DARUSSALAM: Scientific Journal of Islamic Education

Improving Student Learning Achievement Through Peer Group Teaching Learning Method: Classroom Action Research at State Elementary School 102048 Tanjung Beringin

Khairul Iswani, ✉, Sekolah Dasar Negeri 102048 Tanjung Beringin, Indonesia
Dahliana, Sekolah Dasar Negeri 105421 Mangga Dua, Indonesia
Nabila Umairhah, Sekolah Dasar Negeri 105421 Mangga Dua, Indonesia

✉ mhdkhairul160@gmail.com

Abstract: This study aims to improve student learning achievement in Islamic religious education learning using the Peer Group Teaching Learning Method. This study uses a type of classroom action research. The design of this study uses the Kemmis & Mctaggart design with four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. Data were obtained using test and observation techniques. The data obtained were then analyzed using descriptive statistical techniques. The results of the study indicate that the Peer Group Teaching Learning Method can improve student learning achievement in Islamic religious education learning with the application of problem-based learning models. This can be seen in cycle I with an average percentage of 50% and in cycle II of 86%. So it can be stated that student activity developed in cycle II. Improving student learning outcomes through the application of the Peer Group Teaching Learning Method on Islamic religious education material was carried out for two cycles. Learning outcomes in cycle I were 66.67% and in cycle II were 76.67%. So it can be stated that student learning outcomes improved better in cycle II. Based on this, the Peer Group Teaching Learning Method can be used as one of the media that can be considered by teachers to overcome the problem of low learning achievement, especially in Islamic religious education learning.

Keywords: Peer group teaching, student learning achievement, islamic education.

INTRODUCTION

Education is one of the efforts to improve the quality of human beings. Education can be carried out anytime and anywhere, one of which is at school. In the educational process at school, learning activities carried out by teachers and students are the most important activities. Therefore, the success of the learning process is greatly influenced by the teacher's ability to choose and use methods as learning strategies according to the circumstances and abilities of students so that learning can successfully achieve the learning objectives set. The problems that occur in the implementation of Islamic Religious Education learning at SD Negeri 102048 Tanjung Beringin include the learning that is

carried out still using the lecture method and is based on books. Teachers do not utilize learning strategies and methods that make students active and enjoyable for students. Teachers also do not utilize technology in learning.

The learning carried out is teacher-centered learning. As a result, students become inactive, learning is less enjoyable, and when given the opportunity to ask questions, students tend to be passive. This causes teachers to know the level of student understanding as a whole. As a result, when the evaluation was carried out, only 22% of students got a passing grade from students, and there were still many students who did not understand the learning material. Based on these problems, to improve Islamic Religious Education learning achievement, a method is needed that can involve students in learning. One of the learning methods that can be used is peer group teaching. According to Syaiful Bahri Djamarah and Aswan Zain, it is called peer tutorial because the teacher is almost the same age as the students being taught.

Peer tutoring learning in small groups is carried out in small groups with a student who has a higher achievement in his group providing assistance or becoming a teacher for other students. Because with the help of peers, awkwardness can be eliminated, there is no reluctance, inferiority and shame. So the learning process can run more effectively. Based on this background, the researcher intends to conduct a classroom action research with the title "Improving Student Learning Achievement Through the Peer Group Teaching Learning Method on the Hijrah of the Prophet Muhammad SAW, Class IV of SD Negeri 102048 Tanjung Beringin"

METHODS

The subject of the Classroom Action Research to be carried out by the researcher is 14 students in grade IV. In grade IV, the number of male students is 7 students and the number of female students is 7 students. The collaborating teacher is Khairul Iswani, S.Pd. The research was conducted at SD Negeri 102048 Tanjung Beringin which is located in Pekan Tanjung Beringin Village, Tanjung Beringin District, Serdang Bedagai Regency. The implementation time of PTK was carried out in December-January 2025. In this study, the researcher used the Kemmis & Mc. Taggart PTK model which in its research flow includes the following steps: Planning (plan), carrying out actions (act), carrying out observations (observe), and conducting reflection/analysis (reflection) (Kunandar, 2011). The procedure for this classroom action research consists of three cycles.

The classroom action research plan is as follows, Cycle I, 1) Planning stage, The preparations made for the implementation of the action, include: making a Learning Implementation Plan using the Peer Teaching Strategy, making pre-tests and post-tests to determine student learning outcomes, and making research instruments, preparing media or tools needed in the action plan during learning, and forming groups; 2) Implementation/action stage; 3) After obtaining a picture of the class situation related to student motivation and learning achievement in the class, action is taken, namely by implementing the Peer Teaching strategy, where the learning plan has been prepared by the teacher with the researcher which will be used as a basis for implementing learning; 5) Observation, At this stage, observations are carried out on the implementation of the action, namely by observing each action carried out.

This observation is carried out to record all the abilities and learning activities of grade IV students when learning takes place; 6) Reflection, From the implementation of the actions and observations that have been carried out, information will be obtained about the implementation of the Peer Teaching strategy. Then the results are analyzed and evaluated to find out how far the actions have been implemented. The actions implemented have been running according to the desired objectives or not, then the results of the discussion can be used as a reflection in compiling the next cycle. Cycle II, The learning activity stage in Cycle II follows the learning activity stage in the first cycle.

In this case, the action plan implemented in Cycle II is compiled based on the results of reflection in Cycle I and Cycle II. The activities carried out in cycle II are intended as improvements or improvements to the implementation of PAI learning in cycles I and II, the cycle is declared successful and stopped if the value of PAI learning achievement of grade IV students has increased, namely when more than 80% of students have completed achieving minimum completion criteria. Data collection techniques in this study are tests, observations, and interviews. The instruments used in this study are: written tests, learning observation instruments, and interview guidelines.

RESULTS

SD Negeri 102048 Tanjung Beringin is one of the elementary schools with state status located in Tanjung Beringin District, Serdang Bedagai Regency, North Sumatra. SD Negeri 102048 Tanjung Beringin was established on January 1, 1970 with the establishment decree number under the auspices of the Ministry of Education and Culture. In learning activities, this school which has 144 students is guided by 8 teachers and 2 education staff. The principal of SD Negeri 102048 Tanjung Beringin is Kadarusman Hasibuan, S.Pd. With the existence of SD Negeri 102048 Tanjung Beringin, it is hoped that it can contribute to educating the nation's children in Tanjung Beringin District, Serdang Bedagai Regency. SD Negeri 102048 Tanjung Beringin is located in Pekan Tanjung Berignin Village, Tanjung Beringin District, Serdang Bedagai Regency, North Sumatra. Precisely in Hamlet V.

Student access to the school is not difficult, just walk about 5 minutes from the residents' housing. SD Negeri 102048 Tanjung Beringin was built permanently in 1970, and has been repaired in several parts. The boundaries of SDN 102048 Pekan Tanjung Beringin, 1) North side bordered by residents' houses; 2) South side bordered by Tanjung Beringin District Office; 3) West side bordered by SDN 102049 Tanjung Beringin; 4) East side bordered by residents' houses. The vision of SDN102048 Tanjung Beringin is "To create students who are devoted to God Almighty, think intelligently, are skilled, creative and have noble character. The mission of SDN 102048 Tanjung Beringin is, 1) Instilling religious values and noble character; 2) Creating a conducive, harmonious, and competitive learning and teaching atmosphere; 3) Creating a beautiful and comfortable environment; 4) Increasing high work enthusiasm by prioritizing quality; 5) Establishing harmonious, synergistic partnerships with the committee and the community.

The teaching curriculum used by SDN 102048 Tanjung Beringin refers to the 2013 curriculum and the Merdeka Curriculum. Through this curriculum, the main topics to be taught and the general and specific objectives to be achieved can be identified. This curriculum can guide teachers who teach to achieve goals in the teaching and learning process at school. In addition, the curriculum must be directed and prioritized towards learning programs and services as a framework for class planning. In this study, it only focuses on Islamic Religion subjects, the targets to be achieved in Islamic Religion subjects include, 1) Understanding the reasons for the Prophet Muhammad's migration to Medina; 2) Understanding the story of the Prophet Muhammad's migration to Medina. Cycle I was held on Monday, December 16, 2024 and December 5, 2024 with two meetings and a time allocation of 6 x 35 minutes.

The material taught was "The reasons for the Prophet Muhammad's migration to Medina". The process of Cycle I can be described as follows, 1) Planning, In the planning stage of Cycle I, meeting I, the researcher compiled and prepared research instruments, namely, Compiling Teaching Modules are compiled using a scientific approach, Problem Based Learning learning model, and using the Peer Group Teaching (Peer Tutor) learning method to improve student learning achievement, Creating Student Worksheets, Creating PowerPoint Learning Media and relevant images, Creating formative assessment questions, Compiling observation sheets for researcher activities in learning, Dividing student groups for Peer Group Teaching activities by appointing students to be tutors for group members. 2) Implementation, The implementation of learning is Thursday,

December 16, 2024 at 08.00 to 09.45 at SD Negeri 102048 Tanjung Beringin, Tanjung Beringin District. Based on the plan that has been made, the researcher begins the initial learning activities by greeting, asking for news and checking student attendance. Then the researcher invites students to pray and do apperception. After that, the researcher conveyed the learning objectives, namely understanding the reasons for the Prophet Muhammad's migration to Medina while explaining the steps of peer group teaching that would be implemented. After conveying the learning objectives, the researcher provided a formative assessment at the beginning of the learning to students to measure the students' initial abilities.

Based on the research results, it is known that the average value of the formative assessment is 58.57 with fourteen students or 78 percent of students not yet completing the KKM that has been set, which is 70. Meanwhile, four students have achieved completion or 22 percent of students who have completed it. Entering the core activities, the learning process begins with conducting a problem orientation. The researcher invites students to observe pictures related to the meaning of hijrah and some of the causes of the Prophet Muhammad's migration. The researcher guides students to understand the problems shown to be used as group discussion material. After giving the problems, the researcher divides the class into three groups consisting of 4-5 students who are heterogeneous in terms of gender and academic ability. The researcher has divided the groups with each student to be a tutor for their friends.

After that, students exchange the results of their discussions with other groups in the Activity with Peer Group Teaching. Students who become tutors explain how to answer questions from other groups from the material that has been presented by the researcher to their group members. The results of the discussion are written on the LKPD sheet as a form of discussion result report. When students carry out group discussions, researchers observe and provide guidance so that learning objectives can be achieved properly. After that, students work on questions in Activity 2 LKPD with Peer Group Teaching. Students who become tutors explain how to work to group members so that they can understand the meaning of the Prophet's hijrah.

The results of the discussion are written in a table in the student worksheet as a form of discussion result report. When students carry out group discussions, researchers observe and provide guidance so that learning objectives can be achieved properly. After completing the discussion, students present the results of their discussions and continue to provide reinforcement from the results of the discussion. In the closing part of the learning, researchers invite students to make conclusions and write them on powerpoint slides. After that, researchers provide formative assessment questions for students to work on as evaluation material for learning activities as well as to determine the impact of using the Peer Group Teaching learning method in improving student learning achievement.

The average value of the formative assessment was 66.42 with ten students or 72 percent of students not yet reaching the KKM that had been set, which was 70. The steps after conducting the formative assessment were that the researcher conducted a learning reflection and provided a follow-up plan to strengthen students' understanding of the reasons for the Prophet's migration. The researcher ended the learning by delivering the material for the next learning then praying and closing with a greeting. Observations were made by an observer, namely a Class IV teacher. This observation is in accordance with the observation sheet provided, if important things occur in learning activities and are not on the observation sheet, they are entered into the notes. Based on the results of observations on the researcher's observation sheet carried out by the observer, the value obtained in cycle I was 118 out of a total of 152.

Based on the criteria After being given a score through the observation sheet, the researcher conducted an interview with the collaborating teacher with the results that the learning was good, but could be improved again when giving students the opportunity to be more independent and reminding students who were less serious to be conditioned.

The researcher also made observations during learning in cycle I, namely, 1) There were still many students who looked quiet when the researcher gave them the opportunity to express their opinions; 2) There were several students who were less active in learning in groups, as evidenced by students who were quiet and joked with their friends; 3) The tutor was still not optimal in teaching his friends; 4) There were students who were less serious when taught by their friends. The following is the researcher's reflection on the results of the formative assessment in cycle I meetings, observation results, and interview results with the collaborating teacher, 1) Peer group teaching has been going well, but there are still some students who pay less attention to the tutor, so there are still students who do not understand the concept when working on the formative assessment; 2) During problem orientation, many students were quiet and less active in expressing their opinions, perhaps because students are still less able to analyze related to the material, it is necessary to pay more attention in determining the problem so that it is in accordance with student development; 3) Researchers have not maximized motivation to students and pay more attention to the division of time that has not been maximized to suit the Teaching Module that has been prepared; 4) Student learning achievement based on the results of formative assessment in Cycle I shows that student learning achievement has not been able to meet the expected learning completeness.

Based on the results of reflection in cycle I, it can be concluded that the implementation of the method used has not been fully achieved, as evidenced by the Success Indicators that have not all been met, so that improvements are still needed in Cycle I meeting II. The efforts for follow-up plans that will be carried out by researchers to improve learning in cycle I meeting II include the following: 1) Researchers create groups with the task of making 5 questions related to the causes of the Prophet's migration. then exchange the questions with other groups and then the questions are answered by other groups in order to increase student knowledge so that learning can be more interesting for students; 2) Researchers must try to motivate students to be more confident in answering or asking questions if there is a problem; 3) Researchers look for problems that are in accordance with students' understanding and cognitive levels so that students find it easier to understand the meaning of the problem and find good solutions to the problem; 3) Researchers need to pay attention and provide guidance in the peer group teaching process in order to monitor students who already understand and do not understand so that the learning process can run more effectively and students can pay more serious attention to their friends' explanations.

The implementation of Cycle I Meeting II is a follow-up to the results of the reflection of Cycle I Meeting I to improve the learning process. Cycle I meeting II was held on Thursday, December 19, 2024 with one meeting and a time allocation of 3 x 35 minutes. The material taught was the reasons for the Prophet Muhammad's migration to Medina. The process of Cycle I can be described as follows, At the planning stage of Cycle I meeting II, the researcher compiled and prepared research instruments, namely, 1) Compiling a Teaching Module (MA), the Teaching Module was compiled using a scientific approach, a Problem Based Learning learning model, and using the Peer Group Teaching (Peer Tutor) learning method to improve student learning achievement. The Teaching Module was compiled with improvements according to the results of the reflection on the implementation of Cycle I meeting I; 2) Creating Student Worksheets; 3) Creating Learning Media: powerpoint and learning videos; 4) Compiling observation sheets for researcher activities in learning; 5) Dividing student groups for Peer Group Teaching activities by appointing students to be tutors for their group mates. In this process, the researcher re-divides the members to be different from the groups in the first Cycle of the first meeting.

DISCUSSION

After dividing the groups, the researcher distributed LKPD and learning resources to be used as group discussion materials. Next, students held group discussions related to the

causes of the story of the Prophet Muhammad's migration to Medina in the LKPD. Next, students worked on group assignments, namely writing 5 questions related to the material on the causes of the Prophet Muhammad's migration to Medina and then exchanging them with other groups to be answered by the group, and vice versa. The group activity was carried out using the Peer Group Teaching method. The student who became the tutor explained how to work to group members so that they could understand the causes of the Prophet Muhammad's migration to Medina correctly. The results of the discussion were written on student worksheets as a form of discussion result report. After that, students presented the results of their discussions in front of the class and the researcher provided reinforcement from the results of the discussion. In the closing part of the learning, the researcher invited students to make conclusions and write them on powerpoint slides. The next step was that the researcher gave formative assessment tasks for students to work on as evaluation material for learning activities as well as to determine the impact of using the Peer Group Teaching learning method in improving student learning achievement.

The average value of the formative assessment was 70.71 with eight students or 57.14% of students not yet completing the KKM and six who had completed it according to the KKM that had been set, namely 70. The step after the formative assessment was that the researcher conducted a learning reflection and provided a follow-up plan to strengthen students' understanding of the reasons for the Prophet Muhammad's migration to Medina. The researcher ended the learning by delivering the material for the next lesson and asking students to lead the prayer and close with a greeting. Observations were carried out by an observer, namely a grade IV teacher. Observations were carried out as in Cycle I meeting II, namely according to the observation sheet that had been prepared. Based on the results of observations on the researcher's observation sheet carried out by the observer, the value obtained in cycle I meeting II was 122 out of a total of 152. So if the analysis is carried out as follows, Average value = number of values x 100: Maximum value = 122 x 100: 152 = 80.2.

Based on the criteria for successful action, it can be determined that the success of learning is Good (80.2%). The researcher also conducted interviews with collaborating teachers with the results that learning is good. Student participation in the discussion is good, but the time agreed to work on group assignments is still not long enough so that some groups have not completed their discussions by the specified time limit. So the teacher must be more intense in monitoring the discussion process of each group with. The material presented by the teacher is also easier to understand so that students are easier to understand, but there are still some students who do not focus on listening to explanations from peers who are tutors so that the results of their understanding are also not good. As input for future learning, pay attention to class mastery and ice breaking so that children can be ready and not bored with learning in class.

After getting input from collaborating teachers, the researcher then conducted interviews with students related to learning. The results of students saying that learning with friends is easier because it can be explained slowly, and so that it makes it faster to understand the material. When given an explanation by the teacher at the end of learning, it makes it easier to understand the material. In addition, researchers also made observations during learning in cycle I meeting II, namely, 1) Students are happy with group work by making 5 questions, then answering questions from other groups. With the peer group teaching method, learning is more interesting; 2) There are still students who are less active in discussion and learning activities; 3) Tutors are still not good at providing explanations to their friends who do not understand the material; 4) There are groups that cannot complete tasks on time.

The following is the researcher's reflection on the results of the formative assessment in cycle I meeting II, observation results, and interview results with collaborating teachers, 1) Peer group teaching has gone well, but there are still students who are less focused on listening to explanations from friends who are peer tutors;

Students have dared to present the results of their discussions, but some are still not confident enough to come forward to present the results of their discussions; 2) The selection of problems is good, in accordance with students' understanding so that the solutions obtained can complement each other; 3) Student learning achievement based on the results of the formative assessment in Cycle I meeting II has increased, but still needs further guidance from the teacher to be further improved. The implementation of Cycle II meeting I is a follow-up to the results of the reflection in Cycle I to improve the learning process. Cycle II meeting I was held on Monday, December 9, 2024 and January 6, 2025 with two meetings and a time allocation of 6 x 35 minutes. The material taught is the story of the Prophet Muhammad's migration to Medina. In the planning stage of Cycle II, meeting I, the researcher compiled and prepared research instruments, namely, 1) Compiling a Teaching Module, the Teaching Module was compiled using a scientific approach, the Project Based Learning learning model, and using the Peer Group Teaching (Peer Tutor) learning method to improve student learning achievement.

The Teaching Module was compiled with improvements according to the results of reflection on the implementation of Cycle I, namely making projects using simple materials; 2) Making Student Worksheets; 3) Making learning media, powerpoints and learning videos; 4) Making formative assessment questions; 5) Compiling observation sheets for researcher activities in learning; 6) Dividing student groups for Peer Group Teaching activities by appointing students to be tutors for group members. The implementation of learning is Monday, January 6, 2025 at 08.00 to 09.45 at SD Negeri 102048 Tanjung Beringin, Tanjung Beringin District. Based on the plan that has been made, the researcher started the initial learning activities by greeting, asking for news and checking student attendance. Then the researcher invited students to pray and do apperception by asking provocative questions. After that, the researcher conveyed the learning objectives, namely understanding the story of the Prophet Muhammad's migration to Medina while explaining the steps of peer group teaching that would be implemented.

Entering the core activities, the learning process began with problem orientation. The researcher invited students to watch a video related to the story of the Prophet Muhammad's migration to Medina. The researcher guided students to understand the problems shown to be used as group discussion material. Then the researcher explained the material related to the story of the Prophet Muhammad's migration to Medina. Then, the researcher divided the class into three groups consisting of 4-5 students who were heterogeneous in terms of gender and academic ability. The researcher had divided the group with one student to be a tutor for his friends.

After dividing the groups, the researcher distributed LKPD and learning resources to be used as group discussion materials. Furthermore, students held group discussions related to making the story line of the Prophet Muhammad's migration to Medina using simple materials. The researcher hopes that students will be more creative in working on projects and understand the story line of the Prophet's Hijrah through the projects they work on. During the discussion, through Peer Group Teaching, students are guided by tutors, learning to understand the Hijrah material. When students carry out group discussions, the researcher makes observations and provides guidance so that learning objectives can be achieved properly. After completing the discussion, the researcher asks students to present the results of each group's project to the front of the class. Then the researcher gives positive appreciation to each group that has completed the percentage. In the closing part of the learning, the researcher invites students to make conclusions and students write them in their respective books. After that, the researcher gives summative assessment questions for students to work on as evaluation material for learning activities as well as to determine the impact of using the Peer Group Teaching learning method in improving student learning achievement.

The average value of the summative assessment was 81 with 2 students (15% of students) not yet reaching the KKM that had been set, which was 70. Learning activities

after the summative assessment were that the researcher conducted a learning reflection and provided a follow-up plan to strengthen students' understanding of the story of the Prophet Muhammad's Hijrah. The researcher ended the learning by delivering the material for the next learning and asking students to lead prayers and close with greetings. Observations were carried out by an observer, namely the fourth grade teacher. Observations were carried out as in Cycle II meetings, namely according to the observation sheet that had been prepared. Based on the results of observations on the researcher's observation sheet carried out by the observer, the values obtained in cycle II were, average = total value (126); maximum value (152) x 100 = 85.8

Based on the criteria for successful action, it can be determined that the success of learning is Good (82.8%). The researcher also conducted interviews with collaborating teachers with the results that learning is good. Student participation in the discussion is good because the time allocation for discussion is longer, so that teachers can monitor the discussion process of each group well. The selection of problems in learning is also better, so that students can find solutions more easily because the problems are clear. The use of simple materials is also good, providing new experiences for students, although there are some students who initially have difficulty, but the teacher guides them well. As input for future learning, pay attention to class mastery and ice breaking so that children can be ready and not bored with learning in class. After getting input from collaborating teachers, the researcher then conducted interviews with students related to learning.

The results of students saying that learning with friends is easier because it can be explained slowly, and so that it makes it faster to understand the material. When the teacher's explanation is given at the end of learning, it makes them understand the material better. In addition, the researcher also made observations during learning in cycle II meeting II, namely, 1) Students are happy with the use of simple materials in learning and it is a new experience in learning; 2) Students enjoy learning together in groups with tutors helping to understand the material; 3) Groups can complete tasks according to the specified time. The following is the researcher's reflection on the results of the summative assessment in cycle II meeting II, observation results, and interview results, 1) Peer group teaching has gone well and students can complete tasks according to the specified time; 2) The selection of problems is good, in accordance with students' understanding so that the solutions obtained can complement each other' 3) Student learning achievement based on the results of the summative assessment in Cycle II meeting II has increased and has reached 86% of students who have achieved learning completion; 4) The use of simple materials can foster student creativity and the results make students happy and able to understand the material on the story of the Prophet Muhammad's migration to Medina

CONCLUSION

Based on the research results, it can be concluded as follows, the selection of the Peer Group Teaching learning method to be applied in learning is a cooperative method that can improve cooperation and student achievement in learning by learning together between students who have better understanding abilities with their group members so that learning is more student-centered and improves cooperation in groups.

REFERENCES

Agustina, A. (2021). No Title. *Jurnal Pendidikan Ilmu Ushuluddin*, *1*(2), 96–104. https://doi.org/10.15575/jpiu.12206

Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH:*

Jurnal Pendidikan, *14*(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, *79*(1), 1–7.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, *5*(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, *4*(4), 1004–1015.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, *4*(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, *11*(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, *12*(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *5*(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *12*(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, *6*(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *11*(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi:Jurnal Pendidikan Agama Islam*, *5*(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, *12*(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, *15*(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). *Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar*. *13*(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, *3*(1), 269–277.

https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, *2*(1), 1–8.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, *2*(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, *7*(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.