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Enhancing Students' Learning Motivation through a Problem-Based Learning Model in Islamic Education: A Study on the Topic of *Asmaul Husna*

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ARTICLE HISTORY

Received 11 April 2024
Revised 20 June 2024
Accepted 8 October 2024

KEYWORDS

Students;
Learning Motivation;
Problem-Based Learning;
Islamic Education;
Asmaul Husna.

ABSTRACT ENGLISH:

The objective of this study is to evaluate the efficacy of the Problem-Based Learning (PBL) paradigm in enhancing the learning outcomes of students in the *Asmaul Husna* in grade of SD Negeri Krueng Luas. The research was conducted in two cycles, each of which included phases of planning, implementation, observation, and reflection. In the first cycle, the formative test results indicated an average score of 70, with a classical completeness rate of only 80%, which did not satisfy the minimum completeness standard. The classical completeness rate reached 90%, and the average score of students increased to 90 as a result of the enhancements made in cycle II. This enhancement in learning outcomes was facilitated by an increase in student engagement and engagement in the learning process. The PBL model was found to foster a more critical and active learning environment, as well as to improve students' problem-solving and discussion skills. The results of this study suggest that the PBL model is effective in enhancing the learning outcomes of students in the *Asmaul Husna* material and has a positive impact on the teaching practices at SD Negeri Krueng Luas.

ABSTRACT INDONESIAN:

Tujuan dari penelitian ini adalah untuk mengevaluasi keefektifan paradigma Problem-Based Learning (PBL) dalam meningkatkan hasil belajar siswa di kelas *Asmaul Husna* SD Negeri Krueng Luas. Penelitian ini dilakukan dalam dua siklus, yang masing-masing meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Pada siklus pertama, hasil tes formatif menunjukkan nilai rata-rata 70, dengan tingkat ketuntasan klasikal hanya 80%, yang tidak memenuhi standar ketuntasan minimal. Tingkat ketuntasan klasikal mencapai 90%, dan nilai rata-rata siswa meningkat menjadi 90 sebagai hasil dari perbaikan yang dilakukan pada siklus II. Peningkatan hasil belajar ini difasilitasi oleh peningkatan keaktifan dan keterlibatan siswa dalam proses pembelajaran. Model PBL terbukti menumbuhkan lingkungan belajar yang lebih kritis dan aktif, serta meningkatkan kemampuan siswa dalam memecahkan masalah dan berdiskusi. Hasil penelitian ini menunjukkan bahwa model PBL efektif dalam meningkatkan hasil belajar siswa pada materi *Asmaul husna* dan memiliki dampak positif pada praktik pengajaran di SD Negeri Krueng Luas.

Introduction

Education plays a crucial part in forming pupils' character and intellect. Ahmad and Budi (2023) assert that student character and knowledge are two crucial facets of educational growth that are interrelated and mutually influential. Character, encompassing personal attributes, attitudes, and behaviors, influences students' personalities. Character development is crucial as it influences pupils' interactions with others and their ability to confront many life issues (Rahmah & Ilham, 2022; Erlidawati & Rahmah, 2022).

The Islamic education curriculum incorporates *Asmaul Husna* (the beautiful names of Allah), which not only elucidates the qualities of Allah but also cultivates students' values and faith (Al-Ghazali, 1992). Zulkhairi et al (2022) elucidates that this comprehension contributes to the development of students' religious character. Monotonous instruction frequently results in poor student learning outcomes (Yusuf, 2021). This occurs, for instance, at SD Negeri Krueng Luas, particularly in comprehending ideas such as al-Qawiyyu (The Most Powerful), al-Qayyum (The Most Self-Sustaining), al-Muhyi (The Most Reviving), al-Mumit (The All-Determiner of Death), and al-Ba'ist (The Most Reviving).

Problem-Based Learning (PBL) is recognized as an effective method to enhance student engagement and comprehension through a more practical and innovative approach (Wells et al., 2009). Project-Based Learning (PBL) enables students to acquire knowledge by engaging in the execution of authentic projects pertinent to the curriculum (Ni'mah et al, 2024). The implementation of Project-Based Learning (PBL) at SD Negeri Krueng Luas is anticipated to enhance student learning outcomes in the context of studying *Al-Asma al-Husna*.

Fifth-grade students at SD Negeri Krueng Luas encounter challenges in comprehending and retaining the concepts of *Asmaul Husna*, including al-Qawiyyu, al-Qayyum, al-Muhyi, al-Mumit, and al-Ba'ist. Traditional educational approaches have been inadequate in addressing this issue. This study seeks to assess students' proficiency in *Asmaul Husna* content and to devise a PBL-based methodology as an alternative to enhance student learning outcomes.

Literature review

Learning outcomes are an important part of the educational process. Etymologically, "outcome" relates to a person's level of achievement, whereas "learning" refers to the process that pupils go through. Learning outcomes, according to Cheng et al., (2019), are "the results that students get during the learning process." This entails accomplishing specific goals based on the effort pupils put forth during the learning process (Isaleha et al., 2021). This entails accomplishing specific objectives based on the effort pupils put into their study.

According to Feldon et al. (2019), learning outcomes comprise not only cognitive understanding of content, but also the intended achievement via a complex cognitive process. This method demands pupils to have an active part in responding to the stimulus or learning object as a whole, including experience, attitude, and motivation (Maawiyah & Fauziana, 2023). Kennedy (2006) further stated that learning outcomes represent how students comprehend, absorb, and apply the material given, as well as how motivation and experience influence these accomplishments.

Learning outcomes, often known as student achievement, represent the effort made during the learning process. This achievement can be improved by giving appropriate motivation to pupils, encouraging them to participate more actively in their study (Sari et al. 2024). Effective motivation will increase students' involvement in the learning process and motivate them to be more active in grasping the topic, resulting in improved learning results (Ilham et al., 2023). According to Sarwar et al. (2012), motivation during the learning process has a significant impact on student accomplishment. The correct motivation can increase student engagement, improve comprehension, and result in optimal learning outcomes.

Suharnadi et al., (2024) also emphasizes the role of motivation in student achievement. With the correct motivating method, students can be motivated to realize their full learning potential. This motivation is linked not only to academic success, but also to character development and other

abilities.

Factors influencing Learning Outcomes

Student learning outcomes are influenced by a variety of interconnected internal and external factors that play a vital role in students' academic and non-academic growth. One of the most important internal characteristics is motivation, interest in learning, intelligence, and pupils' mental and emotional preparation. Students that are highly motivated are more engaged and serious about studying, whereas students who are disinterested in learning generally struggle to assimilate material. Furthermore, students' physical health and fitness levels have an impact on their capacity to concentrate and understand learning materials.

In addition to internal elements, external influences including family and school environment have a significant impact on student learning results (Yusrianti et al, 2024). Family support, particularly from parents, is critical in helping students achieve good grades. Students who receive full support from their families, both in terms of attention and a positive home environment, tend to have higher self-esteem and are more eager to learn. A good educational environment, which includes teaching quality, teacher competence, and suitable facilities and infrastructure, has a significant impact (Ilham et al., 2024). Teachers that can use creative and different learning approaches can pique students' interest in learning, making it easier for them to comprehend the subject matter and attain the best learning outcomes.

Not only that, but the social context, including classmates and the surrounding community, is vital. Students in a supportive social setting are more likely to be motivated and focused on learning. A less favorable social setting, such as poor company, can have a negative impact and impede student learning outcomes.

Thus, student learning outcomes represent the complex interplay of different internal and external elements that must be considered by students, instructors, families, and the surrounding environment in order to produce the best possible learning outcomes.

Problem Based Learning

Problem-Based Learning (PBL) is a learning methodology that places problem solving at the center of the learning process. According to Sarah (2023), PBL promotes the introduction of complicated real-world or simulated situations to which students collaborate to discover answers. This strategy not only focuses on students' existing knowledge, but also allows them to learn new things during the problem-solving process. The primary purpose is to improve critical thinking, problem-solving, and collaboration skills.

As a student-centered learning paradigm, PBL offers difficulties that must be actively addressed. The challenges are frequently open-ended and necessitate a multidisciplinary approach, encouraging students to investigate many options and hone their analytical and creative abilities.

One of the primary benefits of PBL is the capacity to boost student involvement (Islamiati et al., 2024). Working on relevant and hard tasks increases students' motivation and engagement in the learning process. Furthermore, PBL promotes the development of critical thinking and problem-solving abilities that are necessary in real life. PBL also encourages collaborative learning, in which students learn to work together, communicate effectively, and value the viewpoints of others. Furthermore, PBL allows students to combine theoretical knowledge with practical applications, which helps them grasp how concepts are applied in real-world circumstances.

PBL does, however, provide certain issues. Implementing this strategy takes time and careful planning, which can be challenging for teachers with limited resources. Furthermore, pupils who are more familiar with traditional learning systems may feel anxious when confronted with this technique. Without proper direction, some students may feel pressurized or struggle to manage their own learning process. The success of PBL is strongly reliant on teachers' facilitation skills and students' capacity to collaborate effectively in groups (Sarah, 2023).

The process of PBL begins with problem identification. Students are assigned an issue that is relevant and complex enough to prompt extensive research and discussion. They are then separated into small groups to collaborate on solving the problem. Each group develops the necessary actions, performs

research, collects data, and identifies areas that require additional investigation. Following discussion and analysis, the groups produce viable solutions, which they then propose to the class or teacher. The process concludes with reflection and evaluation, in which students analyze the success of the answers and approaches used. Overall, PBL is an effective way to facilitate deep and practical learning. Although there are hurdles to its implementation, with proper planning and support, PBL can successfully build critical skills while encouraging students to study.

Asmaul Husna

The name *Asmaul Husna* is derived from two Arabic words: *al-asma*, which means "names," and *al-husna*, which means "Good or Beautiful" (Al-Munawwir, 2002; Al-Ghazali, 1992). *Asmaul Husna*, when combined, signifies "beautiful and honorable names" that are exclusively attributed to Allah SWT. This concept is a fundamental aspect of Islamic teachings that delineates the noble and majestic attributes of Allah. Allah SWT's grandeur and majesty are symbolized by 99 names in *Asmaul Husna*. It is recommended that all Muslims read, comprehend, and memorize them. The Qur'an Surah Al-A'raf verse 180 contains this recommendation: "And Allah has *Asma'ul-husna* (the best names), so invoke Him by mentioning them and leave those who misinterpret His names." They will receive compensation for their actions (Al-A'raf: 180).

Rasulullah SAW also urged Muslims to memorize *Asmaul Husna*. He stated in a hadith that was narrated by Bukhari and Muslim, "Indeed, Allah has 99 names, one less than the other." "Whoever memorizes them will enter Paradise" (HR. Bukhari & Muslim). This demonstrates the significance of *Asmaul Husna* as a form of worship and a method of fostering a closer relationship with Allah SWT.

Al-Qawiyyu (الْقَوِيُّ) is one of the names in *Asmaul Husna*, which translates to "The Most Powerful" (Al-Munawwir, 2002). This appellation underscores the boundless authority of Allah SWT. Al-Qawiyyu is the source of power and fortitude in the universe. His prowess is unmatched by any creature. The second appellation is Al-Qayyum (الْقَيُّومُ), which translates to "The One Who Stands Alone." Allah SWT is not dependent on any individual, whereas all creatures are dependent on Him (Al-Munawwir, 2002). The function of Allah as the sustainer and regulator of the entire universe, as well as the preservation of life in this world, is described by Al-Qayyum.

"The One Who gives life" is the meaning of the name Al-Muhyi (الْمُحْيِي) (Al-Munawwir, 2002). Allah SWT has the unrestricted capacity to grant existence to His creatures. Al-Muhyi is responsible for the creation of existence and the regulation of all aspects of the lives of His creatures in this world. In contrast, the appellation Al-Mumit (الْمُمِيتُ) translates to "The All-Determiner of Death". (Al-Munawwir, 2002). This name symbolizes Allah's authority over the life and mortality of His creatures. Al-Mumit serves as a reminder that mortality is an inevitable consequence of His will, and that Allah SWT is the mastermind behind this fate. Al-Ba'is (الْبَاعِثُ) is an additional name that translates to "the One who resurrects" (Al-Munawwir, 2002). Allah's capacity to resurrect His creatures after mortality is exemplified by this attribute. Al-Ba'is is the determining factor of life in the hereafter, where each individual will be held accountable for their actions during their lifetime (Al-Munawwir, 2002).

In general, Muslims are able to gain a more profound comprehension of Allah SWT by comprehending *Asmaul Husna*, which encompasses names such as Al-Qawiyyu, Al-Qayyum, Al-Muhyi, Al-Mumit, and Al-Ba'is. *Asmaul Husna* serves as a reminder of Allah's grandeur and a guide to bolster faith, devotion, and dependence solely on Him, in addition to serving as a form of worship.

Method

Research Design

This research is a Classroom Action Research (PTK) that was conducted in Class V of SD Negeri Krueng Luas during the 2024/2025 academic year. The purpose of this study was to enhance the learning outcomes of students on *Asmāul Husna* material by implementing the Problem-Based Learning (PBL) learning model. The investigation was implemented in three primary phases. The initial phase is preparation, which encompasses the development of learning instruments, including lesson plans (RPP) and evaluation instruments. The second stage is implementation, which encompasses the initial test (pre-test), the concluding test (post-test), and the observation of the learning process. The final stage

involves data analysis to evaluate the efficacy of the actions that have been implemented. This PTK is constructed in an iterative cycle that consists of four primary steps: planning, action implementation, observation, and reflection. These steps are executed in a systematic manner to guarantee ongoing improvement.

Research Variables and Subjects

Two primary variables were identified in this investigation. The dependent variable is the student learning outcomes on *Asmāul Husna* material, while the independent variable is the adaptation of the Problem-Based Learning (PBL) learning model. The research subjects were fifth-grade pupils who engaged in *Asmāul Husna* learning, which utilized PBL as the primary method. The PBL model was selected due to its capacity to enhance students' active engagement through problem-solving, a concept that is pertinent to significant concepts in *Asmāul Husna*, including *al-Qawiyu*, *al-Qayyum*, *al-Muhyi*, *al-Mumit*, and *al-Ba'is*.

Data Collection and Analysis

Student learning test results and observations of the learning process comprised the research data. Observation was employed to document student engagement during the learning process, and written assessments were administered to evaluate student learning outcomes both prior to and following the implementation of PBL. The improvement of pupil learning outcomes was evaluated by comparing the initial test scores (pre-test) and the final test (post-test) in the data analysis. The effectiveness of the PBL learning paradigm in enhancing students' comprehension of *Asmāul Husna* material was assessed by calculating the results using percentage formula. The PBL model's effective implementation in learning is comprehensively illustrated by this analysis process.

Result and Discussion

Results

This research started by describing the initial condition of learning in Class V of SD Negeri Krueng Luas which used conventional methods such as lectures and questions and answers. This method tends to make students passive, less creative, and quickly feel bored. As a result, students' learning outcomes, especially in *Asmāul Husna* material, were relatively low. Before the implementation of the Problem Based Learning (PBL) model, the students' average score only reached 60, with a learning completeness rate of 35%. Out of 10 students, only three were able to achieve a score above the Minimum Completion Criteria (KKM), which is 65. This difficulty was thought to arise because students felt confused and unfamiliar with the concepts of *Asmāul Husna* that were taught.

Cycle I Results: The Beginning of PBL Implementation

The implementation of PBL began in the first cycle with the preparation of learning tools such as lesson plans, Student Worksheets (LKS), formative test questions, teaching tools, and observation sheets. The learning process was carried out on September 15, 2024. After learning using PBL, students' average score increased to 70, with a learning completeness rate of 80%. Eight out of ten students scored above the KKM (the Minimum Completion Criteria). Although it showed an increase, the target of 90% learning completeness had not been achieved. In the observation, it was found that some students were still passive and lacked collaboration in groups. The total observation score showed a category of "Good." The researcher realized the need for improvement in the aspects of student activeness, understanding of PBL concepts, and time allocation for discussion, and planned to provide more interesting learning media for the next cycle.

Cycle II Results: Improvement and Enhancement of Learning Outcomes

In the second cycle, researchers prepared better learning tools, including adjusting learning media and strategies to increase effectiveness. The learning process was conducted on September 23, 2024. The formative test results showed significant improvement, with the students' average score reaching 87.2. The learning completeness rate reached 90%, with nine out of ten students scoring above the KKM (the

Minimum Completion Criteria). Observations showed an increase in interaction between teachers and students, with the observation results being in the “Very Good” category. The learning atmosphere became more conducive, with students being more active and collaborative in groups. The two students who had not achieved mastery were given remedial teaching and additional motivation to improve their understanding.

The Effectiveness of PBL in Improving Learning Outcomes

The application of the PBL model proved to be effective in improving student learning outcomes in the material of *Asmāul Husna*. From the first cycle to the second cycle, there was a significant increase in both the students' average score and the level of learning completeness. The PBL method creates an interactive learning atmosphere, motivates students to be active, and allows them to develop collaborative skills. Observations also showed that students' involvement in group discussions increased from “Good” to “Very Good.” Teachers also managed to facilitate learning more effectively in the second cycle.

Overall, the results showed that the application of the PBL model was able to significantly improve students' learning outcomes, especially on the material of *Asmāul Husna*. The improvement from the first cycle to the second cycle reflects the success of this model in overcoming the weaknesses of conventional methods. With an approach that focuses on problem solving, students are more active and motivated in learning. Improvement measures such as the use of interesting media and providing additional support to struggling students also proved effective. Based on these achievements, the researcher concluded that no additional cycles were needed, and the PBL model is recommended for use in other materials to improve student learning outcomes at SD Negeri Krueng Luas.

Discussion

This study aims to improve students' learning outcomes on *Asmāul Husnā* material in class V of SD Negeri Krueng Luas by applying the Problem Based Learning (PBL) model. The research was conducted through two cycles, namely cycle I and cycle II, each of which included the stages of planning, implementation, observation, reflection, and revision. Each stage is designed to identify obstacles in learning and find solutions through gradual improvement, with the main focus on increasing student activeness and achieving learning completeness.

In cycle I, researchers prepared learning tools such as lesson plans, Student Worksheets (LKS), and formative test questions. Learning was carried out on September 13, 2024, with the results of observations showing that the learning process went quite well even though there were still some obstacles. One of the main obstacles is the lack of student activeness in group discussions. The average student score in cycle I only reached 60, with a learning completeness rate of 35% (3 out of 10 students achieved scores above the KKM). Observations of teacher and student activities also indicated that the learning steps applied were not fully effective. The researcher recommended improvements in the form of additional time allocation for group discussions and the use of more interesting learning media to increase student motivation.

Cycle II was implemented on September 23, 2024, by integrating the proposed improvements from cycle I. The researcher added time for group discussions and used more interactive learning media. The formative test results in cycle II showed significant improvement, with the students' average score increasing to 90. The learning completeness rate reached 90%, where 9 out of 10 students scored above the KKM. This increase reflects the success of the PBL model in improving students' understanding of *Asmāul Husnā* material.

In addition to the increase in grades, the observation results in cycle II showed that students became more active in discussing and working together in groups. The teacher succeeded in providing clearer and more structured instructions, thus helping students understand their tasks better. Collaboration among students also improved, creating a more conducive and effective learning atmosphere (Larisa et al., 2023). These results show that the improvements made in cycle II, such as more flexible allocation of discussion time and the use of interactive learning media, succeeded in significantly increasing students' participation.

Overall, the results of this study indicate that the application of the PBL model is effective in improving student learning outcomes on the material of *Asmāul Husnā*. The improvements made in cycle II prove the importance of flexibility in the learning approach to overcome the obstacles faced by students (Ulfiah et al., 2024). With the average score and the level of learning completeness significantly improved, the PBL model is recommended to be applied to learning other materials. This study also highlights the importance of good time management and the use of interesting learning media to maintain students' motivation and increase their activeness during the learning process.

Conclusion

The research on the implementation of the Problem Based Learning (PBL) model for fifth grade students at SD Negeri Krueng Luas concludes that PBL positively influences student learning results regarding the *Asmā Husna* material. In Cycle I, the students' average score was 64.8, with a classical completeness of 35%, failing to meet the KKM of 65%. Following enhancements in cycle II, the students' average score rose to 90, and the classical completeness attained 90%, so fulfilling the anticipated level. The enhancement in learning outcomes coincided with heightened student engagement; in cycle I, students exhibited lower activity levels, whereas in cycle II, involvement in group discussions and comprehension of the subject improved. Project-Based Learning effectively fostered students' critical thinking and active engagement in their education, while enhancing their capacity to articulate viewpoints and resolve issues.

Ethical considerations

This study followed ethical guidelines to assure the integrity and impartiality of the research process. Participation in the study was entirely voluntary, and students are given time to decide what they want to do and participate in learning activities. Before the study begins, the teacher or student is given a clear explanation of the study's purpose, procedure, and any risks. The identities of those who participated in this research are being investigated. Data that is collected does not include names or other personal identifiers in order to ensure the anonymity of each participant. All data and information collected during research will be kept secure and will only be accessible to researchers. Data that is collected will be used for research purposes only and will not be distributed to third parties without authorization. The study's findings will be shared with school officials and students. Aside from that, the findings of this study will be published in an academic setting to share knowledge with larger educational communities while maintaining the anonymity of participants.

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