

Using The Resource Based Learning Model

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Article Info

Page : 89-98

ISSN : 3026-5290

Vol 2 No 1 2024

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Abstract

The aim of this research is to gain new knowledge and discoveries. Second, as proof or testing of the truth of existing knowledge. This research is a literature review research, or literature research. Library research is a series of research related to collecting library data or research whose subject is traced and explored through various library sources, such as books, encyclopedias, scientific journals, newspapers, magazines and documents. The data used in this research is secondary data used in this research comes from the results of previous research by researchers, not from direct observation. Scientific reports are the intended secondary data source. High-quality journal search methods with selected keywords, such as the Resource Based Learning Model, are used to search for published articles on Google Scholar. Furthermore, research articles that meet the criteria are collected and arranged in the form of a journal summary which includes the name of the researcher, year of publication of the journal, research plan, research objectives, samples, instruments (measuring tools), and a summary of the results or findings. The use of the Resource Based Learning Learning Model can improve student learning outcomes, and also the use of the Resource Based Learning Learning Model has a positive impact on students, such as increasing student learning motivation, increasing student thinking, and so on.

Keyword: Literature Review, Resource Based Learning Model

1. INTRODUCTION

Education does not only include teaching special skills, but also something that cannot be seen but is more profound, namely "a conscious and planned effort to create a pleasant learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality. Intelligence, noble character, and skills needed by himself and society." Education is all learning experiences that last a lifetime in all environments and situations that have a positive influence on the growth of each person. that education lasts a lifetime (long life education) However, in a narrow sense, education is an institutional effort to provide results to students with the aim of them having good abilities and understanding social relations and problems (Pristiwanti et al., 2022). In Law of the Republic of Indonesia number 20 of 2003, it is stated that education is a conscious, planned effort to create a learning atmosphere and learning process so that students can develop their potential to have spiritual strength, intelligence, noble morals, and the skills needed by themselves, the community, the nation, and country. One of the goals of implementing education is to improve the quality of human resources so that they are better honed and can help advance the country. By improving the quality of human resources, humans' ability to utilize natural resources and develop knowledge and technology will increase. A good teaching and learning process is very important for educational success. As educators, the role of teachers is very important for the success of the learning process. The success of educational implementation is measured by the teacher's success in teaching. Therefore, teachers must have the ability to manage learning and change teaching methods.

Learning will run well if the teacher can master these skills. (Mulyawati, 2021). As the main party responsible for the implementation and development of learning, teachers have the responsibility to help students learn by offering guidance and motivation to achieve learning goals. The teaching and learning process is an important part of the transfer of knowledge from teachers to students. This process can occur anywhere, at any time, and by anyone. To create effective learning activities, appropriate strategies or methods for delivering material are needed. (Zulkifli & Hady, 2021) .According to some educators, education is a process of transferring knowledge directly from teachers to students without paying attention to how this knowledge can be understood by students or students. Conditions like this will ultimately stop students' creativity and instill a stigma of rejection and the belief that material is not important for students because they are just "forced" to do it. This condition will not increase the creativity of the students

themselves, as well as the quality and expected learning outcomes of the students. (Arlina & Rahmadhani, 2023). At certain school levels, teachers in Pancasila education lessons only use the lecture method. This means that students only listen to the teacher explaining the lesson without interacting with each other. After the teacher explains the material, the teacher gives Student Worksheets, or LKS, to students. Teachers do not utilize alternative media to convey information. So, learning activities are not interesting, making students bored and less active. As a result, they do not understand the subject matter. Due to the one-way learning method, where there is no interaction between students and teachers during the explanation of the material, teachers rarely give students the opportunity to contribute to learning and the student learning outcomes achieved are less satisfactory. Based on this problem, a learning model is needed that can increase children's interest in learning, so in this case the researcher suggests that the learning approach, namely the recourse based learning model, is able to make students participate more according to their skills.

It is hoped that the use of the *Recourse Based Learning* Method will increase learning activities and achievements. (Yulia et al., 2020). Educators will determine learning that is able to achieve learning goals. One way to improve the quality of education is to use learning models in the classroom when teaching. One model that is suitable to use is the Resource Based Learning learning model. Resource Based Learning (RBL) learning model: This learning model is carried out by confronting students directly with one or a number of learning resources individually or in groups with all activities related to learning resources. (Putra et al., 2023). The resource based learning learning model provides students with the opportunity to not only understand the content of the subject matter, but also gives them the opportunity to practice skills such as conducting searches, formulating hypotheses, collecting and processing data, and drawing conclusions. All of these activities help students to achieve deeper understanding and knowledge, so that the learning outcomes achieved are better. (Helmita & Sara, 2024). The resource based learning learning method is a model for implementing the constructivism paradigm. This approach helps students master their skills. Teachers are facilitators, not complete authorities over the learning process. Students can use existing facilities according to their abilities. (Sa'diyah & Jani, 2023).

The Resource Based Learning (RBL) learning model prioritizes independence and learning outcomes by focusing on the process of interacting directly with the environment and socializing. This is done by exposing students to a variety of learning resources and encouraging them to be active and independent. Some of the benefits of the RBL model are that it can provide more accurate and direct information. From the background that has been described, several problems can be identified, namely: (1). It is due to the fact that teachers or teachers do not use interesting media or learning models when teaching, resulting in students feeling bored and students not being interested in learning, (2). Educators still use the lecture method when teaching in the classroom, (3). Students' grades or learning outcomes are still below the kkm, (4). The class is not conducive, which means that when teaching students do not pay attention to the teacher when teaching. From the identification of the problems that have been described, the problems in this research can be formulated: (1). Does the Resource Based Learning learning model have an influence on student learning outcomes? (2). What is the impact of using the resource based learning model on students? Based on the description of the problem formulation above, the objectives of this research are: (1) To determine the effect of using the resource based learning model on students. (2) To determine the impact of using the resource based learning model on student learning outcomes. The benefits of this research are: (1) Theoretical Benefits, to be considered by future researchers (2) Practical Benefits a. For Educators, Able to provide input for educators to implement the Recourse Based Learning Model. b. Researchers, Provide results so that they are able to implement the recourse based learning learning model optimally and encourage researchers to be able to implement other models.

2. RESEARCH METHODOLOGY

This research is a literature review research, or literature research. Library research is a series of research related to collecting library data or research whose subject is traced and explored through various library sources, such as books, encyclopedias, scientific journals, newspapers, magazines and documents. (Yudha Prawira et al., 2021). In this research, the aim of the literature review is to create a clear framework for solving the problems that have been explained previously in the problem formulation. Literature review or literature study serves as the basis for research activities to be carried out. The literature review also includes theoretical interpretations and other research materials obtained from previous research references. (Paraswati et al., 2023). The data used in this research is secondary data used in this research comes from the

results of previous researchers' research, not from direct observation. Scientific reports are the intended secondary data source. High-quality journal search methods with selected keywords, such as the Resource Based Learning Model, are used to search for published articles on Google Scholar, EBSCO, and Proquest. Next, research articles that meet the criteria are collected and arranged in the form of a journal summary which includes the name of the researcher, year of publication of the journal, study design, research objectives, samples, instruments (measuring tools), and a summary of the results or findings. The journal summary is arranged in a table sorted alphabetically and by year of publication of the journal and arranged according to the format above. To gain a better understanding, the abstract analysis and full text of the journal are read and observed. Then a journal summary analysis was carried out to evaluate the content of the research objectives as well as the research results and findings. Journal content analysis is the analysis method used.

3. RESULT AND DISCUSSION

The aim of this literature review is to determine the use of resource based learning models, this literature review was carried out. To answer the measurement objectives and compare them with simple measurement results, critical analysis tables are used. There are ten national journals that discuss resource based learning models. These journals were searched on the Google Scholar portal with the keyword "resource based learning model". Critical analysis analysis is used to examine the core and results of studies from each journal to determine the similarities and differences between them. The following table shows a critical evaluation analysis of ten journals.

Table 1. Document Review

1.	(Fajerin et al., 2020)	Learning Mathematics Using Resource Based Learning Models	Research and Development (R&D).	This research shows that the resource based learning model can improve student learning outcomes and the media is suitable for use in learning media. This can be proven. The final results show that the average score for the previous learning outcomes was 41.6 and after the average score was 80. With the student response rating for the learning being 82%. Based on the analysis of learning outcomes, a sig (2-tailed) value of $0.000 < 0.05$ is obtained.
2.	Rahmat et al, 2022	Students' Mathematical Representation Ability with Resource Based Learning	classroom action research	The results of this research show that the resource based learning model can increase student representation abilities and so this research can be said to be successful. So overall the number of students in the good category (B) has reached $\geq 60\%$ and the achievement of each indicator of students' mathematical representation ability has reached the good category (B)
3.	Yulia et al., 2020	The effectiveness of the resource based learning	Class Action	These findings show that the Resource Based Learning

		model on student mathematics learning outcomes		learning model is effective in terms of mathematics learning outcomes for class VIII students at MTs Al Muttaqin Batam. This can be seen from the research results which show that the experimental class and control class obtained r_{counts} $(3.90) \leq t_{table} (1.68)$, by comparing the value $\geq$ this means it is rejected and accepted. So it can be concluded that there is a significant difference between the Resource Based Learning learning model and conventional learning in terms of the mathematics learning outcomes of class VIII students at MTs Al Muttaqin.
4.	Musfirah et al., 2020	The Influence of the Resource Based Learning Model on Student Learning Motivation in Class IV UPT SD Negeri 228 Pinrang	Quantitative	The results of this research indicate that the resource based learning model has an effect on students' learning motivation in class IV UPT SD Negeri 228 Pinrang. This can also be shown from the results of the sample t test research showing Sig (2-tailed) < 0.05 ($0.000 < 0.05$) and the value - tcount $< -ttable$ ($-13,404 < -1,714$).
5.	(Yanti, 2023)	The application of the Resource Based Learning model is an effort to improve Indonesian language learning outcomes for class VI students at MI Gowa State	Class action	85.36% respectively . Meanwhile, classical learning completeness in Cycles I and II was 67.86% and 89.29% respectively. And the individual absorption capacity in Cycles I and II was 19 students and 25 students respectively. These results indicate that the application of the resource-based learning (RBL) model by teachers can improve Indonesian language learning outcomes for class VI students at MI Negeri 2 Gowa Kec. Pallangga Regency Gowa 2020-2021 academic year. Apart from

				that, teachers use the resource-based learning (RBL) model very effectively to improve learning outcomes
6.	(Yanti, 2023)	Improving Student Learning Outcomes Through the Resource Based Learning Model with a Scientific Approach in Indonesian Language Subjects Class IV SDN 6 Ampenan Academic Year 2022/2023	collaborative classroom action research (PTK).	Based on the results of research that has been carried out, the results show that the application of a resource-based learning model with a scientific approach to the student learning process in each cycle produces improvements. In cycle I, the percentage increase reached 73.5%, and in cycle II, the increase reached 85.0%, which reached a performance indicator of 85.0 percent. From these results, it can be concluded that the results of teacher and student observations, as well as the results of the check list assessment, are shown by the increase in observation results and check list assessments in each cycle, followed by an increase in the completeness of learning outcomes in each cycle.
7.	(Yanti, 2023)	Development of a Resource Based Model for Student Learning Competencies at SMA Negeri 2 Siabu	research and development	The experimental pretest and posttest results were higher at 39.78 and 83.60, while the average pretest and posttest scores for the control class were 59.28 and 66.85. Analysis of research data shows that in the development of the resource based learning model there are differences in student learning competency between the experimental class and the control class at SMA Negeri 2 Siabu. Developing a resource based learning model can improve the learning competence of SMA Negeri 2 Siabu students.
8.	(Helmita & Sara,	Application of the Resource	Quantitative	Based on the results of

	2024)	Based Learning (RBL) Learning Model on Biology Learning Outcomes for Class X SMA		research that has been conducted, learning using the resource based learning model has an effect on students' biology learning outcomes compared to conventional learning. This is proven by the learning outcomes of students in the experimental class which applies the resource based learning model which is higher than the learning outcomes of students in the control class. Based on the results of this research, it can be used as consideration for schools to implement this learning model as an effort to improve learning outcomes.
9.	(Fatimah et al., 2021)	The influence of the Resource Based Learning approach on the mathematical reasoning and proof abilities of class X MIPA students at SMA NEGERI 1 WONOMULYO	Quasi-experimental research (quasi-experimental)	Based on the hypothesis test, a sig value of $0.001 < 0.05$ was obtained so that H_0 was rejected and H_1 was accepted or in other words there was a difference between the experimental class and the control class, so it could be concluded that the application of the resource based learning approach had an effect on students' Mathematical reasoning and proof abilities.
10.	(Simbolon et al., 2020)	The Influence of the Resource Based Learning (RBL) Approach on Students' Understanding of Mathematical Concepts	quasi experiment (quasi experiment)	Based on the overall average increase in achievement of indicators of students' understanding of mathematical concepts, the percentage increase in achievement of indicators for classes that took part in RBL learning experienced a higher increase than classes that took part in conventional learning, but with an insignificant difference. Apart from that, in hypothesis testing which represents the population, the median data gain in understanding mathematical concepts for students who follow the RBL learning

				model is relatively the same as the median data gain in understanding mathematical concepts for students who follow conventional learning.
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The effect of implementing the Resource Based Learning learning model on learning outcomes

Two components that influence the success of learning are the teacher's ability to manage learning and determine the learning model they use to carry out learning in the classroom. So that each student's potential can develop in accordance with the learning objectives to be achieved. Learning is an approach to learning that combines various subjects to provide children with meaningful learning experiences. Teachers must be able to choose the appropriate learning model according to the goals to be achieved and the material to be studied. The aim of the learning model is to help and facilitate students and to improve student learning achievement. (Syihabudin & Ratnasari, 2020) . The learning model is basically a structured form of education that is described from beginning to end, which is usually prepared by the teacher. (Magdalena et al., 2024) . Based on the explanation above, a learning model can be defined as a systematic presentation method or technique that organizes learning experiences to meet certain learning objectives and functions as a guide for teachers and learning designers in designing and implementing the learning process. Therefore, by implementing the learning model, it is hoped that it can improve student learning outcomes. Achieving learning objectives is influenced by many factors, one of which is the learning method or model. According to the results of research that has been conducted, it shows that using the correct learning model can produce better learning results (Farashahi et al., 2018) . The application of the RBL model can improve student academic achievement which can be seen from the increase in performance after implementing the model. (Helmita & Sara, 2024) . Students must be active in the learning process if they want to obtain relevant knowledge, improve their thinking abilities, and so that students are able to implement their knowledge. One way to solve the problem of student learning outcomes is to use the resource-based learning (RBL) method, which prioritizes direct learning. Facing students with one or more learning sources and utilizing various learning resources such as libraries, the internet and the surrounding environment in the learning process, both individually and in groups, with activities related to the material being studied. Therefore, it is not effective when teachers provide information to students. The RBL method helps students discover and construct their own knowledge. The teacher only functions as a facilitator and is not the main learning source. Students can learn with pleasure and enthusiasm because they can learn according to their abilities and speed. (Risda et al., 2020).

Based on the results of experimental research conducted by Fatmawati et al., (2023), the results of their research show that the results of research using the T-Test show that the application of the Resource Based Learning (RBL) learning model based on Augmented Reality (AR) has a significant effect on spatial thinking abilities. . Nila i sig. (2-tailed) is 0.000.nThe Resource Based Learning (RBL) learning model based on Augmented Reality (AR) has an impact on students' spatial thinking abilities, as shown by the higher posttest scores in the experimental class compared to the control class. Students in high school received an increased score of 0.67, which shows that their spatial thinking abilities are in the medium category. Based on the research that has been conducted, it can be concluded that using the resource-based learning model can influence students' critical thinking abilities. Likewise, the results of research conducted by Risda et al., (2022) The application of the resource based learning model has a significant influence on students, this can be proven from the results of the analysis of the RBL learning process on students' social studies learning outcomes showing that teacher activities have an achievement score. 80 with a percentage of 90.90% and is in the very good category. The results of observing student activities achieved a score of 862, a maximum score of 880, and a presentation of 97.95%, which places them in the very good category. Based on what teachers and students see, it can be said that the RBL method is effective in learning because it gives students the freedom to use various learning resources according to their needs. These activities encourage students to think creatively, reduce their dependence on instructors, and improve their problem-solving, decision-making, and evaluation abilities.

Then the results of research conducted by Helmita et al (2024) stated that the achievement of learning outcomes in the experimental class was superior using the resource-based learning model compared to the control class. Based on analysis of final exam data which was carried out using the resource-based learning

(RBL) model. , it can be concluded that the biology learning outcomes of students in the experimental class are better than the control class. This can be seen from the highest, lowest and average scores of the experimental class which are higher than the control class. The highest experimental score was 100, the lowest score was 64, and the class average was 81.86. On the other hand, the highest control score was 92, the lowest score was 52, and the class average was 73.87. Based on the description above, it can be concluded that the learning outcomes of class X students who use resource-based learning models are better than the biology learning outcomes of class X students who use conventional learning models. It is best if teachers can apply a learning model that is fun and meaningful for students in every learning process, for example by implementing the Resource Based Learning (RBL) learning model so that learning is more effective and efficient. It would be better for researchers who want to conduct the same research to be able to utilize existing research results as references and prepare more mature learning plans.

The impact of using the Resource Based Learning Model on students

As for the impact of using the resource based learning model on student learning outcomes, another impact of the influence of using the resource based learning model is increasing student learning motivation. Based on research conducted by Musfirah et al (2021), research data was obtained through the use of learning motivation questionnaires regarding the rights and obligations of using plants, both before and after the test. The data analysis method is sequential sample analysis t-test. According to the results of inferential statistical analysis, it shows that $p = 0.000$ is smaller than $\alpha = 0.05$, and $t_{count} = 13,404$ is bigger than $t_{table} = 2.064$. This shows that the resource-based learning (RBL) model increases the learning motivation of class IV UPT SD Negeri 228 Pinrang students on rights and obligations. Likewise, research conducted by Ulum (2023) The results of the research show that the aim of this research is to find out whether students' problem-solving abilities are influenced by the application of resource-based learning models and problem-based learning. The results showed that students in both the experimental and control classes achieved classical completion. The criteria were met very actively by students in the experimental and control classes. The teacher's performance during learning is very good. The problem solving ability of the control class was compared with the experimental class. Then research conducted by Guna et al., (2023) shows that the percentage of successful students has increased. In the first cycle, only four students (13.79 percent) showed ability, but in the second cycle, the number increased. Experienced an increase to 12 students (41.37%).

This activity contributes positively to improving junior high school students' ability to write English, especially in the form of short messages. The results of this study indicate that RBL can be an effective approach for ESP English learning in secondary schools because students receive assistance in improving their writing skills and understanding of English when applying the RBL method. Furthermore, research also conducted by Sabarna et al., (2023) shows that the mathematical problem solving abilities of class XI IPS students at MAPN 4 Medan are influenced by the RBL learning model, as shown by $t_{count} > t_{table}$, namely 34.5081. , the average value of students' mathematical problem solving abilities increased, with an initial average value of 28.156 and an average value after treatment of 83.656, indicating an increase in students' mathematical problem solving abilities. It can be concluded that using the resource based learning model can improve students' problem solving abilities. From the results of previous research it can be concluded that the impact of using the resource based learning model has a big impact such as increasing student learning outcomes, increasing student learning motivation, increasing student problem solving abilities. By implementing the resource based learning model, it really makes it easier for teaching staff to teach in the classroom.

4. CONCLUSION

Based on the research that has been carried out, it can be concluded that the Resource Based Learning learning model has an influence on student learning outcomes. This can be seen from the previous research described above. Apart from that, the impact of using the Resource Based Learning model in the classroom can increase student learning motivation, increase students' writing skills, students' problem solving abilities, and others. Using the Resource Based Learning learning model can make it easier for educators to achieve the desired learning goals.

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