

# DARUSSALAM: Scientific Journal of Islamic Education

DARUSSALAM: Scientific Journal of Islamic Education

Volume 1 (1) 43 – 52 June 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

## Application of Symposium Discussion Method to Improve Students' Learning Outcomes: Action Research at State Senior High School 1 Suliki

Yuli Anto ✉, SMA Negeri 1 Suliki, Indonesia

✉ [yuliyanto87@guru.sma.belajar.id](mailto:yuliyanto87@guru.sma.belajar.id)

**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning using the Symposium Discussion 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 Symposium Discussion Method can improve student learning outcomes in Islamic religious education learning. This can be seen in cycle I with an average percentage of 50% and in cycle II by 86%. So it can be stated that student learning outcomes have developed in cycle II. Improving student learning outcomes through the application of the Symposium Discussion Method in Islamic education learning is carried out for two cycles. Learning outcomes in cycle I were 66.67% and in cycle II by 76.67%. So it can be said that student learning outcomes improved better in cycle II. Based on this, the Symposium Discussion Method can be used as one of the media that can be considered by teachers to overcome the problem of low student learning outcomes in Islamic religious education learning.

**Keywords:** Symposium discussion method, learning outcomes, islamic education.

**Received** March 5, 2024; **Accepted** May 10, 2024; **Published** June 30, 2024

**Citation:** Anto, Y. (2024). Application of Symposium Discussion Method to Improve Students' Learning Outcomes: Action Research at State Senior High School 1 Suliki. *DARUSSALAM: Scientific Journal of Islamic Education*, 1(1), 43 – 52.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

Learning is a process that results in behavioral changes, both potential and actual, and is relatively permanent as a result of practice and experience. Meanwhile, learning activities are interaction activities between students and educators and learning resources in a learning environment. Learning activities demand the activeness of students. Active means that students actively ask questions, question, put forward ideas and are actively involved in learning activities, because learning is indeed an active process of students in building their knowledge. So, if learning activities do not provide opportunities for students to play an active role, then the learning activities are contrary to the nature of learning. Learning activities not only demand the activeness of students but also their creativity, because creativity in learning can create new situations, not monotonous and

interesting, students are excited, so that students will be more involved in learning activities.

Therefore, in learning activities, educators should prefer a variety of approaches, strategies, and methods that are in accordance with the situation, material or ability of students, so that students have high results in participating in learning activities and the planned learning goals will be achieved. Learning anything requires an encouragement in the form of results, as well as learning Islamic religious education. According to Abdurahman Gintings (2010: 86), Results are something that encourages participants to learn or master the subject matter they follow, so that results are very important so that they as students have the enthusiasm and willingness to study the subject matter he follows. The results of students in studying Islamic religious education need to be built and developed. One way to build and develop student learning outcomes is by using the right and fun learning methods or models for students.

Educators should change the old or conventional learning model by using an innovative-progressive learning model. This is because innovative learning models can develop students' potential because learning activities involve students actively in learning. According to Trianto (2010: 10). The use of learning methods or models is also mentioned in several verses contained in the Quran, one of which is Qs. An-Nahl verse 125 Meaning: "Call (people) to the way of your Lord with wisdom [845] and good lessons and refute them in a good way. Indeed, your Lord He knows better about those who have strayed from His ways, and He knows better about those who are guided." The general meaning of this verse is that the Prophet was instructed to invite mankind in ways that have become the guidance of the Qur'an, namely by means of Al-hikmah, Maudhoh Hasanah, and Mujadalah. In this way, the prophet as an apostle has succeeded in inviting his people with full awareness.

These three methods have inspired various methods of spreading Islam as well as in the context of education. Then from this verse it can also be understood that teaching a knowledge to other people or students must use the right and good method. Learning activities that are still dominated by educators, of course, do not provide free space for students to develop their potential so that students do not have results in themselves to think forward and develop their potential, this is because students only get "teachers' bribes, thus causing students to be lazy to explore their abilities. The reality that occurs based on observations and assessments on several face-to-face learning activities carried out by the author in class X E10 SMA Negeri 1 Suliki, Lima Puluh Kota Regency still has a tendency for students to be less active in participating in Islamic Religious Education lessons. Students' lack of enthusiasm in learning can be caused by many things. Starting from the influence of technology that is developing today which results in children more like playing gadgets than learning, children are more happy to play music, more like to learn music, dances, and other things as a result of today's mass media. Students' dependence on communication tools or gadgets also makes students less enthusiastic in learning.

They are more engrossed in playing cellphones and playing games that they consider more exciting and challenging. They even want to play online games until midnight. And not a few of the students admitted that because of the preoccupation with playing games, they didn't even sleep at night just because they wanted to finish the games. In addition, another most urgent thing that affects the learning outcomes of students is because students feel bored with the materials and learning methods provided, the approaches taken, and even the lack of interest in the existing media, so that there is no fun and varied learning process, which can add to the enthusiasm and learning activities of students. As a result, teaching and learning activities are less interesting and boring because students are not stimulated or challenged to be actively involved in the learning process. In learning, many students do not pay attention to the teacher when the teacher is explaining the lesson, as if for students at SMA Negeri 1 Suliki, Islamic religious education becomes a boring and scary lesson, resulting in students being less active to

participate in group activities, lazy to express opinions, they prefer to talk to their peers, play social media, doodle books with pictures or do other work outside of learning.

In addition, in the learning process, most students only wait for an explanation from the teacher. So that at the end of the learning process, it was found that the learning outcomes of students were not optimal and not all students had reached the minimum completion criteria score, which was 78. Various ways can be done to improve the learning outcomes of students to learn. Starting by improving learning strategies, learning approaches, creating learning models, to creating interesting learning media, which provokes students to be active and enthusiastic in the learning process. The model that the author applies in an effort to overcome this problem is, with the Symposium Discussion Method. With the symposium discussion method, students are conditioned to be actively involved in the implementation of learning, so that it is expected to overcome boredom and lack of activity of students in learning. The use of the symposium discussion method with the help of infocus media is estimated to be quite interesting in improving students' learning activities, but a study is needed to find out the extent to which the symposium discussion method can improve students' learning outcomes. This research was conducted at SMA Negeri 1 Suliki Class X E10, because it was based on observations made in several learning sessions, It can be seen that the learning activities and learning outcomes of some students in learning are still relatively low. Based on this, the author wants to conduct a research with the title: "Application of symposium discussion method to improve the learning outcomes of students in class X E 10 in islamic education subjects at SMA Negeri 1 Suliki for the 2024-2025 school year".

## **METHODS**

The application of the symposium discussion method in Islamic Religious Education learning in class X E 10 aims to improve student learning outcomes. This method allows students to actively engage in discussions, broaden their horizons, and develop critical thinking skills. This research is designed as a classroom action research that prioritizes reflection and improvement of learning practices. Research Methodology, Research design; 1) The type of research used is qualitative with a descriptive approach; 2) This research is carried out in two cycles, where each cycle consists of planning, implementation, observation, and reflection. Research Subject; 1) The subject of the study is students of class X E 10 which totals about 15 students. Implementation Procedures; 1) Planning, compiling learning modules that include learning objectives, materials, and steps for symposium discussions. Implementation; 1) The teacher introduces the topic to be discussed; 2) Students are divided into small groups to discuss the topic; 3) Each group chooses a leader to facilitate the discussion and record the results; 4) After the group discussion, each group conveys the results of their discussion to the class; 1) Observation, observing student interaction during discussions and recording the level of student participation and understanding; 2) Reflection, analyzing the results of the discussion and providing feedback to students. Results and Discussion, the results of the study showed a significant increase in students' motivation and understanding of PAI material after the application of the symposium discussion method.

Quantitative data can be taken from pre-test and post-test which show an increase in the average score of student learning outcomes. Student involvement in discussions also increased, as seen from the number of students who actively asked questions and gave their opinions. In conclusion, the application of the symposium discussion method has proven to be effective in improving the learning outcomes of students in class X E 10 in islamic education subjects. This method not only improves academic understanding but also builds social and communication skills between students. Thus, the use of this method is recommended to be applied more widely in the learning process in the classroom. This research includes classroom action research. Classroom action research is research conducted by a person who works on what he is doing without changing the

implementation system. In this study, the researcher will be directly involved in all research activities. This study was carried out using the symposium discussion method which is a learning method used by teachers and students. In this learning, students conduct group discussions with their group members related to the material, conduct questions and answers with other groups, observe and study learning activities using the symposium discussion method, carry out learning activities according to the scenarios in the method, summarize/conclude the results of information searches, copy the information into a notebook and finally work on the students' worksheets. There are four stages that are passed in this action research, namely; 1) Planning; 2) Implementation; 3) Observation / Data collection; 4) Reflection.

Information; 1) Cycle I, Planning; 1) Determine the competency standards to be taught; 2) Making a Learning Implementation Plan according to the model; 3) Create and provide the required learning media according to the model; 4) Arrange the division of groups of each student homogeneously based on academic ability, each group consists of 4-5 people; 5) Determine the length of time used; 6) Prepare questions to be given to each of the 2 groups; 7) Make questions for the test at the end of the meeting. Implementation, The implementation of class/learning actions is adjusted to the learning scenarios that have been designed in the Module. Observation/ Data Collection Data collection on student learning outcomes is carried out after the learning process in cycle I. Thus data can be collected and immediately recorded, which is done by making a simple learning result sheet by the researcher and the results are concluded in the form of percentages. Reflection, the reflection carried out in cycle I is; 1) Evaluating the actions carried out including evaluating the quality, quantity, and time of each type of action. 2) Conducting a meeting with observers to discuss the results of the evaluation of the learning scenario. 3) Improve the implementation of actions in accordance with the results of the teaching activity sheet to be used in the next cycle. 4) Evaluation of actions on weaknesses and shortcomings that are used as material for improvement in cycle II which is a continuation of cycle I. If the researcher has not seen an increase in students' activities and learning outcomes, then this study continues in cycle II which is a continuation of the previous research which experienced many shortcomings. Cycle II. Planning; 1) Determine the competency standards to be taught; 2) Making a Learning Implementation Plan according to the method; 3) Create and provide the required learning media according to the method; 4) Arrange the division of groups of each student homogeneously based on academic ability, each group consists of 4-5 people; 5) Determine the length of time used; 6) Prepare questions to be given to each of the 2 groups; 7) Make questions for the test at the end of the meeting. Implementation, revise new actions in learning activities that use the symposium discussion method.

The implementation of actions is adjusted to the learning scenarios that have been designed in the Method that is adapted to the learning steps by using the symposium discussion method. Observation / Data Collection Data collection on student learning outcomes is carried out after the learning process in cycle II. Thus data can be collected and immediately recorded, which is done by making a simple learning result sheet by the researcher and the results are concluded in the form of percentages. Reflection, together with researchers and teachers in the field of study, reviewed and concluded the results of this second cycle of actions. Analyze the learning outcomes after the test. Based on the results of the study, things need to be corrected as a consolidation of this design. Success Indicators, the indicators used in this study are whether or not there is an increase in student learning outcomes in learning after the implementation of cycle II. The criteria for the improvement is the achievement of 80% completeness of classical learning outcomes. The subject of the study, the subject in this study is the students of class X E10 SMA Negeri 1 Suliki, with a total of 15 students, with details of 6 males, 9 females, is a class that has the potential to improve its achievement but most of the students are less active in the learning process. Location and Time of Research; 1) Research Location, the research location is at SMAN 1 Suliki, Lima Puluh Kota Regency, West Sumatra province; 2)



Research Time. The research time is in December of the odd semester of the 2024-2025 school year. Data Collection Techniques, data collection techniques used to observe the abilities of students are as follows; 1) The test is carried out after the end of learning, which contains questions related to the material studied; 2) Data Collection Tool in the form of test questions, used to collect data on learning outcomes from cycle I and cycle II.

Data Collection Instrument Arikunto (1995) in Iskandar (2008:78) stated that research instruments are an important and strategic position in the implementation of research. Research instruments are tools that used to obtain data in a study. A similar opinion about the research instrument was put forward by Iskandar (2008:78). In his opinion, research instruments are a very important component in carrying out a research in obtaining data, so to obtain accurate data, the research instruments used must be valid and reliable. The data collection instrument in this qualitative research was carried out using test sheets. The test sheet contains questions related to the material studied, which are tested after the completion of the learning implementation. Data Analysis Techniques. In order for the data obtained to be interpreted and concluded as the results of the research, according to Sudjana (1992: 50) data processing is carried out through the percentage analysis technique (%) to see the percentage of students who have experienced an increase in their learning outcomes. The improvement of student learning outcomes can be seen by comparing the learning outcomes of cycle I and cycle II. To see the learning outcomes of students, the formula for individual learning completeness guidelines is used.

## **RESULTS**

The following description is one of the efforts to describe the results of research on the application of the symposium discussion method in improving learning outcomes in Islamic Religious Education subjects. This study took class X E 10 students of SMAN 1 Suliki for the 2024/2025 Academic Year as the object and consisted of 15 students. This research is planned in two cycles, with the intention of being able to see the learning outcomes of students after holding class actions, namely by using the student symposium discussion method. Before taking action, the researcher first took student data as initial data, obtained from teachers of Islamic religious education subjects, this initial data became a measure of success or not after being given action. In the first cycle (1) the teaching and learning process is carried out using the application of the symposium discussion method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity) in this cycle 1 meeting (2x45 minutes) and 1 test at the end of each cycle. For the first cycle test, answer the questions fluently. In the second cycle (2), it is already the implementation of class actions, namely further actions. Islamic Religious Education learning is carried out using the application of the symposium discussion learning method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity). In this second cycle, 1 meeting (2x45 minutes) and 1 test were held at the end of each cycle.

The implementation of this action research is monitored by the principal, deputy principal (curriculum, student affairs and infrastructure) and supervisors or teachers of Islamic Religious Education subjects in class X E 10 SMAN 1 Suliki. Overall monitoring of research activities in this class is carried out by the researcher as a teacher of Islamic Religious Education by referring to the research design, evaluation results, learning modules, which have been prepared and consulted with the supervisor. Explanation of each cycle. Cycle I; 1) Planning, planning is the preparation made for the implementation of classroom action research. At this planning stage, the researcher makes the following preparations, including; 1) Create a learning module about the material to be taught by applying the symposium discussion method through questioning skills in improving student learning outcomes. The material that will be taught in cycle one is understanding Qs. Al-Isra' 17:32 (avoiding promiscuous behavior); 2) Practice reading and memorizing Qs. Al-Isra' 17:32; 3) Make abcd test questions and essays to find out the improvement of

student learning outcomes by applying the discussion method; 4) Implementation, implementation is the implementation of all action plans that have been made. The steps taken are; 1) The researcher conveys the learning objectives and activities to be carried out; 2) The researcher provides an aperception of the material to be taught; 3) The researcher divided the students into 9 groups consisting of 4 students. Where, each group is given different sub-materials; 4) The researcher provides an opportunity for each group to discuss the material he provides and then convey the results of his group's work; 5) Each group is given the opportunity to ask questions; 6) The researcher provides guidance to students during the discussion; 7) Evaluate the process and results of discussion activities.

Observation (Observation), observation is an activity that is carried out in conjunction with the implementation of actions by directly observing the activities of the learning process. Based on observations that carried out during the learning process, the following results were obtained; 1) Students mostly liked learning through symposium discussions; 2) Of the 15 students, not all of them were seen to be active in the learning process by applying the symposium discussion learning method; 3) Some students still have the shy nature to ask questions; 4) The courage of students to express their opinions is still lacking; 5) The results of the evaluation regarding the improvement of learning outcomes through students' questioning skills are still slightly increased. Reflection, reflection is a stage to review and process the data obtained when observations are made. Reflection is carried out to determine whether cycle I should be repeated or has been successful. Based on the researcher's observations during the learning process of Islamic Religious Education in cycle I, learning with the application of discussion methods has been carried out in accordance with the planned procedures. However, some students still do not participate in learning seriously. In addition, students still feel reluctant and embarrassed to ask questions and express their own opinions in relation to the material taught. Questions and opinions were only asked by a small number of students in the first cycle.

Based on the implementation in cycle I, it was found that the implementation of learning was less effective because it still did not carry out learning activities in accordance with the modules, In addition, students are embarrassed to ask questions and express their opinions. Cycle II; 1) Planning, at this stage the researcher formulates based on the re-planning of the first cycle, which is as follows; 1) Create a learning module about the material to be taught by applying the symposium discussion method in improving student learning outcomes. The material that will be taught in the second cycle is Qs. Al-Isra' 17:32 (about avoiding promiscuous behavior); 2) Make test essay questions to find out the learning outcomes of students during the application of the symposium discussion method. Implementation, in the implementation of the second cycle of research is carried out in accordance with what is planned in the learning plan as follows; 1) The researcher provides direction and motivation to students about the importance of studying Islamic Religious Education; 2) The researcher divided the students into 3 groups consisting of 5 students. Each group was given different sub-materials and different group friends from the cycle I group; 3) The researcher provides an opportunity for each group to discuss the material provided and then convey the results of their group work; 4) The researcher directs each group to express opinions and questions related to sub-material from other groups; 5) The researcher invites students to discuss every question from the representative of each group; 6) The researcher provides guidance to students during the discussion. Observation, observation is an activity that is carried out in conjunction with the implementation of actions by directly observing the activities of the learning process.

Based on the observations made during the learning process in the second cycle, the following results were obtained; 1) Students begin to be active and are no longer shy to ask questions; 2) Students have the courage to express their own opinions. When the evaluation of students' learning outcomes in Islamic Religious Education lessons has improved well. Reflection, reflection is a stage to review and process the data obtained

when observations are made. The successes obtained in cycle II are as follows; 1) Students' activities in the learning process of Islamic Religious Education through the application of discussion methods attract students' attention, this is because the researcher combines research instruments such as essay questions and questions and answers so that students have the ability to ask questions while participating in the learning process; 2) Researchers are able to build students' learning activity in learning Islamic Religious Education; 3) Improvement of learning outcomes with student discussion methods both with the learning process in accordance with the lesson plan that has been designed by the researcher. V Data Analysis Process, in carrying out research with the application of the symposium discussion method in Islamic Religious Education lessons, the researcher also observed the learning process that took place to find out the learning outcomes of students using 2 cycles. However, first the researcher took the initial value of students' learning outcomes in teachers of Islamic Religious Education subjects as a comparison of pre-cycle, cycle I, and cycle II learning outcomes.

The initial data obtained by students before applying the symposium discussion method was obtained as follows. Based on the results of the study, the researcher took pre-cycle data from teachers of Islamic Religious Education before applying the discussion method to students in class X E 10. The learning outcomes of students before applying the discussion method that received a very good category were 1 student (6.66%), a good category there were 5 students (33.33%), a sufficient category there were 7 students (46.66%), a category of less 2 (13.33) students in the very poor category there were 0. For a more detailed picture of the initial learning data of students in class X E 10 SMA Negeri 1 Suliki. the student learning outcome test has been successful because it has reached 80% of the average score of students based on the Minimum Completeness Criteria in the subject of Islamic Religious Education, so that the author ends the implementation of actions in this study for up to two cycles. Based on the application of the discussion method, it can improve the learning outcomes of students in class X E 10, which can be seen in table 4.10 and diagram 4.4 below; The detailed data on the learning outcome scores of students during the research from the pre-action stage.

## DISCUSSION

Learning activities are carried out with the aim of improving learning outcomes through students' questioning skills after experiencing the learning process. One of the efforts made to achieve the success of learning to be effective and efficient, is the use of learning methods that are in accordance with the material taught. In teaching Islamic Religious Education subjects, especially the material Qs. Al-Isra' 17:32 (about avoiding promiscuous behavior). Therefore, the use of the symposium discussion method is expected to be able to provide more knowledge and understanding for students through direct experience. Learning the symposium discussion method is a way of presenting lessons where students are faced with a problem that can be in the form of problematic statements or questions to be discussed and solved together according to the opinions of experts. With the application of the discussion method, the learning symposium for students will be more effective. In accordance with the above theory, Classroom Action Research by applying the symposium discussion method through the skill of asking questions on subjects Islamic Religious Education carried out in two cycles obtained data that students. class X E 10 SMAN 1 Suliki was able to complete the basic KKM well with an average score of 86.66%. This can be seen from the improvement of student learning outcomes starting from the students' initial scores, cycle I and cycle II.

After the researcher took place, the researcher conducted an interview test with teachers of Islamic Religious Education class X E 10 SMAN 1 Suliki, namely after learning with a very good symposium discussion method. The results of the interview were found as follows; 1) Respondent Al Andika Surya Wipama, S.Pd.I (PAI Teacher); 1) Students who are less active in asking questions should be given special attention, and give

opportunities to active students to guide them; 2) Causes of students asking less questions in the learning process, lack of reading, students are usually embarrassed and afraid of being wrong, Indonesian factors that are not used to it; 3) The method used so that students actively ask questions in class requires one student one question from the subject/chapter to be taught, thus fostering their interest in learning. Based on the results of PTK with the application of the symposium discussion method through questioning skills in improving student learning outcomes in the Islamic Religious Education subject of SMAN 1 Suliki, it can be seen that the use of the symposium discussion method can increase student learning outcomes. The improvement of learning outcomes by applying the symposium discussion method through the questioning skills of students from class X e 10 can be seen from the results of the students' learning tests.

The learning activities were carried out with the aim of improving learning outcomes with the symposium discussion method through students' questioning skills in the learning process. One of the efforts made to achieve the success of learning to be effective and efficient, is the use of symposium discussion methods that are in accordance with the material taught. In teaching Islamic Religious Education subjects, the use of the symposium discussion method is expected to be able to provide more knowledge and understanding for students through direct experience. The symposium discussion method is a way of presenting lessons where students are faced with a problem that can be in the form of problematic statements or questions to be discussed and solved together in accordance with the opinions of experts. The application of the symposium discussion method is. Stages Before the Meeting; 1) Selection of discussion materials; 2) Make a draft outline of the discussion to be carried out (if possible for the teacher); 3) Determine the type of discussion to be carried out; 4) Organizing students and class formations according to the type of discourse. Stages During the Meeting; 1) The teacher provides an explanation of the purpose of the discussion, the topic of discussion and the discussion activities to be carried out; 2) Students and teachers carry out discussion activities (according to the type of discussion used; 3) Reporting and concluding the results of the discussion by students and teachers; 4) Recording the results of the discussion by students. Stages After the Meeting Make notes about unanswered ideas and difficulties that arise during the discussion.

Learning outcomes of students in class X E 10 SMAN 1 Suliki after applying the symposium discussion method to the learning of Islamic Religious Education class X E 10 SMAN 1 Suliki. Based on the results of data analysis and observations during the competency test stage before the application of the symposium discussion method, there were 1 student (6.66%) who scored in the very good category, 5 students in the good category (33.33%), 7 students (46.66%) in the sufficient category, and 2 students (13.33%) in the poor category. Meanwhile, the results of the data analysis of the first cycle after the implementation of the discussion method showed that the learning outcomes of students who received scores in the very good category were 2 (13.33%) and the scores of students in the good category were 9 students (60%) and the scores of students in the fair category were 4 students (26.66%). So it can be concluded that in the first cycle the learning outcomes of students began to increase. In the second cycle, it can be seen that there is an increase in student learning outcomes based on the percentage of the results of the second cycle of the test that the learning outcomes of students who received deep scores, the very good category were 11 students (73.33%) and the good category there were 4 students (26.66%). Based on the results of data analysis obtained in cycles I and II, it showed a significant increase above the predetermined average, so the researcher ended the implementation of actions in this research until two cycles.

## **CONCLUSION**

Based on the results of the analysis and discussion of the research above, it can be concluded that, 1) From the learning outcomes of students, the average value of the



learning test results before and after the action was given in cycle I and cycle II increased. In the pre-cycle, an average value of 64 was obtained. In cycle I, there was an increase with an average value of 79.5. While in cycle II there was an increase from cycle I with an average value of 85.2. The completion of the pre-cycle, cycle I, and cycle II were respectively 15%, 70%, 90%. "Through the Cooperative Learning Model, it can Improve the Learning Outcomes of Islamic Religious Education Material Qs Alhujrat Verse 13 for Grade IV Students of State Elementary School 108293 Perbaungan in the 2024/2025 Academic Year, namely there was an increase in student learning completion in the learning process cycle I and cycle II declared complete with student learning completion of 90% (classical completion).

## 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>
- Peptiyanti, 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.