



Increasing Understanding of Fiqh: Problem Based Learning (PBL) Drives it All

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ABSTRACT

Jurisprudence learning at Madrasah Tsanawiyah requires learning methods and models that are diverse and in accordance with the subject matter taught by the teacher, by raising different problems in Jurisprudence learning. One learning model that can present various problems related to Islamic law and the development of issues that develop in people's lives is the Problem Based Learning learning model. This study uses a quantitative experimental research approach. With the experimental design of Pretest-Posttest Control Group Design or pre-experimental designs with the form of one-group pretest-posttest design. The student data obtained in this study are the results of learning Jurisprudence class VIII A MTsN 1 Purwakarta. The material used in this research is about the beauty of sharing with alms, grants, and gifts. (KKM) at the school is 75. The learning outcomes consist of pretest and posttest. It can be concluded that the Problem Based Learning (PBL) learning method has a positive effect on students' critical thinking skills

INTRODUCTION

Preparing quality human resources (HR) is a very important aspect. This can be managed through a quality education process (Winchell & of Manufacturing Engineers, 1992). One of the problems in the world of education is the slow learning process (Imam Tabroni & Ismiati Ismiati, 2021). In the learning process, students need to develop critical thinking skills (N. & H.B., 1973). Most of the educational processes carried out in the classroom today focus on the ability to remember information (Imam Tabroni, Rini Purnama Sari, et al., 2022). The student's brain is forced to store various information without being required to understand the information in memory to relate it to everyday life (Savin Baden & Howell Major, 2004). As a result, students who graduate are only intelligent in theory and weak in application (Hill, 1990).

From a legal standpoint, education is based on law, namely RI law no. 20 of 2003 concerning the national education system (Sisdiknas), article 1(1 and 4), specifically "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, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Students are members of society who try to develop their potential through learning processes that are available in the paths, levels, and types of education (Putra, 2004).

Educators need innovative, creative and interesting strategies so that students get high attention and interest. interaction between these students and other students for optimal learning (Bush, 2020). Therefore, as an educator must be able to improve the quality of education through active, effective and enjoyable learning (Trianto, 2010).

Fiqh learning at Madrasah Tsanawiyah requires learning methods and models that are more diverse and in accordance with the subject matter to be taught by the teacher, especially by raising different problems in learning Fiqh. One learning model that can present various problems related to Islamic law and the development of issues that develop in people's lives is the Problem Based Learning learning model. Problem-based learning is the use of various kinds of intelligence needed to deal with real world challenges, the ability to deal with everything that is new and complex in existing magazines".

Problem Based Learning learning model or better known as problem-based learning is a learning model that displays real-world problems as a context in which students learn to think critically, reason, solve problems, and acquire skills. This problem-based learning model is an alternative learning strategy that allows the development of students' thinking skills in reasoning, communication and connection in problem solving.

Problem Based Learning (PBL) is a learning approach that begins with problem solving, for solving problems students need new knowledge to be able to solve them (Cendekia & Lismaya, 2019). Therefore, it can be said that the problem-based learning model will help students improve their understanding when studying Islamic jurisprudence topics related to real-life everyday problems, so that students can learn to think critically and have problem-solving

skills in accordance with the law (Zhou, 2016). Islamic law that applies but can be related to the appropriate context.

This PBL learning strategy directs students to be involved in solving learning problems in a way that is practically achieved in everyday life (Savin-Baden, 2000). Thus, the problem-based learning strategy is very suitable to be applied in learning Islamic law subjects to increase understanding, create learning meaning for students because it requires students to learn by using cognitive skills, attitudes and even psychomotor skills.

The fiqh subject in the Madrasah Tsanawiyah curriculum is one of the subjects that prepares students to know, understand, live, and practice Islamic law, which then becomes the basis of a way of life through orientation, teaching, training, utilization of experience and habituation. For this reason, teachers must be creative in conveying material, creating pleasant learning conditions for students, so that students feel interested and can fully understand the content conveyed by the teacher.

LITERATURE REVIEW

Problem Based Learning (PBL) Method

Problem Based Learning (PBL) is another term for Problem Based Learning (PBM) which is a learning that begins by exposing students to a real world problem and directing them to be able to solve or solve these problems with learning activities or experiences carried out during the process learning (Boud & Feletti, 1998). Problem-Based Learning is a learning innovation because in Problem-Based Learning students' thinking abilities are actually enhanced through a systematic group or team work process, so that students can strengthen, improve, test and develop their thinking skills on an ongoing basis (Schwartz, 2013).

Problem Based Learning (PBL) is a teaching method that focuses on solving real world problems, a process where students work in groups, feedback, and discussion, which can serve as role models (Lalwani et al., 2018). Thus students are encouraged to be more actively involved in subject matter. Sulaeha states that the Problem Based Learning (PBL) model is a learning model that uses problems as the basis for learning materials for students (Savin Baden & Howell Major, 2004).

The Problem Based Learning (PBL) learning model is a learning model designed for students to acquire critical knowledge, help them become proficient in problem solving, and have their own learning model and have the skills needed to participate in groups (Savin-Baden, 2000). Problem Based Learning (PBL) model is a learning model that focuses on learning experiences designed to include investigation and problem solving, especially problems related to everyday life. The problem-based learning model is a learning model which is a learning model that trains students to use problem solving skills (Supaih & Tabroni, 2022).

Problem Based Learning (PBL) focuses on selected problems so that students not only learn concepts related to these problems, but also learn scientific methods to solve these problems (Schunk, 2015). The teacher's role in

the Problem Based Learning (PBL) model is to give problems to students, ask questions and facilitate student learning activities (Hill, 1990).

Based on some of the opinions above, it can be concluded that the Problem Based Learning (PBL) model is a learning model that focuses on the problems chosen to teach students to solve everyday life problems with the active participation of students in solving them (Berthelon et al., 2020).

Understanding of Fiqh Material

The subject of jurisprudence is part of Islamic Religious Education which studies the jurisprudence of worship, especially concerning the introduction and understanding of the ways of implementing the pillars of Islam starting from the requirements and pillars of carrying out *taharah*, prayer, fasting, *zakat*, to performing the pilgrimage, as well as regulations regarding eating, circumcision, sacrifice, and how to carry out buying and selling and lending and borrowing (Tabroni, 2019). Fiqh learning is a learning process in which students know and understand the main points of Islamic law in detail and comprehensively, either in the form of *aqli* or *naqli* propositions (Novi Rasanti et al., 2023).

Fiqh learning in madrasas is currently inseparable from the curriculum set by the government, namely the Curriculum regulations of the Minister of Religion of the Republic of Indonesia (Menteri Agama Republik Indonesia, n.d.). The Regulation of the Minister of Religion of the Republic of Indonesia referred to is the operational curriculum that has been prepared by and implemented in each educational unit. So this curriculum is very diverse. The development of this diverse PERMENAG curriculum still refers to the Competency Standards for Graduates of Islamic Religion and Arabic Language Education, the minimum scope of material, and the minimum level of competence to achieve a minimum graduation level, in accordance with the objectives and functions of learning fiqh (KMA 183 2019 Kurikulum Madrasah, n.d.).

Thinking Framework

In an effort to improve students' understanding of material, innovative learning methods are needed (Siti Nurjanah, Syarah Fakhrunnisa Imam Tabroni, n.d.). In this study, researchers used the problem based learning (PBL) method. In this method, students are given independent assignments, so students are expected to be more active, able to work with friends and find solutions to problems they face.

Thus it can be emphasized that with the proper demonstration method, it can improve understanding of the material in student learning at school.

The framework of thinking in this study can be described in the chart as follows

O1 X1 O2

Figure 1. Pretest Research Design and Posttest

Source: Sugiyono, 2013

Information:

O1 :Measurement of initial ability (pretest)

O2 :Measurement of final ability (posttest)

X1 : Learning using the *Problem Based Learning model*

METHOD

A. Types and Research Design

This study uses a quantitative experimental research approach. With the experimental design of *Pretest-Posttest Control Group Design* or *pre-experimental designs* with the form of *one-group pretest-posttest design* (Sugiyono, 2013: 110). In this form of design, the class is given a pretest before learning and a posttest after the learning material is finished. Before being given the posttest, the class was given a treatment in the form of a Problem Based Learning model. However, according to Setyosari (2013: 186) there are several types of research designs or designs. Design selection is influenced by the types of problems studied and research objectives. For study purposes, experimental research is a type of research that can provide scientific information with internal and external validity. Based on the requirements imposed on the experimental design, there are two experimental and non-experimental research designs. The experimental research design includes: 1) *Posttest Only Control Group Design*, 2) *Randomized Matched Subjects Posttest Only*, 3) *Pretest-Posttest Control Group Design*, 4) *Salamon Four Group Design*, 5) *Factorial Design*. In this study, researchers used a *pretest-posttest control group design*.

B. Place and time of research

1. Research Place

This research was conducted at MTsN 1 Purwakarta, which is located at purwamekar, Kec. Purwakarta, Kab. Purwakarta.

2. Research Time

This research will be conducted on Thursday, January 19, 2023, even semester of the 2022/2023 academic year.

C. Population and Research Sample

The population is the entire research subject while the sample is part or representative of the study (Arikunto, 2010). The population in this study were all students of class VIII MTsN 1 Purwakarta and the sample for this study was class VIII A MTsN 1 Purwakarta for the 2022/2023 academic year consisting of 38 students.

D. Data analysis technique

The data collection technique used in this study was a student fiqh material test questionnaire sheet. The filling out of the questionnaire was used twice, namely the pre-test and post-test carried out with the aim of knowing the understanding of fiqh material in class VIII A students. Data collection used questionnaires and test questions. The data were processed using inferential statistics with descriptive statistical analysis, then using the paired *t-test* assisted by the *SPSS 17.0 for Windows program*. The results of this study were to determine the effect of the *Problem Based Learning learning method* on increasing the understanding of Jurisprudence material for class VIII A students of MTsN 1 Purwakarta, Purwakarta Regency.

RESULT

The student data obtained in this study is the result of learning Jurisprudence class VIII A MTsN 1 Purwakarta. The material used in this research is even semester material for CHAPTER V about the beauty of sharing with alms, grants, and gifts using the *Problem Based Learning learning model*. The Minimum Completeness Criteria (KKM) at the school is 75. The learning outcomes consist of *pretest* and *posttest*. The learning outcomes data can be seen in the following table.

Table 1. Learning Outcomes Data

| NO | INITIAL NAME | PRETEST | POSTTEST |
|----|--------------|---------|----------|
| 1 | AN | 50 | 60 |
| 2 | PPE | 75 | 80 |
| 3 | BAL | 85 | 85 |
| 4 | FMA | 70 | 75 |
| 5 | IF | 70 | 80 |
| 6 | IJ | 75 | 75 |
| 7 | II | 65 | 85 |
| 8 | MFRR | 80 | 80 |
| 9 | MFR | 85 | 85 |
| 10 | MHKA | 55 | 80 |
| 11 | MIS | 55 | 80 |
| 12 | MK | 55 | 70 |
| 13 | NN | 60 | 75 |
| 14 | NF | 70 | 70 |
| 15 | NOW | 75 | 85 |
| 16 | NFLA | 65 | 70 |
| 17 | NOAH | 80 | 80 |
| 18 | RAAS | 60 | 60 |
| 19 | RSV | 65 | 85 |
| 20 | RSN | 70 | 75 |
| 21 | RFS | 80 | 85 |

| | | | |
|---------|--------|-------|-------|
| 22 | RRAS | 75 | 75 |
| 23 | RR | 60 | 60 |
| 24 | R | 75 | 75 |
| 25 | SRA | 90 | 90 |
| 26 | SA | 65 | 75 |
| 27 | SRA | 85 | 85 |
| 28 | STA | 75 | 85 |
| 29 | SN | 85 | 85 |
| 30 | SISTER | 65 | 75 |
| 31 | SSF | 55 | 60 |
| 32 | SAS | 75 | 80 |
| 33 | TA | 90 | 90 |
| 34 | TAM | 80 | 80 |
| 35 | WH | 70 | 70 |
| 36 | ZRK | 70 | 70 |
| 37 | ZDP | 60 | 70 |
| 38 | ZI | 60 | 75 |
| Average | | 70.53 | 76,84 |

Based on the table above, it can be seen that there were 21 students who got *pretest scores* below the KKM (<75), while 17 students got scores above the KKM (>75). The lowest score is 50 and the highest score is 90. The average *pretest score* is 70.53. The *posttest scores* of students below the KKM (< 75) were 10 students and those above the KKM (> 75) were 28 students. The lowest score is 60 and the highest score is 90. The average *posttest score* is 76.84.

The purpose of this study was to determine the effect of using the Problem Based Learning model on students' understanding of material in the Islamic Jurisprudence subject on Shadaqoh, grants, and gifts. The research was conducted in class VIII A MTsN 1 Purwakara, Purwamekar, Purwakarta District, Purwakarta Regency. The initial stage of the research process is compiling instruments and RPP (Learning Implementation Plan). Instruments in the study were test questions and lesson plans. Test questions are used to measure students' understanding of the material. While the Learning Implementation Plan is used as a learning guide.

The next process is the core activity of the research, namely the learning process. Classroom learning uses the Problem Based Learning model. Learning is carried out in two meetings.

Learning the Problem Based Learning model in class consists of five main steps, the first step is to introduce students to social problems that occur in the environment around students. The second step is to help students by forming groups to define and organize learning tasks related to social problems that occur in the surrounding environment. Classroom learning is carried out in groups according to Dutch opinion in Amir (2010: 21) which states that Problem Based

Learning is an instructional method that challenges students to learn to work together in groups to find solutions to real problems.

The third step is to encourage students to collect information and experiment to get explanations and problem solving related to social problems in the surrounding environment by observing social problems. The fourth step is to assist students in planning and preparing appropriate works such as reports and presentations regarding social problems in the surrounding environment and helping them to carry out various assignments with their friends, either by presenting the results of discussions in front of the class and other students giving opinions. Regarding the results of the discussion being presented or by using other means. The fifth step is to help students to reflect or evaluate their investigations regarding social issues regarding shadaqoh, gifts, and grants and then the processes they use to reflect and evaluate social issues by working on evaluation questions.

The posttest learning outcomes of students in class after being taught using the Problem Based Learning model are known to be better than the pretest learning outcomes. Evidenced by the results of the average posttest score of students in the class of 76.97 while the pretest score was 74.07. Based on the value of the learning outcomes obtained, it can be said that students who have received Problem Based Learning model learning have good cognitive abilities because they are trained to build their own knowledge. The learning outcomes are in accordance with the opinion that the Problem Based Learning model focuses not on what students are doing (their behavior), but on what they think/ their cognition.

Data on student learning outcomes, then used to perform prerequisite test data analysis which aims to determine the formula used to test the hypothesis. The analysis prerequisite test is the data normality test to find out whether the data is normally distributed or not.

Table 2. Pretest and Posttest Normality Test Results

| | | pretest | posttest |
|----------------------|----------------|---------|----------|
| N | | 38 | 38 |
| Normal Parameters, b | Means | 70.53 | 76.84 |
| | std. Deviation | 10,641 | 8,172 |
| Kolmogorov-Smirnov | Statistics | .110 | .150 |
| | Df | .38 | .38 |
| | Sig | 200 | 030- |
| | | | |

Detrended Normal Q-Q Plot of Pemahaman Materi Fikih

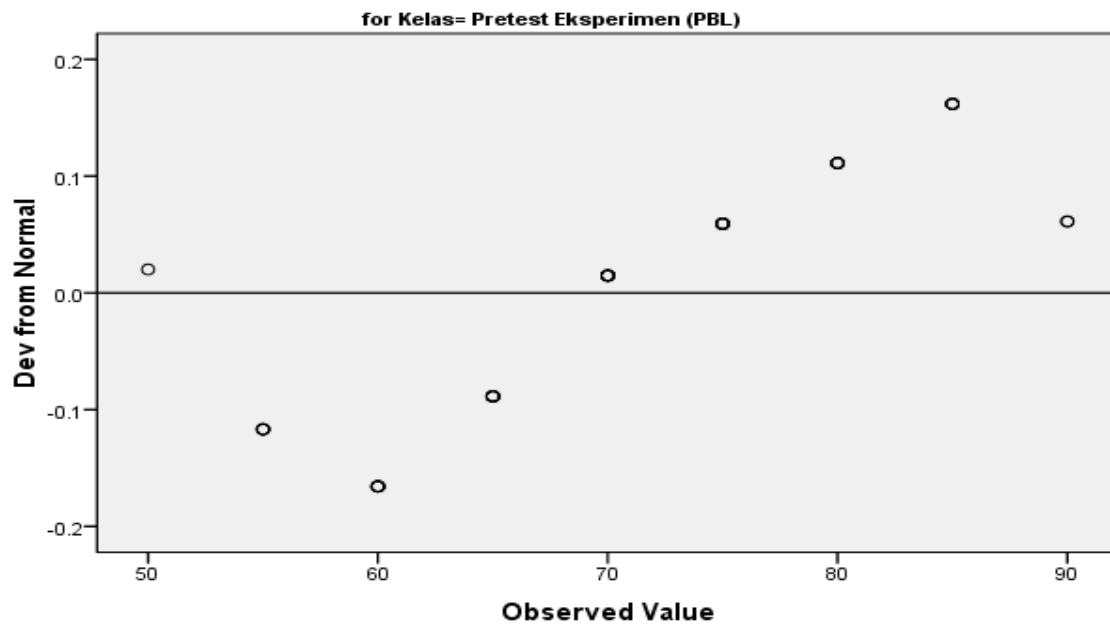


Figure 1. Pretest Normality Test Results

Detrended Normal Q-Q Plot of Pemahaman Materi Fikih

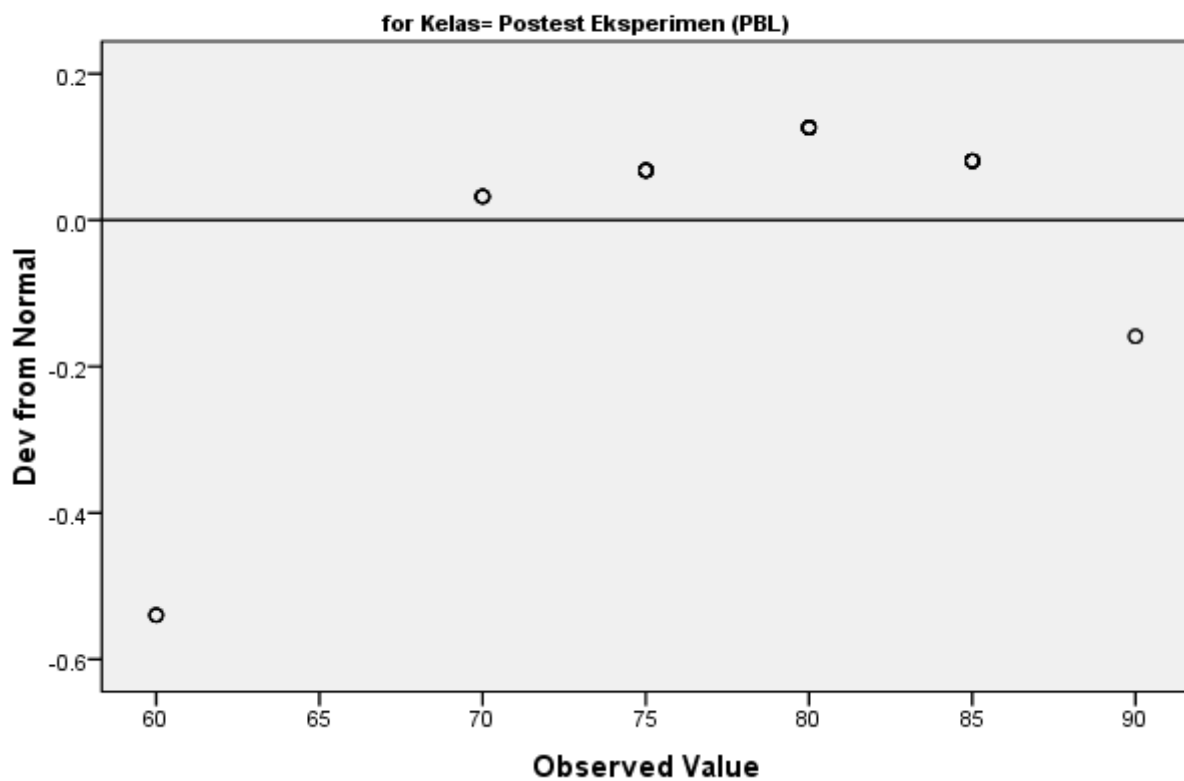


Figure 2. Pretest Normality Test Results

DISCUSSION

Based on table 2 regarding the results of the pretest and posttest normality tests, it can be seen that the normality test results of Sig. of 200 at the pretest and 030 at the posttest.

Based on the statistical hypothesis that is

O1: There is no effect of the Problem Based Learning learning model on student learning outcomes

O2: There is an influence of the Problem Based Learning (PBL) learning model on student learning outcomes.

So it was concluded that there was a significant influence using the Problem Based Learning model on student learning outcomes. It is known from the average value of student learning outcomes at the time of the posttest of 76.84 and only 70.53 during the pretest.

If seen based on graph one and graph two from the results of the pretest and posttest Normality tests, it can be said that the eighth grade students' understanding of the material was in the MTs Negeri Purwakarta before receiving learning using the problem based learning method or model. There are still many students who get grades below the average but after learning using the problem -based learning model or method, the scores obtained by most students rose above the average. This can be seen from the graph, which was down during the pretest then changed to rise during the posttest. So that it can be said that the problem-based learning model or method can be applied in class VIII fiqh learning on Sodaqah, grants, and prizes by involving real problems so that students can be directed by identifying perm problems that are currently happening in their social environment.

Problem Based Learning learning model is proven to be able to improve students' understanding of material in the learning process, this is evident from the scores of student learning outcomes during the pretest and posttest (as shown in graph 1 and graph 2. Problem-Based Learning (PBM) curriculum helps to enhance the development of lifelong learning skills in an open, reflective, critical and active learning (Ikhwannul Haq et al., 2022). The PBM curriculum facilitates successful problem solving, communication, group work and interpersonal skills better than other approaches (Imam Tabroni, Ismayanti, et al., 2022).

So, overall Problem Based Learning is an effective model for improving students' understanding of material (Promey, 2014), (M. Sidqi Fail A et al., 2022). Students will make strong connections between concepts when learning about facts and skills by actively working with information rather than passively receiving information (Nurhadi et al., 2020). Although active learning provides additional work for students and teachers, students are satisfied with Problem Based Learning (Imam Tabroni, Hana Ihzan Nazillah, n.d.). Problem Based Learning strengthens students' confidence in the ability to solve problems and strive to be independent (Boud & Feletti, 1998).

So from the results of this study, it can be seen that there is a significant influence between student learning outcomes with the use of Problem Based Learning learning models. Because in learning that uses the problem based learning method students have the freedom to build their own knowledge so that

it is easier to understand the material. The Problem Based Learning learning model is packaged in an attractive way so that students easily understand the material provided. This is what makes students not feel difficult in working on the questions given, so that the quality of learning and cognitive learning outcomes of students becomes better.

Thus, the results of this study state that the Problem Based Learning method or learning model in Jurisprudence subjects can improve students' understanding of class VIII A material at MTsN 1 Purwakarta as evidenced by the average score of student learning outcomes during the pretest of 70.53 and during the posttest there was an increase to 76.84.

CONCLUSIONS AND RECOMMENDATIONS

Education is not just a process of transferring knowledge from teachers to students, but students also need to be equipped with reliable skills in analyzing and solving the problems they face. The problem-based learning (PBL) model or problem-based learning (PBM) is a flexible method that can be applied in a variety of learning, including fiqh learning. The application of PBL in fiqh learning is quite effective and facilitates understanding of students' material and connecting their knowledge with the reality of problems that exist in society.

The results of this study indicate the problem based learning (PBL) learning method. There is an increase in students' critical thinking skills between before and after learning using the Problem Based Learning (PBL) learning method. Learning Problem Based Learning (PBL). So it can be concluded that the Problem Based Learning (PBL) learning method has a positive effect on students' critical thinking skills.

From the results of the analysis and conclusions, the researcher provides the following recommendations:

- a. Collaborative Action Research on the Problem Based Learning (PBL) learning method, has a positive impact and there are improvements in the learning process. For this reason, MTs should develop similar studies that can contribute positively and support the success of learning.
- b. Research on the Problem Based Learning (PBL) learning method has yielded positive results in improving the quality of fiqh learning in class VIII A MTsN 1 Purwakarta. For this reason, teachers who carry out learning on topics that have similar characteristics to the research subjects should use a guidance approach in their learning.
- c. In order for the implementation of the PBL method to run effectively and efficiently, there needs to be synergy and collaboration involving PAI material experts, especially fiqh, with learning practitioners, so that they can adapt the material to the right learning methods, by focusing on the development and innovation of learning systems.

FURTHER STUDY

This study only uses one independent variable and one dependent variable. For further research, in order to develop this research, the variables used in this study can still be added. This is to deepen research and research results to be achieved.

For other researchers who wish to conduct research using a problem-based learning model, it is best to first check the validity of all the tools to be used in the research. This is so that the results obtained are truly valid. In addition, teachers must also be able to plan and manage study time properly using a problem-based learning model.

In addition, the teacher must also explain to students the steps to achieve learning outcomes so that students are not confused. In addition, this also aims not to waste a lot of time.

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