

## Implementation of Problem Based Learning Model to Improving Students' Critical Thinking Skills in Morals Learning At MTs Mu'allimin Katekan

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### Abstract:

The moral degradation among students—such as bullying, inappropriate social interactions, and low empathy—emphasizes the urgency of Akhlak (Islamic moral education) that fosters noble character and higher-order thinking skills. Critical thinking enables students to analyze information, assess moral values, and make logical, responsible decisions amid the rapid digital information flow. This study explores the preparation, implementation, and evaluation of the problem-based learning (PBL) model to enhance students' critical thinking in Akhlak subjects at *MTs Mu'allimin Katekan*. Using a qualitative descriptive design, data were collected from teachers, students, and classroom observations through interviews, documentation, and observation. Data were analyzed through reduction, presentation, and conclusion drawing, with validity ensured by source and technique triangulation. Results show that PBL, applied through preparation, implementation, and evaluation stages, effectively fostered students' confidence, argumentation, collaboration, responsibility, and empathy. Although some students were still passive and time was limited, PBL significantly improved critical thinking, communication, collaboration, and moral character.

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### Introduction (مقدمة)

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 themselves and society. (Rahman, Munandar, Fitriani, Karlina, & Yumriani, 2022) Education is an important thing in human life, without education humans will not be civilized and intelligent and cannot socialize with the surrounding environment. According to the law of the Republic of Indonesia number 20 of 2003 concerning the national education system, it functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming for the

development of the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Education has an active role in shaping the character of students, one of which is noble character. In this case, moral formation is one of the main pillars in the national education system, especially in the context of Islamic education.

Madrasah as an Islamic educational institution has a strategic role in fostering students through learning that is not only oriented towards science, but also religious sciences. According to government regulation No. 55 of 2007 Chapter I Article 1 states that religious education is education that provides knowledge, forms attitudes, personalities, and skills of students in practicing their religious teachings, which are carried out at least through subjects/courses in all paths, levels, and types of education.

In madrasah, subjects such as Akidah Akhlak, Al-Qur'an Hadith, Jurisprudence, and History of Islamic Culture are taught separately with the depth of material tailored to the characteristics of each field. In Islamic education, there are three main points, namely the education of creed, morals, and sharia. (Khasanah, Utomo, & Azizah, 2023) This approach shows the madrasah's commitment to shaping the character and morals of students through structured, systematic and sustainable religious learning. Islamic religious education in madrasah not only emphasizes cognitive aspects, but also develops affective and psychomotor aspects to form a generation with noble character and high moral integrity. The goal is to encourage the appreciation and application of religious values in everyday life, not just intellectual mastery. (Zakarya, Hafidz, Martaputu, & Nashihin, 2023)

However, the reality is that the world of education is experiencing a phenomenon that is quite alarming. In recent times, issues related to moral degradation among students have become a significant topic of conversation, especially in the context of education. Phenomena such as bullying, conflicts between students, drug abuse, promiscuous behavior, and extreme acts of violence, including murder, indicate a decline in moral values in the school environment. This raises deep concerns about the social and psychological conditions of learners and the need for effective interventions to address these issues. (Salamah, 2023) The rapid development of technology in the era of revolution 4.0, easy access to all information is an advantage as well as a challenge. (Hartati, Dewi, & Ifadah, 2021) One of them is the development of technology that is misused by students. They imitate the despicable deeds they see through social media.

This phenomenon confirms that the challenges of education today are not only related to cognitive aspects, but also to character building and strengthening the moral values of students. Therefore, a learning approach is needed that not only emphasizes academic aspects, but is also able to foster moral awareness and critical thinking skills in dealing with real-life problems.

Critical thinking skills are an important foundation in understanding and analyzing concepts or problems in moral learning that are often complex and require deep thinking. However, conventional learning that is still dominant in schools tends to be one-way, monotonous, and teacher-centered through the lecture method, thus providing less space for students to develop their critical thinking skills and creativity. (Nasution, 2022) In fact, in facing the challenges of globalization and the 21st century education era, students are required to master the 4C skills (critical thinking, collaboration, communication, and creativity) to be able to filter information, analyze problems, and find relevant solutions. (Ratminingsih, Budasi, Piscayanti, Adnyayanti, & Parag, 2021)

Along with the times, the educational paradigm began to shift towards a student-centered learning approach. This model places students as active subjects in learning, while the teacher acts as a facilitator. (Ifadah & Utomo, 2019) One of the innovative learning models that support this paradigm is problem-based learning. Problem-based learning encourages learners to be actively involved in solving problems through a scientific approach, so that in addition to

acquiring knowledge, they also develop critical thinking skills, creativity, and problem-solving skills. In problem-based learning, the learning process is constructive and influenced by social interactions and learning contexts that are relevant to everyday life. (Abdullah, 2022)

The selection of the Akhlak subject in this study was based on the contextual characteristics of its material, which is closely related to students' daily lives. At MTs Mu'allimin Katekan, the *Problem-Based Learning* (PBL) model has been applied only to a limited extent in Akhlak instruction, while Aqidah topics are mostly taught using a more theoretical approach. Akhlak material is considered more suitable for a problem-based approach, as it enables students to internalize moral values while applying them in everyday life.

Based on this rationale, the study is important to describe the implementation of the PBL model to enhance students' critical thinking skills in the Akhlak subject at MTs Mu'allimin Katekan. Through this research, it is expected that a deeper understanding will be obtained regarding the application of PBL in creating active, reflective, and contextual learning in moral education. There are three main areas discussed in this study: preparation, implementation, and evaluation in applying the Problem-Based Learning model.

## Method (منهج)

This research uses a qualitative approach, a qualitative research approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. With the type of descriptive qualitative research that aims to describe a symptom, event, or ongoing event at the time the research was conducted. The method used is the case study method, the case study method is used to study in depth about a particular case or phenomenon in real life. Data sources use primary data as well as secondary data. Primary data includes the results of interviews with moral creed teachers and students of MTs Mu'allimin Katekan and observations of moral learning activities at MTs Mu'allimin Katekan. While secondary data from the results of documentation. Furthermore, data collection techniques with interview methods in the form of structured interviews, with sources, namely teachers of morals and students of class VIII MTs Mu'allimin Katekan. Observation with the type of non-participant observation, researchers observe the learning activities of moral creed in class VIII MTs Mu'allimin Katekan. As well as documentation, documentation here comes from photos and teaching modules for morals. While data analysis techniques in the form of data reduction, data presentation, and conclusion drawing. The type of triangulation used is triangulation of data sources and techniques.

## Result (نتائج)

### Problem Based Learning

The problem-based learning model is one of the innovative learning models in organizing students' experiences. Ibrahim and Nur explained that problem-based learning is a learning approach that aims to encourage students' thinking skills through situations that focus on real problems in life, while involving the learning process in it. (Rusman, Learning Models, 2012) According to Graaf problem based learning is a source learning model that uses problems as a source of education. The type of problem used is tailored to the material and is usually an everyday problem. Learners are introduced and studied this problem so that they understand it and are able to solve it (Graaf & Kolmos, 2003) . The problem-based learning model is a learner-centered learning model that emphasizes real-world problem solving as a learning driver. This approach trains learners to face problems directly and find solutions through various cognitive activities, such as remembering, identifying, explaining, distinguishing, concluding, applying,

analyzing, synthesizing, and evaluating. According to Arrends, the problem-based learning model has the following criteria. Question or problem based learning; focusing on interdisciplinary interests; authentic inquiry; producing products/works and presenting them; and collaboration (Arend, 2012) . Problem based learning is not designed to help teachers convey a lot of information to learners. Direct instruction and presentations are more in line with the objectives of the problem-based learning model (Suana, 2020) . Learning stages using the problem-based learning model according to Ibrahim and Nur have five stages: 1) orient students to the problem; 2) organize students to learn; 3) guide individual and group investigations; 4) develop and present results; 5) analyze and evaluate (Rusman, 2012).

### **Critical Thinking Ability**

Ability is the capacity a person has to perform various types of learning tasks or certain activities that can be obtained through learning or innate from birth. (Gagne, 1985) Critical thinking according to Ennis critical thinking is reasonable and reflective thinking focused on deciding what to believe or do, which means critical thinking is a reflective thinking process that focuses on deciding what to believe or do. (Ennis, 2011) Critical thinking skill is the ability to think logically, reflectively, systematically and productively which is applied in making considerations and making good decisions. (Hidayah, Salimi, & Susiani, 2017) Critical thinking means thinking about something with logic and gathering as much information as possible about it before making a decision or doing something. (Meiliasari, 2023) Critical thinking has indicators as a description of the stages of a person considered to have critical thinking skills. Ennis divides into five stages as indicators of critical thinking.

1. Elementary clarification (providing a simple explanation)
2. Basic support (building basic skills)
3. Inference (concluding)
4. Advanced clarification (considering advanced explanations)
5. Strategy and tactics (organizing strategies and tactics)

Critical thinking ability is a person's capacity to think logically, reflectively, systematically, and productively in making decisions or determining beliefs. This ability can be acquired through learning or innate from birth. Critical thinking involves the process of gathering in-depth information and careful consideration before acting.

### **Moral Learning**

Learning is an activity of organizing or arranging an environment as well as possible and connecting it with students so that the learning process occurs (Ibda, 2022) . Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system, learning is defined as a dynamic process of interaction between educators, students, and learning resources. This process takes place in a conducive learning environment and aims to achieve optimal results in accordance with the stated educational objectives (Hrp, Masriro, Saragih, Hasibuan, & Simamora, 2022) .

The definition of morals from the linguistic point of view, morals come from Arabic, namely isim mashdar from the word akhlaqa, yukhliq, ikhlaqan, according to the scales (wazan) tsulasi majid af'ala, yuf'ilu, if'ala which means al-sajiyah (temperament), ath-thabi'ah (behavior, tabi'at, basic character), al-'adat (habit, prevalence), al-maru'ah good civilization), and al-din (religion) (Sesady, 2023) . Moral learning is an important process in shaping human personalities who are not only intellectually intelligent, but also moral and noble character. A deep understanding of the concept of morals and its relation to morals, ethics, and character is the basis for implementing effective and meaningful learning (Nadia, Ananta, Handayani, & Haura, 2023) .

The purpose of moral education according to Ahmad Tafsir is a goal that brings humans to become kaffah Muslims or perfect Muslims, namely Muslims whose bodies are healthy and strong, their minds are smart and clever, and their hearts are filled with faith and piety to Allah SWT (Tafsir, 2002). Classical scholars, Al-Khathib Al-Baghdady mentioned that the process of moral education has the aim to: Creating a harmonious relationship both with al-khaliq and with others; happiness in the world hereafter; directing people to have morals that are in accordance with Islamic teachings; instilling main morals and noble behavior; instilling a sense of responsibility to carry out amar ma'ruf nahy munkar; instilling a spirit of work and learning; strengthening motivation and refining their character (Aziz & Yusup, 2024).

### **Problem Based Learning Model Preparation**

The preparation stage is the initial stage before the problem-based learning model is applied. In learning planning activities need to be considered because it is related to the implementation of teaching and learning activities. In the preparation stage the teacher makes teaching modules as a guide in carrying out learning. The curriculum applied at MTs Mu'allimin Katekan is an independent curriculum. Adjusting to the objectives of the independent curriculum, namely learner-centered learning, the teacher chooses a problem-based learning model. The problem-based learning model has goals that are in line with the independent curriculum, namely centering learning on students, the teacher has a role as a facilitator in learning.

Before carrying out the learning process the teacher does some planning. In this stage the teacher needs to prepare several things. Before carrying out the learning process, the teacher first examines the basic competencies and learning objectives to be achieved. The planning process begins with an analysis of the teaching materials and characteristics of students as a basis for designing teaching modules, preparing materials that will be delivered to students, and finally designing problems as material for student discussion.

All learning components, such as methods, media, time allocation, and evaluation techniques, are arranged systematically so that the implementation of learning takes place effectively and efficiently. In addition, teachers also prepare teaching materials, reference sources, and scenarios or contextual case studies that are used as triggers in discussions. The comprehensive preparation aims to create a directed learning process while providing space for students to develop critical thinking skills and be active in learning.

### **Implementation of Problem Based Learning Model**

Implementation activities are the process of teaching and learning activities. Through interviews with akhlak akidah teachers of MTs Mu'allimin Katekan, learning activities are divided into three stages, namely initial activities, core activities, and final activities. Before the learning process begins the teacher prepares lesson support tools.

Initial activities in the form of opening the class by saying greetings, conditioning class cleanliness, checking the attendance of students, making apperceptions by asking about the material that has been learned at the previous meeting and stimulating learning, and the last is the delivery of learning objectives. In the initial activity, the teacher gives a lighter question as a warm up before the learning activity takes place. The purpose of this activity is to focus students so that they are ready to participate in learning. At this stage students are not yet required to use critical thinking because students only carry out teacher instructions.

The second stage in the implementation of the problem-based learning model is the core activity, where the teacher acts as a facilitator who guides learners in understanding real problems that are relevant to everyday life. The activity begins with the teacher providing an

introduction to the material and provoking learners through current issues, then explaining the direction of learning and dividing groups. Group division can be done freely to make learners more comfortable, or determined by the teacher based on character and academic ability to create diversity. Next, learners conduct group discussions with worksheets containing problems to analyze, exchange opinions, and develop solutions. The teacher accompanies this process by providing direction, motivation, and reinforcement for learners who are passive or experiencing difficulties, as well as building a positive classroom atmosphere.

At this stage, students are trained to think critically through problem identification, data analysis, argumentation, and collaborative problem solving. They also present the results of the discussion in front of the class to be tested through a question and answer session with other groups, resulting in active interaction that strengthens understanding and communication skills. The problem-based learning model proved to be effective in improving higher-order thinking skills while instilling moral values because students learn to distinguish good and bad behavior in a real context. With the active involvement of learners and supportive teacher assistance, learning becomes more interesting, contextual, and able to shape learners' characters more deeply.

The closing stage in the implementation of the problem-based learning model focuses on reflection and evaluation, where the teacher provides opportunities for learners to convey the conclusions of the discussion results, reflect on the learning process, and evaluate moral values that are relevant to everyday life. The teacher facilitates learners to reveal new things learned, difficulties experienced, and strategies to overcome them, while emphasizing the application of moral values in life.

### **Evaluation of Problem Based Learning Model**

Evaluation in the problem-based learning model is carried out to find out the process of applying this model can improve students' critical thinking skills in learning morals. Evaluation activities are important as a means of knowing the impact or obstacles in the application of learning models. This evaluation includes two main aspects, namely evaluation of the learning implementation process and assessment of student learning outcomes. The evaluation process involves students by asking students' opinions with the application of this learning model.

Evaluation of the learning implementation process shows that problem-based learning is effective despite some challenges, such as uneven learner involvement and unsupportive group dynamics. Teachers overcome these obstacles by providing motivation, accompanying students intensively, and creating an open and supportive learning atmosphere so that students are more confident to actively participate in discussions.

Evaluation of learning outcomes The teacher uses an assessment rubric based on critical thinking indicators to assess the clarity of arguments, relevance of solutions, as well as collaboration and communication skills of learners. Observation results showed significant developments in learners, such as courage in expressing opinions, high initiative in finding information, and increased reflective and critical abilities on the issues discussed. These findings reinforce that the problem-based learning model not only improves cognitive understanding, but also builds character and higher order thinking skills that are very relevant in moral learning.

Learning planning at MTs Mu'allimin Katekan focuses on developing the potential of

### **Discussion (مناقشة)**

students through an independent curriculum. The morals teacher compiles teaching modules that are in accordance with the syntax of the problem-based learning model according to Ibrahim and Nur, namely orienting students to the problem, organizing them to learn, guiding

investigations, developing and presenting work, and evaluating problem solving. This model is considered relevant for moral learning because it is closely related to daily behavior, making it easier for students to understand and apply it. In addition, teachers also pay attention to indicators of critical thinking skills in lesson planning, so that the learning process is more directed and learning objectives can be achieved optimally.

Based on Gagné's theory, this planning includes the development of five types of learning abilities: intellectual skills, cognitive strategies, verbal information, attitudes, and motor skills. Teachers design activities systematically so that students' critical thinking skills are formed through gradual stages, from recognizing problems to developing solutions. This shows that learning planning at MTs Mu'allimin Katekan not only prepares technical devices, but also builds a strong foundation for creating contextual, meaningful, and applicable moral learning in the daily lives of students.

The implementation of the problem-based learning model in learning morals at MTs Mu'allimin Katekan consists of three stages: introduction, core, and closing. Teachers prepare learning tools such as laptops, videos, and LKPD to support the learning process. The initial stage begins with the delivery of contextual problems through videos, pictures, or short narratives that are relevant to the daily lives of students. The problems raised are complex and do not have a single answer, so as to stimulate students' critical thinking skills as the principle of problem-based learning according to Arends and Ibrahim & Nur. In the core stage, learners are divided into heterogeneous groups to discuss the problem. The teacher acts as a facilitator by guiding group discussions, distributing LKPD, and providing directions so that learners actively seek solutions through various sources, including the Qur'an and hadith. This discussion practiced critical thinking, collaboration, and communication skills, although some learners were still found to be passive. The teacher dealt with this by providing guidance and specific roles to encourage active participation of all group members.

The final stage is the preparation of solutions and presentation of discussion results in front of the class. Learners present logical and applicable solutions, as well as train their courage to speak, defend their arguments, and receive input from other groups. This presentation strengthens the understanding of moral concepts while developing critical thinking and communication skills. Thus, the implementation of problem-based learning at MTs Mu'allimin Katekan is proven effective in forming students who are reflective, analytical, and able to apply moral values in real life.

Evaluation in the problem-based learning model is an important stage to measure the success of the process and learning outcomes of students. This evaluation not only assesses cognitive understanding, but also involvement in the process, critical thinking skills, and moral reflection on the problems studied. At MTs Mu'allimin Katekan, evaluation is carried out on an ongoing basis through formative evaluation during the discussion process and summative evaluation at the end of learning. Teachers observe learners' activeness, presentation results, and oral and written reflections to assess the ability to clarify problems, compose arguments, and evaluate solutions. According to Ennis' theory, critical thinking must be accompanied by the ability to evaluate conclusions and strategies taken. For example, in the topic of social media ethics, learners who are able to present arguments based on the Qur'anic text and evaluate the impact of online behavior are considered to have achieved good critical thinking indicators.

Evaluation in the Problem Based Learning model serves not only to assess cognitive learning outcomes, but also to measure students' involvement in the learning process, critical thinking skills, and moral reflection on the problems studied. According to Ibrahim and Nur, the final stage of problem based learning emphasizes the analysis and evaluation of the problem-solving process, while Ennis emphasizes the evaluation of the critical thinking

strategies used by students. At MTs Mu'allimin Katekan, evaluation is carried out formatively and summatively through discussion observation, presentation assessment, and individual and group reflection, with indicators including problem clarification, data-based argument preparation, inference, and solution assessment. The results show that PBL encourages learners to think critically, work together, and convey solutions based on valid data, while forming moral awareness and social character.

## Conclusion (خاتمة)

This study demonstrates that the implementation of the *Problem-Based Learning* (PBL) model in Akhlak instruction at MTs Mu'allimin Katekan can enhance students' critical thinking skills while fostering a positive attitude toward learning. The implementation process was carried out through three main stages: preparation, implementation, and evaluation.

In the preparation stage, teachers designed learning tools such as teaching modules and student worksheets containing contextual problems, encouraging students to analyze, reason, and draw logical conclusions. During implementation, students actively identified problems, engaged in group discussions, formulated solutions, and presented their findings. This process helped them connect moral values with real-life situations and internalize ethical principles. The evaluation stage revealed improvements in students' confidence in expressing opinions, argumentation skills, collaboration, as well as empathy and responsibility.

Although there were challenges, such as limited time and some students remaining less active, the application of PBL proved effective in creating a more engaging, reflective, and contextual learning atmosphere. Therefore, PBL is recommended as an alternative instructional strategy to improve critical thinking skills and strengthen noble character in moral education at madrasahs.

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The results of this study confirm that the application of the problem-based learning model in akhlak learning at MTs Mu'allimin Katekan is able to improve students' critical thinking skills through an active, reflective, and contextual learning process. Problem based learning facilitates learners to identify problems, compile logical arguments, and formulate solutions that are relevant to moral values, while strengthening cooperation and ethical awareness. This, problem based learning is not only effective in cognitive aspects, but also significant in shaping learners' character. This research recommends the use of model problem based learning as an innovative strategy in moral education to prepare a critical, collaborative, and noble generation.

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