

Research/Review

Problem-Based Islamic Religious Education (PBL) Learning to Strengthen Students' Moderate Attitudes and National Insight

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Abstract. The role of Islamic Religious Education (PAI) teachers in shaping students' religious moderation is highly needed. The very diverse religious diversity in public schools is a challenge for PAI teachers compared to religious-based schools. The purpose of this study is to identify PAI learning based on Problem Based Learning (PBL) to improve students' moderate attitudes and national insight which includes; planning, implementation, evaluation, supporting and inhibiting factors as well as the impact of problem-based PAI learning to shape students' moderate attitudes and national insight. This study uses a qualitative approach using the case study method. Data collection techniques are carried out through interviews, observations and documentation analysis. The data analysis technique uses the Miles and Huberman analysis technique using the ATLAS.ti analysis tool. The results of the study found that: First, PBL learning planning is carried out by; setting learning objectives, compiling learning steps and learning evaluation. Second, implementation is carried out by; orientation stage, guiding stage, developing stage and conclusion stage. Third, evaluation is carried out by; holistic, diagnostic, formative and summative evaluation stages. Fourth, supporting factors include; student involvement, high teacher creativity, student collaborative learning, program collaboration, contextualization of issues in learning, support for infrastructure and school culture. Inhibiting factors include; difficulty in determining relevant problems, time availability, lack of teacher understanding, student diversity, difficulty generating ideas, social and cultural barriers, and resistance to change. Fifth, a moderate attitude is demonstrated by; tolerance, openness, respect for diversity, good ethics in interactions, wasathiyah, social harmony, critical and objective.

Keywords: PBL; Moderate; Nationality; PAI; Students.

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1. Introduction

The role of Islamic Religious Education (PAI) teachers in fostering religious moderation in students is crucial. The vast diversity of religions in public schools presents a unique challenge for Islamic Religious Education (PAI) teachers compared to faith-based schools. This requires them to provide explanations and foster moderate attitudes in students so they can approach diversity with wisdom. Efforts are needed from schools to address the high number of cases and attitudes of religious intolerance that occur in schools (Zahrotul, 2019).

Islamic education is an effort to transfer Islamic values and teachings from parents/educators to students so that children can have complete and correct knowledge, understanding, and practice of Islamic teachings (Hashim, 2014). Islamic religious education serves as a vehicle for comprehensive understanding of Islam. This means that Islamic



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education should not only focus on improving ritual skills and monotheistic beliefs, but also on improving social and humanitarian morals and fostering critical and creative thinking (Al-Attas, 1991).

One preventive measure to foster public awareness and understanding of the importance of moderation, upholding the values of justice, and exemplary behavior is through the development of moderate and nationalistic Islamic Religious Education (PAI) instruction. Islamic Religious Education and Character Education are taught through subjects at all levels of education, and their implementation can be developed through various activities, both curricular and extracurricular. Islamic Religious Education and Character Education are based on the creed, which emphasizes the oneness of Allah SWT as the primary source of life values for humans and the universe.

To address the aforementioned issues and problems, it is necessary to seek innovations to develop Islamic Religious Education (PAI) learning in order to foster a moderate attitude and national insight in students. This, in turn, fosters a tolerant character. In this regard, the method used to address these issues for each student in Islamic Religious Education (PAI) learning is through the use of learning models, including problem-based learning models or problem-based learning models. *Problem Based Learning* (PBL). Problem-based learning model or commonly known as *model Problem Based Learning* (PBL) is learning that is centered on students by providing a real problem from everyday life at the beginning of learning (Ramdani, 2019).

The problem of moderate attitudes and national insight in students can be seen from:

- 1) intolerance in daily interactions, some students tend to have a narrow understanding of diversity, both in terms of religion, culture, and differences of opinion.
- 2) Apathy towards national issues, many students are not interested or even feel "unimportant" with values such as Pancasila, Bhinneka Tunggal Ika, and nationalism. Indicators: lack of participation in flag ceremonies or OSIS activities with national themes, not understanding the importance of commemorating national days such as Independence Day, Youth Pledge and others.
- 3) Bullying or Bullying due to differences, there is a tendency for students to bully friends who appear different. For example, more religious, or even considered 'less religious', come from a different family background, a lower economic background, an ethnic minority, and so on. This reflects a weak attitude of moderation (tasamuh/tolerance), as well as a low empathy and spirit of unity.
- 4) Exposure to extreme or radical content on social media, some students unconsciously follow accounts or content that leads to intolerance or hatred of certain groups. The impact is, their way of thinking becomes narrow, the emergence of an "us vs. them" attitude, which is dangerous for the resilience of the nation's ideology.
- 5) Lack of role models in moderation from the school environment, not all teachers are role models in conveying Islamic teachings that *mercy for all the worlds*, lack of habituation of healthy cross-view dialogue (Ramdani, 2019).

2. Literature Review

Previous research results that are considered relevant to this research include: (a) Anggita Poetri (2013) as a form of fading nationalism in Indonesia, which is generally categorized as school children in big cities: Consider Pancasila is no longer relevant as the basis of the State 25.8%, justify the bombing action 7.5%, agree with the implementation of Islamic law 21.1%, agree with radical actions 28.2%, lazy to follow the flag ceremony 83.3%, prefer foreign products 73.3%, do not care about the problems faced by the nation 63.3%, like schools abroad 56.7%, prefer foreign names 40%, feel western figures are better 33.3%. The survey data was not only conducted on madrasah students, but also in 100 public and private schools, 59 private schools and 41 public schools. The survey was conducted from October 2010 to January 2011 in ten areas of Jakarta, Bogor, Depok, and Bekasi (Jabodetabek). A total of 993 junior high and high school students were sampled (Raito, 2022). (b) Sunaryo Kartadinata (2013) based on a survey conducted by the Central Statistics Agency (BPS) on 27-29 May 2011 in 181 districts and 33 provinces involving 12,056 respondents, it was found that Indonesian people have minimal national insight, there are 10 percent of people who are unable to mention the Pancasila principles in full and 67-78 percent who know about the Unitary State of the Republic of Indonesia and *Bhinneka Tunggal Ika* (Najib, 2013).

3. Methods

This research approach uses a qualitative approach. Considering the research problem In the background of the problem, namely problem-based Islamic Religious Education (PBL) learning to shape moderate attitudes and national insight in students. Where the research was conducted by describing the object, the uniqueness of the object, the process, the findings of potential and problems, categorization of findings, construction between categories, and the meaning of an event (Sugiono, 2013). The qualitative research approach according to Creswell (2012) is divided into five types, namely; Phenomenological, Grounded Theory, Ethnography, Case Study, Narrative. This dissertation research uses the method Case Study because it focuses intensively on a particular object analyzed as a case. Primary data in this study were obtained from interviews with informants consisting of the Principal, Teachers, Education Personnel and Students. Secondary data in the form of sources outside of words and actions categorized as second words (secondary) in the form of books, journals, photos and the internet. Researchers used the technique of translating, carried out with different techniques from the same source, and researchers used observation, in-depth interviews, and documentation when collecting data while checking its credibility.

4. Results

Problem-Based Islamic Education (PAI) Learning Planning (PBL) to Strengthen the Moderate Attitude and National Insight of Students at SMAN 3 Ciamis and SMA Plus Darussalam Ciamis

Learning with models *Problem-Based Learning* (PBL) at SMAN 3 Ciamis, is carried out systematically through the following stages: 1) problem identification, namely preparing real problems that are relevant to Islamic Religious Education values, for example issues of reprehensible morals such as lying or envy. 2) Preparation of Learning Implementation Plans (RPP)/Teaching Modules to ensure that learning objectives, PBL steps, and assessments are clear. 3) Materials and media, preparing teaching materials (the Qur'an, Hadith, related literature) and supporting media, such as videos or case studies. 4) group formation, namely by dividing students into groups for collaborative discussions. 5) trigger questions by preparing initial questions that encourage students to analyze problems and find solutions based on Islamic teachings. 6) Evaluation by preparing assessment rubrics to measure the learning process and outcomes. Through this preparation, PBL learning can run effectively and achieve Islamic Religious Education learning objectives.

The development of PBL-based Islamic Religious Education (PAI) teaching modules at SMA Plus Darussalam Ciamis is carried out before the start of classes so that teachers can thoroughly prepare all the necessary learning needs and steps. The ideal time for development is several weeks or even months before the start of the new semester or school year, depending on the complexity of the material and the teachers' needs. The development is carried out in a planned manner, allowing teachers to identify the issues to be addressed in the PBL, determine learning objectives, design activities, and select appropriate learning resources.

Implementation of Problem-Based Islamic Education Learning (PBL) to Strengthen the Moderate Attitude and National Insight of Students at SMAN 3 Ciamis and SMA Plus Darussalam Ciamis

The formation of moderate attitudes of students in Islamic Religious Education learning at SMAN 3 Ciamis is carried out through an integrative approach between the curriculum, learning methods, school activities, and habits in the school environment. As a public school that has cultural, ethnic, and religious diversity, SMAN 3 Ciamis pays attention to the formation of moderate attitudes that reflect an attitude of respect for differences and diversity, its strategic steps through the integration of moderation values in the Islamic Religious Education curriculum, the use of learning methods that support moderation, teacher habits and role models, school programs and activities that support moderation, reinforcement through local wisdom and assessment and reflection.

Integrating the values of national insight into the Islamic Religious Education (PAI) subject matter at SMAN 3 Ciamis is carried out through selecting materials that are relevant to the national insight material, contextual learning models, discussion activities and case

studies, strengthening national values in worship practices, non-formal national-based activities and commemoration of national and religious holidays.

The method to strengthen the moderate attitude of students at SMA Plus Darussalam is carried out in several ways, including; through collaboration with SMA Yakobus South Jakarta by holding discussions on how to respect differences between religious communities. Instilling moderate values in learning, getting used to an attitude of humility, getting used to an attitude of not feeling the most correct, getting used to an attitude of wanting to learn, developing tolerance and religious harmony, getting used to an attitude of respecting differences, getting used to an attitude of openness to differences, getting used to an attitude of tolerance towards differences and getting used to an attitude of respecting diversity.

The attitude of national commitment in students in the Islamic Religious Education (PAI) subject matter at SMA Plus Darussalam uses several methods carried out through habituation at school, namely by carrying out flag ceremonies regularly every Monday by instilling the meaning of nationalism in the message of the ceremony instructor. The culture of respecting state symbols teaches students to respect state symbols such as respecting the red and white flag, the national anthem, and the Garuda Pancasila.

Evaluation of Problem-Based Islamic Education (PAI) Learning to Strengthen the Moderate Attitude and National Insight of Students at SMAN 3 Ciamis and SMA Plus Darussalam Ciamis

In the analysis and evaluation phase of PBL, evaluation focuses not only on the final outcome but also on the process of understanding the problems experienced by students. Evaluation also involves assessing students' active engagement, the quality of their proposed solutions, their attitudes and behaviors, and their reflection on their learning experiences. Through this comprehensive evaluation, students can gain a clear picture of the extent to which they have developed a moderate attitude and national insight in Islamic Religious Education (PAI) learning.

Religious moderation is one of the objectives of Islamic Religious Education (PAI) learning. Islamic Religious Education learning with a religious moderation perspective can help erode radicalism and intolerance based on religion and belief. Indicators of achievement are seen in how students respect differences in religion, belief, and the way of worship of adherents of other religions, are tolerant towards school residents, are fair to all adherents of religion, do not demean or ridicule the religion of other students, do not express their beliefs excessively, have a national commitment, are anti-violence in the school environment, accept existing traditions in the community and have a multicultural attitude.

Developing a Moderate Attitude Problem-based Islamic Religious Education (PAI) learning can help students develop a moderate attitude, namely balance, openness, tolerance, and respect for diversity. The Islamic religious material used in problem-based Islamic Religious Education (PAI) learning contains moderate values, is based on open principles, and is broad-minded.

Supporting and Inhibiting Factors of Problem-Based Islamic Education (PBL) Learning to Strengthen the Moderate Attitude and National Insight of Students at SMAN 3 Ciamis and SMA Plus Darussalam Ciamis

Supporting factors for problem-based Islamic Religious Education (PBL) learning to strengthen moderate attitudes and national insight at SMAN 3 Ciamis include; active student involvement, contextualization of national issues and moderation, collaborative learning, development of critical and problem-solving skills and self-reflection. Meanwhile, based on the interview results, information was found that inhibiting factors in PBL-based Islamic Religious Education learning at SMAN 3 Ciamis include teachers' lack of understanding of PBL, challenges in determining relevant problems, diversity of student backgrounds, limited time and resources, social and cultural barriers and resistance to change.

Supporting factors in PAI-based learning *Problem Based Learning*(PBL) to strengthen moderate attitudes and national insight at SMA Plus Darussalam Ciamis, including; 1) There is a collaboration between the School's religious program and the Darussalam Islamic Boarding School, namely the Bilingual Islamic Boarding School program and the Tahfidz Program, so as to provide maximum contribution to the running of religious learning at SMA Plus Darussalam Ciamis. 2) Learning is supported by infrastructure, including the availability of multimedia devices to support the PAI learning process based on the *Problem Based Learning*(PBL). 3) Teacher creativity, at SMA Plus Darussalam Teachers are given the freedom to develop their own teaching modules and choose or modify the available teaching modules according to the context, needs and characteristics of students so as to provide space for Teachers to innovate and strengthen teachers to be more creative. 4) The environmental conditions of SMA Plus Darussalam have and habituate a culture of time discipline, orderly worship, 5S (Smile, Greeting, Greeting, Polite and Courteous) and social concern for all school residents and are based on Islamic boarding schools.

Inhibiting factors in Islamic Education-based learning *Problem Based Learning*(PBL) at SMA Plus Darussalam includes difficulties in generating student ideas, insufficient time availability and differences in student understanding so that students develop less because they cannot be forced to study according to the schedule provided by the school.

The Impact of Problem-Based Islamic Education Learning (PBL) on Strengthening the Moderate Attitude and National Insight of Students at SMAN 3 Ciamis and SMA Plus Darussalam Ciamis

The attitude of national insight of students at SMAN 3 Ciamis can be seen from various behaviors that reflect a love for the homeland, respect for diversity, and active participation in advancing the country. The following are some forms of national insight attitudes that can be observed in schools: 1) Appreciating and celebrating diversity. 2) Respecting state symbols., 3) Playing an active role in activities that support unity and integrity., 4) Understanding and practicing the values of Pancasila., 5) Speaking in good and correct language., 6) Maintaining

the integrity and sovereignty of the country. 7) Appreciating the nation's work., and 8) Strengthening the spirit of nationalism in education.

The impact of problem-based Islamic Religious Education (PBL) learning to strengthen moderate attitudes and national insight at SMA Plus Darussalam Ciamis has a significant positive impact in strengthening moderate attitudes and national insight of students as indicated by several indicators as follows: 1) Students are more active in learning, 2) Students are more enthusiastic in Islamic Religious Education learning, 3) Students are easier to understand the material taught, 4) Students are more responsible in learning. 5) Students are better able to apply the knowledge they have in the real world, and 6) Students are more motivated to continue learning.

The attitude of national insight of students at SMA Plus Darussalam Ciamis can be seen from various behaviors that reflect a love for the homeland, respect for diversity, and active participation in advancing the country.

5. Discussion

Problem-Based Islamic Education Learning (PBL) Planning to Strengthen Students' Moderate Attitudes and National Insight

Planning is making decisions about what will be done for change or development and how those actions will be carried out (Sawitri, 2019). Zuhdan et al. (2011) stated that "learning tools are tools or aids for implementing processes, which enable educators and students to carry out learning activities." Kunandar (2014) explains, "educators must develop comprehensive and systematic learning methods so that learning activities can be carried out interactively, inspiringly, interestingly, challengingly and motivingly so that students participate in the learning process."

Problem-Based PAI Learning Planning (PBL) at SMAN 3 Ciamis and SMA Plus Darussalam Ciamis found several similarities and differences. Where overall the Problem-Based PAI Learning Planning (PBL) at SMAN 3 Ciamis was carried out with six planning stages while at SMA Plus Darussalam Ciamis three planning stages were found. Although there are differences in the number of planning stages, the results of the researcher's analysis in principle the Problem-Based PAI Learning Planning can be grouped into three planning steps, namely; 1) Determining learning objectives, consisting of; identifying problems, preparing lesson plans (RPP)/teaching modules, materials and media, preparing teaching materials. 2) Preparing learning steps consisting of; forming groups, trigger questions and 3) Evaluating learning by preparing learning assessments and preparing assessment rubrics.

The research findings data on problem-based Islamic Education learning planning to strengthen moderate attitudes and national insight of students at SMAN 3 Ciamis and SMA Plus Darussalam Ciamis, researchers concluded that planning was carried out by; 1) Determining learning objectives, 2) Preparing learning steps and 3) Evaluating learning.

Implementation of Problem-Based Islamic Education Learning (PBL) to Strengthen Students' Moderate Attitudes and National Insight

Implementation is an action from a plan that has been carefully and thoroughly prepared (Abdullah, 2008). In implementing the PBL learning model for the independent curriculum of Islamic Religious Education (PAI) in high school, teachers are guided by the teaching module that has been created. In the teaching module, the implementation consists of initial activities, core activities, and closing activities. In the initial activity, the PAI teacher asks students to prepare to pray together and sit in their respective places, then asks how they are and takes attendance. Then, the PAI teacher also briefly reviews the material that has been studied previously. This is followed by the delivery of the material to be studied and learning objectives through PPT media.

Model components *Problem Based Learning* is a learning system based on learning problems, which requires scientific investigation to solve problems, so that students can construct their own knowledge (Trianto, 2019). Specifically, the instructional impact arising from learning through the learning model *Problem Based Learning* is the ability to solve a problem. The accompanying impact is another ability that arises from the learning environment experienced by students outside of teacher direction. Meanwhile, the accompanying impact that students will gain through learning using *Problem Based Learning* strengthen cooperation, tolerance, honesty, critical thinking, perseverance, foster discipline and responsibility.

Evaluation of Problem-Based Islamic Education (PAI) Learning to Strengthen Students' Moderate Attitudes and National Insight

Evaluation of Problem-Based Islamic Education (PBL) Learning at SMAN 3 Ciamis and SMA Plus Darussalam Ciamis found the types of evaluation conducted. There are eight stages of evaluation conducted at SMAN 3 Ciamis with the principle of holistic evaluation to obtain comprehensive evaluation results from the learning process until how the follow-up process for the improvement process in the next learning is found. The evaluation conducted at SMA Plus Darussalam is simpler but comprehensively evaluates all aspects of the assessment consisting of three evaluations, namely; diagnostic assessment, formative assessment, and summative assessment.

Supporting and Inhibiting Factors in Problem Based Islamic Education Learning (PBL) to Strengthen Students' Moderate Attitudes and National Insight

Supporting factors in PAI-based learning *Problem Based Learning* (PBL) to strengthen moderate attitudes and national insight at SMA Plus Darussalam Ciamis, including; 1) There is collaboration between the School's religious program and the Islamic Boarding School, 2) Learning is supported by infrastructure, including the availability of multimedia devices to support the PAI learning process based on the *Problem Based Learning* (PBL). 3) Teacher creativity, 4) The environmental conditions of SMA Plus Darussalam have and cultivate a

culture of time discipline, orderly worship, 5S (Smile, Greet, Say Hello, Polite and Courteous) and social concern for all school residents and are based on Islamic boarding schools.

As for the inhibiting factors in PAI learning based on *Problem Based Learning* (PBL) at SMA Plus Darussalam includes difficulties in generating student ideas, insufficient time availability and differences in student understanding so that students develop less because they cannot be forced to study according to the schedule provided by the school.

Based on the research findings, the supporting and inhibiting factors of problem-based Islamic Education learning to strengthen the moderate attitudes and national insight of students at SMAN 3 Ciamis and SMA Plus Darussalam Ciamis are as follows: support for infrastructure, environmental culture, contextualization of issues, active student involvement, program collaboration, high teacher creativity, and collaborative learning.

The Impact of Problem-Based Islamic Education Learning (PBL) on Strengthening Students' Moderate Attitudes and National Insight

The moderate attitudes of students at SMAN 3 Ciamis can be seen in several aspects that reflect balance, tolerance, and understanding of differences. Students' national insight at SMAN 3 Ciamis can be seen in various behaviors that reflect love for their country, respect for diversity, and active participation in advancing the nation.

The moderate attitudes of students at SMA Plus Darussalam Ciamis can be seen in several aspects that reflect balance, tolerance, and understanding of differences. Students' national insight at SMA Plus Darussalam Ciamis can be seen in various behaviors that reflect love for their country, respect for diversity, and active participation in advancing the nation.

6. Conclusion

Based on the results of research and discussion on problem-based Islamic Education (PBL) learning to strengthen moderate attitudes and national insight of students at State Senior High School 3 Ciamis and Darussalam Senior High School Ciamis, the following conclusions can be drawn, Planning problem-based Islamic Education (PBL) learning to strengthen moderate attitudes and national insight of students at School is done by; 1) Determining learning objectives, 2) Preparing learning steps and 3) Evaluating problem-based learning. Implementation of problem-based Islamic Education (PBL) learning to strengthen moderate attitudes and national insight of students at School is done by; 1) Orientation stage, 2) Guiding stage, 3) Developing stage and 4) Implementation stage. *Conclusion.* Evaluation of problem-based Islamic Religious Education (PAI) learning to strengthen moderate attitudes and national insight of students in schools is carried out by; 1) Holistic evaluation, 2) Diagnostic assessment, 3) Formative assessment and 4) Summative assessment, to measure understanding of the problem. Supporting factors for problem-based Islamic Religious Education (PAI) learning to strengthen moderate attitudes and national insight of students in schools are found to be several factors including; student involvement, high teacher creativity, student collaborative learning, program collaboration, contextualization of issues in learning, support for infrastructure and school environmental culture. The inhibiting factors include;

difficulty in determining relevant problems, time availability, lack of teacher understanding of PBL, diversity of student backgrounds, difficulty in generating ideas in students, as well as social and cultural barriers and resistance to change.

7. Limitation

This study has several limitations that need to be considered to understand the context and results obtained. These limitations may affect the generalizability of the findings and recommendations. The following are some of the limitations identified in the study: (a) Interviews were conducted with internal parties, namely; the Principal, Vice Principal, Teachers and Students, and needed to be supplemented by external informants such as PAI supervisors to add to the internal and external analysis information. (b) The process of taking most of the interview results and supported by documentation analysis, only in the documentation analysis that is relevant to the research information is less supportive. (c) The results of this study produce a Contextual Model *Problem Based Learning* Collaborative-Based PAI in Improving Moderate Attitudes and National Insight, is still a simple conceptual design, further development research is needed to produce a more comprehensive model.

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