



CREATIVITY OF ISLAMIC EDUCATION TEACHERS AND INCREASING STUDENT LEARNING INDEPENDENCE

Adilla Haryuni¹, Meyniar Albina²

State Islamic University of North Sumatra Medan, Indonesia¹²

Correspondence Email: adilla0301202202@uinsu.ac.id

ABSTRACT

This study examines the creativity of pie teachers in using PJBL to increase student learning independence. Creativity is one of the keys in the learning and teaching process that is oriented to effective learning as educational goals, optimal education and developing student abilities. Discussed in detail related to teacher activities in applying the PJBL method and how the results of student learning independence in the SD Negeri 135562 Tanjung Balai City through the creativity of Islamic Education teachers who aim to increase student independence which automatically also increased learning outcomes. To achieve this goal of this study used a qualitative approach, with data collection techniques, namely observation, interviews and documentation with participants interviewing a pie teacher and 3 students and 20 students for filling out data questionnaire. The results showed that creativity in PJBL learning can create a new learning scope that is more effective, fun and useful. This not only increases student learning independence but helps develop skills within themselves. The creativity used by PAI teachers through Project-Based Learning (PjBl) has a significant positive impact on the learning process, making it more engaging. This not only enhances students' independence in learning but also helps develop their skills.

ARTICLE INFO

Article History:

Submitted/Received 02 Feb 2025

First Revised 09 Feb 2025

Accepted 20 Feb 2025

First Available online 13 Mar 2025

Publication Date 13 Mar 2025

Kata Kunci:

Creativity; Islamic Education
Teacher; Student Learning
Independence.

1. INTRODUCTION

In Islamic Education (PAI), creativity does not only involve the learning process such as innovative methods, but also the ability of teachers to motivate students to learn independently (Hermawati, 2023). With creative learning is expected to improve critical thinking skills, solve problems, and develop student personality and create a creative and interactive learning environment it is very important to encourage student independence.

Teacher creativity is the ability to implement new methods in learning to support intellectual, emotional, and social growth students (Craft, 2005). One form of relevant creativity in Islamic Education is Project-Based Learning / PJBL. PJBL not only increases student involvement, but also develops critical thinking skills (Thomas, 2000).

Some studies show the effectiveness of PJBL in increasing learning independence for example, Wulandari (2020) found that PJBL significantly increased the independence of learning for grade 5 elementary school students. Other research by Arya Hasan As'ari et al. (2023) also concluded that the application of PJBL by creative teachers has a positive impact on student learning motivation and independence. This research is different from the previous study because it will examine how the creativity of Islamic Education teachers in the application of PJBL can specifically increase student learning independence at the SD Negeri 135562 in Tanjung Balai City. In addition, this study will examine the specific aspects of the creativity of teachers in the context of pie, which have not been discussed.

This research examines: 1) How is the creativity of Islamic Education teachers in implementing PJBL in the SD Negeri 135562 Tanjung Balai City? 2) What is the result of the application of PJBL by Islamic Education teachers can increase student learning independence?

The importance of answering the question above is to understand the role of creative pie teachers in encouraging student learning independence. Learning independence can improve the quality of education, especially in religious-based learning that prioritizes character development and critical thinking skills. This understanding can also be a reference for other teachers in designing learning strategies that are more effective and relevant to student needs.

2. RESEARCH METHODS

This study uses a qualitative approach with descriptive analysis and uses the validity test of data triangulation methods and triangulation of sources. The qualitative approach is chosen because it allows researchers to understand the phenomenon in depth and contextual, and obtain rich data from the direct experience of research subjects (Creswell, 2014).

To find out the level of student learning independence before and after the creative teaching intervention from the teacher (PJBL model) is carried out qualitative data collection in the form of a brief questionnaire filled with classes of class 5. The subject of this research is the teacher of pie and grade 5 students amounting to 20 students (men 10 and women 10) and implementation for 3 months. For interviews

to students set 3 students (purposive sampling) by choosing students who are active in the classroom.

Data is collected through engineering: observation (direct observation in class in observing the creative method used by the teacher with the steps of designing learning, student interaction, student response to creative approaches), interviews (in-depth interviews to Islamic Education teachers about the creativity strategy Will be applied by Islamic Education teachers, also interviews to students about the impact of creative teaching on their learning processes), documentation (in the field), questionnaire (measuring changes and student learning independence in the management of initiative time in task resolution and returns in decisions). To ensure the validity of the data obtained, efforts are made through data cross-examination techniques or data triangulation (Sugiyono, 2017). Data collection techniques and data validity tests are expected to produce more valid data and processing.

3. RESULTS AND DISCUSSION

I found the findings after making observations in the field, the findings I got are as follows:

Islamic Education Teacher Creativity

Mrs. Sri Wahyuni defines creativity in teaching as the use of various methods and media to make Islamic Education lessons interesting. He applies project-based learning (PJBL) that invites students to be involved in activities that stimulate critical thinking in infaq and alms material (the focus of his PJBL is alms), students make social campaigns to convey the importance of alms. This method shows the high creativity of SRI's mother, which acts as a facilitator that encourages student active participation. This is in accordance with the interview that has been done with Ms. Sri Wahyuni, S.Pd.I, he stated that:

"I believe that PJBL allows students to learn from their experience directly. Because through this project, students can apply the material they learn by practicing it directly which makes learning more meaningful and relevant ,PJBL is very encouraging students to be responsible for their own learning. They also learn to find information, work together in groups, and complete tasks without having to always depend on me as a teacher".

Furthermore, the questionnaire results show that the creativity of PAI teachers in teaching has a positive impact on students' learning independence. However, there is variation in students' responses regarding attractive methods. Some students feel that the learning media used is relevant, while others feel that it needs improvement.

The majority of students gave a positive response to the opportunity to design assignments and discussions, although some felt not optimal. In terms of learning independence, varied responses show that some students feel independent, but

others still need guidance. Students generally feel responsible for duties, and they show initiatives in finding additional information.

Use Of Learning Media

Ms. Sri utilizes image media, whiteboards and package books that increase student involvement. The media does not only attract attention, but also accommodates various learning styles, so as to accelerate the understanding of students. This is in accordance with the interview that has been done with Ms. Sri Wahyuni, S.Pd.I, he stated that: "Mother uses the image media, the board and also a package book. Because the media can increase student involvement in the classroom ". The following are the media used in learning:



Figure 1 Media

The picture shows an example of charity that can help students better understand the religious concept of charity. Ms. Sri also formed student learning groups to increase their independence, as well as develop students' critical thinking skills in communication. Students felt they became more independent in managing time and conducting group work effectively. The following are the group learning activities: The picture shows an example of charity that can help students better understand the religious concept of charity. Ms. Sri also formed student learning groups to increase their independence, as well as develop students' critical thinking skills in communication. Students felt they became more independent in managing time and conducting group work effectively. The following are the group learning activities:



Figure 2 Study Group

Increased Student Learning Independence

According to the Sri from the results of observations of an increase in significant learning independence. Students complete tasks without teacher assistance and show initiatives in finding answers. The creativity of Sri's mother through the project and group discussions is very helpful for increasing students' confidence in learning independently. This is in accordance with the interview that has been done with Ms. Sri Wahyuni, S.Pd.I, he stated that:

"Yes, because students can complete the task with themselves. With the existence of groups that mothers make it also make them more confident in discussing. But maybe not all students can learn independently which makes them more need for maternal guidance, so mothers must always make improvements to the method that you use so that all students can understand learning well".

Student learning independence is fairly good, but there is still room for improvement, especially in terms of the use of learning media and the consistency of the teaching method. The results of the questionnaire indicated that the creativity of the teacher was enough to motivate students, and the PJBL method contributed to the development of confidence and critical thinking skills.

Overall 15 students are relevant to what Sri's mother and 5 students still disagree with the method used by Sri Ms, although there are challenges and space for improvement, the creativity of Mrs. Sri in teaching Islamic Education shows a significant positive impact on student learning independence.

Challenge in applying creativity

Ms. Sri faces challenges, including limited time and resources. PJBL takes longer in preparation than traditional methods. In addition, the limitations of technology are also barriers, especially for students who do not have the same access outside the classroom. Even so, Mrs. Sri looks for alternatives, such as using material that is more accessible like using package books and print-out results. This is in accordance with the interview that has done with Ms. Sri Wahyuni S.Pd.I, he stated that:

"Maybe the biggest challenge is the limitations of time and resources. Because the preparation for PJBL requires more time, and sometimes students do not have the same access to technology outside the classroom".

Evaluation and Reflection

Ms. Sri tely hurt the evaluation by giving independence assessment in the form of a list of the Chec-List in the set time. Routine reflections are also carried out by SRI mothers to see advantages and disadvantages in each learning for feedback.

This is in accordance with the interview that has been done with Ms. Sri Wahyuni, S.Pd.I, he stated that:

"I do routine reflection after each project. I recorded student responses and the results achieved, then adjusted my method based on what was successful and not ".

The results of the interview analysis above show that the creativity of SRI's mother has a positive impact on student involvement and independence.

Results Of Interviews To 3 Students

The three students (Fiza, Fani, and Syafiq) assessed the teaching of Sri's interesting mother. They mention the method used is very creative, namely group projects and visual media. Fiza was interested in the project in the form of posters that he delivered through an interview, Fiza stated "Yes, Sis, learned by using posters made me quickly understand the material because it could see the example of the image from his material. While Fani felt the video media made the less interesting lessons he said through interviews with researchers, Fani said "I think Sis by using videos is also pretty good because we can see animation about our learning." The last Syafiq said that the media project used by Ms. Sri was also good and easy to understand, which Syafiq agreed with Fiza if the media used by Sri's mother was good in their learning process. They agreed that PjBL was more attractive than traditional methods. Make them more independent in managing time in PjBL and make them more active in class.

The results of the interview show that the method applied by Ms. Sri is very influential on the increasing independence of their learning inside and outside the class.

DISCUSSION

Islamic Education Teacher Creativity (Use of Learning Media in PjBL)

The PjBL method of helping students solve problems and think critically about the management of alms as well as the use of visual media and props has increased student engagement. Through PjBL, students learn that alms do not reduce wealth, but rather cleanse and give blessings, so that they understand this concept deeply.

In accordance with the theory of constructivism, it says that students learn by building their own understanding through direct experience (Piaget, 2001). In the context of learning alms with PjBL, students not only passively accept the concept of alms but also practice it in real life. Varied methods such as discussions and projects through PjBL have proven to be effective in improving students' understanding of alms and its applications. Educational theories, such as constructivism, support the importance of teacher creativity. The results of the study show that PjBL significantly increases students' independence and understanding of almsgiving.

The word media comes from the Latin word *medius* which literally means "intermediary or carrier". The media used by teachers in the learning process is called learning media (Satrianawati, 2018). In the Project Based Learning (PjBL) approach, the use of media in the form of images is effective in increasing student learning independence. Visual media-based projects allow students to learn actively, seek additional information, and complete assignments independently without relying on teachers. This medium helps students understand the material and relate it to real life.

Group work also encourages collaboration and problem-solving, as well as building student confidence through their work. In this case, the teacher plays the role of a facilitator, while the students feel very happy/sincere to lead the learning process, in accordance with the words of Allah SWT in (QS Al-Ankabut: 69):

وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا وَإِنَّ اللَّهَ لَمَعَ الْمُحْسِنِينَ

It means: "And those who wage jihad to (seek pleasure) in Us, We will indeed show them Our ways. And indeed, Allah is truly with those who do good." (Ministry of Religious Affairs of the Republic of Indonesia, 2019: 404).

Regarding the above verse, Tafsir Al-Azhar by Hamka volume 7 explains that in the first verse we must remember that the charity that we face should be done sincerely for the sake of Allah. If charity is not sincere because of Allah, the spirit of jihad will not grow. Sincerity of heart accompanied by jihad, namely with hard work, enthusiasm, never getting bored, even if it is necessary to sacrifice, whether it is the sacrifice of property, even the willingness to sacrifice the soul, will definitely open the door of guidance from Allah. In the second tribe it is also commanded that Allah is always with those who are muhsin. That is, people who always maintain the quality of their practices so that they are always good and improved, improved in quality, made more perfect (Hamka, 1998. 5473-5474)(Hamka, 1998b).

In this verse, it shows that the hard work that a person makes will bear fruit. In the context of PjBL, students who strive to learn independently and work in groups will be guided by Allah towards a better understanding and more optimal results.

Strengthened by the interpretation of Surah Al-Ankabut 29:69 69 (A.-H. I. Katsir, 2001), explain that Allah will give guidance to those who strive earnestly in all things, including in seeking knowledge. The use of media in PjBL helps students strive to be more independent and achieve better results, as contained in the hadith:

الْمُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ وَفِي كُلِّ خَيْرٍ

It means: "A strong believer is better and more loved by Allah than a weak person, though both have goodness." (HR. (Ibn Kathir: 2001)

Added to the hadith in the tafsir of Lubaabut (I. Katsir, 2001), explained that a believer who is strong in terms of faith, morals, and resilience is better and more loved by Allah compared to a weak believer, even though both have goodness. The strength of faith here includes the ability to face trials, steadfastness in worship, and positive contribution to society. Strong believers not only focus on personal good but are also

able to be an example and benefit others. On the other hand, although weak believers have goodness, their limitations in facing challenges can hinder their contribution to goodness (Ubaidah, 2006).

In the context of learning, students who are independent, confident, and able to work together in a group are mentally and intellectually strong individuals. The use of media in PjBL helps develop this character in students. It is reinforced by the theory of constructivism by Jean Piaget that learning occurs when students actively build their own knowledge based on experience. Visual media in PjBL helps students to interact with information independently, build understanding through observation and direct application, and solve problems in groups.

The use of visual media such as images in Project Based Learning (PjBL) is effective in increasing student learning independence. Students can complete assignments without the help of teachers, work collaboratively, and solve problems with confidence. Support from the Quran, hadith, as well as constructivism theory and collaborative learning reinforce the importance of this medium. Research also shows a positive impact on independence and problem-solving skills.

The application of PjBL to alms learning materials, teachers face challenges such as limited time, human resources, and access to technology. Teachers are looking for alternatives to maintain the effectiveness of learning without reducing the essence of the purpose of learning alms.

This is in line with Rostika's (2016) research in the article titled "The Effect of Using Textbooks on Elementary School Students' Learning Outcomes" which found: The use of textbooks as an alternative in project-based learning has proven to be effective in increasing students' independence. Students can complete tasks without the help of technology or direct teacher guidance, and time constraints are not a significant obstacle.

Increasing Student Learning Independence through PjBL

In accordance with the theory of constructivism says that students' learning independence can thrive when they engage in active learning, where they find answers or solutions to their own problems with minimal guidance (Piaget, 2001).

Project-based learning not only improves students' understanding of ideas, but also helps them learn more independently, learning independence emphasizes that children must have control over their own learning process, students will be more active in their learning activities if they can participate independently in their learning activities as well as be able to control behavior, know how to learn well, and feel great confidence (Fazillah & Nisa, 2024). In accordance with the words of Allah SWT in (QS. Al-Hasyr: 18):

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَارْتَقُوا إِلَيْهِ إِنَّ اللَّهَ حَبِيرٌ بِمَا تَعْمَلُونَ

Meaning: "O you who believe! Fear Allah and meditate on what he has done for tomorrow. And fear Allah! Indeed, Allah is All-Knowing, whatever you do." (Ministry of Religious Affairs of the Republic of Indonesia, 2019: 404)

In this verse, according to Tafsir Al-Azhar by Hamka volume 9, it is explained that in the first verse of the first verse, faith is faith. Piety is the preservation of a relationship with God. Therefore, faith or belief alone is not enough if it is not equipped with strengthening the relationship with God. By surrendering, we are willing to accept His provisions, be grateful to accept His nkkmat, and patiently accept His trials. And in the second verse it is also said that none of us is lost from the sight of Allah, so it is only with piety that we will be saved in this world and the hereafter. Because by fearing we get close to God (Hamka, 1998c).

In this verse, it shows that if we leave all our affairs to Allah then everything will be easier. In the context of PjBL, students must be able to learn independently to make the learning improvement in them much better than before.

Research by Rachmawati (2020), with the article title " Application of Project-Based Learning to Improve Student Learning Independence" has findings that the PBL Method in teaching alms increases student learning independence. Students involved in alms management projects show a higher initiative in seeking additional information and completing assignments without much help from teachers.

Challenges in the Application of PjBL to Alms Materials

Limited Time: Project-based learning often takes longer than conventional teaching methods, especially when students have to do research, discussion, and work on projects in groups. A possible solution for teachers is that teachers can divide the project into smaller stages that are easier to manage in the time available. Each stage can be focused on a certain part of learning almsgiving, such as understanding, who is entitled to receive, what can be almsgiving. With good time management, this project can be completed gradually.

Unsupported Technology: Many schools and students do not have access to technology such as the internet or computers, which is essential for the implementation of PjBL, especially in using media such as video. The solution may be that teachers can take advantage of package books and printed materials that are easily accessible. Literature-based assignments and the use of whiteboards or simple visual aids are also effective in explaining the concept of almsgiving, in accordance with the words of Allah SWT in (QS Al-Baqarah verse 286):

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا...

Translation: "Allah does not burden a person but according to his ability..."
(Ministry of Religious Affairs of the Republic of Indonesia, 2019 : 49)

In this verse, according to Tafsir Al-Azhar by Hamka, volume 1, page 695, it is explained that a self is not carried by God, a burden that he cannot lift. So all the commandments that God commands to do are only those who are strong and carry them. And all commandments must be for the benefit of the self, and all prohibitions are because he is harmful to himself. And by being spearheaded by self-faith is

encouraged (Hamka, 1998a). In the face of limitations, this verse shows that teachers and students will only be burdened according to their abilities. Despite challenges such as time and technology limitations, God gives us the ability to find the right solutions, such as empowering package books and accessible materials.

In interpreting Surah Al-Baqarah 2:286 (Tafsir Ibn Kathir in Tafsir al-Qur'an al-Azhim) it is explained that Allah will not give tests beyond the limits of one's ability. In an educational situation, when challenges such as time and human resource limitations arise, we must use existing resources wisely and adapt learning methods to existing conditions. The Prophet Muhammad SAW said:

عَنْ جَابِرٍ، رَضِيَ اللَّهُ عَنْهُمَا، قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: خَيْرُ النَّاسِ
أَنْفَعُهُمْ لِلنَّاسِ

Meaning: "The best of man is the most beneficial" (Hadith narrated by al-Albani in Saheeh al-Jami' (no. 3289) ('Aidh al-Qarni, 2007)

Syarah Hadith in tafsir (Al-Qarni, 2007) emphasizing that the best of one among mankind is those who are most beneficial to others. This concept reflects the human values and social care taught in Islam. Being useful to others means providing assistance, both material and non-material, using knowledge and skills to help others and contribute to the well-being of society and the surrounding environment.

This hadith invites each individual to not only be selfish, but also strive to benefit others, as a tangible form of faith and good morals.

In the context of education, teachers who are creative in finding solutions to the limitations of time, human resources, and technology are the most beneficial for their students. By empowering package books and easily accessible materials, teachers can still provide meaningful learning even in limited situations.

Challenges in learning such as technological limitations are not a barrier for students who are trying to seek knowledge. Teachers who provide materials that are easily accessible to students facilitate their path to seeking knowledge, albeit with existing limitations. Situational Learning Theory by Dewey (1998) argues that effective learning occurs when students face real challenges that are relevant to their lives. In the constraints of time and technology, Dewey encourages the use of concrete situations such as easily accessible package books to facilitate learning. Students learn to overcome challenges directly with the material provided, so they are better prepared to face real challenges in the future.

Evaluation and Reflection

Evaluation is "A systematic process of determining the extent to which instructional objectives are achieved by pupils", where the meaning of evaluation here is not just a spontaneous and incidental activity, but an activity to assess something in a planned, systematic, and directed manner based on clear objectives

(Anastase, 1968). While reflection is an action that repeats what has been done, at this stage the teacher tries to find things that are satisfactory because they are in accordance with what was planned, and carefully identify things that still need to be improved (Suciani et al., 2023).

The theory of constructivism states that the process of reflection is important in PjBL, students are encouraged to evaluate their experiences, understand what they have learned, and how they can apply it in the future (Piaget, 2001). This is in line with Piaget's view of the importance of reflection in learning.

So from this theory, evaluation and reflection in the learning process are needed by teachers in order to be able to evaluate previous learning to be better in the future. This is in accordance with research Junita, et al (2023). which indicates that teachers must conduct evaluation and reflection in learning, including student participation, understanding of the material and students' social skills.

4. CONCLUSION

The results of the study obtained the following findings, that creativity has an important role where creativity applied by teachers in learning Islamic Religious Education at SD Negeri 135562 Tanjung Balai City using the Project Based Learning (PjBL) method, has a very good impact on the learning process so that it can optimize learning to be more interesting. The formation of student behavior that can complete their tasks both individually and in groups, by working in groups allows them to exchange ideas about the material being studied so as to make students more independent both in learning and outside of learning.

Creativity in PjBL learning can create a new learning scope that is more effective, fun and useful, it is proven that it not only increases students' learning independence but helps them develop their self-skills. This PjBL is highly recommended to be applied in the learning process to increase student independence for teachers, especially Islamic Religious Education teachers.

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