



TEACHER'S STRATEGY OF CHARACTERISTICS IN INSTRUMENTING CHARACTER VALUES WITH THE PROBLEM BASED LEARNING METHOD

Subaidah

Universitas Nurul Jadid, Indonesia

Email: subaidahspd822@gmail.com

Abstract:

This research is motivated by the learning outcomes of Akhlak Aqidah which are not optimal, this is due to the lack of awareness of students about the importance of character values using the Problem Based Learning method. Therefore, the teacher must always accompany and remind students in instilling character values with the PBL method both in class and in application when there are problems that exist in everyday life.

This study aims as follows: 1) to understand the Akidah Akhlak teacher's strategy in instilling character values using the Problem Based Learning method 2) to understand the supporting factors and inhibiting factors of the Akidah Akhlak teacher's strategy in instilling character values using the Problem Based Learning method.

Keywords: *Teacher Strategy Akhlak Aqidah, Character Values, Problem Based Learning Methods*

INTRODUCTION

Education has a part that influences the development of potential in a person. As well as determining the progress and development of the nation and state. All of these are related in determining the quality of education that is to be conveyed to other people, especially students. Because of this, the national goals of education greatly influence the educational philosophy that has been applied by the community, especially students. It is contained in RI Law no. 20 of 2003 concerning the National Education System article 3 which reads "National Education aims to develop the potential of students so that people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democracy and be responsible".

In a nation, changes or reforms can be made to improve the development of an education. The quality of education is influenced by the presence of professional teachers or educators.

A teacher or educator is someone whose job, livelihood and profession is teaching. In addition, indirectly the teacher also acts as a provider of support and motivation to have good morals and morals for students (Bandiyah 2020). In carrying out and applying good character to his students, an educator should become uswah like that of the Prophet. Allah SWT said in QS. Al-Ahzab verse 21:

Meaning: "Indeed, the Messenger of Allah has a good role model for you (namely) for those who hope (grace) Allah and (the arrival of) the Day of Judgment and he mentions Allah".

Even though having the quality of a human teacher can be helped in the field of education, this does not guarantee the achievement of good character. Currently, the youth of the Indonesian nation are experiencing a crisis of faith and morality. The decline in morals is certainly a bad thing for the next generation of Muslims. The decline in morals has made some Muslims try to re-establish Islamic values which are beginning to

erode. Thus, character education is the main foundation in social life (Surwandi 20202).

One of these efforts is to have teachers who apply the Aqidah Akhlak learning. The Akidah Akhlak subject is expected to be able to train students' personalities with reference to divine values. Divine values will form students who are obedient to Allah Subhaanahu wa Ta'ala: understand their duties as a caliph on earth, are not emotional and are able to control their passions, both greed and lust which can encourage them to commit immoral acts.

The application of learning Aqidah Akhlak requires various learning methods that can help achieve something that we hope for. The PBL method is a problem learning method that can solve problems that occur. This PBL method is a method that requires students to think critically and actively in overcoming existing problems.

Based on the facts that occur in the field, there are still many students who are not aware of the importance of character values. As it is known that the main values in character are very important, including those that are religious, love for the motherland, moral quality, independence and cooperation. Based on observations at SMK NUSANTARA in Alassumur Lor Village, the cultivation of character values is still considered standard, some of the students are still low in moral practice, discipline and the use of language used is still impolite. Therefore, what will be applied is the strategy by the Akidah Akhlak teacher in character building activities.

From the explanation above, the researcher hopes that students at SMK NUSANTARA in Alassumur Lor Village can instill character values and correctly understand the importance of student morals, and be able to practice them in society.

Based on this explanation, the researcher is interested in researching this problem entitled "THE TEACHERS' STRATEGY IN CHARACTER VALUES WITH THE PROBLEM BASED LEARNING METHOD AT SMK NUSANTARA Desa Alassumur Lor".

RESEARCH METHODS

This study uses qualitative research with more emphasis on processes and meanings that are measured precisely using descriptive data on a phenomenon that occurs at the research location. The type of research approach is a case study. This aims as follows: 1) to understand the Akidah Akhlak teacher's strategy in instilling character values using the Problem Based Learning method 2) to understand the supporting factors and inhibiting factors of the Akidah Akhlak teacher's strategy in instilling character values using the Problem Based Learning method. .

The subjects in this study were teachers and students. Primary data was obtained through interviews with several key informants while secondary data was obtained from books, journals and scientific articles related to the research theme. Data collected by interview and observation.

After the data was collected, the researcher checked the validity of the data by checking colleagues and using the triangulation method. The triangulation used in this study was source triangulation, researcher triangulation, and method triangulation. This test aims to ensure that the data obtained in the field is truly verified and not engineered by researchers and is expected to be able to explain the phenomenon being studied.

After the data obtained then proceed with the analysis of the data. Data analysis is a very important part of the scientific method. Data analysis techniques in this study used data analysis techniques for Miles, Huberman, and balances as mentioned:

1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming data that approaches the entire section of written field notes, interview transcripts, documents and empirical materials.

2. Data Display (Data Display)

Presentation of data is an organization, unification, and inferred information. Presentation of data here also helps in understanding the context of the research because it performs a more in-depth analysis.

3. Data Verification

Data Verification is a process to ensure the data entered is the same as the data from the original source.

Then, finally, after the data is reduced and presented, verification is carried out and a conclusion is drawn which is able to answer the phenomenon being studied, in this case, the Teacher's Strategy of Akhlak Aqidah in Instilling Character Values. The initial conclusions put forward are still temporary, and will change if strong evidence is not found to support the next data collection stage.

RESULTS AND DISCUSSION

Definition of learning strategies

There are various kinds of designations in the learning process. These terms have similar meanings including methods, techniques, models and strategies.

The method comes from two words, namely "metha" which means through or through and "hodas" which means way or way. The method is a process that is passed in order to achieve certain goals. In addition, it also means the method used by a party to achieve the targeted goal. In the learning method an educator when conveying a learning material has the same goal, namely to achieve learning objectives.

Technique is a skill. The word can also be a system in applying a specific method. The technique is a delivery of material that has been prepared through guidelines that are followed.

The model in general can be interpreted as a guide when carrying out an activity within a conceptual framework. Muhammad Fathurrohman argues that the learning model can be interpreted as a reference when implementing a lesson. So the learning model is a theoretical design that is used in the teaching and learning process with the aim that the potential of students can achieve learning goals (Reksiana 2020).

According to the Greek strategy comes from the word Strategos. A combination of "stratos" and "ego". The strategy has the basis for achieving the goal. Strategy is the capabilities and resources of an organization to achieve effective goals with the use of art (Budio 2019).

Strategy can be said as a reaction system in a certain environment which is considered the main subject consciously based on consideration. Thus, so that it is clear what target to do in order to achieve the goal.

Meanwhile, Kemp stated that the learning strategy is a series of teaching and learning activities that must be implemented in order to achieve effective and efficient learning. Besides that, J. R David, Wina Senjaya stated that strategy is a decision on the implementation of learning but is conceptual.

So it can be concluded that learning strategies are a series of actions for implementing and functioning methods with learning resources that are structured with a specific purpose.

1. Elements of Learning Strategy

In implementing an effective learning strategy, it is necessary to pay attention to the elements of the basic strategy or the following stages (Asrori 2013):

- a. Establish specifications for behavior change qualifications and make goals the main foundation in carrying out learning.
- b. Selection of learning approaches. The process of conveying something that has been planned with the goals that have been set. So, when carrying out learning, one must pay attention to what will be chosen with the most appropriate and effective main approaches.
- c. Selection of methods, techniques, and learning procedures.

2. Scope of Learning Strategy

Learning effectiveness can be measured by the amount and quality of learning outcomes achieved by students. Slameto stated that the learning strategy includes elements of planning, namely:

- a. The system component, namely the existence of educators and students who will be involved in the planned teaching and learning activities
 - b. The schedule for implementing the format and duration of time that has been prepared
 - c. The tasks to be learned have been identified
 - d. teaching materials and learning media that have been prepared
 - e. Evaluation of student characteristics that have been identified
 - f. Planned hook material
 - g. Methods and presentation techniques have been selected
 - h. The medium to be used.
3. The Role of Strategy in Learning

Strategy has an important part in the application of learning. The role of the strategy is a rule and direction to achieve the goals to be achieved. Grant states, strategy has 3 important roles in implementing management objectives, namely:

- a. Strategy as a decision support in achieving success. A sustainable outcome decision taken by each individual or group.
- b. Strategy as a tool for communicating in order to equalize the direction of a goal.
- c. Strategy as an achievement in which there is a vision and mission of the company in the future.

Definition of Akhlak Aqidah Teacher

Teachers or commonly referred to as educators are individuals whose work is in the field of teaching, educating and does not ask for anything in return in imparting the knowledge they have. In Javanese society, the teacher is defined as "gu" which means digugu (followed) and "ru" is imitated (example). So, educators can be interpreted as someone who tries to familiarize and apply as well as set a good example in the formation of individual student characters in the religious, physical, mental, and skills fields that will be accountable to parents, society, and Allah SWT (Rohmah 2016).

Educator means someone who is in charge of an institution or agency for PAUD, SD, SLTP, SLTA and even the tertiary level to teach, direct, assess, develop, evaluate and train students at that level. The teacher has roles and responsibilities that are not much different, only from the point of view of understanding, while from the point of view of implementation, it is always the same.

Teachers of Akidah Akhlak are educators who have the task of teaching specific subjects in terms of the formation of moral character and religious faith beliefs (Putri 2017). In this case, it can provide services for the formation of children's morals, attitudes, behavior and morals (Sa'idah 2017). The service in question is the formation of attitudes, knowledge and morals as well as good manners for students.

So it can be concluded, a teacher of Aqidah Akhlak is a person who carries out the teaching process to students with the aim of faith and piety to Allah SWT and having noble character in society, nation and state.

The Role and Duties of the Akhlak Aqidah Teacher

The role of a teacher is quite heavy, namely participating in guiding each individual. In addition, the Aqidah Akhlak teacher plays a role in teaching religious knowledge to their students (Kalsum 2018). In the school environment, this role is in instilling Islamic values into students. This has the aim of forming a good attitude or character and can be a guide from the outside environment so that the learning process that is applied indirectly can affect student morals. In addition, Rosmali believes that the duties of an educator include several things, including various tasks that can be implemented with devotion. Among these tasks are (Putri 2017):

- a. Field of profession (educating, teaching and training)

This educates is the development of students' life values, teaching is the development of science and technology, while training is the development of students' skills. So in that case, educators not only deliver material to children but educators also direct it to all students.

b. Humanity field

Pay attention to the nature of humanity and understand the development of students in terms of being playing, teenagers or working, and thinking or adult beings. Thus, a teacher is a second parent for students at school.

c. Social field

In teaching the community, teachers are expected to be moral educators and educate the nation's life (Mujahidin 2017). So based on these duties and roles it can be understood that a teacher includes educating, teaching, training and becoming *uswah* in terms of the percentage of success of his students both from the aspects of attitude, behavior and worship skills in creating children with better personalities.

Definition of Planting Character Values

Character formation is a way of implementing character values which include elements of knowledge, awareness, will and action in carrying out these values to God, oneself, fellow environment, and nationality (Omeri 2015). Besides that, character education is more about moral values, morals and good manners of a person both in speech and human behavior. According to Ekowarni, character is a foundation or reference for a person's behavior, both individually and in groups.

Definition of Problem Based Learning Methods

Problem Based Learning is a teaching method that begins with a problem and how to solve the problem, but new knowledge is needed to solve it. Therefore, this method is problem-centered, not just a transfer of knowledge but collaboration between teachers and students, students and other students who can solve the problems discussed.

The basic foundation of this theory is collaborationism, in which the perspective is opinionated that the implementation is structured in an active way of thinking and reasoning.

The PBL method is a problem-based model that can create active and efficient learning. The problem-based learning involves several students so that problem solving can be solved easily.

PBL is a method where students are involved in overcoming real problems with the stages of the scientific method. It teaches students to easily apply it in everyday life (Aisyah 2021).

According to Erik and Annette, the PBL method is an approach where the problem is the starting point of the learning process (Assrani 2016). Usually these are selected in real life and edited to serve as a reference to meet the goals and criteria for educational goals.

So, the PBL method is a flexible method that applies a variety of knowledge, including in learning the *Aqidah Akhlak*. In order for the implementation to run effectively and efficiently, synergy and cooperation is needed in involving PAI experts, especially in the field of moral creed. This method will be quite effective and their knowledge will be more understandable and related (Saleh 2013).

Problem Based Learning Learning Method Objectives

According to the Ministry of National Education (2003), the objectives of the Problem Based Learning method include (Maryati 2018):

- a. Students are more independent
- b. Students can choose the appropriate learning strategy
- c. Students are more skilled in creativity

Benefits of Problem Based Learning learning method

The benefits of implementing the PBL method include (Santoso 2018):

- a. Improve skills in solving problems
- b. Easy to remember
- c. Increase understanding and knowledge according to reality
- d. Encourages thinking skills
- e. Building leadership, learning skills, and motivation.
- f. Characteristics of Problem Based Learning

The following are the characteristics of PBL according to I Wayan Dasna and Sutrisno (Zadugisti 2010):

- a. Learning begins with a problem
- b. The problem must have something to do with reality
- c. Organize lessons around a problem
- d. Giving great responsibility to students in shaping and carrying out individual learning processes directly
- e. Form small groups
- f. Students are required to demonstrate what they have learned in product form.

It was concluded that the PBL method begins with a problem, then deepens knowledge and actions in solving the problem.

Strengths and Weaknesses of the Problem Based Learning Method

- a. The advantages of the Problem Based Learning Method are (Junaidi 2020):
 - 1) Students easily understand the concept
 - 2) Students are more active in solving problems and helping to improve higher thinking skills
 - 3) Students feel the benefits of learning
 - 4) Students can get used to dealing with and solving problems skillfully
 - 5) Students think more deeply about their potential in adapting real knowledge
 - 6) Students can get used to being more independent and free (Tyas 2017).

So in this case, the advantages of the PBL method can achieve education that is more relevant to life outside of school and makes students more skilled at solving problems.

- b. Disadvantages of the Problem Based Learning Method, namely:
 - 1) Determination of problems according to the level of difficulty and students' thinking
 - 2) Learning takes a long time
 - 3) Changing the way students think by listening and accepting and thinking more difficult in solving problems
 - 4) Not all subjects can be applied with this method Various deficiencies of this method are often found when determining problems that are in accordance with the level of thinking of each person, formulating hypotheses, and being required to look for data and so on (Aden 2019). Here the participation of a teacher plays a very important role when assisting students in overcoming obstacles encountered.

Problem Based Learning Implementation Procedures

In practice, a teacher must choose teaching materials which in discussing the problems students choose democratically and logically (Suyati 2013).

Subject matter that contains problems and criteria is a prerequisite before implementing this strategy. John Dewe's statement there are 6 steps that must be applied to the PBL method including (Saifuddin 2020):

- 1) Recognizing there is a problem
Recognizing that there is a problem from certain events, where these

- events contain conflict issues so that students more clearly face problems.
- 2) Formulate the problem
Determine the background of the problem, and analyze the inhibiting and supporting factors of the problem
 - 3) Formulate hypotheses
Formulate hypotheses with appropriate possibilities
 - 4) Collect data
Finding and Collecting data information needed in the problem solving process
 - 5) Test the hypothesis
Testing the hypothesis determines the conclusion by evaluating the hypothesis that is in accordance with what is proposed.
 - 6) Determine the solution
In determining the solution to the problem, namely by recommending according to the results of hypothesis testing and conclusions.

CONCLUSION

Based on the discussion in the previous chapter in this thesis entitled "Strategy of Akidah Akhlak Teachers in Instilling Character Values with the Problem Based Learning Method at SMK NUSANTARA Desa Alassumur Lor " it can be concluded that:

1. The strategy of the Akidah Akhlak teacher in instilling character values using the Problem Based Learning method at SMK NUSANTARA in Alassumur Lor Village is:
 - a. Planning and setting goals
 - b. Implementation and choosing a strategy or method
 - c. Evaluate to address success rate
 - d. Follow-up to follow up on the results of implementing the teacher's strategy
2. Factors supporting and inhibiting the Aqidah Akhlak teacher's strategy in instilling character values using the Problem Based Learning method at SMK NUSANTARA Alassumur Lor Village.
 - a. Supporting factors
 1. Educator resources 80% of madrasah graduates
 2. The cohesiveness of the teachers in escorting students
 3. Islamic boarding school climate environment
 4. Providing moral shock therapy
 5. Adequate school infrastructure facilities
 6. The method given by the teacher is cool and related to real life problems
 7. Cooperate with OSIM members
 8. Provision of further material
 - b. Obstacle factor
 - 1) Educator resources 20% are non-madrasah graduates
 - 2) Student activities themselves
 - 3) Colliding activities with Islamic boarding schools
 - 4) Lack of student awareness of the importance of character values
 - 5) Lack of consistency in teacher time in teaching.
 - 6) Lack of understanding of students in learning the Aqidah Akhlak with the PBL method

REFERENCES

- Aisyah, Nur, Santi Laili Safitri, Fatimatus Zahra, and Dwi Irma Santoso. "Development of E-Modules with Problem Based Learning Models in PAI Subjects." *Manazim* 3, no. 2 (2021): 273–84. <https://doi.org/10.36088/manazhim.v3i2.1397>.

- Ahmad, Syahri. "Character building." In *Archipelago Literacy* , 22. Malang, 2018.
- Asori, Mohammad. "Definition, Purpose and Scope of Government Sector Accounting." *Madrasah* 6, no. 2 (2016): 26. <https://www.researchgate.net>.
- Assegaff, Asrani, and Uep Tatang Sontani. "Efforts to Improve Analytical Thinking Skills Through Problem Based Learning (Pbl) Models." *Journal of Office Management Education* 1, no. 1 (2016): 38. <https://doi.org/10.17509/jpm.v1i1.3263>.
- Azhar, Khoirul, and Izzah Sa'diah. "Study of Analysis of the Efforts of Aqidah Akhlak Teachers in Developing Potential Moral Values of Students at MI Demak Regency." *Al-Ta'dib* 10, no. 2 (2017): 73–90.
- Budio, Sesra. "School Management Strategy." *Organizing Journal* 2, no. 2 (2019): 64.
- Chairiyah. "Character Education in the Education World The Education Character in Education World." *Literacy* 4, no. 1 (2014): 42–51.
- D, Komariah Satori A. "Qualitative Research Methods." In *Alphabeta* , 25. Bandung, 2017.
- Harry, Gunawan. "Character building." In *Alphabeta* , 32. Bandung, 2017.
- Hidayah, Nurul. "Inculcation of Character Values in Learning Indonesian in Elementary Schools." *Journal of Basic Education and Learning* 2, no. 2 (2015): 190–204. <http://ejournal.radenintan.ac.id/index.php/terampil/article/view/1291>.
- Ika Ariska Artanti. *Akhlak Aqidah Teacher Strategy . Tulungagung: Undergraduate Thesis of Tulungagung State Islamic Institute, 2018.*
- Junaidi. "Implementation of Problem Based Learning Learning Models in Improving Critical Thinking Attitudes." *Socius* 9, no. April (2020): 87–93.
- Goddess gift. *Akhlak Aqidah Teacher's Strategy in Instilling Islamic Character in Students at MTS Guppi Gowa . Makassar: Alauddin State Islamic University Undergraduate Thesis, 2017.*
- L, Moleong. "Qualitative Research Methods." In *PT Juvenile Rosdakarya* , 5. Bandung, 2017.
- M, Feralis Novauli. "Teacher Competence in Improving Learning Achievement at Public Middle Schools in the City of Banda Aceh." *Journal of Educational Administration* 3, no. 1 (2015): 45–67. <https://doi.org/10.17977/um0330v4i1p1-8>.
- Maryati, Iam. "Application of Problem-Based Learning Models on Number Pattern Material in Class VII of Junior High School." *Mosharafa: Journal of Mathematics Education* 7, no. 1 (2018): 63–74. <https://doi.org/10.31980/mosharafa.v7i1.342>.
- Masrinah, Enok Noni, Ipin Aripin, and Aden Arif Gaffar. "Problem Based Learning (PBL) To Improve." In *Problem Based Learning To Improve Critical Thinking Skills* , 924–32, 2019.
- Mu'min, Rizalul. "Effectiveness of Using Problem Based Learning Models in Learning the Akhlak Aqidah at MTs Negeri 1 East Lampung." *IAIN Metro*, 2017.
- Mujahideen, Firdos. "Strategy for Managing Quality Learning." In *PT Juvenile Rosdakarya* , 81–82. London, 2017.
- Munif, Muhammad, Khoiriyah, Laelatul M, and Sa'idah S. "Education Horizon." In *LP3M Unuja* , 116. Probolinggo, 2019.
- Muryani, E D. "Teacher Strategy Akidah Akhlak in Building Student Character: A Case Study at MA Attaraqie Malang." *Maulana Malik Ibrahim State Islamic University, 2018.* <http://etheses.uin-malang.ac.id/id/eprint/11776>.
- NM, Alif Rahmah. "PAI Teacher's Strategy in Creating a Culture of Reading the Qur'an." In *Maulana Malik Ibrahim State Islamic University Malang* , 21–22, 2016.
- Omeri, Nopan. "The Importance of Character Education in the World of Education." *Education Manager* 9, no. 3 (2015): 464–68.
- Daughter, Juwita. "The Role of the Aqidah Akhlak Teacher in Fostering the Morals of Students at Min 2 Teluk Betung Bandar Lampung." *IAIN Raden Intan Lampung . IAIN Raden Intan Lampung, 2017.*

- Ramdhani, Sandy, Nur Adiyah Yuliasri, Siti Diana Sari, and Siti Hasriah. "Inculcation of Character Values Through Storytelling Activities Using Sasak Folklore in Early Childhood." *Journal of Obsession: Journal of Early Childhood Education* 3, no. 1 (2019): 153. <https://doi.org/10.31004/obsesi.v3i1.108>.
- Reciana, Reciana. "Discourse Terminology Models, Approaches, Strategies, and Learning Methods." *Alim | Journal of Islamic Education* 1, no. 1 (2019): 119–56. <https://doi.org/10.51275/alim.v1i1.122>.
- Riadi, Ahmad. "Teacher Competence in the Implementation of Learning Evaluation." *Ittihad Journal of Kopertais Region XI Kalimantan* 15, no. 28 (2017): 52–67.
- S. Winataputra, Udin, and Setiono Sri. "General Guidelines for Exploring and Realizing Noble Moral Values in the Strengthening of Character Education (PPK) Section." Ministry of Education and Culture Directorate General of Primary and Secondary Education, 2017.
- S, Adisusilo. "Learning Character Values." In *PT Raja Grafindo*, 78. Jakarta, 2013.
- Saifuddin. "Implementation of Problem Based Learning Strategies in Increasing Student Motivation and Learning Outcomes (Classroom Action Research in Grade VIII Students in the Subject of Aqidah Akhlaq at MTs Sabilul Huda Karangjoho Badegan Ponorogo Academic Year 2019/2020)." IAIN Ponorogo . Ponorogo State Islamic Institute, 2020.
- Saleh, Marhamah. "Fiqh Learning Strategy with Problem Based Learning." *Didactic XIV*, no. I (2013): 190–220.
- Santoso, Eric. "Application of Problem-Based Learning to Improve Mathematical Creative Thinking Ability." *Journal of Theorems* 3, no. 1 (2018): 70–80.
- Satriani, Lilis. "Improving Student Learning Outcomes Through the Application of a Problem-Based Learning Model in Class VIII MTsN Ma'rang Pangkep Akhlak Subject." Alauddin State Islamic University Makassar . UIN Alauddin Makassar, 2017.
- Siti Bandiyah. "The Role of Aqidah Akhlaq Teachers in Instilling Moral Values in Aisyiyah Curup Middle School Students." *Saliha* 3, no. 2 (2020): 89–100.
- Sugiono. *Quantitative Research Methods, Qualitative And R&D*. Bandung: Alfabeta, 2018.
- Swardani, Ni Putu. "Quo Vadis" Character Education in Knitting Beneficial National Hopes . UNHI Press , 2020.
- Suyadi. "Character Education Learning Strategies." In *PT Juvenile Rosdakarya*, 129. Bandung, 2013.
- Syaidah, Umu, Bambang Suyadi, and Hety Mustika Ani. "The Influence of Teacher Competence on Economics Learning Outcomes at Rambipuji State Senior High School 2017/2018 Academic Year." *ECONOMIC EDUCATION JOURNAL: Scientific Journal of Education, Economics and Social Sciences* 12, no. 2 (2018): 185. <https://doi.org/10.19184/jpe.v12i2.8316>.
- Tabi'in, As'adut. "Teacher Competence in Increasing Learning Motivation at MTsn Pekan Heran Indragri Hulu." *Journal of Islamic Religious Education Al-Thariqah* 1, no. 2 (2017): 156–71. [https://doi.org/10.25299/althariqah.2016.vol1\(2\).629](https://doi.org/10.25299/althariqah.2016.vol1(2).629).
- Tyas, R. "Difficulties of Applying Problem Based Learning in Mathematics Learning." *Tecnoscienza* 2, no. 1 (2017): 43–52.
- Yunus, Umm Kalsum, and Kurnia Dewi. "Strategy of the Aqidah Akhlak Teacher in Instilling Islamic Character in MTs Guppi Samata Gowa Students." *Inspiring Education* 7, no. 1 (2018): 76. <https://doi.org/10.24252/ip.v7i1.4936>.
- Yosep Aspat, "Dissecting the Requirements to Become an Expert Teacher", *Journal of Basic Education and Learning*, Vol. 3, No.1, 2016. 28.
- Zaduqisti, Esti. "PROBLEM-BASED LEARNING (Ideal Concepts of Learning Models for Increasing Learning Achievement and Achievement Motivation)." *Tarbiyah Forum* 8, no. 2 (2010): 181–91.