

The Influence of The Problem Based Learning (PBL) Model on Motivation and Results in *Fiqh Mawaris* Learning at MAN 2 Sukabumi

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Abstract

The aim of this research is to determine (1) the influence of the Problem Based Learning (PBL) model on the learning motivation of class XI Science students at MAN 2 Sukabumi and (2) the influence of the Problem Based Learning (PBL) model on the learning outcomes of class XI Science students at MAN 2 Sukabumi. This research uses a quasi-experimental research design using a pre-test and post-test group research design. The research results showed that there was no influence of PBL on the learning motivation of class XI Science students at MAN 2 Sukabumi. The influence of PBL on the learning outcomes of class XI Science students at MAN 2 Sukabumi in each domain is: (1) there is an influence of the PBL model on students' social attitude learning outcomes, (2) there is no influence of the PBL model on students' spiritual learning outcomes, (3) there is an influence of the PBL model on students' knowledge learning outcomes (4) there is an influence of the PBL model on learning outcomes student skills. The application of the PBL model to increase motivation so that it becomes optimal should be modified.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui (1) pengaruh model *Problem Based Learning* (PBL) terhadap motivasi belajar siswa kelas XI IPA di MAN 2 Sukabumi dan (2) pengaruh model *Problem Based Learning* (PBL) terhadap hasil belajar siswa kelas XI IPA di MAN 2 Sukabumi. Penelitian ini menggunakan rancangan penelitian eksperimen semu (*quasi experiment*)

dengan menggunakan desain penelitian *pre-test and post-test group*. Hasil penelitian menunjukkan bahwa tidak ada pengaruh PBL terhadap motivasi belajar siswa kelas XI IPA di MAN 2 Sukabumi. Pengaruh PBL terhadap hasil belajar siswa kelas XI IPA di MAN 2 Sukabumi pada masing-masing ranah adalah: (1) ada pengaruh model PBL terhadap hasil belajar sikap sosial siswa, (2) tidak ada pengaruh model PBL terhadap hasil belajar spiritual siswa, (3) ada pengaruh model PBL terhadap hasil belajar pengetahuan siswa (4) ada pengaruh model PBL terhadap hasil belajar keterampilan siswa. Penerapan model PBL untuk meningkatkan motivasi agar menjadi lebih maksimal sebaiknya dilakukan modifikasi.

Keywords: Problem based learning, learning outcomes, motivation, *fiqh Marwaris*

Introduction

Education mostly revolves around the process of learning within schools. The success or failure of achieving an educational objective relies on the type of self-directed learning experience that students perceive as students. Learning is a human activity that typically involves two primary components: the instructor, who imparts knowledge, and the pupils, who acquire knowledge. During this process, individuals enhance their understanding in order to surpass basic survival requirements. According to Suriasumantri (1993), humans, as *homo sapiens*, have a natural inclination to engage in intellectual pursuits and venture into uncharted territories. This drive is not solely for survival, but also encompasses a desire to accomplish meaningful tasks.

According to the constructivism theory, learning is a process of conceptual change, where students generate and accept new concepts or restructure existing ideas and pictures (Bell, 1993). The learning process involves more than simply imparting information to pupils; it places greater focus on expanding or transforming the existing conceptions that students possess. Psychologically, learning can be defined as a phase of transformation in an individual's behavior that is influenced by their experiences and interactions with the environment, and incorporates cognitive processes (Syah, 2001).

Learning is a process of interaction between students and teaching materials. Good learning will place students as active learners, not as learning objects. As a result, students want to have direct experience in practicing. Success in teaching and learning activities can be observed from the income from students' practice. Widoyoko (2009) defines student learning outcomes as changes that occur in students due to teaching and learning activities with non-physical characteristics, such as changes in

actions, insights, or skills. The expected learning outcomes are not only in the form of insight skills but also skills and expertise in seeing, analyzing, and solving problems, making concepts, and carrying out allotment of activities so that both activities or products obtained from this learning activity get an evaluation. This way, the expected results of practice in teaching and learning activities must include action, insight, and expertise.

Various variables can impact the efficacy of students' practice. Syah (2001) contends that the elements influencing students' learning outcomes can be categorized into three distinct groups. (1) The internal aspect refers to the physical and mental state of students. (2) The external elements refer to the surrounding environment of students. (3) The learning approach refers to the methods used by teachers to facilitate teaching and learning activities.

Palittin et al. (2021) suggest that student learning results might be impacted by both intrinsic and extrinsic motivation. In their study, Kurniawati et al. (2022) defined motivation as the force that compels individuals to modify their behavior in order to achieve their desires more effectively. The level of motivation has a crucial role in determining the success of students, particularly in attaining optimal learning outcomes. In contrast, the lack of enthusiasm among students to engage in practice leads to correspondingly low outcomes. The motivation of students to learn is strongly correlated with the approach used to conduct group teaching and learning activities. Therefore, it is crucial for the teacher to also assess their own commitment to the chosen method of instruction.

Observations at MAN 2 Sukabumi show that *fiqh* learning parties still use conventional learning approaches, namely chalk and talk. Teachers still use blackboards and lectures without paying attention to the subject matter, so students' understanding is not optimal for specific materials. Besides that, for sure subject matter, students lack the motivation to learn in the realm of attention, relevance, confidence, and satisfaction.

The solution offered to overcome the intertwined cases is to use the Problem Based Learning learning model, a form of teaching and learning activity based on the method of constructing insights by students. In PBL, the focus of teaching and learning activities is on the selected problems so that students not only pursue concepts related to the problem but also solve the problem. In this connection, Santyasa (2008) assumes that students are not only required to master designs related to the issues that become the center of attention but also gain practice experience related to problem-solving.

Problem Based Learning (PBL) can increase positive student behavior because this teaching and learning activity strategy enables students to participate in teaching and learning activities by solving problems assigned to the class. It is supported by the results of previous

studies, including research from Mardani (Mardani et al., 2021), who concluded that the application of the PBL model had a positive effect on the motivation and social studies learning outcomes of Grade VIII students of SMP Negeri 3 Sukasada. Likewise, the results of research from Ramlawati et al. (2017) and Wardani et al. (2021) concluded that the PBL model could increase students' motivation and learning outcomes in Class VII Science subjects at SMP Negeri 5 Pallangga.

In PBL, students are faced with a real-life problem that will be more interesting for students to pursue research that governs the rules of the allotment of inheritance. Allocation of inheritance in Islam is the property handed over from a person who has died to his heirs, namely his family and relatives. However, only some students think that *Marwaris* material in *fiqh* lessons is quite complex and requires deep understanding because it involves many cases and is loaded with mathematical calculations. As a result, *fiqh* lessons on *Marwaris* material are seen as less exciting subject matter. They tend to be avoided by many students, so the teacher chooses a PBL learning approach to increase learning motivation and outcomes.

Literatur Review

The Nature Problem-Based Learning Models (PBL)

Amir (2016), Santosa et al., (2022), and Ulfah et al., (2016) stated that Problem Based Learning (PBL) is a form of teaching and learning activity that allows students to practice in groups to find real-life solutions to problems. This problem is used to involve the curiosity and analytical power of students. For Trianto (2011), PBL is the presentation of teaching and learning activities to students with problem situations, the problems presented are adapted to original and meaningful positions that can make it easier for students to carry out tracking and inquiry. The selected case is a problem close to the student's area.

Rusman (2011) added that PBL is an innovative teaching and learning activity in which students' thinking power is optimized through analytical group or team activities so that it can empower, sharpen, experiment, and sustainably improve their thinking power. Arends (Richard, 2008) also reported that PBL is a form of teaching and learning activity signaled by students working with other students, alone or in small groups. Working together encourages participation in assignments and increases opportunities to carry out tracking and joint conversations to develop thinking skills and social skills. Jacobden et al. (2009) said that PBL could effectively increase student motivation because teaching and learning activities with PBL have the effect of curiosity, challenges, authentic obligations, and participation.

The Problem Based Learning (PBL) model has several characteristics. Richard (2008) put forward three main features of the application of the PBL model in the classroom, namely:

- 1) Problem Based Learning is the arrangement of teaching and learning activities. This form does not require teaching participants to pay attention, write, then remember the lesson module, but through PBL, active teaching participants to think, talk, search, and cook information, and finally formulate.
- 2) Teaching and learning activities are aimed at solving problems. PBL puts problems as a foothold in teaching and learning activities. Problems are an essential part of implementing PBL; without problems, there would be no way of teaching and learning activities.
- 3) The solution to the problem is attempted by using an objectively assuming approach. This way of thinking is tested by objectively using an assuming method. Carrying is tested analytically and empirically. Analytical means accepting the objective through specific stages, whereas empirical means handling problems based on precise information and facts.

Cases are an essential part of the PBL format. Not only problems but the problems presented in teaching and learning activities must have conditions with real life and be able to attract students' attention. The PBL form has a cooperative personality; students take turns working together and exchanging ideas in small groups and function actively in teaching and learning methods. And work together in concluding problems and assumptions and follow up to find evidence of the assumptions they make, then serve. In addition, PBL trains students' ability to find solutions to what they are facing, not just one solution but various solutions, which in turn makes their thinking methods more open. Therefore, researchers choose a form of problem-based learning to increase students' motivation and learning outcomes at school.

The Nature of Learning Motivation

The term encouragement comes from the word pattern, which can be referred to as the power that exists in a person that causes that person to act or do something. Patterns can be interpreted in the best-selling action directed by people. In this way, encouragement is the pressure on a person to carry out certain activities to achieve specific missions (Uno, 2014). Conversely, for Mc. Donald (Mc Donald, 2011) reported that the urge has 3 significant parts, namely (a) the urge opens the formation of a change of energy in each person, (b) the urge is signaled by the emergence, feeling or "feeling" of someone's affection, and (c) the urge to be stimulated because of a mission. That way, the motivation for this matter is the answer to a behavior, namely, a mission. Encouragement does arise from within the

person, but its appearance is due to being stimulated or driven by other factors; in this case, it is a mission.

Meanwhile, Hull Dimiyati and Mudjiono (2002:82) assume that encouragement or pressure is an attempt to fulfill a desire. Encouragement is a method people try to keep their lives going. Human needs produce triggers for the emergence of urges and the urge to activate selling actions. The best-selling step that sticks out to people is as a reaction of people to fulfill their needs.

Instead of practicing interpretation for Hamalik (2017) is a way of changing people's popular actions through interaction with the environment. On a similar thought, Uno (Uno, 2014) reported that learning is an experience gained because of the interaction between people and their environment. The views of the figures above are also confirmed by the statement that was informed by Slameto (2013), who reports that training is a way that someone tries to get the latest changes in selling behavior as a result of his experience with the environment. In this way, practice is a change in a person's attitude that is obtained through the interaction of people with their environment.

Sagala (2017) explains that motivation is a decisive factor in practice. Encouragement has a significant influence on how students practice. With encouragement, the way students practice runs efficiently. Someone will practice if in him there is a will to practice. Am added that the motivation to practice is the totality of the pioneer energy in the students that gives rise to practice activities, which distributes directions in practice activities as a result of successful teaching and learning activities missions (Am, 2011).

Hanafiah and Suhana (2009) stated that the motivation to learn is power, a driving force, a tool for building the will. And a strong will in students to practice in an active, innovative, efficient, creative, and fun way in the form of attitude change, both from a cognitive, affective, and psychomotor point of view. Meanwhile, for Uno (2014), encouragement to learn is internal and external pressure on students practicing to make changes in demand. Winkel (Winkel, 2004) said that the motivation to practice is the totality of students' psychological pioneering energy, which generates learning activities, guarantees the continuity of learning, and provides direction in learning activities to achieve a mission.

Based on the opinions of the figures above, it can be concluded that the motivation to learn is an external or internal driving force or pioneer that exists in students to carry out learning activities to achieve the mission of teaching and learning activities. This encouragement to practice can arise if the teaching and learning activities that are tried in the category require the participation of students in solving a problem using a team.

Learning Outcomes Concept

For Hamalik (2010), the result of learning how to change actions in demand in a person can be observed and measured in the form of knowledge, activities, and skills. This change can be referred to as the formation of improvements and developments that are better than before, and those that are unknown become known. On the contrary, Suprijono (2015) argues that practice results are patterns of action, values, interpretations, attitudes, rewards, and skills.

There are several expert opinions on the meaning of practice. For Usman (Usman & Setiawati, 1993), practice results in altering popular actions or people's skills. This change in activity is caused by a developmental process characterized by physiology or maturity. Change occurs because of practice habits, skills, or in all three views: insight (cognitive), action (affective), and craft (psychomotor). Practicing allows people to find various competencies, skills, and activities. Efforts to gain expertise or knowledge are people's efforts to fulfill their needs and gain knowledge or expertise they did not have before. As a result, by practicing, people learn, master, and understand what they can do and have about something.

From this video, it can be concluded that practice is a person's attempt to increase knowledge and gain new knowledge to understand, understand, and understand something. Based on the quotations above, it can be concluded that the results of practice are the result of a person's effort in practicing, which a numerical test can measure to prove the person's skill or knowledge. The results of practice are used to measure the level of students' explanations in practice. In this research, researchers tested the cognitive domain using 2 methods, the pretest, and the posttest. The pretest was given before the teaching and learning process took place; this meant to find out their initial insight into the teaching and learning activities to be tried, after that the researchers gave a posttest to find out how much the students had mastered the module after being treated with a problem-based learning model.

The learning outcomes obtained by students are different; it depends on each person and the factors that influence it, such as the motivation to practice students as an essential aspect. The result of practicing in this research is the change in popular action due to the way of teaching and learning activities after being treated using the PBL form. The turn of popular action includes cognitive, affective, and psychomotor perspectives. In a cognitive view, it can be observed in the posttest scores after exploring teaching and learning activities using the form of problem-based learning. The practical idea is kept from the tendency to play a role in group dialogue and students' habits in the category. From a psychomotor perspective, it can be observed from students' skills in presenting their creations.

The Nature of Fiqh Mawaris

Fiqh subjects are part of Islamic Religious Education (PAI) Subjects in excellent schools. At the MA level, *fiqh* is a subject that must be offered to course participants from Section X to Section XII. Not only that, but many other Islamic teaching topics are the Hadith of the Qur'an, Adab beliefs, and the origins of Islamic culture. With the *fiqh* course, course participants will be trained to know the rules for carrying out the commands of Allah SWT. In addition, it is essential to teach the participants *fiqh* topics as a basis for practicing Islamic teachings in everyday life, including the law of the *Mawaris*.

Inheritance law is a regulation governing the transfer of wealth of a person who has passed away to one or several other people (Hartanto, 2015). From this interpretation, it can be concluded that, in essence, the law of inheritance is a regulation that regulates the legal consequences of a person's death to wealth in the form of the transfer of assets from the heir. And the legal impact of the transfer on the heirs, both in the bonds between heirs and between them with third parties.

Furthermore, Hartanto (2015) said that in an inheritance, there are 3 significant factors, namely: (1) there are people who have passed away acting as heirs, (2) there are assets left behind, and (3) there are heirs. What is meant by an heir is a person who dies by leaving behind assets. Conversely, what is meant by heirs is the number of people who take over the role of the heir in the legal aspect of assets because of the heir's death. Next, what is meant by inheritance is wealth which can be in the form of assets and liabilities from the heir who has passed on to the heirs.

Method

This research uses the concept of imaginary research (quasi-experiment). The research concept used is the pretest and posttest groups. The population in this study were all students in the XI category of the IPA MAN 2 Sukabumi program, namely categories XI IPA- 1 to XI IPA- 4. The illustration collection method used was random sampling. As a result, 2 categories were obtained as illustrations, namely the XI IPA- category 2 as the research category and XI IPA-3 as the supervision category, with each class consisting of 25 students. The research category uses Problem Based Learning (PBL), while the supervision category uses a conventional approach. There are also research instruments used in this research.

Results and Discussion

Testing the application of this syntax was carried out by equating the pretest and posttest of teaching participants to research and supervision

in the regression test. The significance value of the regression experiment based on Chart 3 in the research category is 0.041. 0.05 proves that the PBL syntax has been implemented in an unchanged manner. The results of the analysis of the stability of the syntax implementation prove that the treatment that was tried in the research category was practically well implemented and did not change.

Information on students' encouragement to practice was obtained using 2 instruments: the motivation to practice questionnaire submitted at the beginning and at the end of the meeting and monitoring sheets during teaching and learning activities. The corrected average score for motivation to practice based on Chart 5 in the research category is 0.75, while in the larger control category, it is 0.79, indicating that the motivation level to practice in the research category is 0.043 based on the supervision category.

The results of students' practice cover 3 domains: action (spiritual and social), insight, and expertise. This average figure is corrected for the results of practice and insight. The corrected average score in the research category based on Chart 7 is 82.42, while in the smaller supervision category, it is 68.96, proving that the income from practicing students' insights in the research category is 13.42 greater than the supervision category.

The Effect of Problem Based Learning (PBL) on Learning Motivation of Class XI IPA Students at Madrasah Aliyah Negeri (MAN) 2 Sukabumi

Derived from the results of the data analysis on the impact of the form of training activities guiding PBL to the learning pressure of the teaching participants using the ANCOVA experiment and the Independent Sample t-test, the significance values were 0.317 and 0.844 > 0.05. As a result, H₀ was obtained, and H_a was rejected, meaning that the research information does not support the assumption. These results prove that PBL teaching and learning activities do not affect students' motivation to practice. The results of the corrected numerical analysis demonstrate that the surveillance category scores are more significant than the research category scores, with a difference of 0.043. As a result, using PBL cannot significantly increase student motivation compared to applying an objective approach in the usual way.

Setyowaty's research results (Setyowati, 2022) prove that applying the PBL format can increase motivation and learning outcomes of teaching participants in Indonesian subjects in the statement module and the purpose of the literature reading. Setyowaty's research results are different from the results of this research because they predict a different research concept. Setyowaty uses the action research category, whereas this research uses an imaginary study (quasi-experiment) where the PBL form is used as a treatment in the research category. In contrast, the surveillance category

uses the conventional form. The comparison of the results of this research is also predicted to be influenced by other external factors such as teachers and learning tools.

The Effect of Problem-Based Learning (PBL) on Learning Outcomes of Social Attitudes of Class XI IPA Madrasah Aliyah Negeri (MAN) 2 Sukabumi

Based on the results of statistical experiments using the Independent Sample t-test, it was accepted that the Significance value was $0.036 < 0.050$. As a result, H_0 was rejected, and H_a was obtained. It proves that the form of PBL teaching and learning activities affects the results of students practicing social action. Previous research results support this connection, including research from Bashori et al. (2021). It was found that applying the PBL form could increase students' practice activities in the Lower Graphic Concepts subject at SMKS Ibnu Khaldun Al-Hasyimi. Likewise, the results of research by Soraya et al. (2018) formulated that the form of Problem Based Learning (PBL) teaching and learning activities with a local virtue platform influence in a positive way the social actions of students in mathematics.

In teaching and learning activities by practicing the PBL form, many students' abilities are raised in their cognitive, affective, psychomotor, or social perspectives. The social views measured in this PBL application are activities and collaboration. Based on the results of observations along the way of teaching and learning activities of students, it can be seen from the way students dialogue in small groups to solve the problems presented. Students are also actively sharing feedback from friends' opinions or responding to questions submitted by the teacher. Collaboration with students can also be seen in allocating the obligations of each group organization to carry out activities to solve marital problems that often occur in everyday life. Another reason that PBL can increase the results of practicing social actions is related to the syntax of PBL, especially in how to mobilize students to practice, help track students, and develop and present artificial results.

The Effect of Problem-Based Learning (PBL) on Learning Outcomes Spiritual Attitudes of Class XI IPA Students at Madrasah Aliyah Negeri (MAN) 2 Sukabumi

Derived from the results of statistical experiments, the Independent Sample t-test received a Significance value of $0.409 > 0.050$. As a result, H_0 was obtained, and H_a was rejected, meaning that the research information did not support the assumption. It proves that the form of PBL teaching and learning activities does not affect the results of practicing students' mystical acts. This result agrees with Ramdani and Marzuki's research (Ramdani & Marzuki, 2019), which formulates Civics teaching and learning activities in junior high schools in the Banten District. Which has a significant impact on the religious personality of students, is a form of finding teaching and

learning activities, the second line is a form of teaching and learning activities based on blueprints, records of teaching and learning activities based on problems are in the third line.

The non-influence of PBL on the results of practicing *kebatinan* in the research category is not because of practicing *kebatinan* in the small research category but because of the effects of practicing *kebatinan* between the research category and the supervision category using conventional approaches broadly and regularly. In this regard, *fiqh* lessons are part of PAI. As a result, in practice, *fiqh* teachers always emphasize the application of worship as a mystical act that must be carried out by students, both in the research and control categories. Not only that, but the teacher always invites students to reflect on the modules of teaching and learning activities that are being studied with a lifestyle every day so that students get used to being happy and protecting themselves. Therefore, the principles of PBL and the conventional approach are the same, namely, wanting to make students good at the results of learning insights or actions and skills.

The Influence of Problem-Based Learning on Knowledge Learning Outcomes of Class XI IPA Students at Madrasah Aliyah Negeri (MAN) 2 Sukabumi

Based on the results of statistical experiments using the ANCOVA experiment, a significant number of $0.021 < 0.050$ was obtained. As a result, H_0 was rejected, and H_a was received, meaning that the research information supports the assumption. It proves that the form of PBL teaching and learning activities affects the results of practicing students' insights. The corrected numerical analysis demonstrates that the research category scores are more significant than the surveillance category scores, with a difference of 13.42. It means that the PBL form is more efficient for increasing the learning outcomes of students' insightful thinking when compared to the conventional form in the usual way. The research results of Indriawati and Kusnandar assisted this bond (Indriawati et al., 2021; Kusnandar, 2013) who reported that the form of Problem Based Learning (PBL) teaching and learning activities had a positive effect on the results of cognitive practice and encouragement to practice. Likewise, Gunawan's research (Gunawan et al., 2022) concluded that using PBL strategies and motivation to practice could improve the results of students' English courses.

Income from practicing *fiqh* in the *Mawaris* module using the PBL form can be maximized because PBL is an excellent way to master inheritance law and the rules for allotment. Students feel more challenged in solving the case of heritage, which often leads to clashes between heirs. Another aspect of PBL applications that can increase the results of learning insight is related to the syntax of PBL itself, especially in how to help track students and develop and present student-made results.

The Effect of Problem-Based Learning (PBL) on Skills Learning Outcomes in Grade XI IPA Students at Madrasah Aliyah Negeri (MAN) 2 Sukabumi

Based on the results of statistical experiments using the Independent Sample t-test, it was found that the Significance score was $0.015 < 0.050$. As a result, H_0 was rejected, and H_a was obtained. It proves that research information supports the notion that the form of PBL teaching and learning activities influences the results of students' skill practice. Previous research results support this connection, including Janah's research (2018), where the application of the Problem Based Learning form positively affects the scientific skills of students in the XI MIPA category at SMA Negeri 1 Jepara. Likewise, the results of research from Hasanah and Utami (2017) also concluded that the form of Problem Based Learning positively affected scientific skills at SMA Negeri 12 Pekanbaru.

The results above have an interpretation that in the *fiqh* teaching and learning activities of the *Mawaris* module, students do not only pay attention to the teacher's speech and occasionally carry out rose-linked calculations. It is consistent with the dream of the PBL teaching and learning process in which students are not expected to observe, write and memorize the lesson modules. Still, with PBL, students actively think, speak, seek and prepare information, and formulate conclusions. In the *fiqh* teaching and learning activities of the *Mawaris* module, students are confronted with the reality that many problems of allotment of inheritance are very complicated. And students learn more efficiently to unravel these cases. They can carry out calculations of the distribution of inheritance according to the rules and laws of the *Mawaris* law in *fiqh*.

Conclusion

Based on research that has been tried, conclusions can be obtained as follows, firstly: Problem Based Learning (PBL) has no effect on students' motivation to practice in the *fiqh* subject of the rose module category XI IPA MAN 2 Sukabumi. Secondly, The effects of Problem Based Learning (PBL) on the results of students' practice in the *fiqh* subject of the *Mawaris* module category XI IPA MAN 2 Sukabumi are (1) there are effects of Problem Based Learning (PBL) on the results of students practicing social actions, (2) there is no effect of Problem Based Learning (PBL) on the results of practicing inner students, (3) there is an effect of Problem Based Learning (PBL) on the results of practicing students' insights, and (4) there is an effect of Problem Based Learning (PBL) on the results of practicing actions Skills.

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Conflict of Interests

There are no disclosed conflicts of interest for the writer. I attest that the submission is unique and is not already being considered by another publisher.

Ethical Considerations

The sources for this research include articles, books, research papers, and scientific forum processes which are all free from copyright infringement.

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