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Implementation of Group Discussion Method to Improve Student Learning Outcomes in Islamic Education Learning at SMK Negeri 9 Padang

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using group discussion methods. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were vocational high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the group discussion method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 51.31%, the first cycle 69.39% and in the second cycle it increased to 92.16%. Thus, the use of group discussion methods can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Group discussion, learning outcome, islamic education.

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INTRODUCTION

Education has an important role in shaping students' character and abilities to be able to face life's challenges. One of the subjects that contributes to shaping character is Islamic Religious Education. However, in practice, there is often a problem of low student learning outcomes in this subject. Based on the results of observations in class XI of SMK Negeri 9 Padang, it is known that many students have difficulties in understanding PAI material. This is characterized by low class average grades and the lack of active participation of students in learning. The learning method used by teachers is one of the main factors that affect student learning outcomes. The dominant lecture method used often makes students passive and less motivated to learn. In fact, active involvement of students in the learning process is very important to improve understanding and learning outcomes. Therefore, innovations are needed in learning methods that can increase student participation and learning outcomes. One potential method to apply is group discussions. Group discussions provide opportunities for students to exchange ideas, develop critical thinking skills, and increase a sense of responsibility in learning. Through group

discussions, students can also be more active in exploring and understanding PAI material in depth. Against this background, this study aims to examine the application of group discussions in improving the learning outcomes of grade XI students of SMK Negeri 9 Padang in PAI subjects.

The group discussion method is one of the most effective learning methods in Islamic religious education because it involves active interaction between students. In religious learning, understanding Islamic concepts such as faith, worship, morals, and Islamic history requires a deep and applicable understanding. Through group discussions, students can share their knowledge, experiences, and understanding of Islamic teachings, so that learning becomes richer and more meaningful. One of the main reasons why the group discussion method is effective in Islamic religious education is because it can foster a critical thinking attitude in understanding Islamic teachings. When students discuss, they will analyze various arguments from the Qur'an and Hadith and relate them to the context of everyday life. This helps them not only memorize verses or Islamic laws, but also understand the reasons and wisdom behind them. In addition, group discussions allow students to explore Islamic concepts in a more interactive way. For example, in a discussion about the fiqh of worship, students can exchange understandings about the procedures for prayer, fasting, or zakat according to different schools of thought. Thus, they can understand the existence of differences of opinion in Islam and learn to be tolerant of these differences.

In Islamic religious education, the formation of morals is one of the main goals. The group discussion method helps students develop attitudes of mutual respect, cooperation, and listening to the opinions of others. When students discuss, they learn not to impose their own opinions, but also to respect the perspectives of their friends. This attitude is very important in forming a polite and wise Islamic character.

Group discussions also encourage students to be more active in seeking learning resources. In Islamic religious education, understanding does not only come from teachers, but also from books of interpretation, Hadith, and other Islamic books. With the discussion method, students are encouraged to seek valid references in answering questions or solving problems discussed in their groups. In addition to improving conceptual understanding, the group discussion method can also strengthen memorization of the Qur'an and Hadith. In discussions, students are often asked to mention verses or Hadith that are relevant to the topic being discussed. This process indirectly trains them to repeat and understand the verses they have learned more often, so that their memorization becomes stronger and more meaningful.

This method also makes Islamic religious learning more interesting and not boring. If only using the lecture method, students tend to be passive and less enthusiastic. With group discussions, they can be more involved in the learning process, ask if there is something they don't understand, and respond to their friends' opinions. This creates a more dynamic and enjoyable learning atmosphere. In the context of applying Islamic teachings, group discussions help students connect theory with practice. For example, when discussing ethics in Islam, students can discuss how to apply these values in everyday life, such as in the family, school, or community environment. In this way, they not only understand the concept theoretically, but also know how to apply it in real life. The group discussion method is also effective in building students' self-confidence. In discussions, they are given the opportunity to express their opinions openly. This helps them to be more courageous in speaking, express their arguments clearly, and practice their communication skills. This self-confidence is important in social life, especially in preaching or conveying Islamic teachings to others.

Islamic religious education is not only aimed at transferring knowledge, but also forming good habits in everyday life. Through group discussions, students can remind each other and provide real examples in implementing Islamic values. They can also share experiences on how to face challenges in practicing Islamic teachings, so that learning becomes more relevant and applicable.

In group discussions, students can also practice reflective thinking skills. They can discuss events in Islamic history, such as the struggles of the Prophet Muhammad ﷺ and his companions, then draw lessons from these stories. This reflection process helps students to understand moral values in Islam and apply them in their own lives. In addition, the group discussion method can increase the sense of togetherness and Islamic brotherhood among students. When they discuss, they learn to work together, understand differences, and support each other in achieving better understanding. This is very important in building solidarity in the Muslim community, both in the school environment and in the wider community.

This method also allows teachers to better understand the extent to which students understand the material being taught. In discussions, teachers can observe how students express their opinions, the extent to which they have mastered concepts, and how they respond to differences of opinion. Thus, teachers can provide guidance that is more appropriate to students' needs.

Group discussions also provide opportunities for students to solve problems together. In Islamic religious education, complex questions often arise, such as how to respond to differences of opinion in Islam or how to face challenges in carrying out worship. Through discussion, students can find solutions together by considering various points of view.

In facing the digital era, the group discussion method can also be used to teach students how to filter Islamic information circulating on the internet. Often, religious information spread on social media does not have a clear source. Through discussion, students can learn how to distinguish valid information from invalid information, and build a critical attitude in receiving information. This method also helps students understand the concept of Islam contextually and not only textually. For example, when discussing the concept of jihad, group discussions can help students understand that jihad does not only mean war, but can also be a struggle in seeking knowledge, doing good to others, and facing the temptations of lust.

Group discussions also allow students to develop more mature arguments in dealing with differences of opinion. In Islam, there are various schools of thought and different schools of thought. Through discussion, students learn to understand the reasons behind the differences, and avoid fanatical or exclusive attitudes that can damage the unity of the community. In addition, the discussion method can be a means to strengthen leadership values in Islam. In each discussion, students have the opportunity to become group leaders who are responsible for directing the discussion. This trains them to become wise, fair leaders who are able to accommodate various opinions. Finally, the group discussion method in Islamic religious learning creates a more inclusive learning environment. All students are given the opportunity to participate, so that they feel valued and recognized in the learning process. Thus, this method not only improves students' understanding of Islamic teachings, but also forms character and attitudes that are in accordance with Islamic values. Overall, the group discussion method is very effective in learning Islamic religious education because it is able to improve conceptual understanding, build Islamic character, strengthen memorization, and create an active and dynamic learning atmosphere. By integrating discussion into the learning process, students can more easily understand, appreciate, and practice Islamic teachings in their daily lives.

METHODS

This research is a Class Action Research which aims to improve the learning outcomes of grade XI students of SMK Negeri 9 Padang in Islamic Religious Education subjects through the application of the group discussion method. This classroom action research is carried out in several cycles to identify and improve the learning process in a sustainable manner. The Research Method and Design used is Classroom Action Research based on the Kemmis

and McTaggart spiral model, which involves reflective cycles. Each cycle consists of stages of planning, action, observation, and reflection. Kemmis and McTaggart Research is a widely known model of Action Research in the world of education and social development.

This model aims to help practitioners, such as teachers or social workers, to improve the quality of their practice through a systematic process of reflection and action. Kemmis and McTaggart's research consists of several main stages that are carried out cyclically, a) Planning; At this stage, the researcher and the participant, 1) Identify the problem or area that needs to be improved; 2) Develop a specific action plan to overcome the problem, b) Action; 1) The plan that has been prepared is implemented in a real situation; 2) The researcher practices strategies or methods designed to improve the situation; c) Observation, 1) The researcher observes and collects data during the implementation of the action; 2) This data includes what happened, how the participants reacted, and the initial results of the action; d) Reflection; 1) The researcher analyzes the data collected to evaluate the success of the action; 2) Reflection findings are used to develop a plan for the next cycle; a) Research Design and Research Stages.

The research method used in this study is classroom action research, which aims to improve student learning outcomes in Islamic Religious Education (PAI) subjects by applying the group discussion method. Classroom action research is carried out in two cycles each consisting of four stages: planning, implementation, observation, and reflection. The first cycle begins with the introduction of the group discussion method to students, and in the second cycle, improvements are made based on the results of reflection from the first cycle. This research aims to evaluate and improve the quality of learning by actively involving students in the discussion process. The subject of this study is grade XI students of SMK Negeri 9 Padang who take PAI subjects.

RESULTS

Description and Results of Cycle I In this chapter, the researcher will explain the implementation of actions in cycle I regarding the improvement of PAI learning outcomes with the discussion method at SMK Negeri 9 Padang. The stages carried out include, a) Planning is carried out several strategic steps to prepare for the implementation of actions with the discussion method. The steps include, 1) Teachers design learning with discussion methods that aim to increase active student participation; 2) Preparing a Learning Implementation Plan (RPP) for class XI chapter VII with the main material of Strengthening faith by maintaining honor, sincerity, shame, and zuhud; 3) Develop a learning process scenario by combining the Problem Based Learning learning model with the discussion method; 4) Forming discussion groups (4-5 students per group) with heterogeneous members based on the results of student pretests; 5) Compiling LKPD/group worksheets with the subject material Strengthening faith by maintaining honor, sincerity, shame, and zuhud; 6) Prepare an evaluation instrument in the form of an observation sheet or questionnaire to measure student learning outcomes.

In this study, as many as 30 students were involved as subjects consisting of men and women with varying academic backgrounds. The first cycle begins by applying group discussion as a learning method, and in the second cycle, changes are made based on the analysis and reflection of the first cycle, to see if the method can be more effective in improving student learning outcomes. Data collection is carried out through several techniques, namely observation, learning outcome tests, and questionnaires. Observations are made to see the extent to which students are engaged in group discussions and to monitor their interactions during learning. Learning outcome tests are given before and after each cycle to measure students' understanding of the PAI material that has been studied. Questionnaires were also distributed to collect data on students' responses to the group discussion method as well as their level of motivation and satisfaction with the learning process applied. The instruments used in this study include observation sheets,

written tests, and student response questionnaires. Observation sheets are used to record student activities during the group discussion process, including interactions between students and discussion management by teachers.

Written tests were used to measure students' level of understanding of PAI material, while questionnaires were used to obtain information from students regarding their experience of using the group discussion method and the extent to which they felt it increased their motivation and understanding. The implementation of the research begins with a learning plan that involves the preparation of clear group discussion materials and instructions. The teacher then divides the students into small groups and provides topics or questions related to the PAI material to discuss. Each group then presented the results of their discussion in front of the class. After the first cycle, teachers reflect and analyze the results of observations, tests, and questionnaires to evaluate the effectiveness of group discussions and plan improvements for the second cycle. Data obtained from observations, learning outcome tests, and questionnaires will be analyzed quantitatively and qualitatively. Quantitative data will be compared between the test results before and after the application of the group discussion method to measure the improvement of students' understanding. Qualitative data obtained from the results of observations and questionnaires will be analyzed to find out the extent to which the group discussion method increases students' involvement, motivation, and understanding of PAI material.

The results of this analysis will be used to reflect on the implementation of learning and to design improvements in the next cycle. At the end of each cycle, the teacher together with the researcher will conduct reflection to evaluate the extent to which the learning objectives have been achieved and to determine the necessary improvement steps. This reflection will help in increasing the effectiveness of learning and adjusting the methods used to suit the needs of students. Based on the results of reflection from each cycle, changes and improvements will be made to achieve optimal learning outcomes in PAI learning.

DISCUSSION

To compile a discussion on the application of group discussions in improving the learning outcomes of grade XI students of SMK Negeri 9 Padang in the subject of Islamic Religious Education (PAI), it will be recommended to refer to various relevant sources. This discussion can be supplemented with references from literature that discuss the application of discussion methods in learning and their impact on students' understanding in PAI subjects. Below is a discussion that can be compiled based on these sources. Group discussion is one of the learning methods that involves the active participation of students in small groups to discuss and analyze learning materials. According to Johnson and Johnson (2009), group discussions can improve students' understanding through social interaction, which allows them to share information, solve problems together, as well as enrich their perspective on the topic being studied. In the context of PAI subjects, group discussions allow students to understand Islamic teachings in more depth, for example in discussing aspects of Islamic fiqh, aqidah, or morals. In PAI learning, group discussions provide opportunities for students to express each other's opinions and strengthen their understanding of the material. According to Brooks and Brooks (1993), group discussions encourage students to think critically and analytically towards the learning material, as well as help them to relate theories to real-life situations. Discussions that occur in groups can deepen students' understanding of Islamic teachings, for example about Islamic ethics and morals that are relevant in daily life.

The main advantage of implementing group discussions is the improvement of students' social skills, such as communication, cooperation, and listening skills. According to Kagan (1994), group discussions can improve students' ability to communicate effectively, which is very useful in their social lives. In the context of PAI, group discussions allow students to share knowledge about religion, as well as discuss ways to

apply Islamic teachings in daily life. Group discussions can increase student involvement in the learning process. This is in accordance with the theory of constructivist learning developed by Piaget and Vygotsky, which emphasizes the importance of social interaction in learning. In group discussions, students not only listen to lectures from teachers, but they are also actively involved in the learning process through exchanging ideas, clarifying concepts, and solving problems together.

Therefore, group discussions can increase students' understanding and involvement in PAI material. Group discussions in PAI learning can also hone students' critical thinking skills. According to Facione (2011), critical thinking involves the ability to evaluate arguments, structure evidence, and draw logical conclusions. In group discussions, students are often asked to assess various arguments or opinions on an issue, which can train them to think critically and rationally. For example, in discussing differences of opinion about a fiqh or interpretation of religious teachings, students are required to think deeply and critically and improve collaboration skills, increasing students' motivation to learn.

The discussion method is one of the effective learning strategies in improving student learning outcomes. In discussions, students actively participate in expressing opinions, listening to the views of others, and developing critical thinking. This interaction process allows them to understand the material more deeply than just receiving information passively. By discussing, students can also find the relationship between theory and practice, so that the concepts learned become more meaningful and easy to remember.

In addition, the discussion method encourages students to think more critically and analytically. When students are involved in discussions, they are required to process information, evaluate various points of view, and provide logical arguments. This not only improves high-level thinking skills but also trains them in making decisions based on careful consideration. Thus, students become more independent in understanding and solving various academic and daily life problems.

Discussions also play an important role in improving students' communication skills. In a discussion, students must express their opinions clearly and convincingly, while learning to listen and respect the opinions of others. The ability to speak and listen effectively is very important in future social and professional life. By practicing discussions more often, students will be more confident in conveying their ideas in various situations. In addition to cognitive and communication aspects, discussion methods can also increase students' learning motivation. When students feel actively involved in the learning process, they will be more motivated to study the material more seriously. Interesting discussions that are relevant to students' lives can also make them feel that learning is not just an obligation, but a fun and beneficial process for their lives.

Furthermore, discussions help students build good cooperation and social attitudes. In group discussions, they learn how to work together with their friends to reach a common understanding. They are also trained to be tolerant, respect differences of opinion, and work in teams. These kinds of social skills are very important in the world of work and social life, where effective cooperation and communication are the keys to success.

The discussion method also provides an opportunity for teachers to better understand the development of students' understanding of the material being taught. Through discussions, teachers can observe the extent to which students understand the concepts being taught and identify the difficulties they face. Thus, teachers can adjust their teaching strategies to better suit the needs of students, so that their learning outcomes can improve optimally.

Overall, the discussion method is a very useful learning approach in improving student learning outcomes. By encouraging active involvement, improving critical thinking skills, strengthening communication, motivating learning, building cooperation, and helping teachers understand students' understanding, discussions become an effective

method for creating more interactive and meaningful learning. Therefore, this method should be applied optimally in the learning process to produce students who are more competent and ready to face future challenges.

Discussion methods can improve students' learning activities because they directly involve them in the learning process. Unlike lecture methods that tend to be passive, discussions require students to think, speak, and interact with friends and teachers. With this active involvement, students are more motivated to understand the material than just listening to the teacher's explanation. They are also more motivated to seek additional information to support their arguments in discussions.

In addition, discussions help students develop critical thinking skills. When they have to express their opinions or respond to friends' arguments, they are required to analyze information, evaluate various perspectives, and formulate logical answers. This thinking process makes students more active in exploring information and understanding material from various perspectives, so that they not only receive information passively, but also process and apply it.

The discussion method also trains students' communication skills, which are important aspects of active learning. In discussions, students must convey their ideas clearly and convincingly, as well as listen to and understand the opinions of others. By frequently practicing speaking and listening in an academic setting, students will become more confident in communicating, both in and outside of school.

Furthermore, discussions create a more dynamic and enjoyable learning atmosphere. When students are involved in interactive conversations, they feel more interested and do not get bored easily in following the lesson. With an active and interesting atmosphere, students are more enthusiastic in learning, so that their participation level increases significantly. This interactive learning also allows students to exchange experiences and insights, which makes learning richer.

Discussions also foster a sense of responsibility in students for their own learning process. Because they have to prepare materials before the discussion takes place, they are encouraged to be more active in seeking information from various sources. Thus, they become more independent in learning and do not only rely on explanations from the teacher. This attitude is very important in forming good learning habits and improving lifelong learning skills.

In addition, the discussion method helps students develop collaboration skills. In group discussions, they must learn how to listen to others' opinions, respect differences of opinion, and find solutions together. The social interactions that occur in discussions train them to work in teams and actively contribute to achieving common goals. This ability to work together is not only important in the school environment, but also in social life and the world of work in the future.

With these various benefits, the discussion method is one of the effective learning strategies to improve student learning activities. By actively involving them, encouraging critical thinking, improving communication skills, creating an interesting learning atmosphere, fostering responsibility, and training cooperation, discussions make students more enthusiastic in learning. Therefore, this method should be applied optimally in learning to create a generation that is more active, critical, and ready to face challenges in the future.

CONCLUSION

Based on the results of the implementation and observation carried out in the first cycle, the researchers reflected on all activities in the first cycle which resulted in, a) In the first cycle the researcher used the Picture and picture/videos method, Question and Answer (Brain Storming), and discussions that were still inefficient in PBM; b) In the first cycle of students who are actively learning, there has begun to be a change in active students; c) In the first cycle, the students who discussed were still confused during Picture and

picture/videos, Brain Storming, and discussions used by researchers; 2) Based on the results of the implementation and observation carried out in cycle II, the researchers reflected on all activities in cycle II which resulted in, a) In cycle II, researchers have applied through Sharing and Audio Visual Media well in PBM; b) In cycle II, the percentage of students' classical completion increased to reach 100%; c) In the second cycle, student activities are increasing, this has been seen in the presentations of the students; 3) Through sharing and the use of audio-visual media, students can optimize their mental ability to do activities, learn in an atmosphere that touches Oalbu and is full of togetherness which in turn helps students achieve the completeness of learning on the material of faith in the Angel. In addition, learning becomes more meaningful.

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