



## IMPLEMENTATION OF PROBLEM BASED LEARNING IN LEARNING ISLAMIC CULTURAL HISTORY

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### Abstrak

Penelitian ini bertujuan mendeskripsikan efektifitas penggabungan metode Kooperatif dan model pembelajaran problem based learning dalam memahami dan menelaah sejarah kebudayaan islam di Madrasah Aliyah. pendekatan yang digunakan adalah kualitatif, dengan rancangan tindakan kelas melalui tahapan perencanaan, pelaksanaan, observasi dan refleksi, hasil penelitian menunjukkan dari kolaborasi kedua metode tersebut mampu menghasilkan suasana belajar yang aktif, reflektif dan partisipatif. Metode kooperatif baik digunakan karena mampu merangsang siswa untuk aktif dalam pembelajaran, sehingga tidak hanya berfokus pada teacher center namun siswa juga ikut serta dalam berinteraksi dua arah, sementara model problem based learning memperkuat aspek sosial dalam mendiskusikan permasalahan dan memecahkannya, penerapan keduanya dapat membangun harmonisasi belajar antara guru dan siswa, materi yang dipelajari adalah sejarah kebudayaan islam dalam bab masuknya islam ke nusantara. ketika keduanya diaplikasikan dalam materi tersebut mampu meningkatkan sikap kritis dalam menteladani sejarah, temuan ini merekomendasikan bahwa kolaborasi pendekatan koolaboratif dengan pemecahan masalah menjadi inovasi pedagogis yang relevan bagi pengajar sejarah kebudayaan islam di era pembelajan kreatif.

**Kata Kunci:** Metode Kooperatif, *Problem Based Learning*, dan Sejarah Kebudayaan Islam

### Abstract

This study aims to describe the effectiveness of combining the Cooperative method and the problem-based learning model in understanding and examining the history of Islamic culture in Madrasah Aliyah. The approach used is qualitative, with a classroom action plan through the stages of planning, implementation, observation and reflection, the results of the study show that the collaboration of the two methods is able to produce an active, reflective and participatory learning atmosphere. The cooperative method is good to use because it is able to stimulate students to be active in learning, so that it does not only focus on the teacher center but students also participate in two-way interaction, while the problem-based learning model strengthens the social aspect in discussing problems and solving them, the application of both can build learning harmony between teachers and students, the material studied is the history of Islamic culture in the chapter on the entry of Islam into the archipelago. when both are applied in the material it is able to increase critical attitudes in exemplifying history, this finding recommends that the collaboration of the collaborative approach with problem solving becomes a relevant pedagogical innovation for teachers of Islamic cultural history in the era of creative learning.

**Keywords:** Cooperative Method, *Problem Based Learning*, and History of Islamic Cultur

## Introduction

Learning Islamic Cultural History is a subject with unique characteristics, both in terms of its content and its delivery methods. As part of the study of history, Islamic Cultural History not only contains a sequence of past events but also contains values, role models, and moral messages relevant to students' lives. Therefore, delivering Islamic Cultural History requires methods that are appropriate to classroom conditions, student dynamics, and modern pedagogical developments. Teachers must not only master the material but also be able to choose methods that can bridge the knowledge transfer process effectively, not be boring, and can stimulate students' curiosity.

In practice, history learning in schools and Islamic schools often remains trapped by classical methods, such as lectures and one-way storytelling. While the lecture method has the advantage of conveying information quickly and in a structured manner, its dominant use can actually make learning feel monotonous. As a result, students are less actively engaged and become passive listeners without the opportunity to explore their own understanding. In fact, learning history demands emotional involvement, imagination, analytical skills, and the ability to connect past events to the present context. In this era of active and creative learning, teachers are expected to develop more varied and participatory learning strategies. Methods such as cooperative learning, discussions, problem-based learning, project-based learning, historical source analysis, and the use of digital media can be alternatives to enliven the classroom atmosphere. With this approach, students not only hear historical stories but are also involved in activities such as seeking information, solving historical problems, interpreting data, comparing theories, and deducing exemplary values.

Through appropriate methods, SKI learning not only helps students understand historical facts but also develops critical thinking skills, the ability to collaborate, and an appreciation for Islamic cultural heritage. Islamic studies material becomes more meaningful when delivered through learning experiences that allow students to actively ask questions, discuss, research, and relate past events to their current lives. Thus, learning Islamic cultural history can be transformed into an interesting, inspiring process, and shape the character of a younger generation who have historical awareness as well as exemplary morals (Purwaningrum et al. 2024a). Good learning is not only a matter of transferring knowledge, but more than that, learning is carried out with thorough preparation, from methods, models, strategies, and approaches. Effective learning also has a more durable absorption of knowledge, because knowledge is not only given and received, but also goes through stages of search and solution. We try to collaborate the models and methods used mainstream, the cooperative method and the PBL model, both of these methods are able to produce active learning and are married with the material on the entry of Islam into the archipelago.

Our field observations in researching the pedagogy of Islamic cultural history in Islamic senior high schools yielded quite good learning outcomes, with students able to understand and analyze history. Classes began with a two-way learning system, with teachers and students engaging in question-and-answer communication. The introduction of Islam to the archipelago, combined with a problem-based learning model, created an active learning environment. Students were encouraged to solve historical problems, research, and compare theories of Islam's arrival in the archipelago. In this process, students are trained to research and evaluate historical sources, and compare theories such as Gujarati, Arabic, and Persian theories. This

activity helps them understand that history is not simply a collection of facts, but a field of study that demands critical, analytical, and reflective thinking skills. The use of PBL allows students to become more involved in the process of discovering the meaning of history, both independently and through group discussions.

The theory of the arrival of Islam in the Indonesian archipelago is an important area of study in the History of Islamic Culture (HSC). Historians agree that the spread of Islam in the Indonesian archipelago cannot be explained by a single theory. Instead, various theories exist, based on different perspectives, approaches, and historical evidence. Some of the most well-known theories include the Gujarati theory, the Arab theory, and the Persian theory. Each theory has its own arguments, supporting data, and weaknesses, which have sparked lengthy debate among historians. These differing views have given rise to diverse understandings of how Islam emerged, developed, and became widely accepted by the people of the Indonesian archipelago. (Musthofiah 2022) In the context of HSC learning, the material on the theories of the arrival of Islam goes beyond mastering concepts or memorizing history. Students are expected to develop critical thinking skills by comparing theories, examining historical evidence, and assessing the validity of the arguments used in each theory. This process requires students to not only receive information but also to analyze historical sources in depth.

However, not all learning methods are capable of supporting analytical and evaluative learning objectives, such as those for the theory of the arrival of Islam in the Indonesian archipelago. This material requires students not only to understand the differences between theories but also to be able to examine historical evidence, compare expert arguments, and draw logical conclusions based on available data. Therefore, learning methods are needed that provide space for students to think critically, actively, and deeply engage in the knowledge construction process. The chosen learning method should facilitate discussion, collaboration, and historical dialogue so that students can objectively examine the differences between theories. Furthermore, these methods should ideally encourage students to develop problem-solving skills, especially when faced with differing views or a lack of definitive historical evidence. Thus, learning is not passive or focused solely on lectures, but rather emphasizes discovery learning, historical document analysis, and comparative studies.

Selecting the right learning method is crucial in the process of learning Islamic Cultural History (ISHC), particularly for analytical materials such as theories about the arrival of Islam in the Indonesian archipelago. Inappropriate learning methods often result in students only understanding history superficially, unable to connect theories to evidence or the socio-cultural context of the time. This results in less meaningful learning and fails to develop students' critical thinking skills. Therefore, an approach is needed that allows students to actively engage in discussions, explore historical sources, and build understanding through collaborative processes. In the context of ISHC, an approach that emphasizes open dialogue, analysis of historical documents, and exploration of various theories from experts is more effective in helping students understand the dynamics of Islamic development in the Indonesian archipelago. This type of learning not only requires students to memorize Gujarati, Persian, or Arabic theories but also encourages them to compare arguments, assess the validity of sources, and draw conclusions based on historical evidence. Group interaction also provides space for students to exchange views, thereby enhancing their understanding. Based on these considerations, this study focuses on identifying, examining, and determining the most

effective and relevant learning methods to help students understand the complexities of theories about the arrival of Islam in the Indonesian archipelago. By combining a dialogic approach, group work, and problem-based analysis, SKI learning can create an active and meaningful atmosphere. Furthermore, the right learning model can foster critical thinking, curiosity, and the ability to objectively assess historical information. This research is expected to yield recommendations for methods that can address the needs of history learning in an era of creative and participatory education.

The shift in the learning paradigm from teacher-centered to student-centered demands teachers to be able to choose innovative learning models, one of which is choosing a model that can encourage critical and collaborative skills. Many learning studies suggest that lessons taught based on investigation and discussion can improve student understanding, because they do not simply collect information but by examining and analyzing the material. However, in reality, it is still often found that the SKI learning process only focuses on memorization, therefore history is often considered a boring subject (Baharudin et al. 2023). In this context, we try to combine history learning with the cooperative jigsaw method by forming discussion groups and collaborating with Problem Based Learning. so that in this learning stage students are able to improve the social and problem-solving aspects of the SKI material. PBL is very effective in encouraging students to solve problems, for example the question "why are there different theories about the process of Islam entering the archipelago?" with this question students are encouraged to read historical sources and also build temporary arguments, then the cooperative jigsaw and GI models invite students to work together to exchange the results of arguments into discussions so that investigations occur in understanding history. PBL provides a structure for problem-solving, and jigsaw bridges the dissemination of information into a discussion forum to achieve shared rationality, and GI encourages students to make systematic presentations related to problems that have been solved. (Kalsum 2025)

### **Research Methods**

This study uses a qualitative approach with a Classroom Action Research (CAR) design that aims to describe the effectiveness of combining cooperative learning methods (Jigsaw and Group Investigation techniques) and the Problem Based Learning (PBL) model in the Islamic Cultural History subject for grade XI Madrasah Aliyah, specifically the material "The Entry of Islam to the Archipelago". CAR was chosen because it allows the researcher (who also acts as a class teacher) to continuously improve learning practices directly through repeated cycles (Adlini et al. 2022a). The research was carried out in two cycles, each cycle including the planning stage (compiling lesson plans and worksheets based on historical problems), implementation (teaching by collaborating cooperatively and PBL), observation (recording students' activeness, interactions, and critical thinking processes), and reflection (evaluating shortcomings and designing improvements for the next cycle).

Data collection was conducted through participatory observation (the researcher observed and taught simultaneously), field notes, video recordings of the learning process, brief interviews with students after class, and documentation in the form of photos of group discussions, student worksheets, and their presentations. Data analysis refers to the interactive model of Miles and Huberman, which consists of data reduction, data presentation, and conclusion drawing/verification. To maintain data validity, source triangulation (students,

teachers, and observers) and method triangulation (observation, interviews, documentation) were used (Adlini et al. 2022b). The success of the actions in this study was measured through several main indicators that reflect the development of student abilities from cycle I to cycle II. The first aspect is increased student activeness, as seen from the increasing number of students involved in discussions, asking questions, and providing responses to the theories being studied. In cycle I, participation was still dominated by only a few students, but in cycle II, student involvement increased significantly due to the increasingly conducive classroom atmosphere and familiarity with problem-based cooperative learning patterns. The second aspect is critical thinking skills, particularly in examining theories about the arrival of Islam in the Indonesian archipelago. Through source analysis, expert opinion comparisons, and historical problem-solving activities, students began to develop more logical arguments and support them with relevant data. This development was evident when students began to distinguish strong and weak theories based on historical evidence. The third aspect is collaboration and presentation skills, which further improved in cycle II. Students were able to work more effectively in groups, divide tasks, and present their analysis results with greater confidence. Overall, these three indicators demonstrate that the actions taken significantly improved the quality of SKI learning.

## Results and Discussion

A learning method is a teacher's way of conveying knowledge so that students not only listen, but truly experience, understand, and even fall in love with the subject. (Hidayatulloh 2023) In the context of Islamic Cultural History, appropriate learning methods are crucial because this material is not simply a collection of dates and names of figures, but a story of noble values that can be emulated to this day. Students may know the events but not understand the context and meaning contained therein. Conversely, when students are involved in the process of thinking, discussing, and analyzing historical sources, learning becomes much more interesting and lively. They can build their own understanding, question anything that is unclear, and discover the connection between the past and present reality. However, when students are only presented with long lectures, history often feels dry and boring. But when they are invited to think, discuss, and find their own answers, history comes alive they feel like they are following the sea trade routes, hearing the voices of Gujarati traders, or imagining cultural encounters in the kingdoms of the Indonesian archipelago thousands of years ago.

The cooperative learning method is a learning approach that emphasizes collaboration among students in small groups to achieve learning goals together. In this method, students not only learn from the teacher, but also learn from and with their friends. Cooperative learning positions students as active subjects who play a role in building knowledge through the process of interaction, discussion, sharing opinions, and solving problems collectively.

Thus, the learning process does not occur individually, but through mutually reinforcing collaboration. Basically, the cooperative method is based on the assumption that learning will be more effective when students work together, help each other, and feel responsible not only for themselves, but also for the success of the group. Each group member has a different role, but all contribute to achieving common goals. The teacher acts as a facilitator who directs the learning process, regulates group dynamics, and ensures that each student is actively involved in activities. The cooperative method also has high social value. Through group work, students

learn to respect differences of opinion, develop communication skills, practice empathy, and build interpersonal skills. (Asda 2022) This is crucial in developing the character and collaborative attitudes needed in society. Academically, this method encourages students to think more critically because they must be able to explain ideas, process information, and respond to their peers' arguments. Overall, cooperative learning is an effective approach to creating active, participatory, and student-centered learning. By combining elements of cooperation, responsibility, and social interaction, this method can improve conceptual understanding, learning independence, and social skills, which are essential components of modern education. When implemented appropriately, cooperative learning can create a more lively and meaningful learning atmosphere for students. (Ningsih et al. 2022)

The cooperative methods we use, particularly the Jigsaw and Group Investigation techniques, transform the classroom into a warm and lively place for brainstorming. Students no longer sit quietly listening to the teacher, but instead teach each other. One child who already understands the Gujarat theory will explain it to their group mates, another who understands the trading approach will complement it, and so on until all group members have a complete understanding. This two-way interaction makes the classroom atmosphere very lively there is laughter, there are small, healthy debates, there is a sense of “we are all seeking the truth.” As a result, students don't just memorize, but truly care about the material because they feel “this is our story together.”

Problem-Based Learning (PBL) is a learning model that places real-life problems as the starting point of the learning process. In this approach, students do not merely receive information passively from the teacher, but are instead encouraged to actively seek, examine, and analyze information through a problem-solving process. The problems presented are typically contextual, relevant to life, and require critical and creative thinking. Thus, PBL views students as independent learners capable of constructing knowledge through direct experience, investigation, and group discussion. PBL does not simply present problems to be answered, but invites students to go through the entire process of scientific reasoning: from identifying the core problem, formulating research questions, searching for data sources, analyzing information, developing alternative solutions, to presenting their findings. The teacher in this model acts as a facilitator, not as a center of information. The teacher helps guide the process, provides triggering questions, and ensures that each student plays an active role, but does not provide direct answers. In the context of learning Islamic Cultural History, PBL is highly relevant because it can encourage students to examine historical evidence, compare theories, and understand past socio-cultural dynamics through challenging historical issues. By integrating authentic problems into the learning process, PBL can make lessons feel more alive, meaningful, and closer to reality. Therefore, the Problem-Based Learning model is one of the pedagogical approaches widely recommended to improve the quality of active, reflective, and student-centered learning.

The Problem-Based Learning model is a powerful catalyst for critical thinking. We open class with a compelling, big question: "Why are there so many theories about the arrival of Islam in the Indonesian archipelago? Which one makes the most sense according to historical evidence?" These questions keep students on their toes. They immediately search for answers, read sources, compare expert opinions, and sometimes even fight over history books in the madrasah library. This process of searching, doubting, and then finding their own answers is

what makes their understanding far stronger than if they were simply fed ready-made answers by the teacher. PBL teaches them that history isn't dead it's a puzzle waiting to be solved. When these two methods are combined, a kind of *small miracle* in the classroom. The cooperative method creates a warm, inclusive, and collaborative social space. Students feel valued because each individual has a meaningful role, opinion, and contribution within their group. The learning atmosphere becomes more intimate, relaxed, and no longer solely teacher-centered. Interactions between students occur naturally, encouraging them to ask questions, respond, and complement each other's understanding. At the same time, the Problem-Based Learning (PBL) model offers intellectual challenges that stimulate their curiosity. Students are confronted with real-life problems, historical situations, or theoretical conflicts that require in-depth investigation. They are not simply presented with material but are challenged to analyze, seek evidence, evaluate arguments, and develop logical solutions.

When cooperative learning and PBL meet, a balanced learning dynamic is created: there is both social warmth and intellectual acuity. Students not only learn history as a series of past events, but they also learn to think clearly, systematically, and critically. They learn how to express opinions politely, listen to differing perspectives, and defend arguments based on valid data. These skills are highly relevant today, when collaboration and critical thinking skills are essential for navigating the complexities of modern life. Moreover, the combination of these two methods makes learning more meaningful. Students not only understand the theory of Islam's arrival in the archipelago, but they also feel as if they are tracing the history, comparing expert perspectives, and interpreting evidence in their own ways. Learning experiences like this not only enhance understanding but also foster a love of knowledge, build reflective character, and prepare students to become mature learners in the future. From cycle I to cycle II, we saw real changes: students who were initially shy to speak became confident in presenting, those who were initially passive became active in asking questions, and those who initially only memorized became able to analyze and draw their own conclusions.

The learning process is carried out for 20 minutes in one meeting, at the beginning of the lesson the problem is explained in the question "why are there different theories of the process of Islam entering the archipelago?" then also given the question "which theory is most relevant to historical evidence", after the question is explained in front of the class, students will be moved to think critically to answer the question. previously the teacher bridged the question by providing material. The first session the teacher explained some material, this the author divided into 3 cycles; the first cycle the teacher explained several theories of the entry of Islam into the archipelago namely the Gujarat theory, the trader theory, the Champa theory, the knight theory, the Brahma theory, from all of these theories written on the media in the form of a blackboard, the theories are explained by the teacher, explaining in two directions, namely asking and answering, there is an interaction between the knowledge of students and teachers that stimulates new knowledge.

The second cycle is to explain what approach is used in supporting the theory of the entry of Islam into the archipelago, this material is written side by side on the blackboard. Approaches in the form of cultural assimilation, education, trade, marriage and politics are supporting factors for students to be able to understand the theory. In this lesson, each student is asked to take notes and listen to the teacher when explaining. After the two cycles have been explained to the students, it is time for the teacher to draw an understanding between theory

and approach. This is where students must be able to choose and match which theory is appropriate to the approach and also the historical facts that must be studied during the discussion later. The cooperative role occurs when the teacher and students interact directly verbally, two-way communication in conveying opinions from what was previously known, then the teacher plays a role in validating opinions from student knowledge. The third cycle, the teacher guides students' assumptions to choose the most relevant theory, and draws a line on the board to then match it with the approach material. Among them, students are asked about known historical facts, and written side by side between theory and approach.

The second session is group division, the group is divided according to the number of students in the class. In the observation conducted, the teacher divides 2 large groups, between the two groups will discuss the results of personal arguments from the understanding known by each student in one group. The discussion time is only 5 minutes, so students must maximize the time for discussion. The third session is a discussion, namely each group discusses the teacher's initial questions regarding the most relevant theory. discussion is an implementation of the cooperative method, this discussion is expected to be able to improve critical thinking skills and also social because students' opinions are pitted against each other in their group discussions, the results of student discussions are in the form of answers to the initial questions, they also provide information related to historical facts to be used as references to strengthen opinions.

The third session is a presentation, where this is the application of the cooperative method and also the PBL (problem based learning) model, students present the results of the discussion, several students represent their groups to present answers to the question "why are there different theories of the process of Islam entering the archipelago?", the presentation is done by including reasons and historical evidence information that can encourage other groups to agree with their opinions. After presenting their presentations, there are several objections raised by other groups, the atmosphere of learning Islamic Cultural History is very lively, groups of students ask questions and answers to refute and clarify. Several theories are chosen by the group because they are considered the most dominant and relevant to the historical approaches and evidence that they understand. The fourth session is the conclusion, conclusion and also teacher validation of problem solving in the discussion group presentation, the teacher besides having the main role as a presenter, also has a role as a validator of the results of the group discussion, this role is proof that in learning the teacher is also present as a guide and facilitator. in this session can be seen the success of students in understanding the material, this is the evaluation and assessment stage, student success can be assessed from how much they master the material in the presentation, PBL and cooperative methods are able to produce quite interesting learning, history is not only taught by memorization methods, but invites students to participate in seeking the truth of historical information through the stages of understanding, concluding arguments, distributing arguments in discussion groups, agreement on conclusions, final conclusions.

Based on the research results in cycles I and II, it can be concluded that by implementing the PBL learning model, students become more active during SKI learning activities. This condition is characterized by: 1) students are active and communicative in asking questions related to material they do not understand; 2) be brave and compete to answer questions asked by the teacher; 3) dare to express opinions in discussion activities; 4) actively involved in

discussions to solve problems given by the teacher; 5) dare to convey the results of group work through presentations in front of the class; 6) actively summarize essential materials. This is as conveyed.

That the form of student learning activity includes psychic activity characterized by active memory, senses, and emotions, as well as physical activity such as taking notes, reading, and discussing. (Purwaningrum et al. 2024) The findings of this study are in accordance with Sudjana's theory (2004) that student learning activity includes: 1) actively carrying out tasks; 2) being involved in problem solving; 3) actively asking questions; 4) actively seeking information; and 5) actively discussing according to teacher instructions. If the results of this study found that student learning activity can be increased through the implementation of the PBL learning model, it is different from Nugroho's research (2016). His research concluded that student learning activity can be increased through the application of learning styles. The application of learning styles can increase student activity based on five indicators, namely: attention, cooperation, expressing ideas, solving problems, and student discipline. The results of this study also become findings that the PBL model can not only improve students' critical thinking skills, but can also increase student learning activity and improve students' social skills, namely working together in their respective teams. A drawback of implementing the PBL model in SKI learning is that teachers have not yet utilized a variety of digital learning media optimally. Teachers are still limited to using learning resources and media such as whiteboards. Teachers need to prepare a variety of learning media to engage students' interest in learning.

## **Conclusion**

Based on the research results, it can be concluded that the combination of the Cooperative method and the Problem-Based Learning (PBL) model has significantly contributed to improving the quality of Islamic Cultural History (SKI) learning in Madrasah Aliyah, particularly in the topic of the arrival of Islam in the Indonesian archipelago. The collaboration of these two approaches is able to create a more lively, active, and participatory learning atmosphere so that students are not only recipients of information, but also play a role as discoverers and constructors of knowledge. The Cooperative Method has proven effective in building two-way interactions between teachers and students. Through group work, students are encouraged to exchange opinions, respect the views of their peers, while simultaneously improving interpersonal communication skills. Meanwhile, the PBL model provides space for students to develop critical thinking skills, solve problems, and assess the validity of historical sources based on available evidence. The combination of the two creates a pedagogical harmony that allows students to understand history not only as a story of the past, but as an analytical process relevant to current life.

Furthermore, the integration of the two methods has been shown to improve students' ability to analyze and compare theories of the arrival of Islam in the Indonesian archipelago. Students become more independent, reflective, and intellectually engaged in their learning. Therefore, the collaboration between Cooperative and PBL methods can be recommended as an effective and relevant learning innovation to improve the quality of Islamic Education (IS) learning in the era of creative and collaborative education. The success of the actions in this study was measured through several indicators that demonstrated real progress in the students.

The main indicator was increased student engagement during the learning process. Initially, some students tended to be passive and simply waited for the teacher's explanations. However, after implementing cooperative learning methods and problem-based learning models, significant changes were observed: students began to ask more questions, express their opinions, and engage more enthusiastically in group discussions.

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