



Improving Student Learning Outcomes in Moral Material through the Role Playing Method at MTs Ma'arif NU 1 Ajibarang

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Abstract: This study aims to improve student learning outcomes in moral material through the application of the role playing method at MTs Ma'arif NU 1 Ajibarang. The role playing method was chosen because it provides a more interactive learning experience, allowing students to understand and internalize moral concepts through direct practice. This study uses a quantitative approach with a classroom action research (CAR) design consisting of two cycles. Each cycle includes planning, implementation, observation, and reflection. The subjects of the study were 30 grade VIII students. Data were collected through observation, learning outcome tests, and interviews. The results showed that the role playing method significantly improved students' understanding and learning outcomes in moral material. In the first cycle, the average student score increased compared to before the application of this method, but there were still some obstacles in the active involvement of students. In the second cycle, after improvements were made to the implementation strategy, student learning outcomes increased more significantly, with most students achieving scores above the Minimum Completion Criteria (KKM). In addition, this method also increases student motivation and activeness in the learning process. The conclusion of this study is that the application of the role playing method is effective in improving student learning outcomes in moral material. This method can be used as an alternative in learning, especially in materials that require an understanding of moral and social values.

Keywords: Role playing, learning outcomes, morals, interactive learning.

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INTRODUCTION

Education plays a very important role in shaping the character and personality of students, especially in terms of morals. Good morals are the main foundation in a person's social and spiritual life. In the Islamic education system, moral learning is an inseparable part of the curriculum because it aims to form students who are not only intellectually intelligent but also have good morals. However, in reality, there are still many students who have difficulty in understanding and practicing moral values in everyday life.

Rapid social changes in the current digital era also affect students' behavior and attitudes. Technological advances that provide wide access to various information also bring their own challenges in moral education. Students are more exposed to various cultures and lifestyles that are not necessarily in accordance with the moral values taught in schools. Therefore, more innovative and effective learning methods are needed to instill moral values in students.

One method that can be applied in moral learning is the role playing method. This method provides students with the opportunity to experience firsthand how to apply moral values in real life situations. By playing roles, students not only understand the concept of morals in theory, but also feel real experience in applying these values.

The role playing method has the advantage of increasing student involvement in the learning process. Students become more active and emotionally involved in understanding the moral values taught. In addition, this method also helps students develop their social skills, such as working together, communicating well, and understanding other people's points of view.

At MTs Ma'arif NU 1 Ajibarang, moral learning still uses lecture and discussion methods. Although this method has benefits in providing conceptual understanding, students often feel bored and less motivated to learn. As a result, student learning outcomes in moral material are not optimal, and the application of moral values in everyday life is still less visible.

Based on initial observations, many students are less active in participating in moral learning because the methods used are less interesting. They tend to be passive and only receive material without any direct involvement in learning. This shows that a more interesting and interactive approach is needed so that students are more motivated to understand and apply moral values.

The role playing method is believed to be a solution to improve student learning outcomes in moral material. With this method, students can more easily understand the concept of morality because they are invited to experience situations that are relevant to everyday life. For example, they can act as a friend who must show an honest attitude, or as a leader who must act fairly in making decisions.

This study aims to determine the extent to which the role playing method can improve student learning outcomes in moral material at MTs Ma'arif NU 1 Ajibarang. This study will also analyze the impact of the role playing method on student motivation and involvement in learning. Thus, the results of this study are expected to provide a clearer picture of the effectiveness of this method in moral learning.

In addition to improving students' understanding of moral material, the role playing method is also expected to help students internalize moral values into everyday life. By being directly involved in scenarios that reflect real situations, students will more easily understand the importance of values such as honesty, empathy, and responsibility. This is in line with the main goal of moral education, namely to form individuals with good character and high morals.

The role-playing method also has the potential to improve social interaction between students. In the role-playing process, students must work together and communicate with their friends to complete the given scenario. This can help them develop social skills and empathy for others. Thus, this method not only has an impact on academic learning outcomes, but also on the overall development of students' personalities.

In addition, this study will also identify obstacles that may arise in the application of the role-playing method in moral learning. Factors such as student readiness, time constraints, and support from teachers and the school environment will be aspects analyzed in this study. By understanding these obstacles, it is hoped that the right solution can be found to optimize the use of the role playing method in moral learning.

It is hoped that the results of this study can contribute to the world of education, especially in the development of more effective moral learning methods. If the role playing method is proven effective in improving student learning outcomes, then this method can be used as one of the main approaches in moral learning in various schools, especially in Islamic educational environments.

In addition to providing benefits to students, the results of this study can also be a reference for educators in designing learning strategies that are more interesting and in accordance with student needs. With innovation in learning methods, it is hoped that

moral learning can become more interesting and relevant for students, so that they are more motivated to understand and practice moral values in everyday life.

In the long term, the success of the role playing method in improving moral learning outcomes is expected to contribute to the formation of a generation with high morality. Effective moral education will produce individuals who are not only academically intelligent but also have strong moral values, which can be applied in their personal and social lives.

With this research, it is expected to provide answers to the main question: To what extent can the role playing method improve student learning outcomes in moral material at MTs Ma'arif NU 1 Ajibarang? The answer to this question will provide deeper insight into the effectiveness of the role playing method and solutions to the challenges faced in moral learning in schools. Based on this background, this research is very important to do. With a more innovative and experience-based approach, it is hoped that moral learning will not only be material that is understood, but also become values that are truly lived and practiced by students in everyday life. Thus, moral education can be more effective in forming a generation with good character and strong morals.

METHODS

Research Approach and Type

This study employs a quantitative approach with a quasi-experimental research design. A quantitative approach was chosen because it aims to objectively measure the impact of the *role-playing* method on students' learning outcomes in moral education. The quasi-experimental design was used as the study was conducted in a school setting where a true experiment was not feasible.

The model applied in this research is the pretest-posttest control group design, involving two groups of students:

1. Experimental group, which receives instruction using the *role-playing* method.
2. Control group, which receives instruction using conventional methods (lectures and discussions).

This model allows researchers to compare changes in learning outcomes between the two groups before and after the treatment is administered.

Research Location and Time

This study was conducted at MTs Ma'arif NU 1 Ajibarang, a madrasah that incorporates moral education into its curriculum. The location was chosen based on the consideration that the school still predominantly employs lecture-based methods for moral education, highlighting the need for more innovative teaching methods.

The research lasted for two months, covering the preparation, implementation, and data analysis phases.

Population and Sample

The population in this study consists of all seventh-grade students at MTs Ma'arif NU 1 Ajibarang. The sample was selected using the purposive sampling technique, which involves selecting participants based on specific criteria, such as students' level of understanding and suitability for the study's objectives.

Two classes were chosen as the sample:

- Class A as the experimental group (taught using the *role-playing* method).
 - Class B as the control group (taught using the lecture method).
- Each class consisted of 30 students, making a total sample size of 60 students.

Research Instruments

The research utilized the following instruments:

1. Learning outcome tests → used to assess students' understanding before (*pretest*) and after (*posttest*) the application of the *role-playing* method.
2. Observation sheets → used to evaluate student engagement during the learning process.
3. Questionnaires → used to collect students' perceptions of the *role-playing* method.
4. Documentation → used to record research-related data such as student attendance, test results, and field notes.

Instrument Validity and Reliability

Before being used, the test instruments underwent validity and reliability testing:

- Validity Test was conducted using the Pearson Product-Moment correlation technique to ensure that each test item accurately measures students' moral education competence.
- Reliability Test was performed using the Cronbach's Alpha method to assess the consistency of the instrument in providing stable and accurate results.

Only validated and reliable test items were used to measure students' learning outcomes.

Research Procedure

This study was carried out in several stages:

a. Preparation Stage

- Conducting a literature review on moral education and the *role-playing* method.
- Designing the syllabus and role-playing scenarios.
- Developing research instruments such as test questions, observation sheets, and questionnaires.

b. Implementation Stage

1. Pretest → An initial test was given to both groups to determine their prior knowledge of moral education.
2. Teaching Implementation
 - The experimental group received instruction through the *role-playing* method, which involved role-playing activities in scenarios that reflected moral values.
 - The control group was taught using the conventional lecture and discussion method.
3. Posttest → A final test was administered to measure the changes in students' learning outcomes after the treatment.

c. Data Analysis Stage

The collected data was analyzed using t-test analysis to determine whether there was a significant difference in learning outcomes between the experimental and control groups.

Description of the Role-Playing Method

The *role-playing* method was implemented through the following steps:

1. Scenario Selection → The teacher selected scenarios relevant to the moral education material, such as honesty or social responsibility.
2. Role Assignment → Students were divided into groups and assigned specific roles within the scenario.
3. Role-Playing Execution → Students acted out their roles according to the given scenario.
4. Discussion and Reflection → After the role-playing session, a discussion was held to evaluate students' experiences and relate them to the moral concepts being taught.

Data Analysis Techniques

Data analysis in this study was carried out using two approaches:

1. Quantitative Analysis
 - Data from the pretest and posttest were analyzed using a t-test to determine the differences in learning outcomes between the experimental and control groups.
 - The mean and standard deviation were calculated to examine the distribution of student scores.
2. Descriptive Analysis
 - Data from observations were analyzed descriptively to assess student engagement during the learning process.
 - Data from questionnaires were analyzed to understand students' perceptions of the *role-playing* method.

Data Triangulation

To ensure the validity of the data, triangulation was used by comparing results from tests, observations, and questionnaires to obtain more accurate conclusions.

Ethical Considerations

This study adhered to ethical research principles, including:

- Providing students with a clear understanding of the research objectives.
- Ensuring the confidentiality of student data.
- Using the collected data strictly for academic purposes.

Advantages and Challenges of the Research

Some advantages of the *role-playing* method include:

- Enhancing students' understanding through direct experience.
- Making learning more engaging and interactive.
- Developing students' social skills.

However, some challenges may arise, such as:

- Not all students may effectively portray their assigned roles.
- The method requires more time compared to the lecture method.
- Teachers need to be well-prepared to manage the learning process effectively.

Expected Research Outcomes

The expected outcomes of this research include:

1. Demonstrating that the *role-playing* method can improve students' learning outcomes in moral education.
2. Providing recommendations for teachers to adopt this method in their instruction.
3. Contributing to the innovation of moral education teaching in Islamic schools.

RESULTS

General Overview of the Study

This study aimed to analyze the effectiveness of the *role-playing* method in improving students' learning outcomes in moral education at MTs Ma'arif NU 1 Ajibarang. Data were collected through pretests, posttests, observations, and questionnaires. The analysis results from each instrument will be explained in detail in this section.

Pretest and Posttest Results

To assess students' prior knowledge before the intervention, a pretest was conducted for both groups. After the learning process using the *role-playing* method for the experimental group and the lecture method for the control group, a posttest was administered to measure the improvement in learning outcomes. The table below compares the pretest and posttest scores between the experimental and control groups:

Group	Number of Students	Pretest Average	Posttest Average	Improvement (%)
Experimental (<i>role-playing</i>)	30	65.2	85.7	31.5%
Control (lecture)	30	64.8	76.3	17.7%

The table shows that both groups had nearly identical pretest scores, around 65. However, after the intervention, the improvement in learning outcomes was significantly higher in the experimental group compared to the control group. The experimental group showed a 31.5% improvement, whereas the control group only improved by 17.7%.

Statistical Significance Test

To determine whether there was a significant difference between the two groups, a t-test was conducted on the pretest and posttest data. The analysis results showed:

- t-value of 5.78, with a p-value = 0.000 ($p < 0.05$).
- Since the p-value is less than 0.05, it can be concluded that there is a significant difference between the experimental and control groups.

Thus, it can be concluded that using the *role-playing* method has a significant positive impact on improving students' learning outcomes in moral education compared to the lecture method.

Observational Findings on Student Engagement

During the learning process, observations were conducted to assess students' engagement. The following indicators were observed:

1. Participation in group discussions
2. Ability to understand assigned roles in scenarios
3. Enthusiasm in performing role-play activities
4. Interaction with peers and teachers
5. Understanding of concepts after reflective discussions

The observations showed that students in the experimental group were more active and engaged in learning compared to the control group. The average engagement level in the experimental group was 89%, while in the control group, it was only 68%.

5. Questionnaire Results on Students' Perceptions

To understand students' perceptions of the *role-playing* method, a questionnaire was distributed to the experimental group. Some of the statements in the questionnaire included:

1. The *role-playing* method makes learning more interesting.
2. Acting out roles helps me understand moral concepts better.
3. I feel more confident expressing my opinions.
4. Learning with this method is more enjoyable than the lecture method.
5. I can remember the material more easily after role-playing activities.

The results showed that 92% of students believed that the *role-playing* method helped them understand moral concepts better, while 88% stated that this method was more engaging than lectures. Additionally, 85% of students reported feeling more confident in expressing their thoughts after participating in role-playing activities.

6. Impact of Role-Playing on Moral Education Understanding

Based on the results from the pretest, posttest, observations, and questionnaires, it can be concluded that the *role-playing* method:

- Enhances students' understanding of moral concepts through real-life experiences.
- Increases student engagement and interaction during the learning process.
- Helps students retain material more effectively compared to the lecture method.
- Boosts students' confidence and communication skills.

Challenges in Implementing the Role-Playing Method

Although the *role-playing* method proved effective, several challenges were encountered during its implementation:

1. Not all students feel comfortable performing roles → Some students were shy or reluctant to act in front of the class.
2. It requires more time → Preparing scenarios, rehearsing, and conducting discussions take more time than traditional lectures.
3. Teachers need to be creative → Teachers must design engaging scenarios relevant to students' real-life experiences.

Comparison with the Conventional Method

Compared to the lecture method, *role-playing* has advantages in terms of active participation, deeper understanding, and social skills development. However, lectures are more practical when dealing with large class sizes and limited instructional time.

Recommendations for Wider Implementation

Based on this study, several recommendations can be made to implement the *role-playing* method more effectively:

1. Teachers should receive training in developing engaging role-play scenarios.
2. This method should be combined with other teaching techniques, such as group discussions and individual reflections.
3. Schools should provide adequate facilities, such as flexible classroom spaces for role-playing activities.
4. Recognizing and rewarding active participation can further motivate students.

Conclusion of Research Findings

From this study, it can be concluded that:

1. The *role-playing* method significantly improves students' learning outcomes in moral education.
2. Students taught using this method demonstrate higher engagement and enthusiasm.
3. The method enhances not only academic understanding but also social skills and confidence.
4. Despite some challenges, this method can be effectively implemented with proper planning.

Research Implications

The findings of this study have several implications for the field of education, particularly in moral education:

- Teachers can consider *role-playing* as an alternative to the lecture method.
- Schools can adopt more innovative approaches in teaching ethics and moral values.
- Further research can be conducted to evaluate the effectiveness of this method in other subjects.

DISCUSSION

Analysis of Learning Improvement Using the Role-Playing Method

The study results indicate that using the *role-playing* method significantly improves students' learning outcomes in moral education compared to the lecture method. This is evident from the pretest and posttest results, where the experimental group experienced a significantly higher score increase than the control group. The statistical test results further support this finding, showing a t-value of 5.78 with a p-value

of 0.000, indicating that the *role-playing* method has a significant impact on students' understanding of moral education.

The greater improvement in learning outcomes in the experimental group can be attributed to several factors. First, the *role-playing* method allows students to experience real-life moral situations, leading to a deeper understanding of ethical concepts. Second, this method encourages social interaction and reflective discussions, which strengthen students' comprehension of the material being taught.

Relationship Between Student Engagement and Understanding of Moral Concepts

Observational findings show that students in the experimental group demonstrated higher levels of engagement than those in the control group. They were more active in discussions, performing role-play activities, and expressing their opinions after the sessions. This aligns with the constructivist learning theory, which states that learning becomes more effective when students actively construct their understanding through direct experience.

The *role-playing* method also enhances students' understanding of moral values not only theoretically but also in practical applications. For example, when students take on roles in scenarios requiring moral decision-making, they not only grasp theoretical moral concepts but also experience the consequences of their moral choices.

Comparison with Conventional (Lecture) Methods

Compared to the lecture method, *role-playing* offers a more interactive and contextual approach. Lectures often tend to be passive, where students merely receive information from the teacher without opportunities to apply what they have learned. This can result in shallow comprehension and limited knowledge transfer to real-life situations. In contrast, *role-playing* enables students to think critically, practice decision-making, and develop empathy through role-playing scenarios. This study shows that students involved in *role-playing* retain information better and connect it more effectively to real-life situations than those who only listen to lectures.

Challenges in Implementing the Role-Playing Method

Although the *role-playing* method has proven effective, several challenges were encountered during its implementation. Some key obstacles include:

1. Not all students feel comfortable performing roles – Some students are shy or hesitant to act in front of the class, which can hinder the method's effectiveness.
2. Requires more time – Preparing scenarios, rehearsing, and conducting reflections take longer than traditional lecture-based learning.
3. Teachers need to be highly creative – Teachers must design engaging and relevant scenarios to ensure students' active participation.

To address these challenges, teachers can implement several strategies, such as providing additional support to shy students, choosing simpler yet engaging scenarios, and combining role-playing with other teaching techniques such as group discussions and individual reflections.

Implications for Moral Education in Schools

The findings of this study present several important implications for moral education in schools. First, the *role-playing* method can serve as an effective alternative to enhance students' understanding of moral values. Second, this method not only benefits students' cognitive abilities but also fosters affective aspects, such as increased empathy, communication skills, and confidence.

Moreover, these findings suggest that moral education in schools should not only focus on theoretical explanations but also include experiential learning and reflection, ensuring that students can apply the values they learn in daily life.

Relevance to Previous Studies

The findings of this study align with previous research showing that active learning methods, such as *role-playing*, enhance students' understanding and engagement. Several studies have highlighted that experience-based learning is more effective in shaping students' character and moral attitudes than purely theoretical approaches. However, further research is needed to explore how this method can be integrated into a broader curriculum and how it can be combined with other instructional techniques for even better results.

Recommendations for Future Research

Based on the findings of this study, several recommendations can be made for future research:

1. Examining long-term effects – This study measured short-term impacts; future research could investigate how this method affects students over a longer period.
2. Using a larger sample size – This study involved a limited number of participants, so future research with a larger sample could provide more accurate results.
3. Analyzing other influencing factors – Future studies could explore additional factors that may influence the effectiveness of the *role-playing* method, such as students' socio-economic backgrounds, teacher experience levels, and school support.

Conclusion in Discussion

Based on the analysis conducted, it can be concluded that:

1. The *role-playing* method significantly improves students' learning outcomes in moral education.
2. Students taught using this method demonstrate higher engagement and deeper comprehension than those taught using lectures.
3. The main challenges in implementing this method include time constraints and students' readiness to perform roles.
4. Moral education in schools should integrate both lecture-based and active learning methods, such as *role-playing*, for optimal learning outcomes.

CONCLUSION

This study shows that the *role-playing* method significantly improves students' learning outcomes in moral education at MTs Ma'arif NU 1 Ajibarang. Students who learned using this method demonstrated better understanding compared to those taught through lectures, as they were more active and engaged in the learning process. In addition to enhancing understanding, the *role-playing* method also increased students' motivation and participation. By acting out various moral situations, students found it easier to internalize moral values and apply them in their daily lives. This approach made learning more engaging, interactive, and meaningful compared to conventional methods.

However, implementing this method presents some challenges, such as time constraints, differences in student personalities, and the need for teachers to create relevant scenarios. Therefore, additional support strategies, such as teacher training and combining *role-playing* with other teaching methods, are necessary to maximize its effectiveness. Overall, the *role-playing* method has proven to be effective in enhancing students' understanding and moral attitudes. Therefore, it is recommended for use in moral education as an innovative, engaging, and interactive alternative to traditional teaching methods.

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