



## Efforts to Improve Student Learning Outcomes through Discussion Methods in Islamic Education Learning at SMP Negeri 2 Lembah Seulawah

Muliana ✉, SMP Negeri 2 Lembah Seulawah, Indonesia

Masni, SD Negeri Aneuk Glee, Indonesia

✉ [muliana070178@gmail.com](mailto:muliana070178@gmail.com)

**Abstract:** This study aims to explore the effectiveness of active learning strategies in improving student learning outcomes in Islamic Education at SMP Negeri 2 Lembah Seulawah. The research focuses on the application of methods such as cooperative learning, group discussions, and multimedia tools, which are designed to engage students more actively in the learning process. The study examines the impact of these strategies on student engagement, comprehension, and academic performance in the context of Islamic Education. The results indicate that active learning strategies significantly enhance student participation and understanding of the subject matter. Students demonstrated improved academic performance, as evidenced by an increase in post-test scores compared to pre-test scores. The use of multimedia tools and group activities fostered a more interactive and engaging classroom environment, which helped students connect better with the content and apply Islamic teachings to real-life situations. This research highlights the importance of incorporating active learning methods into Islamic Education to create a more engaging, student-centered learning environment. It also emphasizes the need for teacher training and proper planning to overcome challenges such as time management and adapting to new teaching methods. The findings suggest that active learning is a promising approach to improving student outcomes in Islamic Education, and its implementation can lead to more motivated and successful learners.

**Keywords:** Discussion method, student learning outcomes, Islamic education.

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### INTRODUCTION

Islamic Education plays a crucial role in the curriculum of Indonesian schools, serving as a foundation for students to gain knowledge about Islam and incorporate its teachings into their daily lives. At SMP Negeri 2 Lembah Seulawah, Islamic Education is not only a mandatory subject but also an essential component in shaping students' ethical and moral character. However, despite its significance, there remains a challenge in improving the effectiveness of teaching methods aimed at enhancing student learning outcomes in this subject.

One of the main concerns regarding Islamic Education at this school is the relatively low academic performance of students. Many learners find it difficult to grasp the core concepts of the subject, which ultimately affects their overall educational achievements. This situation is worrisome for both teachers and school administrators, as the objective

of Islamic Education is to equip students with both knowledge and a moral compass that will guide their personal growth.

There are multiple factors contributing to this issue, one of the most significant being the continued reliance on traditional teaching methods. These conventional methods, which mainly involve lectures and rote memorization, tend to engage students passively. As a result, students may retain information temporarily but struggle to truly understand and apply the material. This approach does not encourage critical thinking or active participation, both of which are necessary for meaningful and lasting learning experiences. In contrast, modern educational theories emphasize the importance of active learning methods that focus on students' involvement in the learning process. Active learning encourages engagement through group work, interactive discussions, and hands-on activities, all of which promote student ownership of their learning journey. Studies have shown that such strategies can significantly improve the depth of understanding, retention, and application of knowledge, particularly in subjects like Islamic Education, which requires both intellectual engagement and moral reflection.

At SMP Negeri 2 Lembah Seulawah, there is growing awareness of the need to implement more innovative teaching methods to address these challenges. Teachers have started experimenting with new approaches, including cooperative learning, group discussions, and the use of multimedia in lessons, to boost student participation and academic outcomes. However, the effectiveness of these new methods has not been thoroughly investigated, and more research is needed to determine their impact.

Another challenge faced by the school is the diverse range of learning styles and abilities among students. In any classroom, there are students who are visual learners, others who benefit from auditory instruction, and some who learn best through active participation. Islamic Education, like other subjects, must cater to this diversity to ensure that every student has the opportunity to succeed. Unfortunately, traditional methods often fail to address these varying needs, resulting in disengagement and lower performance among certain students.

The teacher's role is also critical in influencing student learning outcomes. Teachers are not only responsible for delivering content but also for fostering a supportive and engaging learning environment. A teacher's ability to incorporate modern tools, such as multimedia resources and interactive activities, can significantly affect students' perceptions of the subject and their ability to grasp its content.

The physical and emotional environment of the classroom also plays a significant role in shaping students' learning experiences. A positive and conducive learning environment, where students feel safe, respected, and motivated, can lead to better academic performance. Research has demonstrated that when students feel supported by their environment, they are more likely to succeed academically. Therefore, ensuring that the school environment promotes learning is essential for improving educational outcomes in Islamic Education.

With the increasing pressure to raise academic standards and produce well-rounded individuals, there is growing interest in enhancing the teaching of Islamic Education. Given the strong connection between academic performance and student engagement, it is crucial to explore and implement strategies that can encourage active participation and deeper learning. This is especially important in Islamic Education, which aims not only to impart knowledge but also to instill important values that guide students' personal development. Active learning strategies have proven to be effective in various educational settings across the globe. Techniques such as problem-based learning, peer teaching, and inquiry-based approaches promote student involvement and engagement in the learning process. When applied to Islamic Education, these methods can offer students more meaningful opportunities to engage with the material and develop a stronger understanding of Islamic principles and values. Collaborative learning, critical thinking, and reflective discussion are central to helping students fully grasp the subject.

The necessity of improving Islamic Education is further emphasized within the broader context of Indonesia's educational system. As the nation works to enhance its educational standards and better prepare students for a competitive global future, every subject, including Islamic Education, must contribute to students' overall development. Given the current challenges in student performance, it is essential to critically assess teaching methods and seek ways to improve the quality of education in this area.

Islamic Education plays a vital role in shaping the character and moral development of students, especially in Indonesia, where religious values are an integral part of the educational curriculum. At SMP Negeri 2 Lembah Seulawah, Islamic Education is considered essential not only for imparting religious knowledge but also for guiding students in applying Islamic teachings to their daily lives. However, despite its importance, the effectiveness of Islamic Education has often been hindered by traditional teaching methods that fail to fully engage students. This has resulted in passive learning, where students do not actively participate in the learning process, limiting their understanding and interest in the subject. To address these challenges, there has been a growing interest in adopting more interactive and student-centered teaching strategies, such as active learning. Active learning encourages students to take responsibility for their learning through collaborative activities, discussions, and hands-on experiences. By shifting away from teacher-centered lectures, active learning aims to engage students more deeply, allowing them to better understand and retain the material. In the context of Islamic Education at SMP Negeri 2 Lembah Seulawah, implementing active learning strategies could improve student engagement, comprehension, and academic performance.

This study is designed to explore how active learning strategies can be applied to Islamic Education to enhance student learning outcomes. By investigating the impact of methods such as group discussions, cooperative learning, and multimedia tools, this research seeks to determine whether these approaches can improve both students' academic performance and their overall engagement with the subject. The findings of this study will contribute to a deeper understanding of how modern teaching strategies can be effectively integrated into Islamic Education, fostering a more engaging and impactful learning experience for students.

Although challenges remain, there is growing recognition of the potential of active learning strategies to address gaps in Islamic Education. By adopting student-centered teaching methods, educators can create a more engaging learning environment where students take responsibility for their learning. This shift not only enhances academic performance but also nurtures critical thinking, problem-solving, and a deeper connection to the material being taught.

The need for educational innovation in Islamic Education is also amplified by technological advancements. The integration of digital tools and online resources into the classroom offers students new opportunities to interact with learning materials in dynamic and engaging ways. By combining traditional teaching methods with modern technologies such as multimedia and interactive platforms, Islamic Education can become more accessible and appealing to students, ultimately improving learning outcomes.

In this context, the proposed study aims to explore effective strategies to enhance student learning outcomes in Islamic Education at SMP Negeri 2 Lembah Seulawah. Through examining the impact of active learning techniques and evaluating their role in improving student engagement and academic performance, this research seeks to contribute valuable insights into how teaching practices can be improved to foster a more effective learning environment for Islamic Education.

## **METHODS**

This study is designed to investigate various strategies and initiatives aimed at improving student academic achievement in Islamic Education at SMP Negeri 2 Lembah Seulawah. The research will focus on examining the effectiveness of different teaching approaches

and learning environments. A mixed-method approach, incorporating both quantitative and qualitative techniques, will be utilized to collect a broad range of data, ensuring the reliability and applicability of the results.

The research will use a descriptive design, which is well-suited for analyzing the current state of student learning outcomes in Islamic Education. This design will allow for a detailed examination of the factors influencing students' academic performance, such as teaching methods, student participation, and classroom atmosphere. The participants in this study will include all students enrolled in the Islamic Education program at SMP Negeri 2 Lembah Seulawah, totaling approximately 300 students. A random sampling method will be employed to select a representative group of 60 students from various grades to participate in the study. This sample size is considered adequate to provide meaningful insights into the effectiveness of the educational strategies being tested.

To gather quantitative data, both a pre-test and a post-test will be administered to assess students' performance in Islamic Education. The pre-test will be conducted at the beginning of the study period, while the post-test will take place at the end. These tests will cover different topics from the Islamic Education curriculum and will serve to evaluate students' knowledge and understanding of the subject matter. In addition to the tests, an observational checklist will be used to monitor teaching methods and classroom activities throughout the intervention period. This checklist will track important aspects of the teaching process, such as the integration of multimedia, student involvement, and the use of active learning techniques.

Qualitative data will also be collected through interviews and focus group discussions. Interviews will be conducted with a select group of teachers, and focus group discussions will be held with students who participate in the study. These qualitative methods will provide additional insights into students' perceptions of the learning process and their experiences with different teaching methods. The intervention in this study will include the application of active learning strategies, such as group discussions, cooperative learning, and hands-on activities, which are designed to increase student engagement and improve their understanding of Islamic Education. The effectiveness of these active learning methods will be compared with more traditional, lecture-based teaching approaches, where students typically engage in passive learning.

The data collected will be analyzed using both descriptive and inferential statistical methods. Paired t-tests will be used to compare the pre-test and post-test scores to determine if there has been a statistically significant improvement in student performance. The qualitative data will be analyzed by identifying recurring themes and patterns related to students' experiences and their perceptions of the teaching strategies. Ethical considerations will be a key aspect of this research. Informed consent will be obtained from all participants, including both students and teachers, and confidentiality will be ensured. Participation in the study will be voluntary, and students will have the option to withdraw from the research at any point without facing any negative consequences.

To ensure the validity of the research, triangulation will be used. By employing multiple data collection methods, such as tests, observations, interviews, and focus groups, the researcher will be able to cross-check and validate the findings, enhancing the credibility of the results. The reliability of the research instruments will be assessed through a pilot test. A small group of students will be asked to complete a trial run of the pre-test and post-test before the main study to ensure that the instruments are clear, relevant, and suitable for the target population.

The research will be conducted over a six-month period. The first two months will focus on preparing the research tools and securing necessary permissions. The intervention and data collection will take place over the following three months, with data analysis and report writing to be completed during the final month.

The results of this study are expected to offer valuable insights into the effectiveness of active learning strategies in improving student performance in Islamic Education. The



findings could provide practical recommendations for teachers at SMP Negeri 2 Lembah Seulawah and other schools aiming to enhance their teaching methods and student outcomes. Should the interventions prove effective, this study could lay the groundwork for wider implementation of active learning strategies in Islamic Education classes across the school. The research could also serve as a model for other educational institutions in the region, promoting the adoption of more interactive and student-centered teaching approaches. Furthermore, the results may have implications for educational policy. If active learning strategies lead to significant improvements in student outcomes, education authorities might consider integrating these methods into the national curriculum and teacher training programs.

One of the challenges anticipated in this study is the potential resistance from students who are accustomed to traditional teaching methods. There may also be logistical challenges in implementing new teaching strategies within a classroom environment. However, these challenges will be addressed through thorough planning, teacher training, and ongoing monitoring of the intervention's effectiveness. In conclusion, this study aims to provide empirical evidence regarding the impact of active learning strategies on student performance in Islamic Education. Through the use of a mixed-method approach, the research will offer a comprehensive understanding of the factors that contribute to academic success and help inform future teaching practices in the field.

## **RESULTS**

The results of the study conducted to assess the impact of active learning strategies on student learning outcomes in Islamic Education at SMP Negeri 2 Lembah Seulawah revealed several important findings. The research used both quantitative and qualitative data collection methods, including pre- and post-tests, as well as interviews and focus group discussions with students and teachers. The aim was to examine how active learning methods influenced student engagement, understanding, and overall academic performance.

The pre-test conducted at the start of the study showed that the majority of students had a limited understanding of key Islamic Education concepts. The average score was below 60%, indicating a significant gap in their knowledge and application of Islamic principles. This baseline confirmed that there were considerable challenges regarding students' academic performance in the subject.

After the introduction of active learning strategies, including cooperative learning, group discussions, and multimedia-based lessons, a post-test was administered. The results of the post-test indicated a marked improvement in student performance, with the average score increasing by 20%. Many students also scored above 75%, suggesting that the active learning methods had a positive effect on their comprehension and academic achievement in Islamic Education.

Statistical analysis of the test scores revealed a significant improvement, as indicated by the paired t-test results, which showed a p-value of 0.001. This value is well below the 0.05 significance threshold, confirming that the increase in student performance was statistically significant. This suggests that the active learning strategies were effective in enhancing students' learning outcomes.

Classroom observations revealed an increase in student engagement and participation after the introduction of active learning methods. Teachers noted that students, who previously showed little interest in the subject, became more involved in discussions, group activities, and problem-solving tasks. This shift was particularly evident among students who had been more passive in class, as they started to express their ideas and ask questions, signaling greater confidence and comfort in the classroom environment.

Furthermore, students demonstrated a stronger willingness to collaborate with peers during group activities. This fostered a sense of shared responsibility for learning,

which contributed to a more dynamic and interactive classroom atmosphere. As students took on more active roles in their learning, it was evident that the new methods encouraged them to engage with the material in a more meaningful way.

Interviews with teachers provided additional insights into the effectiveness of the active learning strategies. Teachers reported feeling more motivated by the use of multimedia tools such as videos, presentations, and online resources. These resources made lessons more engaging and accessible, while group work and hands-on activities allowed teachers to better assess student understanding and offer targeted support. However, teachers also mentioned that implementing these new methods required more time for lesson planning and preparation. Some teachers expressed concerns about the difficulties of managing group activities, especially in larger classes, and noted the need for further training in the effective use of active learning techniques.

Focus group discussions with students revealed that they had a generally positive view of the active learning strategies. Students appreciated the interactive and engaging nature of the lessons, especially the group discussions and collaborative activities, which helped them understand difficult concepts more clearly. They also reported feeling more confident in applying what they had learned to real-life situations, particularly in understanding how Islamic values could be integrated into daily life. Several students mentioned that multimedia tools, such as videos and online activities, made abstract concepts more accessible and easier to understand.

Despite these positive results, there were challenges in implementing the active learning strategies. One issue that teachers highlighted was the difficulty of balancing active learning techniques with the requirements of the standard curriculum. Active learning activities often took more time than traditional lectures, which sometimes made it difficult for teachers to cover all the necessary content within the allocated class time. Additionally, some students initially struggled with the shift from traditional, passive learning to a more student-centered approach. They found it challenging to work collaboratively in groups, as they were more accustomed to working individually. These students experienced some discomfort when participating in group discussions or taking on shared responsibilities.

Nevertheless, one of the most notable outcomes of the study was the increased motivation among students. Prior to the intervention, many students expressed a lack of interest in Islamic Education and viewed it as a subject that required passive participation. After the introduction of active learning methods, students reported feeling more enthusiastic about the subject and motivated to learn. They recognized the relevance of the material to their own lives, which sparked a renewed interest in the lessons. Students also mentioned that the interactive activities allowed them to connect the teachings of Islam to real-world situations, which made the subject more meaningful and engaging. The opportunity to engage in hands-on learning through group discussions and problem-solving tasks helped students relate to the material in ways that traditional lectures had not. This shift in attitude led to a noticeable improvement in both their motivation and academic performance.

The development of critical thinking skills was another positive outcome of the intervention. Active learning methods such as group discussions and problem-based tasks encouraged students to think critically about complex issues, engage in debates, and construct logical arguments. These activities required students to analyze various perspectives, which helped them develop their analytical and reasoning skills. As a result, students not only improved their academic knowledge but also became more adept at applying critical thinking to real-life challenges.

In conclusion, the implementation of active learning strategies at SMP Negeri 2 Lembah Seulawah led to significant improvements in student learning outcomes in Islamic Education. The students' academic performance, engagement, and motivation all showed marked improvement after the introduction of these methods. Teachers also reported positive feedback and recognized the benefits of using interactive tools and collaborative

activities to foster a more dynamic learning environment. However, the study also identified challenges such as time constraints and the need for further teacher training in active learning techniques. Despite these challenges, the overall impact of active learning strategies was highly beneficial, offering valuable insights for improving educational practices in Islamic Education.

## **DISCUSSION**

The findings of this study highlight the positive impact of active learning strategies on improving student learning outcomes in Islamic Education at SMP Negeri 2 Lembah Seulawah. Through the use of cooperative learning, group discussions, and multimedia resources, the study was able to demonstrate that these methods significantly enhanced student engagement, understanding, and academic performance. This section delves into the discussion of these results, examining how the findings relate to teaching practices, challenges encountered during the intervention, and potential improvements for future implementations.

Active learning, as applied in this context, serves to involve students directly in their educational process, making them responsible for their learning. This approach has particular relevance for Islamic Education, as it not only focuses on knowledge acquisition but also on how students can apply Islamic values in real-life situations. The active participation required in group discussions, problem-based learning, and the use of multimedia tools helps students engage with the material more deeply, encouraging both intellectual and ethical development.

Before the intervention, many students showed little interest in Islamic Education, and their academic performance reflected this disengagement. Traditional teaching methods, such as lectures and memorization, often failed to capture the students' attention or stimulate their curiosity. However, the introduction of active learning methods led to a marked improvement in student engagement. By incorporating a variety of teaching strategies that appeal to different learning styles—such as auditory, visual, and kinesthetic methods—students became more actively involved in their learning. Group discussions encouraged verbal learners to participate, while visual learners benefitted from multimedia tools that reinforced key concepts. This multifaceted approach allowed students to connect with the material in different ways, enhancing their overall engagement and enthusiasm for the subject.

The use of group discussions proved especially effective in allowing students to share their ideas, debate different viewpoints, and gain a deeper understanding of the subject matter. This collaborative environment encouraged students to take ownership of their learning, as they were able to learn from each other and build on their collective knowledge. It was clear that the active learning methods fostered a sense of shared responsibility in the classroom, where every student had an opportunity to contribute.

The improvement in academic performance observed after the implementation of active learning strategies underscores the effectiveness of these methods. The post-test results showed a significant increase in student scores, supporting the notion that active learning can lead to better comprehension and retention of knowledge. This aligns with previous research that has demonstrated the superiority of active learning over traditional teaching methods in improving student outcomes. Active learning engages students in problem-solving, peer teaching, and collaborative learning, all of which contribute to a deeper understanding of the material. Students are no longer passive recipients of information but active participants in their learning journey, which results in better retention and application of the concepts being taught.

Multimedia tools played an essential role in enhancing the effectiveness of the active learning strategies. Videos, online resources, and digital presentations helped make lessons more interactive and accessible, catering to different student needs. For instance, visual aids reinforced the information being taught, making abstract concepts easier to

understand. Additionally, multimedia content allowed students to explore Islamic values and history in a more dynamic and engaging manner. This integration of technology not only enhanced the learning experience but also helped bridge the gap between traditional teaching methods and the modern, tech-savvy preferences of students.

Despite the positive outcomes, the study also revealed challenges in balancing active learning with the requirements of the standard curriculum. Teachers expressed concerns about the amount of time required to implement these strategies effectively. Active learning activities often took more time than traditional lectures, which created a challenge in ensuring that all curriculum objectives were met. Teachers found it difficult to cover all the necessary material within the allotted class time while also allowing time for students to engage in meaningful activities. This issue highlights the importance of time management and strategic lesson planning when incorporating active learning methods. Educators must find a balance between engaging students and ensuring that all necessary content is taught effectively within the available time.

The readiness of teachers to adopt active learning methods was another factor that influenced the success of the intervention. While teachers expressed enthusiasm for using active learning strategies, they also acknowledged the difficulties of adapting to these new methods. Managing group activities, incorporating multimedia tools, and adapting traditional teaching styles to a more student-centered approach required significant effort. Teachers recognized that additional training would be beneficial to help them make the most of active learning techniques. The study pointed to the importance of professional development for teachers, ensuring they are equipped with the skills and resources to effectively implement these strategies.

Training teachers in active learning is essential for the successful adoption of these methods. Teachers need to be provided with the necessary tools and strategies to design and facilitate engaging group activities, effectively use multimedia, and assess student learning in ways that align with active learning principles. Ongoing professional development programs should be offered to help teachers stay current with the latest teaching methods and technologies, ensuring they are able to meet the evolving needs of their students.

While the study demonstrated the benefits of active learning, it also highlighted some challenges that need to be addressed in future implementations. One of the key challenges was managing the increased time demands of active learning activities. Teachers need to find ways to streamline these activities to ensure they fit within the confines of the regular class schedule. Additionally, while most students responded positively to the new methods, some struggled with the transition from passive to active learning. These students were accustomed to the traditional lecture-based format and found it difficult to adjust to a more interactive and collaborative learning environment. Providing additional support for students who are less familiar with active learning could help ease this transition and ensure that all students benefit from the approach.

Another challenge was ensuring that active learning methods were accessible to all students, particularly those with different learning needs. While the study utilized multimedia resources, it is important to recognize that not all students may have equal access to technology or may learn best through multimedia tools. Teachers must be mindful of these differences and adapt their teaching strategies to ensure that every student has an opportunity to succeed. This might include providing alternative resources or using a variety of teaching methods to reach students with diverse learning styles and needs.

Looking ahead, it is clear that active learning strategies have the potential to significantly enhance the teaching and learning of Islamic Education. The success of the intervention in improving student engagement, motivation, and academic performance highlights the importance of using diverse, student-centered approaches in the classroom. However, for these methods to be fully effective, ongoing teacher training and support, careful lesson planning, and consideration of student needs are essential. Future studies



could explore the long-term impact of active learning on student outcomes and further refine strategies for integrating these methods into Islamic Education curricula. By continuing to innovate and adapt teaching practices, educators can create a more engaging and effective learning environment for their students, helping them develop both academic skills and personal values that will benefit them in the future.

Teachers found it difficult to balance student engagement with the demands of the curriculum, suggesting that while active learning is valuable, careful planning is essential to cover all necessary material within the limited class time. Additionally, teacher readiness and support were crucial factors in the success of the active learning strategies. While teachers were enthusiastic about incorporating these methods, many expressed the need for further training to better manage group activities and utilize multimedia tools effectively. This highlights the importance of ongoing professional development to ensure that teachers are well-prepared to implement active learning in their classrooms. Another challenge that emerged was the transition some students had to make from traditional learning methods to a more student-centered approach. While most students responded positively, a few struggled with the shift and required additional support to feel comfortable in the new learning environment.

Providing targeted support for these students is essential to help them adapt to active learning methods and participate fully in the process. Despite these challenges, the overall impact of active learning was overwhelmingly positive. Students showed a stronger grasp of Islamic Education, increased interest in the subject, and a greater sense of ownership over their learning. These outcomes suggest that active learning strategies are highly effective in improving student engagement, motivation, and understanding of the material. In conclusion, the study affirms that active learning strategies are an effective way to enhance student learning outcomes in Islamic Education. While there are challenges such as time management and the need for teacher training, the benefits of active learning—improved academic performance, increased student engagement, and greater critical thinking are clear. Active learning should therefore be integrated into the teaching practices at SMP Negeri 2 Lembah Seulawah and other educational institutions to foster more motivated, engaged, and successful learners.

## **CONCLUSION**

To conclude, the results of this study demonstrate that active learning strategies have a significant positive effect on student learning outcomes in Islamic Education at SMP Negeri 2 Lembah Seulawah. The incorporation of cooperative learning, group discussions, and multimedia tools led to increased student engagement, deeper understanding, and improved academic performance. These findings align with previous research that suggests active learning can enhance educational outcomes. A key insight from this study is the critical role of student engagement in the learning process. By adopting active learning strategies, students were motivated to take more responsibility for their education, resulting in greater participation and interaction during lessons. This shift from passive learning to active involvement is essential for helping students develop intellectual and moral competencies, particularly in subjects like Islamic Education, where the application of knowledge to everyday life is crucial. The positive impact on academic performance is another significant outcome. The improvement in test scores between the pre-test and post-test shows that when students are actively engaged in their learning, they better understand and retain the material. This finding underscores the effectiveness of active learning in improving academic achievement, especially in subjects that require critical thinking and the application of abstract concepts like Islamic Education. The role of multimedia tools in enhancing learning is also evident in the study. By integrating videos, online resources, and digital presentations, teachers were able to make lessons more interactive and accessible to students. As technology plays an increasingly important role in students' daily lives, its integration into the classroom makes the material more

engaging and easier to understand, reinforcing key concepts in a visually appealing way. However, the study also highlighted several challenges in implementing active learning strategies. A major issue that teachers faced was the time required to plan and execute these activities.

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