

IMPLEMENTING AUDIOVISUAL-ASSISTED PROBLEM-BASED LEARNING MODEL TO IMPROVE STUDENTS' CONCENTRATION AND LEARNING OUTCOMES IN ISLAMIC CULTURAL HISTORY AT MIN 8 BONE

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ABSTRACT

This study aims to improve students' concentration and learning outcomes through the use of audiovisual media based on the Problem-Based Learning (PBL) model in teaching Islamic Cultural History (SKI) to fifth-grade students at MIN 8 Bone. This research employed a Classroom Action Research method conducted in three cycles. Cycle I was conducted on 25 October 2025, cycle II on 01 November 2025, and cycle III on 08 November 2025. The subjects of this study were 27 fifth-grade students at MIN 8 Bone. The object of the study was the SKI, the causes and events of the Fathu Makkah. Data collection techniques included tests and non-test methods. The test instrument consisted of essay questions, and the non-test instrument consisted of observation sheets. The data were analyzed using descriptive statistical analysis techniques. The results indicate that integrating audiovisual media into the PBL model effectively improved students' concentration and learning outcomes. This is evidenced by the increase in the percentage of students achieving learning mastery in each cycle, from 61% in Cycle I to 86% in Cycle II, and reaching 96% in Cycle III. In addition, students' concentration levels improved from the "fair" category to the "very good" category. Based on these findings, it can be concluded that the application of PBL-based audiovisual media is effective in improving students' concentration and learning outcomes in the Islamic Cultural History (SKI) subject at MIN 8 Bone.

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INTRODUCTION

In recent years, student learning problems have escalated to a critical level. The Minister of Basic and Secondary Education of the Republic of Indonesia, Prof. Dr. Abdul Mut'i, stated that the

Indonesian nation is currently experiencing "learning loss." Learning loss does not merely reduce academic achievements but also significantly impairs motivation, autonomy, and students' capacity to maintain focus and concentration (Gusti, 2025). Broadly defined, learning loss refers to a decline in students' learning capabilities and academic attainments triggered by specific disruptive conditions, such as prolonged educational breaks or abrupt shifts in the learning environment (Adjeng, 2023). Although the phenomenon of learning loss initially became prominent during the COVID-19 pandemic, its residual impacts continue to threaten students' readiness, cognitive engagement, and psychological focus in contemporary classroom settings.

A recent report by Sukoco and Arsendy (2023) indicates that while Indonesia has demonstrated progressive strides in recovering from this widespread learning loss, the optimal quality of education expected across institutions has not been fully realized. Consequently, expanding equitable access to high-quality education, upgrading teachers' competencies, and requiring schools to adapt to digital advancements rapidly are pivotal areas that demand urgent government intervention (Sukoco & Arsendy, 2023). This current educational landscape demonstrates that student learning issues—specifically declines in motivation, mental concentration, and fundamental academic skills—represent crucial problems that must be addressed to achieve effective educational objectives. It is well established that classroom instructional processes contribute the largest share to institutional educational success (Wardana & Djameluddin, 2021). Concurrently, education remains one of the primary pillars for cultivating future generations who are morally upright, highly competent, and accountable within societal life.

Among the critical challenges identified within modern classrooms, low student concentration stands out as a paramount obstacle. Slameto defines concentration as a cognitive state in which thought is focused entirely on a specific object while systematically disregarding irrelevant stimuli (Dairo & Dewi, 2019). This definition underscores that concentration serves as a highly influential determinant of instructional efficacy. Students who fail to concentrate during lessons inevitably encounter substantial difficulties in analyzing and answering evaluation instruments, which directly degrades their final learning outcomes (Sativa et al., 2022). This correlation indicates that low student concentration directly reflects a broader lack of cognitive activity, manifesting as a general lack of seriousness during academic sessions. When students do not attentively focus on the instructor and the delivered content, their conceptual comprehension and overall learning outcomes cannot be optimally realized.

Given these dynamics, educators must transcend the traditional role of merely transferring textbook knowledge and act instead as proactive managers who engineer highly conducive and stimulating learning environments. Teachers are explicitly challenged to introduce appealing pedagogical innovations that capture and anchor student focus. However, successful instructional outcomes do not rest solely on the teacher's presence. However, they are deeply contingent upon the overall quality, structure, and dynamic nature of the methods, strategies, and instructional media deployed in the classroom.

A primary catalyst for poor student focus is the pervasive use of unvaried instructional media and monotonous teaching methods. The conventional reliance on lengthy, one-way lectures with

minimal peer interaction often leads to severe boredom and disengagement, resulting in students quickly losing cognitive focus (Susanti et al., 2024). Corroborating this view, research conducted by Fatnianton Adawiyah reinforces that instructors who fail to incorporate methodological variations into their teaching routines inadvertently cause classroom fatigue, thereby obstructing the proper delivery and absorption of the curriculum material (Suparlan, 2021).

This theoretical reality is clearly reflected in field observations conducted on September 20, 2025, at MIN 8 Bone. During classroom observations within the Islamic Cultural History (SKI) course, a significant number of students demonstrated a severe lack of concentration during the learning process. The instructional delivery was heavily dominated by passive lecturing and tedious tasks requiring students to transcribe or copy text from manuals, even though tasks were nominally distributed via a group framework. In practice, students were observed playing with peers, ignoring the teacher's directives, and demonstrating a profound lack of enthusiasm in responding to the core topic. This widespread disengagement ultimately resulted in a measurable decline in students' academic performance and learning outcomes.

To systematically address this deficit in student focus, the strategic integration of audiovisual media offers a highly viable solution. Audiovisual media refers to instructional apparatuses that synthesize motion and sound elements, exemplified by interactive technologies such as Smart TVs. Empirical evidence from a study by Setyoningsih indicates that targeted use of audiovisual media significantly improves student concentration (Estiana et al., 2023). This enhancement occurs because presenting academic content through audiovisual modes simultaneously stimulates both visual and auditory senses, thereby transforming the classroom environment into a much more engaging and immersive learning experience.

In addition to advanced media integration, educational success is fundamentally determined by the underlying instructional methodology. The application of the Problem-Based Learning (PBL) model, which contextualizes abstract curriculum topics within real-world problems found in students' everyday environments, effectively motivates learners to actively investigate, collaborate, and formulate solutions to the presented scenarios. This active problem-solving mechanism substantially reinforces their conceptual mastery and cognitive retention of the subject matter. A previous study by Novianti (2022) found that deploying the PBL methodology can dramatically improve student learning outcomes, achieving an institutional mastery rate of up to 92%.

Grounded in the aforementioned challenges, this study aims to systematically investigate the effect of employing an audiovisual-assisted Problem-Based Learning model in improving the concentration and learning outcomes of fifth-grade students at MIN 8 Bone. By structurally integrating audiovisual media into the PBL framework, it is anticipated that instruction in Islamic Cultural History (SKI) will become inherently more engaging, dynamic, and enjoyable, thereby enabling students to concentrate and achieve optimal academic outcomes.

METHOD

This study is a Classroom Action Research (CAR), an investigative approach conducted directly within the classroom environment to monitor and evaluate student development, focusing specifically on concentration issues and learning outcomes. CAR is defined as a systematic inquiry conducted by teachers or researchers within a specific classroom setting to determine the actual impact of applied instructional interventions on the research subjects (Azizah, 2021). The primary objective of this research is to evaluate the effectiveness of an audiovisual-assisted Problem-Based Learning (PBL) model in enhancing the concentration and learning outcomes of fifth-grade students at MIN 8 Bone in the subject of Islamic Cultural History (SKI). The study was carried out across three consecutive cycles from October 25 to November 8, 2025. The research site was MIN 8 Bone, located on Jl. Gunung Klabat, Watampone Subdistrict, Tanete Riattang District, Bone Regency, South Sulawesi.

The subjects of this research were 27 students, comprising 10 females and 17 males. Meanwhile, the object of this research focused on the SKI subject, specifically the topic "The Causes and Events of Fathu Makkah" (The Liberation of Mecca). To gather comprehensive data, both testing and non-testing techniques were employed. The testing instrument consisted of essay questions designed to measure students' cognitive learning outcomes at the end of each cycle. Concurrently, the non-testing instrument used observation sheets to assess students' concentration levels during instruction systematically. The collected quantitative data were subsequently analyzed using descriptive statistical techniques, specifically by calculating the mean scores for both student concentration levels and learning outcomes across each cycle to provide an accurate representation of academic improvement.

RESULTS AND DISCUSSION

This research was conducted at MIN 8 Bone on Saturdays across three consecutive cycles, with each cycle consisting of two sessions. The first session commenced from 11:40 to 12:20, followed by the second session from 12:40 to 13:40, and this schedule remained consistent throughout the study. Each cycle comprised one instructional meeting lasting approximately 1 lesson hour (*Jam Pelajaran* / JP). The researcher's primary focus was to evaluate students' concentration levels and learning outcomes in the Islamic Cultural History (SKI) subject using an audiovisual-assisted Problem-Based Learning (PBL) model.

RESULTS

The empirical findings resulting from the implementation of the audiovisual-assisted PBL model across the three cycles are elaborated as follows:

1. Student Learning Concentration

Students' Readiness to Learn Indicated by Sitting Quietly

Readiness to learn was characterized by students sitting quietly in their seats, refraining from pacing, and preparing their learning materials, including textbooks, pens, pencils, and other stationery. The observational data regarding this indicator are presented in the following table:

Table 1. Students' Readiness to Learn Indicated by Sitting Quietly

Total Students	Cycle I (Number of Students)	Cycle II (Number of Students)	Cycle III (Number of Students)
27	18 (67%)	20 (74%)	23 (85%)

Based on the data presented in the table, students' concentration levels on the indicator "Students' Readiness to Learn Indicated by Sitting Quietly" increased significantly across the three cycles. The observational results revealed that only 18 students (67%) exhibited readiness to learn by sitting quietly in their respective seats during Cycle I. In Cycle II, the number of students demonstrating readiness to learn increased to 20 (74%), and further increased to 23 (85%) in Cycle III. This trend indicates that implementing the audiovisual-assisted PBL model effectively enhances student concentration, particularly in their initial readiness to learn in the SKI subject.

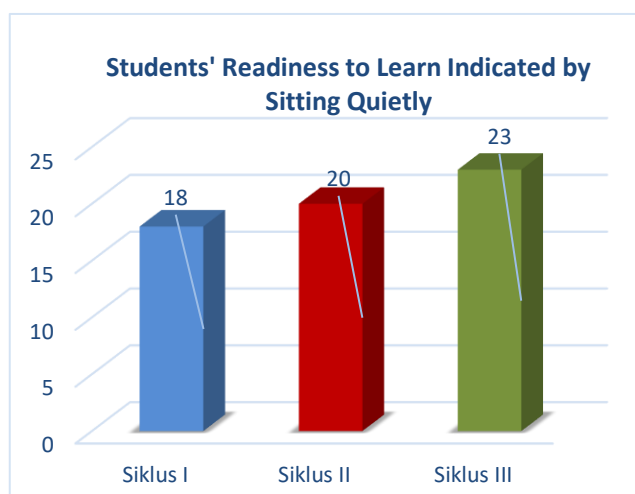


Figure 1. Diagram of Students' Readiness to Learn

Based on the diagram in Figure 1, students' concentration levels regarding the indicator "Students' Readiness to Learn Indicated by Sitting Quietly" increased steadily. This gradual improvement from Cycle I to Cycle III provides empirical evidence that implementing the audiovisual-assisted PBL model positively affects students' readiness to receive instruction, particularly in the SKI subject.

Students Engaging in Learning with Full Awareness Without Daydreaming > Learning with full awareness was used to evaluate students' concentration as they consciously engaged with the lesson, both mentally and physically. This includes demonstrating enthusiasm in receiving the lesson, paying close attention to the teacher and instructional media, and refraining from daydreaming during the learning process. The observational data for this indicator are presented in the following table:

Table 2. Full Awareness Without Daydreaming

Total Students	Cycle I (Number of Students)	Cycle II (Number of Students)	Cycle III (Number of Students)
27	20 (74%)	22 (81%)	24 (89%)

Based on the table data, students' concentration levels on the indicator "Full Awareness Without Daydreaming" increased significantly across the three cycles. Of the 27 fifth-grade students, 20 (74%) demonstrated full awareness of learning during Cycle I. In Cycle II, the number of students demonstrating learning awareness rose to 22 (81%), and further increased to 24 (89%) in Cycle III. This trend indicates that implementing the audiovisual-assisted PBL model effectively fosters students' full awareness during learning, particularly in SKI instruction.

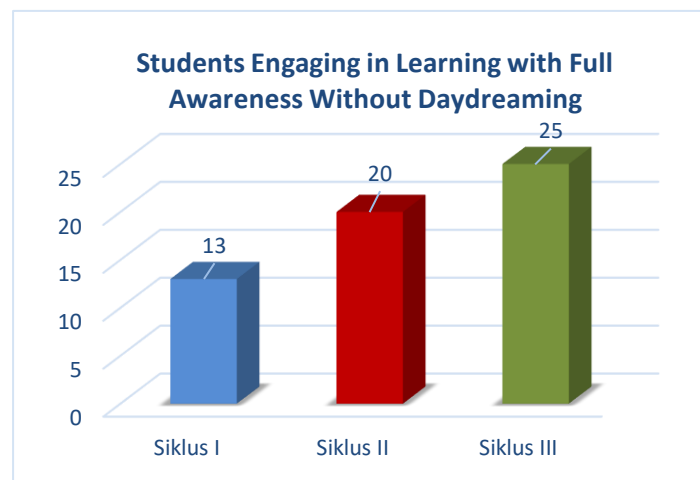


Figure 2. Diagram of Full Awareness Without Daydreaming

Based on the diagram in Figure 2, students' level of awareness in engaging with the learning process increased gradually from Cycle I to Cycle III. Students' seriousness in watching the instructional videos, combined with the real-world problems presented through the PBL model, enabled them to bring their full attention to learning without daydreaming about matters outside the lesson content. This trend indicates that implementing the audiovisual-assisted PBL model positively enhances students' awareness of learning.

Students Not Being Easily Distracted by Non-Learning Activities

The tendency to be easily distracted was used to assess student concentration, as evidenced by measures such as refraining from playing around and avoiding conversations with peers that were unrelated to the instructional material. The observational data for this indicator are presented in the following table:

Table 3. Not Easily Distracted by Non-Learning Activities

Total Students	Cycle I (Number of Students)	Cycle II (Number of Students)	Cycle III (Number of Students)
27	10 (37%)	18 (67%)	24 (89%)

Based on the table data, students' concentration levels on the indicator "Not Easily Distracted by External Activities" increased significantly across the three cycles. Observational results revealed that of the 27 fifth-grade students, only 10 (37%) maintained their focus during learning by disregarding activities unrelated to the instructional material in Cycle I. In Cycle II, the number of students demonstrating indifference toward non-learning activities rose to 18 (67%) and further increased to 24 (89%) in Cycle III. This trend indicates that implementing the audiovisual-assisted PBL model effectively anchors students' learning focus, leading them to disregard extraneous stimuli outside the learning context.

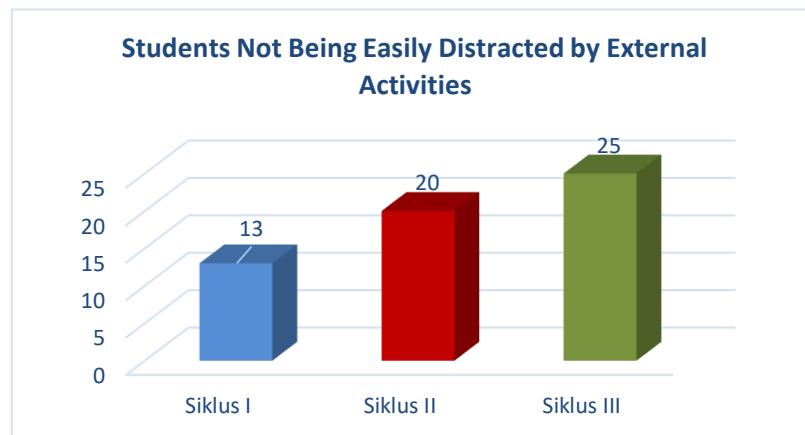


Figure 3. Diagram of Not Being Easily Distracted

Based on the diagram in Figure 3, students' ability to disregard activities unrelated to the instructional material increased significantly. This gradual improvement from Cycle I to III provides empirical evidence that implementing the audiovisual-assisted PBL model positively affects students' attention to lesson content, thereby reducing their tendency to be easily distracted by extraneous factors outside the classroom.

Students Remaining Focused on Completing Tasks Despite Surrounding Distractions

When students encounter distractions outside the immediate learning environment—such as students from other classrooms passing by or external activities and noises—they quickly refocus on completing the assigned tasks. The observational data for this indicator are presented in the following table:

Table 4. Students Remaining Focused on Tasks Despite Distractions

Total Students	Cycle I (Number of Students)	Cycle II (Number of Students)	Cycle III (Number of Students)
27	13 (48%)	22 (81%)	26 (96%)

Based on the data presented in the table, students' ability to remain focused on completing tasks despite distractions increased significantly across the three cycles. Of the 27 fifth-grade students, only 13 (48%) in Cycle I maintained focus on their assignments despite nearby distractions. In Cycle II, the number of students who continued to complete their tasks despite distractions rose to 22 (81%) and further improved to 26 (96%) in Cycle III.

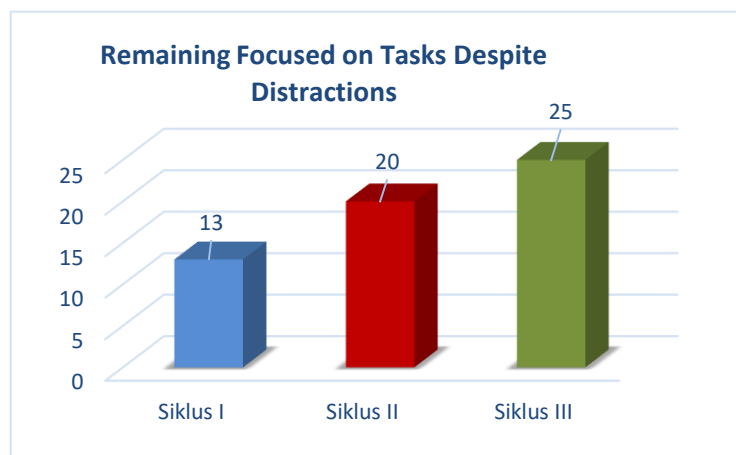


Figure 4. Diagram of Remaining Focused on Tasks Despite Distractions

Based on the diagram in Figure 4, students' behavior in working on and completing tasks assigned by the teacher, despite surrounding distractions, increased continuously across the three cycles. The significance of this improvement indicates that the audiovisual-assisted model is proven effective in enhancing student concentration, particularly in completing assignments despite nearby distractions.

Students Providing Responses During the Learning Process

Student responsiveness was assessed through their behaviors when answering the teacher's questions, asking questions related to the instructional material, and taking notes on core lesson content. The observational data for this indicator are presented in the following table:

Table 5. Providing Responses During the Learning Process

Total Students	Cycle I (Number of Students)	Cycle II (Number of Students)	Cycle III (Number of Students)
27	13 (48%)	20 (74%)	25 (93%)

Based on the table, students' responsiveness during the learning process increased significantly across the three cycles. In Cycle I, only 13 students (48%) demonstrated confidence when responding to the teacher's questions. Meanwhile, in Cycle II, the number of students responding to the learning process rose to 20 (74%) and continued to increase to 25 (93%) in Cycle III. This improvement indicates that the audiovisual-assisted PBL model effectively enhances student concentration during responses.

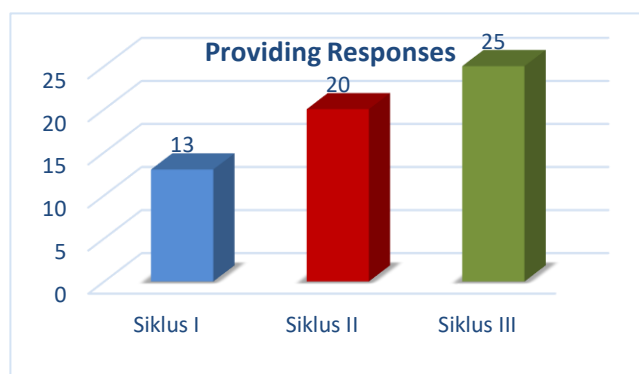


Figure 5. Students Providing Responses During the Learning Process

Based on the diagram in Figure 5, students' responses during the learning process increased from Cycle I to Cycle III. This trend indicates that implementing the audiovisual-assisted PBL model successfully enhances student concentration during learning, particularly by fostering their confidence in responding to the instructional process.

Students Participating Actively in Group Discussions

Student participation was evaluated based on behaviors such as collaborating with team members, exchanging opinions, searching for answers across various sources, and distributing group roles.

Table 6. Participating Actively in Group Discussions

Total Students	Cycle I (Number of Students)	Cycle II (Number of Students)	Cycle III (Number of Students)
27	18 (67%)	20 (74%)	25 (93%)

Based on the table, students' concentration levels for the indicator "Participating Actively in Group Discussions" increased significantly across the three cycles. Of the 27 fifth-grade students, only 18 (67%) actively participated in learning during Cycle I. In Cycle II, the number of students demonstrating participation in group work rose to 20 (74%) and further increased to 25 (93%) in Cycle III. This trend indicates that implementing the audiovisual-assisted PBL model effectively enhances student participation in group discussion activities, particularly in SKI instruction.



Figure 6. Students Participating Actively in Group Discussions

Based on the diagram in Figure 6, participation during learning increased steadily from Cycle I to Cycle III. This trend indicates that implementing the audiovisual-assisted PBL model successfully encourages students to collaborate in teams as they complete their group assignments.

2. Student Learning Outcomes

The learning outcomes of the fifth-grade students were obtained through written essay tests administered at the end of each Sejarah Kebudayaan Islam (SKI) lesson. These written tests served as a formative evaluation of students' understanding of the instructional material. Based on the research conducted in Class V C at MIN 8 Bone, the data for student learning outcomes across the three cycles are as follows:

Table 7. Descriptive Statistics of Student Learning Outcomes in Cycles I, II, and III

Statistics	Cycle I	Cycle II	Cycle III
N			
Valid	24	22	26
Missing	3	5	1
Mean	72.50	83.18	85.77
Median	75.00	85.00	85.77
Mode	75	75 ^a	90 ^a
Maximum	90	100	100
Minimum	45	60	50
Standard Deviation	10.529	10.861	13.015

Based on the data in Table 9, student learning outcomes increased from cycle I to cycle III. This is evident from the continuous increase in the mean, median, mode, standard deviation, and maximum scores. Although the minimum score decreased in cycle III, overall, the increase in the mean, median, mode, and standard deviation indicates that the implementation of audiovisual media has a positive impact on student learning outcomes. The following graph presents the average of student learning outcomes across the three cycles:

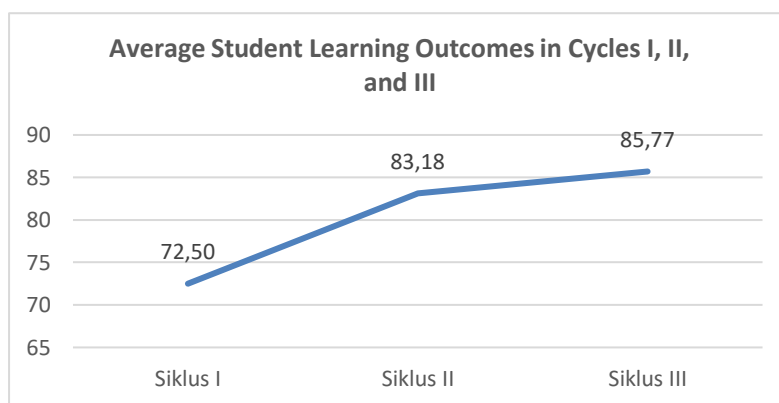


Figure 8. Graph of Average Student Learning Outcomes

Referring to the graph, it is clear that the average student learning outcomes increased continuously, from 72.50 in Cycle I to 83.50 in Cycle II and 85.77 in Cycle III. These findings indicate that engaging instructional media that stimulate students' senses, alongside methods that connect the learning material to the real world, can enhance students' comprehension.

DISCUSSION

The Implementation of Audiovisual Media Based on the Problem-Based Learning Method to Improve Student Concentration

The results of the study in grade V of MIN 8 Bone over three cycles showed an increase in student learning concentration in the Islamic Cultural History (SKI) subject, specifically Chapter III regarding the Causes of the Fathu Makkah Event. The learning process, conducted using audiovisual media based on the PBL model, gradually increased student concentration in each cycle. Audiovisual media refers to media that display instructional videos that stimulate students' visual and auditory senses, making the learning process enjoyable and increasing students' enthusiasm (Estiana et al., 2023).

In addition to audiovisual media, the PBL method also positively affected student concentration. Learning using the PBL method provides students with space to find solutions to given problems, thereby training their smart and critical thinking skills (Novelni & Sukma, 2021). Therefore, the implementation of audiovisual media using the PBL method is highly appropriate for the SKI subject, as the learning materials include historical events that require concrete, visual explanations. This indicates that the implemented actions were effective in overcoming the problem of low student concentration during learning.

Based on the observation results from Cycle I to III, conducted from Saturday, October 25, 2025, to November 8, 2025, it was shown that the use of audiovisual media, supported by the PBL method, could increase student concentration during the learning process. In Cycle I, 24 out of the 27 attending students participated in the learning process, which was carried out in three stages: opening, main, and closing activities. PBL-based audiovisual media were implemented during the main learning activities, which included screening instructional videos, assigning problems to groups, and administering written tests as a formative evaluation. The lowest recorded number was 13 students demonstrating concentration, while the highest was 20. This was because the students were not yet accustomed to PBL group learning and were still adapting to the audiovisual media used during the lesson. Several students were not yet fully able to focus on the instructional videos and did not clearly understand the problem-solving flow in their surrounding environment. Therefore, the problems and obstacles encountered in Cycle led the researcher to evaluate me and make improvements in the subsequent cycles.

Subsequently, data from Cycles II and III gradually increased. This indicates that the improvements were effective. Several students became enthusiastic when watching the instructional videos, actively participated in group discussions, and were eager to solve the assigned problems. Some of

them searched for answers in textbooks and notebooks, and exchanged opinions with their peers regarding the problems to be solved.

This indicates that using PBL-based audiovisual media can increase student concentration during learning. These findings align with Yustiana's research, which found that the use of audiovisual media increases student concentration and creates an enjoyable learning experience, making students more enthusiastic about receiving the learning material (Yustiana, 2022).

The Implementation of Audiovisual Media Based on the Problem-Based Learning Method in Improving Student Learning Outcomes

The results of the research conducted over three cycles showed an increase in the average student learning outcomes in the SKI subject. Based on the learning outcome data, there was a gradual increase in the students' average scores from 72.50 in Cycle I to 83.18 in Cycle II, and reaching 85.77 in Cycle III.

This increase is inseparable from the implementation of audiovisual media combined with the Problem-Based Learning (PBL) method. Audiovisual media can attract interest and increase students' focus during instructional videos (Zanah & Rofiq, 2025). Meanwhile, the PBL method can encourage students to think critically, collaborate with group members, and be directly involved in solving problems. This makes students more enthusiastic in finding solutions to the given problems, whether from textbooks, student notes, or their own experiences (Nuraeni et al., 2025). This condition brings a positive impact on students' comprehension and optimal learning outcomes.

The learning process was implemented over three cycles from October 25 to November 8, 2025. The assessment of learning outcomes was conducted through written essay tests at the end of each cycle's lesson. The use of audiovisual media combined with the PBL method boosted students' enthusiasm for paying attention to the learning material, taking notes on important points, and applying their understanding through the assigned group tasks. Although several obstacles were encountered during the learning process, such as difficulties in understanding the questions, the researcher overcame them by providing re-explanations to the students. This condition had a positive impact on students' ability to answer the questions, resulting in higher average learning outcomes in each cycle. Thus, SKI learning using PBL-based audiovisual media proved effective in improving the learning outcomes of MIN 8 Bone students.

CONCLUSION

Based on the results of the Classroom Action Research conducted over three cycles at MIN 8 Bone, it can be concluded that the utilization of audiovisual media based on the Problem-Based Learning (PBL) method can improve students' concentration and learning outcomes in the Islamic Cultural History (SKI) subject, specifically Chapter III regarding the Causes of the Fathu Makkah Event. Student learning concentration increased gradually from Cycle I to Cycle III.

This increase in concentration is positively correlated with student learning outcomes, as indicated by the average score, which rose from 72.50 to 83.18 and ultimately reached 85.77. Therefore, the use of audiovisual media combined with the PBL method can create effective learning, increase student engagement, and significantly improve students' concentration and learning outcomes.

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