

Using The Problem Based Learning Model With Youtube Media to Improve Student's Learning Interest

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Abstract

This study aims to describe the use of the Problem Based Learning Model with Youtube Media to Increase Students' Interest in Learning. This study uses a qualitative method. Problem-based learning is often compared to conventional learning to reform educators' learning routines in the last ten years. According to the researcher, problem-based learning is proven to increase students' attention and interest. However, problem-based learning becomes ineffective if students are not interested in the problems to be solved. Therefore, it takes the help of learning media to stimulate students' interest in learning. Media that can be integrated in learning is YouTube. Based on these alternative media, YouTube was chosen to support the Problem Based Learning model. YouTube is a very appropriate medium to overcome the problems that exist in schools.

Keywords: problem based learning, interest in learning, YouTube media

A. Introduction

Interest has a great influence on the process and achievement of learning outcomes. If the subject matter

studied is not in accordance with the interests of students, then students will not be interested in learning as well as possible. There is no attraction for students resulting in aversion to learning. Reluctance to learn resulted in no satisfaction from the lesson. On the other hand, lessons that attract students are easier to plan because interest increases learning activities.¹ If there are students who are less interested in learning, it can be attempted to have a greater interest, namely by explaining things that are interesting and useful for life as well as things related to ideals in relation to the subject matter being studied.

According to Slameto, interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself. Meanwhile, according to Kartini Kartono interest is a moment of tendency that is directed intensively to an object that is considered important. Interest is closely related to personality, and always contains elements of affective or feeling, cognitive and will.²

According to Ahmad Susanto interest is an impulse from within a person or a factor that causes interest or attention effectively, which causes the choice of an object or activity that is profitable, enjoyable and over time will bring satisfaction in him.³ Meanwhile, according to Hilgrad states that interest is a tendency to pay attention to some activities that are of interest and are followed by feelings of pleasure

¹ Slameto, *Learning and the Factors That Influence It* (Bandung: Rineka Cipta, 2013).

² Kartini Kartono, *General Psychology* (Bandung: Mandar Maju, 1998).

³ Ahmad Susanto, *Learning and Learning Theory in Elementary Schools* (Jakarta: Kencana, 2013)

and a sense of satisfaction. In the process of achieving an expected learning outcome. In addition, interest in learning is one aspect that must be considered in the learning process.

Based on the description above, learning strategies are certainly an important thing for teachers to do as a long-term solution. The learning model that is suitable to be applied as a habituation process and prepares students to face the dynamics and problems of life is the Problem Based Learning model. Popper argues that all life is problem solving, that all life is problem solving.⁴ According to Kunandar, Problem Based Learning is a learning approach using real-world problems as a context for students to learn about critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts from learning materials.⁵

According to Trianto, problem-based learning model is a learning model based on problems that require real investigation and resolution of real problems. Meanwhile, according to Rusman, Problem Based Learning is an innovation in learning because students' thinking abilities are really optimized through a systematic group or team work process so that students can empower, hone, test, and develop their thinking skills on an ongoing basis.⁶

Dewey explains that problem-based learning is the interaction between stimulus and response, namely the relationship between two directions of learning and the

⁴ Marra, RM, Jonassen, David H., Palmer, Betsy., Luft, Steve. Why Problem-Based Learning Works: Theoretical Foundations. *Journal on Excellence in College Teaching*, 25 (3&4), 2014.

⁵ Kunandar, Professional Teacher of Education Unit Level Curriculum Implementation (KTSP) (Jakarta: Raja Grafindo Persada, 2008)

⁶ Rusman, Learning Models: Developing Teacher Professionalism (Jakarta: Rajawali Pers cet 5, 2014).

environment. The environment provides input to students in the form of assistance and problems, while the brain's nervous system functions to interpret the assistance effectively so that the problems encountered can be investigated, assessed, analyzed and searched for a good solution. Learning through experience can make connections as an answer to a possible life problem that will occur in the future

The application of Problem Based Learning model learning besides having various advantages, there are also some criticisms of the weaknesses of the Problem Based Learning model. One of the weaknesses in the application of the Problem Based Learning model is that when students do not have interest or do not have confidence that the problem being studied is difficult to solve, they will feel reluctant to try. Based on the description above, it can be concluded that generating student interest in the problem solving process is an important step to take in a learning process. Therefore, innovation to minimize these weaknesses really needs to be done. One solution to the problem can be done by applying the Problem Based Learning model with Youtube media.

Youtube is a video sharing website created by three former PayPal employees in February 2005. The site allows users to upload, watch, and share videos. The company is headquartered in San Bruno, California, and uses Adobe Flash Video and HTML5 technologies to display a wide variety of user-generated video content, including movie clips, TV clips, and music videos. Apart from that, there is also amateur content such as video blogs, short original videos, and videoseducation. The NeuroSensum Indonesia Consumers Trend 2021: Social Media Impact on Kids survey conducted research that the use of YouTube (78%), WhatsApp (61%), Instagram (54%), Facebook (54%), and

Twitter (12%) were social media platforms most used by children.

Looking at the results of the survey above, the age group under 13 years old uses YouTube more than other social media. YouTube media in this case is used as a tool in digging information in the form of learning videos related to material that is able to provide understanding for students, so that the problem solving process is easier and students are not too difficult to solve the problems given. Students can explore information in the form of learning videos related to the material, making it easier for students to understand learning materials that are considered difficult compared to conventional delivery. Because YouTube is more attractive to students, so students don't feel bored rather than having to study writing in textbooks

From the positive influence given to the Problem Based Learning model, as well as the influence of this YouTube media. So, researchers are interested in increasing student interest in learning using a problem based learning model with youtube media. So that further research is needed on Problem Based Learning with the help of YouTube media which is expected to have an influence in increasing student interest in learning. So, the purpose of this research is to find out the use of problem based learning model with YouTube media to increase students' interest in learning.

B. Method

In this study, the author applies the literature review research method because at least there are several underlying reasons. According to Mestika, there are three reasons for researchers to use Literature Studies. First that the data source is not only obtained from the field. Sometimes data

sources are obtained from libraries or other documents in written form, either from journals, books or other literature. Second, as a way to understand new phenomena that have not yet been understood, then with this literature study it will be possible to understand these symptoms. So that in overcoming a symptom that occurs, the author can formulate a concept to solve a problem that arises. The third reason is that data can answer research problems. However, information or empirical data that has been collected by other people, whether in the form of books, scientific reports or research reports, can still be used by researchers. Even in certain problems, field data is still not significant enough to answer the research questions to be carried out.⁷

Researchers try to discuss in depth and critically from various library materials to support ideas. The steps taken by the researcher starting from basic assumptions or facts that are considered true without any verification and limitations. Furthermore, an in-depth analysis of the problems and variables in this study was carried out to support the idea.

C. Results and Discussion

1. Problem Based Learning and Future Life

Realizing the student's mindset about lifelong learning and meaningful learning is a must for teachers in today's era. The most appropriate way is to get used to it through a meaningful and lifelong learning. Government Regulation Number 32 of 2013, explains the principles of learning, among others; 1). From students being told to students finding out; 2). From the teacher as the only source of learning to learning based on various learning resources; 3). From a textual approach to a process as strengthening the

⁷ Mestika Zed, Literature Research Methods, (Jakarta: Indonesia Obor Foundation, 2008)

use of a scientific approach; 4). From content-based learning to competency-based learning; 5). From partial learning to integrated learning; 6). From learning that emphasizes a single answer to learning with multi-dimensional answers; 7). From learning verbalism to applied skills; 8). Improvement and balance between physical skills (hard skills) and mental skills (soft skills); 9). Learning that prioritizes cultivating and empowering students as lifelong learners; 10). Learning that applies values by setting an example (ing ngarso sung tulodho), building willpower, and developing students' creativity in the learning process; 11). Learning that takes place at home in schools, and in the community; 12). Learning that applies the principle that anyone is a teacher, anyone is a student, and anywhere is a class; 13). Utilization of information and communication technology to improve the efficiency and effectiveness of learning; and 14).

In the end, these principles have the effect of increasing learning outcomes. This principle is in line with the four pillars of universal education. UNESCO formulates four pillars of learning experience (four for joints or pillars of education in the context of implementing education for the present and the future) which are oriented towards the achievement of the cognitive, affective, and psychomotor domains, namely; 1) learning to know (learning to know); 2). learn to do (learning to do); 3). Learning to be someone (learning to be) and 4). Learn to live together.⁸ The appropriate habituation according to the description above is by applying the Problem Based Learning model, so that learning becomes meaningful and has an impact on lifelong learning.

⁸ Sindhunata, *Initiating a New Paradigm of Education, Democracy, Autonomy, Civil Society*, (Yogyakarta: Kanisius, 2002)

In line with the above theory, Paulo states that they must abandon the purpose of education as a saving effort and replace it with dealing with human problems in relation to the world.⁹ Furthermore, the concept is called the concept of problem-solving education. The concept of education is in line with the concept of Problem Based Learning which contains acts of cognition, not just the transfer of information. With such learning, avoiding situations that have become routine learning activities, namely teachers teach students to be taught, teachers think students think about them, teachers tell stories, students hear stories, and teachers subject students to learning objects.

Problem Based Learning is a learning model that boils down to a problem which will be solved by solving the problem by students.¹⁰ This learning is rooted in the thoughts of Dewey who argues that schools are a reflection of the wider community which becomes a laboratory for inquiry and real problem solving.

The application of the Problem Based Learning model was chosen because it requires students to be active in the investigation and processproblem solving in learning, Savery, PBL is an instructional (and curricular) learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem.¹¹ This is in line with the opinion of Abidin.¹² The

⁹ Paulo Freire, *The Politic Education : Culture, Power, and Liberation*, Indonesianized by Agung Prihantono and Fuad Arif Fudiyartanti (Jakarta: Pustaka Pelajar, 2008)

¹⁰ Arends, *RI Learning to Teach Edition 9 Book 2* (South Jakarta: Salemba Humanika, 2013)

¹¹ Savery, J. 2006. *Overview of Problem Based Learning: Definition And Distinction*. (Online), vol 1, 12 pages. Available: (<https://docs.lib.purdue.edu/ijpbl/vol1/iss1/3/>, accessed January 4, 2022)

Problem Based Learning (PBL) model is a learning model that provides authentic experiences that encourage students to learn actively, construct knowledge, and integrate learning contexts in real life naturally.

So it can be concluded that the Problem Based Learning (PBL) model is a learning model that provides authentic experiences that encourage students to learn actively, construct knowledge, and integrate the context of learning in school and learning in real life naturally. This model places problem situations as the center of learning, attracts and maintains student interest, both of which are used so that students are able to express their opinions about things in multiple perspectives. In practice students are directly involved in solving problems, identifying root causes and conditions needed to produce good solutions, teaching meaning and understanding, and becoming independent learners.

Learning with the Problem Based Learning model has various advantages over other learning models. According to the Ministry of Education and Culture 2013b the advantages of applying the Problem Based Learning model for students include (1). With the PBL model, meaningful learning will occur. Students who learn to solve a problem will apply the knowledge they have or try to find out the knowledge needed. Learning can be more meaningful and can be expanded when students are faced with situations where concepts are applied. (2). In a PBL model situation, students integrate knowledge and skills simultaneously and apply

¹² Abidin, Y. Learning System Design in Curriculum Context (Bandung: Refika Aditama, 2014)

them in relevant contexts. (3). The PBL model can improve critical thinking skills, foster student initiative in work.¹³

According to Abbudin the application of Problem Based Learning will have a positive impact on students, namely (1). Can make education at school more relevant to life, especially to the world of work. (2). It can familiarize students with dealing with and solving problems skillfully, which they can then use when facing real problems in society in the future. (3). Can stimulate the development of creative thinking skills and comprehensively, because in the learning process, students do a lot of mental processes by highlighting problems from various aspects.¹⁴

The advantages of the PBL model according to Sanjaya include: 1) PBL is a pretty good technique to better understand the lesson 2) PBL can challenge students' abilities and provide satisfaction to find new knowledge for students 3) PBL can improve learning activities 4) Through PBL can show students every subject, basically a way of thinking, and something that must be understood by students, not just learning from teachers or books 5) PBL is considered more fun and liked by students 6) PBL can develop critical thinking skills 7) PBL can provide opportunities for students to apply the knowledge they have in the real world 8) PBL can develop students' interest in learning continuously even though studying in formal education has ended.¹⁵

¹³ Abidin, Y. Learning System Design in Curriculum Context (Bandung: Refika Aditama, 2014)

¹⁴ Abuddin. Islamic Perspective on Learning Strategies. (Jakarta: Kencana, 2011)

¹⁵ Sanjaya, Vienna. Educational Process Standard Oriented Learning Strategy (Jakarta : Kencana, 2009)

Weaknesses in the application of Problem Based Learning according to Sanjaya, include (1) When students do not have interest or do not have confidence that the problem being studied is difficult to solve, they feel reluctant to try; (2) The success of learning strategies through problem solving requires sufficient time for preparation; (3) Without understanding they try to solve the problem being studied, then they will not learn what they want to learn; (4) Cannot be applied to every learning material; (5) Requires careful preparation. Weaknesses that occur in the implementation of Problem Based Learning are certainly not a reason not to implement this model. Development of a Problem Based Learning model that seeks a way out of these weaknesses.¹⁶

According to Abbudin the shortcomings of PBL include; (1) There are often difficulties in finding problems that match the students' thinking level. This can happen because of differences in the level of thinking ability of students; (2) Often requires more time than conventional methods; (3) Often have difficulty in changing study habits from learning to listen, record and memorize the information conveyed by the teacher, to learning by searching for data, analyzing, formulating hypotheses, and solving them themselves.¹⁷ Aris Shoimin argues that in addition to having advantages, the Problem Based Learning model also has weaknesses, including the following: a. PBM cannot be applied to every subject matter, there is a part of the teacher who plays an active role in presenting the material. PBM is more suitable for learning that requires certain abilities

¹⁶ Sanjaya, Vienna. Educational Process Standard Oriented Learning Strategy (Jakarta : Kencana, 2009)

¹⁷ Abuddin. Islamic Perspective on Learning Strategies. (Jakarta: Kencana, 2011)

related to problem solving. b. In a class that has a high level of student diversity, there will be difficulties in the division of tasks.

Based on the description above, as a PBL learning model, it certainly has advantages and disadvantages. The advantages of the problem-based learning model are that it makes education in schools/madrasah more relevant to life outside of school, trains students' skills to solve problems critically and scientifically and trains students to think critically, analytically, creatively and thoroughly because in the learning process students are trained to highlight problems from various aspects. The disadvantage of the problem-based learning model is that students often find it difficult to determine the problems that are appropriate to the students' level of thinking, in addition, problem-based learning requires a relatively longer time than conventional learning and it is not uncommon for students to face difficulties in learning because in problem-based learning students are required to learn by searching for data, analyzing, formulating hypotheses and solving problems. Here the teacher's role is very important in assisting students so that it is hoped that the obstacles encountered by students in the learning process can be overcome.

2. Improving Students in the Problem Based Learning Process

Interest in something is the initial key to determining whether it will continue to be done or not done by someone. According to Slameto, interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself. Meanwhile, according to Kartini Kartono interest is a moment of tendency that is directed intensively to an object that is

considered important. Interest is closely related to personality, and always contains elements of affective or feeling, cognitive and volition.¹⁸

According to Ahmad Susanto interest is an impulse from within a person or a factor that raises interest or attention effectively, which causes the choice of an object or activity that is profitable, enjoyable and over time will bring satisfaction in him.¹⁹ Meanwhile, according to Hilgrad states that interest is a tendency to pay attention to some activities that are of interest and are followed by feelings of pleasure and a sense of satisfaction.²⁰ In the process of achieving an expected learning outcome. In addition, interest in learning is one aspect that must be considered in the learning process. Interest in the Big Indonesian Dictionary means having a high inclination towards something, passion, desire. So something has to be caused.

According to Slameto interest has a major influence on learning both the process and the results, namely if the subject matter studied is not in accordance with the student's interests, students will not learn as well as possible, because there is no attraction for them.²¹ This is supported by Susanto's opinion that the interest factor is a factor that significantly influences student learning success. Therefore, in this study, researchers focused more on aspects of learning interest in relation to student learning outcomes.

¹⁸ Kartini Kartono, *General Psychology* (Bandung: Mandar Maju, 1998)

¹⁹ Ahmad Susanto, *Learning and Learning Theory in Elementary Schools* (Jakarta: Kencana, 2013)

²⁰ Hilgard, ER *Introduction to Psychology* (New York and Burlingame: Harcourt Brace and World Inc, 1962)

²¹ Slameto, *Learning and the Factors That Influence It* (Bandung: Rineka Cipta, 2013)

In the process of achieving learning outcomes towards positive change, interest in learning is one of the important factors that must be considered in the learning process. This reason is supported by the opinion of Aina that the learning process can run optimally if students have an interest in learning activities according to.²² Good learning outcomes and student interest in learning can be achieved by using appropriate learning models and learning media. Meanwhile, Aritonang argues that student learning outcomes are also influenced by interest in learning.²³

As important as interest in learning is in the learning process to achieve a learning outcome, the teacher must always arouse student interest in learning. According to Sardiman, students' interest in learning can be generated in several ways, namely (1) generating a need; (2) connecting past experiences; (3) provide opportunities to get better learning outcomes; (4) using various forms of strategies and learning models.

Media is a way to intermediary or messenger intended for the recipient of the message. According to Arsyad, the word media comes from the Latin *medius* which literally means "middle", "intermediary" or "introduction". In Arabic, the media is an intermediary or introductory message from the sender to the recipient of the message.²⁴ Regarding media terminology in the context of learning, Masykur and Syazali argue that media is anything that can be used to

²² Aina. The Effect of Using Interactive Multimedia for Science-Biology Learning on Motivation and Cognitive Ability of SMP 19 Jambi City Students. (Journal of Research at Jambi University Seri Humanities, 2013)

²³ Aritonang, Keke T. Interest and Motivation in Improving Student Learning Outcomes (Journal of Penabur Education. No. 10 7th Year, 2008)

²⁴ Arsyad, A. Learning Media. (Jakarta: Rajawali Press, 2017)

convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning.

Learning media is anything that can be used to convey messages or information in the learning process so that it can stimulate students' interest in learning. Sudjana and Rivai explain that the purpose of learning media is that students are expected to have better abilities after taking various learning experiences accompanied by knowledge sourced from the curriculum. Wigati explains that the purpose of learning YouTube as a learning medium is to create interesting, fun and interactive learning conditions and atmosphere.²⁵ YouTube media learning videos can be used for interactive learning in the classroom, both for students and teachers themselves through online and offline presentations. Based on this explanation, the researcher argues that the purpose of learning YouTube media is to give students a better ability to accept the material presented by the teacher so that classroom learning can be interactive and can improve learning outcomes. Learning media can be grouped into four groups, namely 1) print technology media 2) audio visual technology media 3) computer technology results media and 4) print and computer technology combined media. One of the media produced by audio-visual technology is YouTube. namely 1) media of print technology 2) media resulting from audio-visual technology 3) media resulting from computer technology and 4) media resulting from a combination of print and computer technology. One of the media produced by audio-visual

²⁵ Wigati, S., Rahmawati, DS, & Widodo, SA (2018). Development of Ki Hadjar Dewantara-Based Learning Youtube for Integral Material in High School. In Proceedings of the National Seminar on Mathematics Education (pp. 810–813).

technology is YouTube. namely 1) media of print technology 2) media resulting from audio-visual technology 3) media resulting from computer technology and 4) media resulting from a combination of print and computer technology. One of the media produced by audio-visual technology is YouTube.

Audio visual learning media such as youtube brings freshness and variety to the student learning experience, learning youtube as a learning medium is to increase student interest in learning. Learning videos on YouTube can be used to increase student interest in learning through online and offline presentations. YouTube learning media must be maximized in such a way that it can help increase student interest in learning. With different student backgrounds, be it experience, learning styles, student abilities, learning media can serve the needs of each individual who has different learning interests.

The learning process through learning media is an intermediary means to convey messages so that it can create a student learning atmosphere that affects the thoughts, feelings and willingness of students to learn. So a teacher must pay attention to the learning objectives he wants to achieve and pay attention to the level of readiness, implementation and advanced levels so that the student learning process can be maximally successful and improve learning outcomes.

Learning media includes external factors that influence to improve learning outcomes. According to Wigati, youtube learning media; (1) Potential, namely youtube is the most popular site in the internet world today which is able to provide edit value to education; (2) Practical, namely youtube is easy to use and can be followed by all groups including students and teachers; (3) Informative, namely

youtube provides information about the development of education, technology, culture; (4) Interactive, namely YouTube facilitates us to discuss or do questions and answers and even review a learning video; (5) Shearable, namely YouTube has HTML link facility, Embed learning video code that can be shared on social networks such as Facebook, Twitter, Instagram, WhatsApp and also blogs/websites; (6) Economical, namely youtube is free for all people. Therefore, YouTube can be an alternative learning media used so that it can help improve learning outcomes. The teacher's task is to maximize learning media along with homework (PR), because it can increase students' interest in learning.²⁶

The use of YouTube media in the learning process is expected to be one way to improve learning outcomes. Based on the results of Wijayanto's research on the effect of using YouTube as a learning media, it has been proven to have a positive effect on learning outcomes. In addition, the use of YouTube media also has a significant effect on students' learning motivation and creativity.²⁷ However, in reality, there are still many teachers who have not taken advantage of it. With the advantages, convenience, and simple technology of YouTube, it is hoped that it will arouse the enthusiasm of teachers in integrating technology in a learning process.

The combination of YouTube media and the Problem Based Learning model can be seen from the use of YouTube

²⁶ Wigati, S., Rahmawati, DS, & Widodo, SA (2018). Development of Ki Hadjar Dewantara-Based Learning Youtube for Integral Material in High School. In Proceedings of the National Seminar on Mathematics Education (pp. 810–813).

²⁷ Wijayanto, Setiawan, Wahyudin, Firmansyah. Journal of Computer Teachers Vol. 1, No. 1, July 2020

media to support the teaching and learning process as follows.

1. The teacher proposes phenomena or demonstrations or stories to raise problems through YouTube media displays, motivating students to be directly involved in the selected problems.
2. The teacher helps students to define and organize learning tasks related to the problem through YouTube media viewing.
3. The teacher encourages students to collect appropriate information, carry out testing of findings to get explanations and problem solving.
4. The teacher assists students in planning and preparing findings in accordance with the findings report and helps them to share assignments. Group reporting is presented with YouTube media.
5. Teachers help students to reflect or evaluate their investigations and the processes they take.

Based on the description above, it can be concluded that Problem Based Learning assisted by YouTube media is a learning model by presenting a real world problem. These problems are outlined through student activity sheets, using YouTube as a learning medium. Problem Based Learning includes student orientation to problems, organizing students to learn, guiding individual and group investigations, as well as analyzing and evaluating problem solving processes facilitated by YouTube media.

YouTube media can also be an answer related to problem content that is less likely to be brought into the classroom. Duch states that the general are not found in traditional texts, so the search for material for a problem-

based course takes a certain amount of creativity.²⁸ Problems that are difficult to find in learning resource books are a problem in itself. It is hoped that the integration of YouTube which is audio-visual in nature in the Problem Based Learning model can be overcome. In the end, it will be able to bring students to be active in solving a problem. In addition, students gain knowledge of basic concepts from the subject matter being taught.

D. Conclusion

Realizing students' mindsets about meaningful and lifelong learning is a must for teachers in today's era. This habituation can be done through a learning that leads to a problem. The most appropriate way is to implement the Problem Based Learning model.

However, one of the challenges in implementing Problem Based Learning is the problem of student interest in solving a problem. Generating student interest in the problem solving process is an important step to take in a learning process.

The use of media and technology in the learning process results in the potential of the learner's senses being accommodated so that learning outcomes will increase. It is hoped that the integration of PowerPoint which is multimedia in the Problem Based Learning model can be overcome. In the end, it will be able to bring students to be active in solving a problem.

²⁸ Duch, BJ, et al. The power of problem-based learning (USA: Stylus Publishing, 2001)

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