maximum learning outcomes.

One learning model that involves students actively is by using the Problem Based Learning model (Hotimah, 2020). In this Problem Based Learning model, students must be able to find and solve problems that have been created or displayed by the teacher so that students can develop social relationships with their friends (Pohan, 2020).

To overcome these problems, researchers use a learning model, namely Problem Based Learning, which in the application of this model activates students more in the learning process so that teaching and learning can be carried out effectively. Although this model is a very conventional learning model, in the context of the problems that occur in class IV SDN 58 Bengkulu Selatan, the selection of the Problem Based Learning model by researchers is in accordance with student conditions. Because researchers have the assumption that there is no best learning model but there is a learning model that is in accordance with the situation and conditions that occur in the field. Based on the above problems, the researcher is interested in taking the PTK title "Application of the Problem Based Learning (PBL) Learning Model in Improving Islamic Religious Education Learning Outcomes in Class IV students of SDN 58 South Bengkulu".

2. METHOD

2.1. Research Design

This research is class action research. According to Hopkins, Classroom Action Research is a form of reflective study, which is carried out by the perpetrators of action to improve the rational stability of their actions in carrying out their duties and deepen their understanding of the conditions in learning practices (Suroto et al., 2017). The approach used in class action research, namely a descriptive qualitative approach, is an analysis that emphasizes the discussion of data and research subjects by presenting data systematically and not concluding research results. The following describes the flow of action research using three cycles.

The method in this study uses the problem-based learning model, which is one type of method in problem-based learning. Barret explained that PBL is learning that results from a problem-solving process presented at the

beginning of the learning process. Students learn from real problems in everyday life, organize, plan, and decide what to learn in small groups (Mainti et al., 2022).

2.2. Research Subjects

This research was conducted at SDN 58 Bengkulu Selatan in 2023. The research subjects were 20 fourth grade students consisting of 3 boys and 17 girls. Subjects were taken using purposive sampling technique.

2.3. Data Collection

Data collection is a systematic standardized procedure or procedure in the process of collecting research information (data) (Utomo et al., 2024). Data collection techniques used through test and non-test techniques, using data collection instruments, namely observation sheets and learning outcomes tests. Observation sheets are used to determine teacher and student activities. While the test is used to determine the learning outcomes of Islamic religious education subjects. Data analysis techniques using percentage techniques. The percentage technique was used to analyze the results of observations and classical learning completeness..

2.4. Data Analysis

Data analysis used in this study researchers used data analysis of observation sheets and test results. Analyzing the test results using the minimum criteria completeness value, namely based on the average score of the Pretest and Postest. The following is the formula used:

$$M = \frac{X}{N} X100$$

Description:
M = Average value
X = Grades obtained by students
N = Total number of students in the action class

2.5. Research Procedure

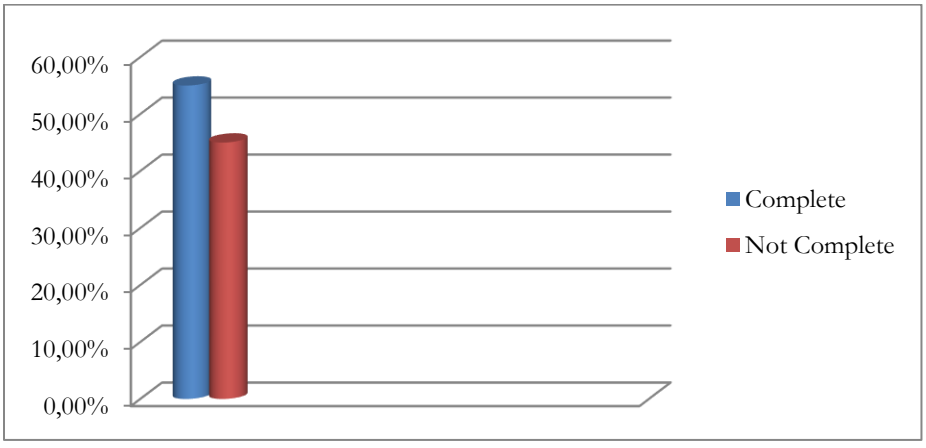
The procedure for the stages of this class action research consists of four stages including (1) planning; (2) action; (2) implementation; (3) observation; (4) reflection. The four steps constitute a cycle or round, meaning that after step 4, then back to 1 and so on. Although different in nature, steps 2 and 3 are carried out simultaneously if the implementer and observer are different.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1. Cycle I data description

The recapitulation of the completeness of student learning outcomes in cycle I is described in the graph below:



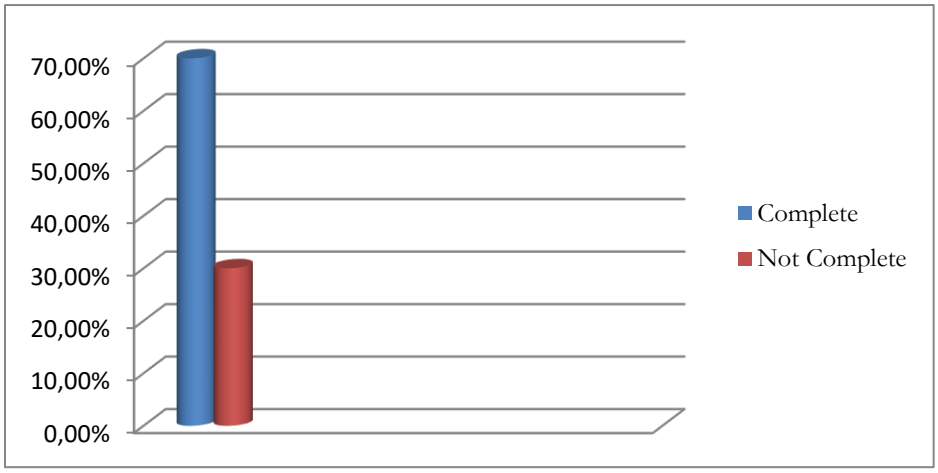
Graph 1. Development of Students' Learning Completeness

Based on the graph above, it can be seen that learning activities in cycle 1 have increased. The large average is the activeness of students in the learning process of 55% and the smallest activity is the interaction or cooperation

of students in groups with an average value of 69, 25, so it can be concluded that the learning process in cycle 1 took place very well with an average of 69.25.

3.1.2. Cycle II data description

The recapitulation of the completeness of student learning outcomes in cycle II is described in the graph below:

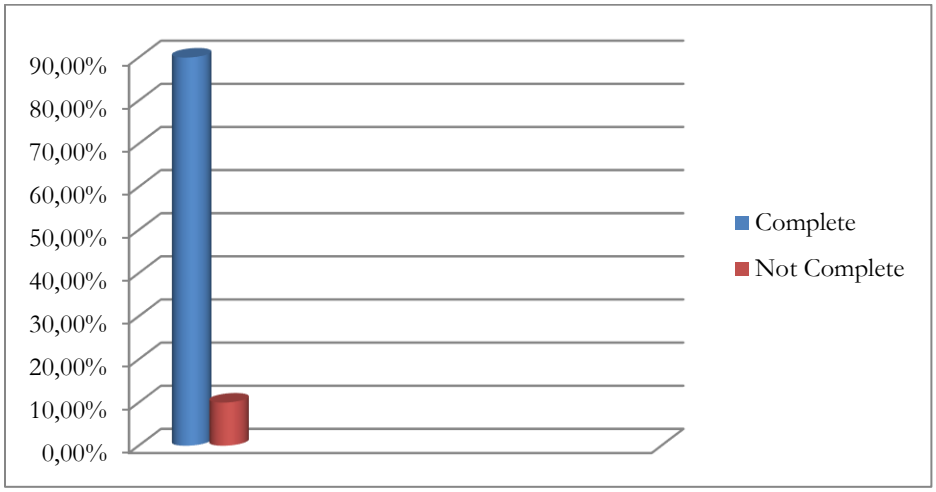


Graph 2. Development of students' learning completeness

Based on the table above, it can be seen that learning activities in cycle II have increased. The big average is the ability to convey the results of doing tasks through LKPD, 14 students who are complete, the percentage is 70% and students who have not completed 6 people 30%. So it can be concluded that the learning process in cycle II went very well with an average of 72, 5%.

3.1.3. Cycle III data description

Rekapitulasi ketuntasan hasil belajar siswa pada siklus III dijelaskan pada grafik di bawah ini:

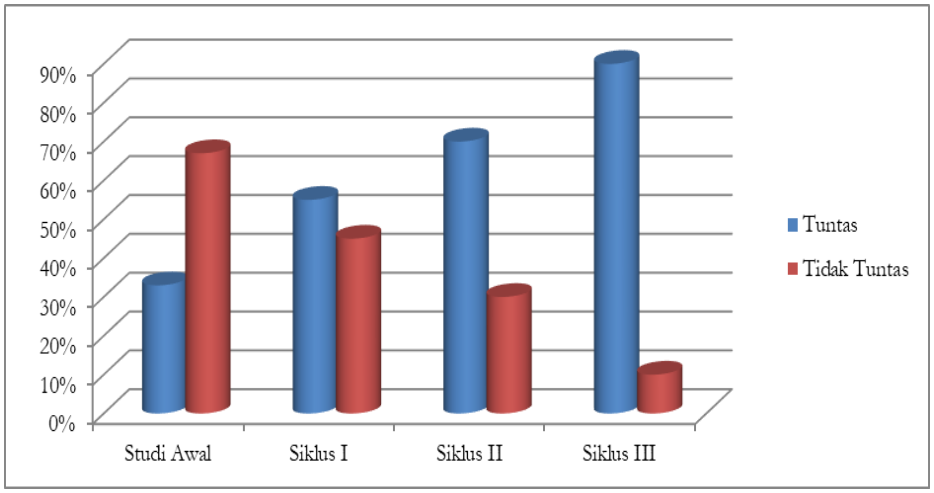


Graph 3. Development of Students' Learning Completeness

Based on the table above, it can be seen that learning activities in cycle II have increased. The large average is the activeness of students in the learning process who are complete totaling 18 people (90%), and those who have not completed are 2 people (10%). So it can be concluded that the learning process in cycle III took place very well with an average of 84.25.

3.1.4. Comparative data description of student learning outcomes

The recapitulation of the comparison of the completeness of student learning outcomes in cycles I, II and III is described in the graph below:



Graph 4. Comparison of Learning Outcomes

Based on the graph above, it can be seen that learning activities in cycle II have increased. The large average is the activeness of students in the learning process who are complete totaling 18 people (90%), and those who have not completed are 2 people (10%). So it can be concluded that the learning process in cycle III took place very well with an average of 84, 25.

3.2 Discussion

This research uses class action research. The purpose of this study was to improve the learning outcomes of Islamic religious education subjects in class IV SDN 58 Bengkulu Selatan. This research was conducted in 3 cycles and each meeting was 1x meeting and each meeting consisted of 1 lesson hour (1x35 minutes). Learning outcomes data obtained from the results of tests conducted at the beginning of each cycle and the end of the first cycle and the final test in cycle 3..

This research was conducted as an application of problem-based learning model in improving learning outcomes of Islamic religious education in class IV SDN 58 South Bengkulu. This research was conducted in 3 cycles. Broadly speaking, in the research activities, the learning process by applying the problem-based learning model is divided into 3 activities, namely preliminary activities The teacher gives greetings, greets students (asking how they are, checking the presence and readiness of students, etc.), and encourages students by clapping or singing, One of the students leads the prayer, The teacher asks students about the condition of the students this morning, The teacher conducts an initial ability test through initial questions, The teacher conveys the learning objectives of the learning activities this time and explains what activities will be carried out and what things will be assessed from students during the learning process. As for the core activities, the teacher explains the material with lectures and questions and answers, the teacher divides the group into 5 groups, each group is assigned a problem related to the asmaulhusna material, then the teacher invites students to present the material given by the teacher and students ask unclear material..

In the final activity, the teacher together with the students conclude the learning outcomes, then provide motivation to students to be diligent in learning and at the end give individual evaluation test questions at the end of each cycle, schedule homework, and schedule the next meeting..

The learning outcomes of Islamic religious education on asmaulhusna material for fourth grade students of SDN 58 Bengkulu Selatan can be improved through the application of the Problem Based Learning learning model. This can be seen from cycle 1 of 20 students who completed only 11 students (55%). Then in the second cycle, 14 students (70%) were completed..

In the third cycle, 18 students (90%) were completed. So from cycle I to cycle III there was an increase in learning outcomes by 55%. Likewise, it can be seen from the increase in the average student score from 69.25 in cycle I, up to 72.5 in cycle II, then up again to 84.25 in cycle III. So in cycle 1, cycle II and cycle III there was an average increase in learning outcomes of 9.5.

Therefore, the activities and learning outcomes of students in Islamic religious education subjects on asmaulhusna material in class IV SDN 58 Bengkulu Selatan for cycle 1-cycle III have achieved classical learning completeness. Thus it can be concluded that the completeness of student learning outcomes through the application of the Problem Based Learning (PBL) learning model has reached completion.

In the implementation of cycle I, the activities carried out include four stages, namely (1) the planning stage. At this stage the activities carried out include analyzing the curriculum to determine the basic competencies that will be conveyed to students (determining the subject matter, developing learning scenarios), making lesson plans (RPP), making observation sheets, making instruments used in PTK; (2) action stage. This stage is the implementation of the learning process by applying the problem-based learning model which is carried out based on the lesson plan or module that has been made accompanied by previously prepared learning tools, namely question and answer cards, and research instruments, namely cycle I and cycle II learning outcomes tests, student learning observation sheets. The implementation of actions in cycle I was carried out in 1x meeting, including: Initial activities or opening of learning, which are carried out for 10 minutes, then continued with core activities. And the core activities of implementing learning based on the problem-based learning (PBL) learning model which is carried out for approximately 50 minutes, and continued with the final activity, namely closing for approximately 10 minutes; (3) observation stage. The observation stage is carried out during the learning process. Observation activities are carried out by observers, namely peers by filling out observation sheets. Based on the data from the learning test results, it can be seen that the students' learning outcomes in Islamic religious education subjects in cycle I are classified as good with an overall average of 69.25%, which is in the interval 70-79 with a good category; (4) reflection stage. Reflection is carried out at the end of the cycle. The results obtained at the observation stage were collected analyzed. The results of this first cycle analysis are used as a reference for researchers to plan cycle II, including things that have not been successful are followed up, while those that are good are maintained or reminded, so that the results achieved in the next cycle are as expected and should be better than the previous cycle, analyzing the data that has been collected in the observation stage, then examining which weaknesses and strengths of each student and then making improvements in the next cycle.

In the implementation of cycle II, the activities carried out include four stages, namely (1) the planning stage. This stage includes making lesson plans based on cycle I, which means improving and improving the quality of learning, analyzing the curriculum to find out the basic competencies that will be conveyed to students (determining the subject matter, developing learning scenarios), making lesson plans (RPP), making observation sheets, making instruments used in PTK; (2) action implementation stage. This stage is the implementation of the learning process by applying the problem-based learning model which is carried out based on the lesson plan or module that has been made accompanied by previously prepared learning tools, namely question and answer cards, and research instruments, namely cycle I and cycle II learning outcomes tests, student learning observation sheets. The implementation of actions in cycle II was carried out in 1x meeting, including: Initial activities or opening of learning, which are carried out for 10 minutes, then continued with core activities. Dam core activities of learning implementation based on the problem-based learning (PBL) learning model which is carried out for approximately 50 minutes, and continued with the final activity, namely closing for approximately 10 minutes; (3) observation stage. Basically, the observation stage in cycle II is the same as the observation that has been carried out previously. Researchers recorded all findings with changes that occurred in students and carried out an evaluation of student learning outcomes at the end of cycle II action. In this cycle II, 14 students (70%) were completed, while it can be seen that the learning outcomes of students in Islamic religious education subjects after applying problem-based learning (PBL) were classified as moderate with an overall average of 72.5 in the interval 70-79 with a good category. While individually complete students amounted to 14 students or with an average of 72.5%; (4) reflection stage. Reflecting on the implementation of cycle II and making conclusions about the problem-based learning model used in improving the learning outcomes of students on the material by improving the actions of the next cycle, researchers are trying more to improve performance, namely teacher activity in improving students in cycle III so that the planned objectives can be achieved optimally.

In the implementation of cycle III, the activities carried out include four stages, namely (1) the planning stage. This stage makes lesson plans based on cycle I and cycle II, which means improving and improving the quality of learning, including analyzing the curriculum to find out the basic competencies that will be conveyed to students (determining the subject matter, developing learning scenarios), making lesson plans (RPP), making observation sheets, making instruments used in PTK; (2) action implementation. This stage is the implementation of the learning process by applying the problem-based learning model which is carried out based on the lesson plan or module that has been made accompanied by previously prepared learning tools, namely question and answer cards, and research instruments, namely cycle I and cycle II learning outcome tests, student learning observation sheets. The implementation of actions in cycle I was carried out in 1x meeting, including: Initial activities or opening of learning, which are carried out for 15 minutes, then continued with core activities. Dam core activities of learning implementation based on the problem-based learning (PBL) learning model which is carried out for approximately 50 minutes, and continued with the final activity, namely closing for approximately 15 minutes; (3) observation

stage. Basically, the observation stage in cycle III is the same as the observation that has been carried out previously. Researchers recorded all findings with changes that occurred in students and carried out an evaluation of student learning outcomes at the end of cycle III action. In this cycle III, 18 students (90%) were completed, while it can be seen that the learning outcomes of students in Islamic religious education subjects after applying problem-based learning (PBL) were classified as moderate with an overall average of 84.25% in the 80-100 interval with a good category. While individually complete students totaled 18 students or with an average of 84.25%; (4) reflection stage. Reflecting on the implementation of cycle III and making conclusions about the problem-based learning model used in improving student learning outcomes on the material by improving the actions of the cycle..

4. RESEARCH IMPLICATIONS

Based on the results of the research that has been conducted by researchers at SDN 58 Bengkulu Selatan, the following theoretical and practical implications can be stated:

4.1 Theoretical Implications (1) With the right learning model can affect student learning outcomes. In the subject of Islamic Religious Education and Ethics, there is an increase in learning outcomes when using the Problem Based Learning (PBL) learning model; (2) Although it has not fully increased drastically, from each stage of learning by using the Problem Based Learning (PBL) learning model, learning outcomes continue to increase, in this study it is hoped that there will be teacher creativity in finding the best solution for the teaching and learning process of Islamic Religious Education and Ethics to improve learning outcomes in students. With the Problem Based Learning (PBL) learning model can attract students to be active in the learning process.

4.2 Practical Implications. The results of this study can be used as input for teachers. Can improve themselves in connection with the learning that has been done, can use the right and interesting learning model, so that the learning carried out can improve student learning outcomes.

5. CONCLUSIONS

From the class action research conducted by researchers, it can be concluded that the application of the Problem Based Learning learning model in improving the learning outcomes of Islamic religious education in class IV SDN 58 Bengkulu Selatan with the learning steps the teacher makes apperception (introduction) then the students observe the learning then the teacher explains some important things in the material, then the students explain the asmaulhusna in turn then the teacher forms groups according to the five asmaulhusna, then the students discuss with the group accompanied by the teacher, then the students present the results of their group and the teacher reflects on the learning then the teacher gives appreciation to active students, then the teacher closes with prayer.

The learning outcomes of Islamic religious education on asmaulhusna material in class IV students of SDN 58 Bengkulu Selatan can increase through the application of the Problem Based Learning learning model. This can be seen from cycle 1 of 20 students who completed only 11 students with an average score of 69.25. Then in cycle II the students who were complete were 14 students with an average score of (72.5), in cycle III the students who were complete were 18 students with an average score of (84.25). So from cycle I to cycle III there was an increase in learning outcomes by 42.91%.

Likewise, it can be seen from the increase in the average student score from 69.25 in cycle I, up to 72.5 in cycle II, then up again to 84.25 in cycle III. So in cycle 1, cycle II and cycle III there was an increase in the average learning outcomes by 9.5.

Acknowledgments

Alhamdulillah, thanks be to Allah SWT for all His abundance of grace and gifts so that the scientific paper entitled "Application of Problem Based Learning Model (PBL) in improving Islamic Religious Education Learning Outcomes in Class IV SDN 58 South Bengkulu" can be completed properly. Sholawat and salam may always be poured out to the lord of the Prophet Muhammad SAW along with his family and friends.In connection with the completion of this journal article, please allow researchers to express their gratitude to the honorable (1) Mr. Budiman, S.Pd as the principal of SDN 58 Bengkulu Selatan; (2) My beloved husband Razi Trisman Jaya, S.Pd.I and my two dear children Hafidzah Azzahro and Heltiza Humairah because thanks to their enthusiasm and support, researchers can complete this journal article; (3) Mr / Mrs. as the library manager and the board of teachers and staff of SDN 58 Bengkulu Selatan; (4) Friends who always support me.

The researcher would also like to thank those who have helped and become a source of information during the work of this journal article so that the researcher can complete this journal article properly.Researchers realize that

this journal article is still not perfect. Because researchers are also still in the learning process.Therefore, researchers expect useful criticism and suggestions. Sorry if there are errors in this journal article research and please understand. Hopefully the contents of this journal article can be useful for all of us.

Author Contribution Statement

All data that researchers write in this article are original in accordance with the results that researchers have obtained and conducted in the field, researchers fully guarantee the entirety of this article.

Conflict of Interest Statement

The researcher declares that the researcher has no potential conflict of interest in relation to the research, the research, and/or the publication of this article.

Funding Statement

The author has approved the article to be published in the Jurnal Indonesia Pendidikan Profesi Guru (JIPPG) by following the Publication Ethics and Journal Policies.

REFERENCES

Al-Tabany, T. I. B. (2017). *Mendesain model pembelajaran inovatif, progresif, dan konteksual*. Prenada Media.

Anggraeni, A. D., & Nurani, S. (2018). Penyusunan Proposal Penelitian Tindakan Kelas (PTK) pada Guru-Guru Sekolah Yayasan Kholifah Masa Depan Depok. *Jurnal PkM (Pengabdian kepada Masyarakat)*, *1*(03), 199-204. http://dx.doi.org/10.30998/jurnalpkm.v1i03.2578

Arianti, A. (2019). Peranan Guru dalam meningkatkan motivasi belajar siswa. *Didaktika: Jurnal Kependidikan*, *12*(2), 117-134. https://jurnal.iain-bone.ac.id/index.php/didaktika/article/view/181

Ariyani, B., & Kristin, F. (2021). Model pembelajaran problem based learning untuk meningkatkan hasil belajar IPS siswa SD. *Jurnal Imiah Pendidikan Dan Pembelajaran*, *5*(3), 353-361. https://doi.org/10.23887/jipp.v5i3.36230

Baroah, S. (2020). Kebijakan merdeka belajar sebagai strategi peningkatan mutu pendidikan. Jurnal Tawadhu, 4(1), 1063-1073. https://ejournal.iaiig.ac.id/index.php/TWD/article/view/225

Bawa, I. W. (2020). Penerapan Metode Drill dan Resitasi Sebagai Upaya Meningkatkan Hasil Belajar Matematika Materi Volume Kubus dan Balok pada Siswa Kelas V SDN I Terusan Makmur Tahun Pelajaran 2017/2018. *Jurnal Pendidikan*, *21*(2), 77-91. https://doi.org/10.52850/jpn.v21i2

Fajri, Z. (2019). Model pembelajaran discovery learning dalam meningkatkan prestasi belajar siswa SD. *Jurnal Ika Pgsd (Ikatan Alumni Pgsd) Unars*, *7*(2), 64-73. https://doi.org/10.36841/pgsdunars.v7i2.478

Hotimah, H. (2020). Penerapan Metode Pembelajaran Problem Based Learning Dalam Meningkatkan Kemampuan Bercerita Pada Siswa Sekolah Dasar. *Jurnal Edukasi*, *7*(2), 5-11. https://doi.org/10.19184/jukasi.v7i3.21599

Juniati, N. W., & Widiana, I. W. (2017). Penerapan model pembelajaran inkuiri untuk meningkatkan hasil belajar IPA. *Jurnal Ilmiah Sekolah Dasar*, *1*(1), 20-29. https://ejournal.undiksha.ac.id/index.php/JISD/article/download/10126/6451/11091

Mainti, S., Mewengkang, A., & Takaredase, A. (2022). Penerapan Model Pembelajaran Berbasis Masalah untuk Meningkatkan Hasil Belajar Komputer dan Jaringan Dasar Siswa SMK. *Edutik: Jurnal Pendidikan Teknologi Informasi dan Komunikasi*, *2*(4), 555-564. https://doi.org/10.53682/edutik.v2i1.3416

Meilia, M., & Murdiana, M. (2019). Pendidik Harus Melek Kompetensi Dalam Menghadapi Pendidikan Abad Ke-21. *Al Amin: Jurnal Kajian Ilmu Dan Budaya Islam*, *2*(01), 88-104. https://doi.org/10.36670/alamin.v2i1.19

Nugraha, M. (2018). Manajemen kelas dalam meningkatkan proses pembelajaran. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, *4*(01), 27-44. https://ftk.uinbanten.ac.id/journals/index.php/tarbawi/article/view/1769

Pohan, A. E. (2020). *Konsep pembelajaran daring berbasis pendekatan ilmiah*. Penerbit CV. Sarnu Untung.

Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(6), 7911-7915. https://doi.org/10.31004/jpdk.v4i6.9498

Rahmi, S. (2015). Total quality management dalam memajukan Pendidikan Islam. *Intelektualita*, *3*(1). https://jurnal.ar-raniry.ac.id/index.php/intel/article/view/195

Setiowati, N. E. (2016). Perpaduan Konsep Metode Pembelajaran Somatis Auditory Visual Intelektual (SAVI) dengan Metode Drill dalam Peningkatan Kualitas Pembelajaran Akuntansi. *Edueksos Jurnal Pendidikan Sosial & Ekonomi*, *2*(2). https://www.syekhnurjati.ac.id/jurnal/index.php/edueksos/article/view/643

Supriadi, H. (2016). Peranan pendidikan dalam pengembangan diri terhadap tantangan era globalisasi. *Jurnal Ilmiah Prodi Manajemen Universitas Pamulang*, *3*(2), 92-119. https://openjournal.unpam.ac.id/index.php/kreatif/article/view/424/350

Suroto, B., Novita, N., Pailis, E. A., Waldelmi, I., & Fatkhurahman, F. (2017). Metode Penelitian Tindakan Solusi Bagi Masalah Sosial. *Diklat Review: Jurnal manajemen pendidikan dan pelatihan*, *1*(1), 25-28. https://doi.org/10.35446/diklatreview.v1i1.269

Suryana, D. (2021). *Pendidikan anak usia dini teori dan praktik pembelajaran*. Prenada Media.

Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis untuk Guru dan Mahasiswa di Institusi Pendidikan. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia, 1*(4), 19. https://doi.org/10.47134/ptk.v1i4.821

Widyastuti, R. T., & Airlanda, G. S. (2021). Efektivitas model problem based learning terhadap kemampuan pemecahan masalah matematika siswa sekolah dasar. *Jurnal Basicedu*, *5*(3), 1120-1129. https://doi.org/10.31004/basicedu.v5i3.896

Article Information

Copyright holder:
© Hafidah, M., & Syarifin. (2024)

First Publication Right:
Jurnal Indonesia Pendidikan Profesi Guru

Article info:
https://ojs.aeducia.org/index.php/jippg/article/view/242

Word Count: 9462

Publisher's Note:
The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of AEDUCIA and/or the editor(s). AEDUCIA and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.

This Article is licensed under: CC-BY-SA 4.0