Implementation Of The Problem Based Learning Model To Improve Critical Thinking Skills Of Madrasah Aliyah Santri Students

Rifa Zakiah Mahmudah[1], Mulyawan Safwandy Nugraha[2]

[1] Institut Madani Nusantara; tehrifamahmuda@gmail.com

[2] Universitas Islam Negeri Sunan Gunung Djati Bandung; mulyawan@uinsgd.ac.id

ARTICLE INFO	ABSTRACT
	Problem Based Learning (PBL) is a learning model that aims to train students' critical thinking and problem-solving skills towards real situations. This research uses qualitative methods with a case study approach that focuses on the implementation of the Problem Based Learning model to improve the critical thinking skills of student students at MA Sunanul Huda Cikaroya, Cisaat, Sukabumi Regency, especially in the subject of Akidah Akhlak. Primary data were obtained through interviews with respondents related to the implementation dimensions, namely planning, organizing, implementing, and evaluating. In the planning stage, teachers introduce PBL and its learning objectives, determine themes and problems, and prepare media and classes. Organizing is done by dividing groups and embedding enthusiasm and motivation to students. Implementation takes place in sequence according to syntax, including pre-learning, learning phases, and post-learning. The evaluation and successful implementation can be seen from the ability of student students to face high-level questions (HOTS), their readiness to handle and solve problems in society, as well as the development of empathetic, analytical, and critical attitudes, as well as resistance to false information (hoaxes).

Corresponding Author:
Rifa Zakiah Mahmudah
Institut Madani Nusantara; tehrifamahmudah@gmail.com

PRELIMINARY

Broad thinking has given by God humans through a mind that frees them to think about creatures and the universe.[1] Allah has given these privileges as a guide for taking care of nature in order to fulfill their greatest task on earth.[2] With the ability to reason, humans increasingly understand that they are limited creatures.[3] Wisdom that distinguishes what is impossible from rational limits must be understood through stages of critical and vastly thinking.[4] Science and technology in the 21st century is developing very rapidly.[5] Thus, the existence of education plays a major function in encouraging humans to achieve progress and success.[6] In this context, the expected success is in accordance with what is stated in the Qur'an.[7] To understand the Qur'an more

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[1] M. Q Shihab, *Tafsir Al-Mishbah: Pesan, Kesan dan Keserasian Al-Qur'an* (Tangerang: Lentera Hati, 2021).

[2] Syarnubi Syarnubi, "Manajemen Konflik dalam Pendidikan Islam dan Problematikanya: Studi Kasus di Fakultas Dakwah UIN-SUKA Yogyakarta," *Tadrib* 1 (2016).

[3] Syarnubi, Alimron, and Muhammad Fauzi, *Model Pendidikan Karakter di Perguruan Tinggi* (Palembang: CV. Insan Cendekia, 2022).

[4] A. M Ro'uf, *Metode Kritik Nalar Muhammad 'Abed Al-Jabiri (1sted)* (Jakarta: Lembaga Pengkajian-Publikasi Islam & Masyarakat, 2014).

[5] Nurlaila Nurlaila et al., "Internalisasi Pendidikan Karakter Pada Anak dalam Bingkai Moderasi Beragama," *Nasional Education Conference*, no. July (2023): hal 23.

[6] E Nasrudin, *Psikologi Pembelajaran (4thed)* (Sukabumi: STAI Sukabumi Publishing, 2017).

[7] Muhamad Fauzi et al., "Budaya Belajar Santri Berprestasi di Pondok Pesantren," *Prosiding Seminar Nasional* Vol 1, no. 1 (2023): 144.

comprehensively, regarding its substance and relevance to the times, Muslims need to seriously uncover the sciences related to the Qur'an and open the shackles of backward thinking.[8]

It is not impossible that Islamic teachings inspire school students to get used to think critically and argumentatively with a clear Islamic framework through the subject of moral beliefs (aqidah akhlak). [9] Examining moral beliefs is very useful for reconciling various patterns of social relationships in life.[10] Because every Muslim's actions and words should be based on what is learned from the Islamic faith.[11] Without it, life on earth will be uncontrolled and will lead to arbitrary actions in social life.[12] Practicing critical thinking skills in the 21st century is an urgent matter.[13] In the hadith narrated by At-Tirmidhi that; *"... The Prophet Muhammad said, an intelligent person is someone who is able to introspect himself and likes to do charity for his life after death. Meanwhile, a weak person is a person who always follows his desires and hopes in Allah with empty hopes"* (HR. At-Tirmizi and he said: Hadith Hasan).[14] Based on the hadith, it is interpreted that a critical (intelligent) person is one who always reads himself and thinks further and hard even when he is no longer in the world.[15] On the other hand, people who are stupid and uncritical are those who always follow their desires and are irrational.[16]

Imam Ghazali believes that critical thinking is based on observation, analysis and evaluation of something that is concrete and can be observed directly.[17] In his theory, Ghazali, who is called *Mizan al-Amal*, emphasized that there are two types of thinking, critical thinking and speculative thinking.[18] [19]These two types of thinking must be balanced and carried out proportionally in human life.[20] Apart from that, he also added the importance of presenting the heart or *qalb*, as well as the urgency of keeping the heart clean and training it so that it can function well in the thinking process.[21] Griffin and Care (2014) stated that the skills needed in the 21st century are higher order thinking skills (HOTS).[22] These skills include creativity, critical thinking and problem solving, collaborative skills, information technology skills, and new forms of literacy, and social, cultural, and metacognitive awareness.[23] However, reflecting on the ideals of 21st century public education, our nation is still far behind in terms of critical thinking.[24] Based on the results of *the Program for International Student Assessment* (PISA) 20 research, it was stated that the Indonesian nation's critical thinking skills were still ranked in the bottom 7 of the 72 countries studied.[25] The low level of critical

[8] Rosyida Nurul Anwar, "Pembentukan Konsep Diri Remaja Melalui Penanaman Nilai-Nilai Keislaman," *Jurnal Pendidikan dan Kewirausahaan* 10, no. 2 (2022): 646–55.

[9] Eka Febriyanti, Fajri Ismail, and Syarnubi Syarnubi, "Penanaman Karakter Peduli Sosial di SMP Negeri 10 Palembang," *Jurnal PAI Raden Fatah* 4, no. 1 (2022): 39–51.

[10] Sukirman, Masnun Baiti, and Syarnubi, Syarnubi, "Pendidikan Agama Islam dan Isu Kekerasan Hak Asasi Manusia," *Jurnal PAI Raden Fatah* Vol. 5, no. No. 2 (2023): 433–48.

[11] Fitriyani et al., "Model Pembelajaran Pesantren dalam Membina Moralitas Santri di Pondok Pesantren Sabilul Hasanah Banyuasin," *Jurnal PAI Raden Fatah* 2, no. 1 (2020): 103–16.

[12] M Jannah, "Peran Pembelajaran Aqidah Akhlak Untuk Menanamkan Nilai Pendidikan Karakter Siswa Santri," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 4, no. 2 (2020): 237.

[13] Syarnubi, Syarnubi, "'Pendidikan Karakter Pada Madrasah Aliyah Negeri 3 Palembang.,'" *PhD Diss., UIN Reden Fatah Palembang*, 2020.

[14] Muhammad Ali and Syarnubi, "Dampak Sertifikasi Terhadap Kompetensi Pedagogik Guru (Studi Pemetaan (PK) GPAI On-Line Tingkat SMA/SMK Provinsi Sumatera Selatan," *Satukan Tekad Menuju Indonesia Sehat* 6, no. 2 (2020): 141–58.

[15] Syarnubi Syarnubi et al., "Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai-Nilai Moderasi Beragama," *In Prosiding Seminar Nasional* 1, no. 1 (2023): 112–17.

[16] Syarnubi Syarnubi, "Penerapan Paradigma Integrasi-Interkoneksi dalam Peningkatan Mutu Lulusan," *Jurnal PAI Raden Fatah* 4, no. 4 (2022): 375–95.

[17] Sukirman, Sukirman et al., "Konsep Pendidikan Menurut Al-Ghazali," *Jurnal PAI Raden Fatah* 5, no. 3 (2023): 449–66.

[18] Alimron Alimron, Syarnubi Syarnubi, and Maryamah Maryamah, "Character Education Model in Islamic Higher Education," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (2023): 3334–45.

[19] Syarnubi Syarnubi, "Profesionalisme Guru Pendidikan Agama Islam dalam Membentuk Religiulitas Siswa Kelas IV di SDN 2 Pengayaran," *Tadrib: Jurnal Pendidikan Agama Islam* 5, no. 1 (2019): 89.

[20] Misyuraidah, Misyuraidah, and Syarnubi Syarnubi, "Gelar Adat dalam Upacara Perkawinan Adat Masyarakat Komering di Sukarami Ogan Komering Ilir Sumatera Selatan," *Intizar* 23, no. 2 (2017).

[21] I Ghazali, *Ihya 'Ulumuddin* (Bandung: Nuansa Cendekia, 2017).

[22] Sutarmizi Sutarmizi and Syarnubi Syarnubi, "Strategi Pengembangan Kompetensi Pedagogik Guru Rumpun PAI di Mts. Mu'Alliminislamiyah Kabupaten Musi Banyuasin," *Tadrib* 8, no. 1 (2022): 56–74.

[23] Syarnubi, Syarnubi, "Guru Yang Bermoral dalam Konteks Sosial Budaya, Ekonomi, Hukum, dan Agama," *Jurnal PAI Raden Fatah* 1, no. 1 (2019): 21–40.

[24] Syarnubi Syarnubi, "Hakikat Evaluasi dalam Pendidikan Islam," *Jurnal PAI Raden Fatah* 5, no. 2 (2023): 468–86.

[25]S Ledysia, "Mendikbud: Survei PISA Makin Memperkuat Pentingnya Kurikulum 2013," 2013.

thinking skills possessed by students is clearly a challenge for educators.[26] Because in the future it will lead to lower problem solving skills for questions that require more contextualism, reasoning and argumentation.[27]

Apart from student problems, facts in the field also show that higher level thinking abilities have not yet become the main focus of teachers.[28] They are still busy with the flow of education which is still oriented solely towards cognitive abilities.[29] Meanwhile, the problem that is often found in scientific learning is the weak implementation of learning that is able to develop students' critical thinking skills.[30] Therefore, a new learning paradigm is needed to summarize aspects that support the fulfillment of the above expectations.[31]

Critical thinking, communication, collaboration and creativity which are combined into 4C skills are the outputs that the 21st century learning model aspires to[32] With the presence of the newest curriculum, *kurmer* or independent curriculum, it is hoped that it can better align educational goals with state goals in a language that is better understood by students. In this curriculum, fulfilling interests and talents as well as boosting students' potential is the main focus which is pursued as best as possible. One way to hone critical thinking skills is through getting used to the *problem based learning* or PBL learning model.[33]

According to Duch, Problem Based Learning (PBL) is a learning model aimed at training students' critical thinking and *problem solving* skills regarding a real problem as a characteristic of this model.[34] Problem-based learning is basically based on the constructivism paradigm which actively conditions students as the center of learning or is oriented towards the learning process of santri students (student centered learning). Seeing this orientation, problem-based learning is quite ideal and fits the characteristics of 21st century students.

Some of the hopes above are in line with the ideals of MA Sunanul Huda Cikaroya Cisaat, Sukabumi Regency, as an educational institution that implements varied learning models; such as problem based learning, project based learning and other learning models adapted to the needs of the 21st century. During his journey, MA Sunanul Huda Cikaroya Cisaat, Sukabumi Regency, always strived to develop all aspects of the quality of madrasas in total, both infrastructure and the quality of education itself. MA (Madrasah Aliyah) Sunanul Huda Cikaroya Cisaat, Sukabumi Regency is one of the boarding school-based educational institutions in Sukabumi Regency which implements a full twenty-four hour learning process. Not only does it focus on extracurricular aspects in classrooms, but also in the Islamic boarding school environment in a strict and disciplined manner.

The conventional learning model that is usually applied in Islamic boarding schools in the form of lectures often makes students quickly bored and less challenged because learning tends to be one-way method. Therefore, MA Sunanul Huda Cikaroya Cisaat, Sukabumi Regency, as a complementary educational institution there, is trying to provide learning in schools more creatively and variedly. In the subject of moral beliefs, Islamic boarding school students who are also Islamic boarding school students are required to be skilled in critical thinking, especially in matters of belief. The scope of critical thinking there is of course limited to the perspective of the Qur'an, Hadith and Islamic boarding school etiquette *(adab)* knowledge. Therefore, at the end of the teaching, Islamic

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[26] Syarnubi, Alimron, and Sukirman, "Curriculum Design for the Islamic Religious Education Study Program in the Era of the Industrial Revolution 4.0," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 4 (2023).

[27] Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif (3rded)* (Jakarta: Prenada Media, 2017).

[28] Ema Indira Sari, Ismail Sukardi, and Syarnubi, Syarnubi, "Hubungan Antara Pemanfaatan Internet Sebagai Media Pembelajaran Dengan Motivasi Belajar Siswa Pada," *Jurnal PAI Raden Fatah* 2, no. 2 (2020): 202–16.

[29] Nurrahman Nurrahman, Fitri Oviyanti, and Syarnubi Syarnubi, "Hubungan Antara Kegiatan Ekstrakurikuler Dengan Keaktifan Siswa dalam Berdiskusi di Sekolah Menengah Pertama Muhammadiyah 4 Palembang," *Jurnal PAI Raden Fatah* 3, no. 2 (2021): 166–75.

[30] M Agustin and Y. A Pratama, *Keterampilan Berpikir Dalam Konteks Pembelajaran Abad 21 (2nded)* (Bandung: Refika Aditama, 2022).

[31] Syarnubi Syarnubi, Martina Martina, and Nyayu Khodijah, "Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam di SMP Negeri 9 Tulung Selapan Kabupaten OKI," *PAI Raden Fatah* 1 (2019): 166.

[32] Y Indarta et al., "Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 2 (2022): 3011–24.

[33] Yuniar Wulandari, Muh Misdar, and Syarnubi Syarnubi, "Efektifitas Peningkatan Kesadaran Beribadah Siswa MTS 1 Al-Furqon Pampangan Kecamatan Pampangan Kabupaten Ogan Komering Ilir," *Jurnal PAI Raden Fatah* 3, no. 4 (2021): 405–18.

[34] A Shoimin, *Model Pembelajaran Inovatif dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2017).

boarding school students are always given routine reinforcement of the *Ahlussunnah wal-Jama'ah* creed to respond to future differences wisely and civilized.

The novelty that is attempted to be built in this research describes the application of critical thinking practices through problem based learning model in Islamic religious subjects (aqidah akhlak) in Islamic boarding school-based schools. In previous research, it was carried out using the same method, but the object was still focused on state madrasas (MAN) which focused more on school affairs only. There are certain challenges that educators and students must face in order to get used to a new method of thinking. It is hoped that this research can become a reference and inspiration for other Islamic boarding school-based schools or madrasahs to start upgrading their way of thinking to be more critical without destroying the moral values of their Islamic boarding schools.[35] The problem based learning model can be a starting point for the implementation of other, more diverse models that are appropriate to the context of the surrounding environment and current developments outside the Islamic boarding school environment.

RESEARCH METHOD

This research uses a qualitative research method with a case study approach that occurred in the educational process of *santri* students at MA Sunanul Huda Cikaroya Cisaat, Sukabumi Regency. The focus of the case study approach is aimed at a real phenomenon in the field which is tried to be understood empirically to explore the important values behind it[36] The research was carried out from February-May 2023 at the location of the school as well as the Sunanul Huda Islamic Boarding School in Kp. Cikaroya Cibolang Kaler, District. Cisaat, Kab. Sukabumi. There are two data sources used by researchers to answer this research problem, namely; 1) primary data sources obtained directly from the first source through interviews with respondents (school principals, teachers and santri students), 2) secondary data sources which support the first source in the form of written documentation, videos, photos related to the learning model.

Researchers carried out data collection and analysis based on the research protocol that had been designed.[37] The interviews used in this research were structured and unstructured types. The interviews were structured based on a grid of guidelines with the participants being school principals, Aqidah akhlak teachers, teachers who have experience using the problem based learning model and Islamic boarding school students. The research data analysis technique uses the Miles & Hubberman method (data reduction, data presentation and drawing conclusions) with main and technical support using the Atlas.ti version 9 software. Starting from preparing raw data, designing a qualitative data analysis project, adding documents in the project sheet, creating codes in the Atlas.ti 9 application from the main research data, categorizing them, then creating a qualitative research concept. The use of the Atlas.ti 9 is more widely used in data reduction steps to make it easier to present data in the future before research conclusions are drawn. The research was tested for credibility using data checking techniques using the triangulation method. Triangulation is the process of supporting evidence against analysis findings and interpreting data from different informants (teachers and students), data sources and data collection methods (interviews, observations, documents). Triangulation is divided into three way, source triangulation, data collection technique triangulation, and time triangulation. In this research, researchers used two triangulations, namely source triangulation and technical triangulation due to limited research time and the capabilities of researchers in the field.

RESEARCH RESULTS AND DISCUSSION

Based on the results of interviews, observations and documentation, data was obtained on the implementation of the problem based learning model in improving the critical thinking skills of

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[35] Santi Hajri Yanti, Akmal Hawi, and Syarnubi Syarnubi, "Pengaruh Penerapan Strategi Firing Line Terhadap Pemahaman Siswa Pada Mata Pelajaran Pendidikan Agama Islam Kelas VII di SMP N Sukaraya Kecamatan Karang Jaya Kabupaten Musi Rawas," *Jurnal PAI Raden Fatah* 3, no. 1 (2021): 55–65.

[36] R. K Yin, *Studi Kasus: Desain & Metode (M. D. Muzakkir, Trans.; Revisi)* (Depok: Rajawali Press, 2018).

[37] Syarnubi Syarnubi Harto Kasinyo, "Model Pengembangan Pembelajaran PAI Berbasis Living Values Education (LVE)," *Tadrib : Jurnal Pendidikan Agama Islam* Vol. 4, no. No. 1 (2018): hlm. 1-20.

santri students in the Aqidah Akhlak subject at MA Sunanul Huda Cikaroya Cisaat, Sukabumi Regency. The data that emerged was developed according to the dimensions of implementation itself, namely planning aspects, organizational steps, implementation, as well as evaluation and level of success of the learning model.[38]

A. Planning

The planning stage is a crucial and determining factor in the success of learning. Based on the results of the interview, planning was carried out as best as possible without leaving anything behind in the materials and supporting components. As an initial step in planning, santri students are first introduced to what the problem based learning model is and the objectives of the learning.

After a general introduction, the teacher prepares the media and other supporting materials that will be needed. Some of these materials are administrative in nature, such as attendance books, class agendas, teacher journals, lesson plans and Aqidah Akhlak textbooks. There are also media that support directly such as infocus, wide screens, educational shows or teaching materials prepared by teachers and students using simple items such as cardboard, newspapers, magazine paper and
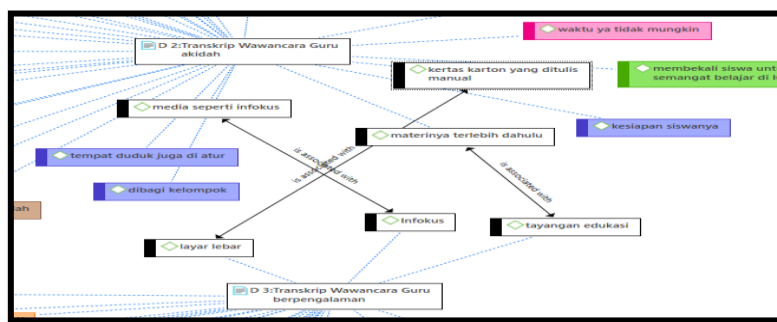
others.

Figure 1. Network *of respondents to the questions about planning the implementation of problem based learning at Sunanul Huda (source: Atlas.ti)*

Apart from providing learning support materials, teachers also prepare classroom conditions so that santri students feel ready and comfortable carrying out learning actions. As can be seen in the picture above, there is *bubbles of coding* (which is in rectangular shape) for non-material learning support components added by the aqidah akhlak teacher, such as the arrangement of seating positions and the mental readiness of santri students. Seating arrangements and posting of materials on the classroom walls are carried out to facilitate learning. The explanation is strengthened by the results of the researcher's observations as planning of the activity using the problem based learning model took place there.

Planning determines everything such as methods, strategies, systematically implemented within a certain period so that the predetermined goals can be achieved.[39] This step must be completed so that the learning process runs according to the expectations of teachers and santri students. At the planning stage, it should have entered the pre-learning phase of problem based learning syntax, namely the introduction of the learning model and its objectives. It is important, especially for santri students, to first master this model theoretically.

The implementation of the PBL learning model in Islamic religious subjects such as Aqidah Akhlak is quite challenging to discuss at high school levels such as MA, SMA and SMK. So it requires a deep understanding of the material and strong basics in addition to quite scientific thinking. Therefore, teachers play more of a role in ensuring that the themes and problems could be mastered by santri students first. In this initial step, teachers need to design tasks based on problems that tend to be ill-structured and debatable in society, while also requiring appropriate solutions and

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[38] Sukirman Sukirman. Malta, Malta, Syarnubi Syarnubi, "'Konsep Pendidikan Anak dalam Keluarga Menurut Ibrahim Amini.,'" *Jurnal PAI Raden Fatah* Vol 4, no. 2 (2022): 148.

[39] A Rukajat, *Manajemen Pembelajaran (1sted)* (Yogyakarta: Deepublish, 2018).

guidance.[40] For example, some of the material mentioned by interview sources such as teenage relationships (dating), normalization of major sins (LGBT), corruption, etc. which is quite interesting to discuss.

Media and supporting materials are essential to be provided in a learning model, including this model. Supporting materials are administrative and instrumental in nature to guide the process of learning activities in the classroom and at the same time support school programs. Media also includes supporting materials to convey material messages such as in-focus, wide screens and educational shows. Apart from that, teachers and santri students possible to collaborate to in preparing learning media according to the agreement from simple materials that are easy to obtain.

B. Organizing

Apart from preparing the students mentally and psychologically, the class is also divided into study groups as an advanced stage of planning. Led by the class leader, santri students are given the responsibility to divide groups fairly based on their respective abilities and capacities. The class leader leads his friends in dividing groups using a *voting* or appointment system.
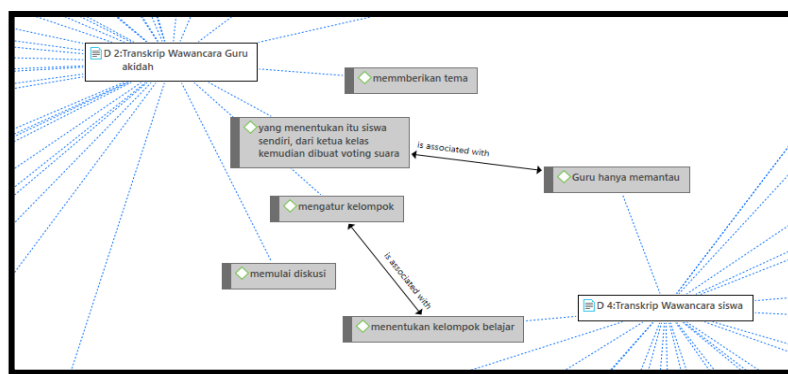
In the *network* figure above there are various *coding* answers from respondents, teachers of

Figure 2. *Network* of respondents to the question of organizing the implementation of problem based learning at Sunanul Huda **(source: Atlas.ti)**

aqidah akhlak and santri students regarding the steps for organizing the problem based learning model at Sunanul Huda. The aqidah akhlak teacher said that most of the organizing took the form of determining themes and dividing study groups. Then, the santri student respondents added that the determination of study groups was carried out independently by the santri students using a voting system and supervised by the teacher so the activity runs conducively.

For santri students who have extra routines at the boarding school and are not used to varied learning models, preparing the mental and initial conditions of santri students presents its own challenges. Therefore, teachers must participate in facilitating group division to be fair and equitable. Not all santri students can follow the flow of the problem based learning model well. So encouragement and motivation are needed from other santri students who are more active and braver in the group.

The teacher also do not forget to explain the function of forming study groups to instill motivation and confidence so that work becomes easier. The group work method is a practice for santri students before going into real society later. The results of the researcher's observations were strengthened by interviews with aqidah akhlak teachers regarding the organization of the problem based learning model at MA Sunanul Huda Cikaroya Cisaat, Sukabumi Regency.

Organizing is more inclined towards the activity of forming a collective alliance to realize a certain goal[41], so the main task at this stage is to divide groups of santri students. Apart from that, the teacher must explain clearly regarding the purpose of group division. The division of groups for

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[40] A. S. A Ghani et al., "Effective Learning Behavior in Problem-Based Learning: A Scoping Review," *Medical Science Educator* 31, no. 3 (2021): 1199–1211.

[41] S. P Siagian, *Manajemen Sumber Daya Manusia (1sted)* (Jakarta: Bumi Aksara, 2019).

implementing the problem based learning model cannot be determined arbitrarily. There needs to be an even distribution of santri students according to their respective abilities and capacities. Therefore, teachers must be smart in their role as facilitators so that the groups that emerge are able to carry out their duties well. Because it is not limited to dividing groups, the organizing stage also regulates the joint work of financial, physical and human resources in the organization.[42] The reality is that not all santri students can follow the flow of the learning model well and consistently. So they need encouragement from other santri students who are smarter, more diligent and braver. In this case, implementing problem based learning strategies will have an influence on their activity. The reason is that the more often you are trained to think with fellow group members, the more active your speaking, mental formation and ability to express opinions.[43]

There are several organizing functions[44]which can be correlated with the implementation of the problem based learning model in the Aqidah Akhlak subject at MA Sunanul Huda Cikaroya Cisaat, Sukabumi Regency.

a. Structuralization, group division is aimed at determining the structure of the tasks that will be carried out by santri students. This division will simplify and detail their work according to the syntax of the learning model

b. *Relationship*, The existence of study groups makes the position of the relationship between santri students and teachers becomes more certain in an effort to achieve learning goals.

c. Integrity, accessing to an unitary function that strengthens the group so that work tasks are carried out systematically

C. Implementing

The pre-learning phase has actually been explained previously in the two previous stages, planning and organizing. Determination of material and themes is given at Sunanul Huda informally and freely. This means that santri students are assigned several weeks beforehand to read first and add as many references as possible from various sources, including books, journals, magazines and even *Google*. Because in practice, problem based learning utilizes varied sources of knowledge, not from just one source. Searching, evaluating and using this knowledge is an important key.[45]
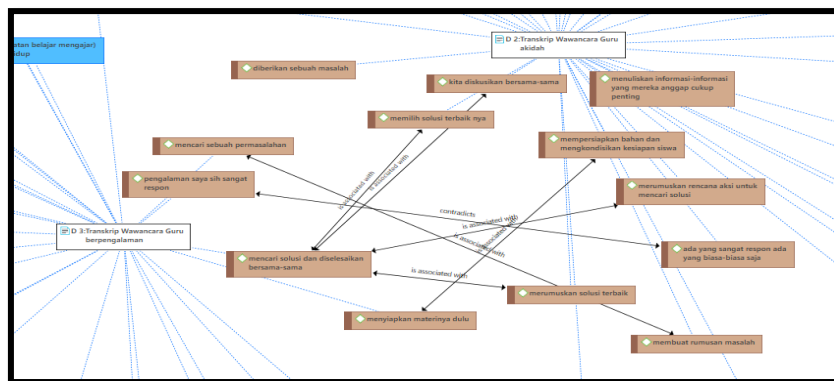

Figure 3. *Network* of respondents to questions regarding the implementation
of problem based learning at Sunanul Huda **(source: Atlas.ti)**

The problem based learning strategy is a series of learning activities that are quite binding.[46] This means that this model does not expect santri students to just listen, take notes and then memorize the lesson material. However, through the problem based learning model, santri students are required to actively think, communicate, search and process data and finally draw conclusions.

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[42] T. H Handoko, *Manajemen Personalia dan Sumber Daya Manusia* (Jakarta: Rineka Cipta, 2014).

[43] Wahdah, "Meningkatkan Hasil Belajar Siswa Santri Melalui Strategi PBL Akidah Akhlak Kelas IV di MI Nurul Islam," *Seminar Nasional Pendidikan Profesi Guru Agama Islam* 3, no. 1 (2023): 124–32.

[44] Hikmat, *Manajemen Pendidikan (3rded)* (Bandung: Pustaka Setia, 2014).

[45] M. T Amir, *Inovasi Pendidikan Melalui Problem Based Learning: Bagaimana Pendidik Memberdayakan Pembelajar di Era Pengetahuan* (Jakarta: Prenada Media, 2015).

[46] M Saleh, "Strategi Pembelajaran Fiqh Dengan Problem-Based Learning," *Jurnal Ilmiah Didaktika* 14, no. 1 (2013): 190–220.

The following are the syntax steps[47] of the problem based learning model in the Aqidah Akhlak subject with the theme of free association: dating, which is implemented in class XI IPA MA Sunanul Huda Cikaroya Cisaat, Sukabumi Cisaat Regency.

1) Phase 1: Finding the problem. At this stage, Class XI Science students are given a teenage social problem: dating individually and writing down information that is considered quite important.

2) Phase 2: Building work structure. Class XI Science students formulate an action plan to find solutions to dating problems. Actions can be started by writing down the problems that are understood, details of the problems being investigated, and the solutions that will be offered.

3) Phase 3: Define the problem. Class XI Science students define problems that they consider important and relate them to the context of current reality. Next, the students create a problem formulation.

4) Phase 4: Collect and share information. At this stage, the class carry out a series of activities such as research to gather information. Next, class XI science students shared information with their peers in groups.

5) Phase 5: Formulate a solution. Class students are guided to learn to formulate the best solution to overcome dating problems with their group in a cooperative and collaborative manner.

6) Phase 6: Determine the best solution. Class XI Science students choose the best solution by weighing the various solutions produced.

7) Phase 7: Presenting the solution. Group representatives explain or present the results of their work in front of the class.

8) Post Learning. The teacher discusses dating problems again and alternative solutions that can be used to solve these problems. Then, the teacher compared one solution with another solution resulting from the thoughts of class XI IPA santri students while appreciating each of the solutions proposed by the santri students.

The application of the problem based learning model in the Aqidah Akhlak subject gives a different impression to the minds and thoughts of the santri students, so that the responses they give are also different. However, most santri students admit that this learning model is quite fun and trains their critical thinking. The santri students are very serious about identifying irregularities in dating and deducing solutions to the problem. But, the most important thing is the enthusiasm of santri students in determining the correlation between dating activities and similar activities around them. In other words, problem based learning which uses contextual problems in the process is able to motivate santri students to express opinions and think in a new paradigm. Teachers who design learning activities for santri students work in groups to solve problems that occur in the real world.[48] Once again it needs to be emphasized that before implementation, there are things that must be considered so that the implementation process runs as expected. These things are, the santri students is evenly distributed, Islamic boarding school students already understand the material, and the material raised is more current and relevant to their emotional state at that time.

D. Evaluation and Success Rate

After implementing the learning, there are several things that can be reported as an evaluation effort. In the context of HOTS questions, as critical thinking skills improve, santri students are more accustomed to dealing with HOTS questions which tend to be longer and more complex, even though they are not yet able to create it themselves.
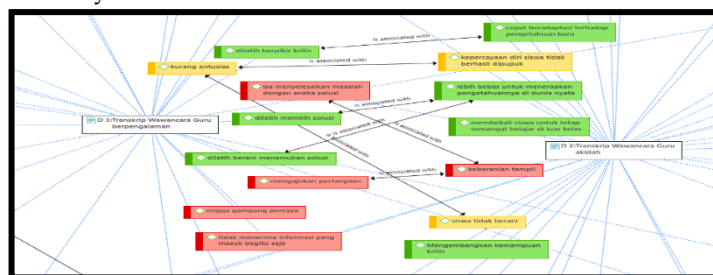
[47] H. M Agustin, *Keterampilan Berpikir dalam Konteks Pembelajaran Abad Ke-21* (Bandung: Refika Aditama, 2021).

[48] N. E Zakiah, Y Sunaryo, and A Amam, "Implementasi Pendekatan Kontekstual Pada Model Pembelajaran Berbasis Masalah Berdasarkan Langkah-Langkah Polya," *Teorema: Teori dan Riset Matematika* 4, no. 2 (2019): 111.

Figure 4. *Network* of respondents to evaluation and level of success questions in implementing problem based learning at Sunanul Huda **(source: Atlas.ti)**

In the *network* figure above, there is a comparison of answers to questions related to the evaluation and success rate of the problem based learning model at Sunanul Huda. Based on the results of interviews, the impact felt and experienced from the implementation for more than two weeks at Sunanul Huda, the santri students tended to be; a) adapt quickly to new knowledge, b) get used to HOTS questions in class, c) don't trust easily, d) are freer to apply their knowledge in the real world, e) are more enthusiastic about learning in class, and most importantly f) dare to learn to think critically among other santri students.

Apart from that, the weaknesses that can be overcome with the problem based learning model are; 1) lack of self-confidence, 2) feelings of not having the courage to appear and express opinions, 3) difficulty understanding social questions in society, and 4) quickly getting bored with learning in class. The boredom experienced by santri students has an impact on their interest in participating in the learning process.[49] Feelings of boredom can diminish goals and interest in school activities and increase the risk of juvenile delinquency and consumption of illegal drugs.[50] The impact of learning boredom on santri students is not the same. In general, the problem based learning model can increase the courage of santri students to think critically and appear in public.

The world of education is moving forward actively and dynamically, where improvements are always required in the form of continuous innovation, whether by students, teachers or the government.[51] This means that efforts to change and develop educational methods are a shared responsibility. The skills needed in the 21st century are quite complex skills including creativity, critical thinking and problem solving, collaborative skills, information technology skills, and new forms of literacy, and social, cultural, and metacognitive awareness.[52] As a result, in the context of HOTS questions, santri students become more accustomed to dealing with questions that require heavier brain work than usual.[53] The existence of HOTS questions is no longer something to be afraid of because they have been trained to study actual situations to formulate conclusions and solutions.[54]

The problem based learning model also helps improve the quality of learning both from factors such as educators, students, methods, media, and so on.[55] Not only do santri students become more active in asking questions and giving opinions, teachers also hone their thought and enrich their horizons by trying other models. When students actively investigate a phenomenon and problem, the teacher actively acts as a facilitator or mentor.[56]

The problem based learning method is applied by posing problems, asking questions, facilitating investigations, and opening dialogue. This model is a solution to create local and global environmental awareness. Santri students who are accustomed to studying empirical problems scientifically will be better prepared to face themselves and solve problems around them.[57] The abilities in the supporting factors become the capital for santri students to be able to produce various solutions that they can try. Apart from that, they tend to be more empathetic, analytical, critical, and not easily believe, especially to hoax news

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[49] S Permata, F. I Kholidin, and M. D Edmawati, "Tingkat Kejenuhan Belajar Siswa Santri Sekolah Menengah Pertama di Kota Bandar Lampung," *Journal of Guidance and Counseling Inspiration* 1, no. 1 (2020): 45–52.

[50] Akmal Hawi, "Remaja Pecandu Narkoba: Studi Tentang Rehabilitasi Integratif di Panti Rehabilitasi Narkoba Pondok Pesantren Ar-Rahman Palembang," *Tadrib: Jurnal Pendidikan Agama Islam* 4, no. 1 (2018): 99–119.

[51] A. D. M Dewi, "Manajemen Pembelajaran Pendidikan Kewarganegaraan (Pendekatan dan Model Inquiry) dalam Meningkatkan Prestasi Belajar Siswa Santri (Studi Deskriptif di Kelas VIII MTs Al-Musdariyah Cimahi dan MTs Al -Musdariyah Cinunuk)," *Syntax Idea* 4, no. 1 (2019): 1–22.

[52] P Griffin, B McGaw, and E Care, *Assessment and Teaching of 21st Century Skills* (Heidelberg: Springer, 2014).

[53] Lestari Arisca et al., "Pengaruh Kompetensi Kepribadian Guru PAI Terhadap Kecerdasan Emosional Siswa di SMP Negeri 06 Palembang," *Jurnal PAI Raden Fatah* 2, no. 3 (2020): 295–308.

[54] Masturo, Masturo "Meningkatkan Kemampuan Berfikir Kritis Siswa Santri dalam Pembelajaran Akidah Akhlak Melalui Model Pembelajaran Berbasis Masalah," *Syntax Idea* 1, no. 5 (2019): 47–56.

[55] U. B Rohmawati and A. Manshur, "Peningkatan Mutu Pembelajaran Pendidikan Agama Islam Melalui Penerapan Metode Pembelajaran Berbasis Masalah," *Al Ulya: Jurnal Pendidikan Islam* 3, no. 1 (2018): 1–14.

[56] U. B Rohmawati, A Muthi'udin, and S. N Kholisoh, "Perbandingan Hasil Belajar Menggunakan Model Discovery Learning Dengan Problem Based Learning Mata Pelajaran Aqidah Akhlak Kelas XI MA Abu Darrin Bojonegoro," *AL HIKMAH: Jurnal Studi Keislaman* 13, no. 1 (2023): 1–10.

[57] Saleh, "Strategi Pembelajaran Fiqh Dengan Problem-Based Learning."

CONCLUSION

Based on the results of the research and discussion, the conclusion of the implementation of the problem based learning model in improving the critical thinking skills of santri students in the Aqidah Akhlak subject at Madrasah Aliyah Sunanul Huda Cisaat, Sukabumi Regency is as follows:

Planning for the Problem Based Learning model in improving the critical thinking skills of santri students in the Aqidah Akhlak subject at Madrasah Aliyah Sunanul Huda Cikaroya Cisaat, Sukabumi Regency begins with; introducing the learning model first, determining the problem theme and preparing students mentally and other supporting media. Organizing the problem based learning model is carried out by dividing groups fairly based on the abilities and potential of the santri students. The implementing steps of the problem based learning model in the Aqidah Akhlak subject at MA Sunanul Huda Cikaroya Cisaat, Sukabumi Regency are carried out sequentially starting from looking for actual problems in society, investigating them to discussing the best solutions according to the group's understanding.

Evaluation and level of success in implementing the problem based learning model in improving the critical thinking skills of santri students in the Aqidah Akhlak subject at Madrasah Aliyah Sunanul Huda Cikaroya Cisaat, Sukabumi Regency, has had quite a positive impact on changing the thinking paradigm of santri students. With this model, Sunanul Huda students become more accustomed to facing HOTS questions in class, are more active in asking questions and giving opinions, are aware and critical of their surroundings and most importantly are more empathetic and brave enough to play a role in local and global society. The advantages and disadvantages of the problem based learning model are influenced by how much support the school and Islamic boarding school provide.

Based on the current stigma, the existence of an Islamic boarding school in a school has a reduced role as just increasing the number of students. However, with the development of educational research in Islamic boarding schools, it is hoped that a different way of thinking about the position of Islamic boarding schools will emerge. Likewise, this research can provide an overview of how critical thinking skills can be applied in an Islamic boarding school environment which has great potential and strong characteristics in society.

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