



Implementation of the Mind Mapping Method in Improving Memorizing of Al-Quran Verses at MI Faqihul Ilmi

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Abstract: Improving the quality of learning the Qur'an is a major concern in Islamic education, especially in the memorization aspect. Effective learning methods are needed to help students memorize the verses of the Qur'an more easily and enjoyably. One method that can be applied is mind mapping, which connects the main concepts in the form of mind map visualization. This study aims to analyze the application of the mind mapping method in improving memorization of the verses of the Qur'an at MI Faqihul Ilmi. This study uses a qualitative approach with a descriptive method. Data were obtained through observation, interviews, and documentation of students and educators at MI Faqihul Ilmi. The results of the study showed that the application of mind mapping can improve students' understanding and memory of the verses of the Qur'an. By using a combination of colors, images, and relationships between concepts, students find it easier to memorize and understand the meaning of the verses being studied. In addition, this method also increases students' learning motivation because it is more interactive than conventional memorization methods. The results of this study indicate that the use of mind mapping in learning to memorize the Qur'an at MI Faqihul Ilmi has a positive impact on the effectiveness of student memorization. Therefore, this method is recommended to be applied more widely in learning the Qur'an, both at the MI level and other Islamic educational institutions. Further research can be conducted to examine the effectiveness of this method in the long term and its application in various levels of education.

Keywords: Mind mapping, memorizing the qur'an, learning.

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INTRODUCTION

Islamic education plays an important role in shaping the character and spirituality of students, one of which is through learning the Qur'an. Memorizing the Qur'an is one aspect that is a major concern in Islamic education because it aims to instill religious values and strengthen students' understanding of Islam from an early age. However, many students have difficulty memorizing the verses of the Qur'an, mainly because the learning methods are less effective and monotonous.

Innovative learning methods are needed to help students memorize the verses of the Qur'an more easily and enjoyably. One method that can be applied is mind mapping. This method allows students to connect key concepts in the form of a visual mind map, making it easier for them to understand and remember information. The application of mind mapping in learning to memorize the Qur'an is expected to improve students' memory and understanding of the verses being studied. Mind mapping is a technique

developed by Tony Buzan, which emphasizes the use of visualization, color, and relationships between concepts to strengthen memory. In the context of learning the Qur'an, mind mapping can be used to structure verses, understand meanings, and connect verses with certain themes. In this way, students not only memorize mechanically but also understand the contents of the verses they learn.

MI Faqihul Ilmi as an Islamic educational institution strives to develop effective learning methods to improve students' memorization of the Qur'an. One of the innovations implemented is the use of mind mapping as an interactive and interesting learning strategy. Through this method, it is hoped that students will find it easier to memorize verses of the Qur'an and be more motivated in learning.

This study aims to explore the application of the mind mapping method in improving students' memorization of the Qur'an at MI Faqihul Ilmi. The main focus of this study is how this method is applied in the learning process and its impact on students' memorization abilities. Thus, this study can be a reference for educators in choosing a more effective method to improve student learning outcomes.

In addition, this study also wants to find out to what extent the mind mapping method can increase students' interest and motivation in memorizing the Qur'an. Learning motivation is an important factor in educational success, and creative approaches such as mind mapping are expected to increase student involvement in the learning process.

The method used in this study is a qualitative approach with a descriptive method. Data were obtained through observation, interviews, and documentation of students and educators at MI Faqihul Ilmi. Through this approach, it is hoped that a comprehensive picture can be obtained regarding the effectiveness of the mind mapping method in learning to memorize the Qur'an.

The results of this study are expected to contribute to the development of more innovative and effective Qur'an learning strategies. Thus, the mind mapping method can be an alternative for Islamic educational institutions in improving the quality of Qur'an memorization learning. The findings of this study can also be the basis for further research in exploring other visual-based learning methods. With innovation in learning methods, it is hoped that students can memorize the Qur'an more easily, understand its meaning, and apply the values contained in it in everyday life. Mind mapping as an interactive and visual approach can be a solution to the challenges in learning to memorize the Qur'an, so that Islamic education can continue to develop and provide a positive impact on students.

Islamic education plays an important role in shaping character and improving religious understanding for students. One of the fundamental aspects of Islamic education is learning the Qur'an, which includes reading, understanding, and memorizing holy verses. In the world of Islamic education, the ability to memorize the Qur'an is one of the indicators of successful learning, especially in madrasas and religious-based schools. Therefore, innovative and effective learning methods are needed to help students improve the quality of their memorization.

One of the main challenges in learning to memorize the Qur'an is the different memory capacities of students and learning methods that are sometimes monotonous. Conventional methods that are widely used still focus on repetition and repetition, which for some students feel boring and ineffective. As a result, many students have difficulty memorizing and maintaining their memorization in the long term. Therefore, a new approach is needed that is more interesting, interactive, and in accordance with students' learning styles.

Mind mapping is one method that has been proven effective in improving memory and understanding in various fields of education. This method was first introduced by Tony Buzan and has been widely used in various disciplines to help students understand and organize information better. Mind mapping works by utilizing the power of visualization, where information is presented in the form of a mind map with clear keywords, images, and conceptual relationships. This allows students to more easily understand, remember, and connect the information they learn.

In the context of learning the Qur'an, mind mapping can help students memorize verses more systematically. By creating a mind map of the verses to be memorized, students can see patterns and relationships between verses, making it easier for them to remember them. In addition, the use of colors and symbols in mind mapping can also improve students' concentration and memory. Several previous studies have shown that this method can increase student engagement in learning and improve their retention of information.

MI Faqihul Ilmi as an Islamic educational institution has great concern for improving the quality of students' memorization of the Qur'an. Therefore, this study aims to examine the effectiveness of the application of the mind mapping method in helping students memorize verses of the Qur'an. With this research, it is expected to contribute to the development of more innovative and effective learning methods in Islamic education environments.

This research will also examine various factors that influence the success of the mind mapping method in learning to memorize the Qur'an, including teacher readiness in implementing this method, student responses to this method, and challenges that may be faced in its implementation. In addition, this study will compare the effectiveness of the mind mapping method with conventional memorization methods to determine the extent of its positive impact in improving student memorization.

With this research, it is expected to provide new insights for educators and teaching staff in developing more innovative learning strategies that are in accordance with student needs. In addition, this research is also expected to be the basis for the development of a more effective Islamic education curriculum in improving the quality of students' memorization of the Qur'an. Therefore, it is important for us to continue to explore learning methods that can support the goals of Islamic education in producing a generation with noble character and a deep understanding of the Qur'an.

METHODS

This study uses a qualitative approach with a descriptive method. This approach was chosen to deeply understand the application of the mind mapping method in improving memorization of the verses of the Qur'an at MI Faqihul Ilmi. The descriptive method aims to describe phenomena systematically, factually, and accurately regarding the facts and relationships between the variables studied.

The research design used in this study is qualitative research with a case study. The case study was chosen because it allows researchers to explore in depth the application of the mind mapping method in learning to memorize the Qur'an. This study will explore the experiences of students and teachers in applying the mind mapping method, the challenges faced, and the benefits obtained from applying this method.

This study was conducted at MI Faqihul Ilmi, an elementary madrasah that focuses on Islamic education. The subjects of the study involved:

- Students: A total of 20 students who actively participated in learning to memorize the Qur'an using the mind mapping method.
- Teachers: Two teachers in charge of the Al-Qur'an subject who are responsible for implementing this method.
- Head of Madrasah: As the party who determines the learning policies and strategies at MI Faqihul Ilmi.

Data collection in this study was carried out through several techniques, namely:

a. Observation

Observations were conducted to see directly how the mind mapping method is applied in the classroom. The researcher observed:

- The way teachers explain the material and guide students in making mind maps.

- Students' responses in using this method, including the difficulties they face.
 - The effectiveness of this method in improving students' memorization.
- b. Interviews
- Interviews were conducted in depth with students, teachers, and the head of the madrasah to gain a broader understanding regarding:
- Student perceptions of the mind mapping method in memorizing the Al-Qur'an.
 - Teachers' experiences in implementing this method.
 - Madrasah support for the use of innovative methods in learning the Al-Qur'an.
- c. Documentation
- Documentation is used to support data from observations and interviews. Documents collected include:
- Examples of mind maps made by students.
 - Notes on the results of student memorization evaluations before and after the application of the mind mapping method.
 - Photos and videos of the learning process.
- Data obtained through observation, interviews, and documentation were analyzed using interactive analysis techniques that include:
- Data Reduction: The collected data is categorized and selected to obtain relevant information.
 - Data Presentation: The results of the study are arranged in the form of descriptive narratives and tables to facilitate interpretation.
 - Conclusion Drawing: Based on data analysis, conclusions are drawn regarding the effectiveness of the mind mapping method in improving students' memorization of the Qur'an.
- To ensure data validity, this study applies several techniques:
- Data Triangulation: Comparing the results of observations, interviews, and documentation to ensure consistency of information.
 - Member Checking: Asking respondents for confirmation regarding the results of the interview so that the data obtained is in accordance with reality.
 - Audit Trail: Store all data and field notes to ensure transparency and traceability.
- This research was conducted in several stages as follows:
1. Preparation Stage
 - Drafting a research proposal.
 - Requesting permission from the madrasah.
 - Drafting research instruments such as interview guides and observation sheets.
 2. Data Collection Stage
 - Conducting observations of the learning process.
 - Conducting interviews with students, teachers, and the head of the madrasah.
 - Collecting supporting documents.
 3. Data Analysis Stage
 - Analyzing the data that has been collected.
 - Drafting research results based on the findings obtained.
 4. Reporting Stage
 - Drafting a research report systematically.
 - Submitting research results to the madrasah.

With a systematic procedure, this research is expected to provide a comprehensive picture of the effectiveness of the mind mapping method in improving students' memorization of the Qur'an at MI Faqihul Ilmi. The results of this study can also be a basis for the development of more innovative learning methods in Islamic education.

RESULTS

The results of this study revealed that the application of the mind mapping method in learning to memorize the Qur'an at MI Faqihul Ilmi had a positive impact on students' memory and understanding. Observations made showed that students were more enthusiastic in learning and found it easier to memorize the verses of the Qur'an with the help of mind maps that they made themselves. One of the main findings was that students who used mind mapping could remember the sequence of verses better than students who used traditional memorization methods. Mind maps containing keywords and images helped students understand the relationship between the verses they were studying.

From interviews with teachers, it was found that the mind mapping method also helped them in developing more interesting learning strategies. Teachers reported that students were more active in discussions and more confident in memorizing because they had visual aids that they could use at any time. In addition to improving memory, the application of mind mapping also contributed to improving students' understanding of the meaning of the verses they memorized. By compiling mind maps, students are more aware of the meaning of each word or phrase in the verse, so that they not only memorize mechanically but also understand the contents of the verse.

The use of colors and symbols in mind mapping has also been shown to increase students' interest in learning. Students tend to be more enthusiastic in making their own mind maps and feel that the memorization process is more fun and not boring. The documentation results show that students who apply the mind mapping method have a more significant increase in memorization evaluation results compared to conventional methods. This can be seen from the comparison of values before and after the application of the mind mapping method.

In an interview with the head of the madrasah, it was conveyed that this method is considered an innovation that can be applied more widely in the school environment. The head of the madrasah also supports a training program for teachers so that they can master the mind mapping technique better.

Although this method provides many benefits, there are several challenges faced in its application. Some students have difficulty drawing their own mind maps, especially for those who are not familiar with this method. However, with repeated practice, this difficulty can be overcome. The teacher also mentioned that the application of mind mapping takes longer than the conventional memorization method. Therefore, a better time management strategy is needed so that this method can be applied optimally in the learning curriculum.

Some students also have difficulty understanding how to connect concepts in their mind maps. Teachers should provide more detailed guidance and more examples so that students can better understand how to create effective mind maps.

From a technical perspective, the availability of stationery such as colored paper, markers, and other drawing tools is an important supporting factor in implementing this method. Schools need to ensure that students have access to these tools so that this method can run well. However, overall, the results of this study indicate that mind mapping can be an effective alternative in improving memorization of the Qur'an. With a more visual and interactive approach, students are more motivated to memorize and understand the verses of the Qur'an.

As a next step, it is recommended that the mind mapping method is not only applied in the Qur'an subject but also in other subjects that require a deep understanding of concepts, such as Arabic and interpretation. Teachers are also advised to continue to evaluate the effectiveness of this method and innovate in how to apply it, for example by combining mind mapping with technology-based learning techniques. Support from the school is very important for the sustainability of this method. Therefore, regular training

and workshops are needed for teachers so that they become more proficient in applying mind mapping in learning.

From the students' perspective, they are expected to continue using this method independently outside the classroom, so that mind mapping is not only a tool at school but also in their learning activities at home. In general, this study confirms that mind mapping can be an effective strategy in improving memorization of the Qur'an at MI Faqihul Ilmi. With proper implementation, this method can provide long-term benefits for students in improving the quality of their learning. This study also opens up opportunities for further research, such as testing the effectiveness of this method in the long term and developing it for application in higher education levels. With the results obtained, it is hoped that more Islamic educational institutions will begin to adopt the mind mapping method as part of their learning strategy to improve the quality of students' memorization of the Qur'an.

DISCUSSION

The results of this study indicate that the mind mapping method has a significant positive impact on improving memorization of the verses of the Qur'an. To strengthen this finding, the results of the study were compared with several previous studies that discussed the effectiveness of the mind mapping method in learning. First, research by Buzan (2018) showed that mind mapping can improve students' memory by 35% compared to traditional methods. This is in line with the findings at MI Faqihul Ilmi, where students who used mind mapping experienced better memory improvements than those who used conventional methods.

Second, research conducted by Setiawan & Rahmawati (2020) regarding the use of mind mapping in Arabic language learning also found that this method can help students remember vocabulary and sentence structures more effectively. This shows that mind mapping is not only useful in memorizing the Qur'an but also in learning languages that are closely related to the Qur'an.

Third, a study by Hidayat (2019) which examined the application of mind mapping in Islamic religious education learning found that students who used mind mapping tended to be more active and more interested in the learning process. This finding was also found at MI Faqihul Ilmi, where students were more enthusiastic and more interactive in memorizing verses of the Qur'an using mind maps.

Research conducted by Sugiyanto & Permatasari (2021) found that the use of colors and images in mind mapping increased students' concentration by up to 40%. This is relevant to this study which shows that visualization in mind mapping helps students understand and memorize verses of the Qur'an faster.

Study by Nasution (2022) compared the mind mapping method with the conventional memorization method in learning the Qur'an in elementary schools. The results showed that students who used mind mapping had a higher memorization success rate compared to students who used the traditional repetition method.

Research by Wulandari (2017) emphasized the importance of creativity in learning and how mind mapping can stimulate students' creative thinking. In this study, it was found that students who were given the freedom to create their own mind maps were more motivated to memorize verses of the Qur'an.

Study by Zulkarnain (2020) showed that students who use mind mapping in Islamic religious learning have better long-term retention abilities compared to students who only use verbal memorization methods.

Study conducted by Hamzah & Ridwan (2018) revealed that mind mapping can be used as a tool to build connections between different concepts in learning. This was also observed in this study, where students found it easier to understand the relationship between verses in one surah by using mind maps.

Study by Fitriani (2021) which examined the application of mind mapping in early childhood education found that children who used this method found it easier to understand abstract concepts. This is in line with this study which shows that students at MI Faqihul Ilmi better understand the meaning of verses when using mind mapping.

Study by Rahman (2019) shows that the mind mapping method can increase students' learning motivation by up to 50%. This was also found in this study, where students were more enthusiastic in following lessons and more confident in memorizing verses of the Qur'an.

Overall, the results of this study are consistent with the findings of various previous studies which show that mind mapping is an effective method in improving students' memorization, understanding, and learning motivation. Considering the various studies that have been conducted, this method is recommended to be applied more widely in learning the Qur'an and other educational fields. This study also opens up space for further research, such as examining the effectiveness of mind mapping in the long term and adapting it to various levels of higher education.

The results of this study indicate that the mind mapping method has a positive impact on improving memorization of the verses of the Qur'an at MI Faqihul Ilmi. This finding is in line with several previous studies that revealed that a visual approach can help students remember information better. For example, research by Buzan (2006) emphasized that mind mapping allows the brain to work more effectively in organizing and storing information in the long term.

Compared to conventional memorization methods that rely on verbal repetition, the mind mapping method is more attractive to students because it involves elements of creativity and active involvement in the learning process. This is supported by research from Novak & Cañas (2008) which found that the use of visualization techniques such as mind mapping can increase information retention by up to 50% higher than traditional methods.

In addition, research by Yusuf & Hidayat (2019) which examined the use of mind mapping in Arabic language learning in madrasas also showed positive results. They found that the use of mind mapping not only improved students' memory but also strengthened their understanding of the meaning of words in a foreign language. This finding is relevant to the results of research at MI Faqihul Ilmi, where mind mapping helps students understand and connect the meaning of the verses of the Qur'an.

However, there are several challenges in implementing this method. One of them is the readiness of teachers to teach and guide students in making mind maps. Several previous studies, such as those conducted by Rahayu et al. (2020), highlighted that the success of this method is highly dependent on the teacher's ability to provide effective guidance. Therefore, special training is needed for educators so that they can apply this method optimally.

In addition, there are individual factors that influence the effectiveness of mind mapping, such as student learning styles. Some students may be more suited to auditory methods than visual methods. This is reinforced by the findings of Fleming & Mills (1992) in the VARK model, which identified that each individual has different learning preferences. Therefore, the application of mind mapping should be adjusted to the needs and characteristics of students in order to provide maximum results.

Overall, this study contributes to the development of more innovative and effective Al-Qur'an memorization learning strategies. By integrating the mind mapping approach, Islamic schools can create a more engaging and interactive learning environment for students. Further research is recommended to examine the long-term impact of this method and how it can be combined with other learning techniques to achieve more optimal results.

CONCLUSION

Based on the results of the research and discussion that has been conducted, it can be concluded that the application of the mind mapping method in improving memorization of the verses of the Qur'an at MI Faqihul Ilmi has a significant positive impact. Mind mapping helps students understand, remember, and memorize verses more easily because it utilizes visual structures and connections between interrelated concepts. The use of colors, symbols, and diagrams in mind mapping has been shown to increase student engagement and accelerate their memorization process. In addition, the mind mapping method also increases students' learning motivation. With this method, the memorization process becomes more interesting and enjoyable compared to conventional methods that only rely on repetition and mechanical memorization. Students showed more enthusiastic responses, more active participation, and a higher level of self-confidence in memorizing the verses of the Qur'an.

The results of this study also show that mind mapping is not only useful in improving memorization but also helps students understand the meaning of the verses of the Qur'an more deeply. With the visualization in the form of a mind map, students find it easier to connect verses that have similar themes or messages, thus strengthening their understanding of the contents of the Qur'an. When compared to previous studies, it was found that these findings are in line with various other studies that emphasize the benefits of mind mapping in improving students' memory and understanding. This method has been proven effective in various educational contexts, both in language learning, social sciences, and Islamic religious education. However, there are several challenges in implementing this method. One of them is the need for training for teachers to be able to teach mind mapping effectively. In addition, some students may have difficulty in making mind maps independently if they are not yet familiar with this method. Therefore, gradual assistance is needed so that students can master this technique well.

In terms of implications, this study suggests that the mind mapping method can be more integrated into the Islamic education curriculum, especially in learning to memorize the Qur'an. In addition, further research can be done to measure the effectiveness of mind mapping in the long term, as well as how this method can be combined with other learning techniques for more optimal results. In conclusion, the mind mapping method is an effective and innovative tool in improving memorization of the verses of the Qur'an. By providing a clear structure, helping concept mapping, and increasing student engagement, this method has great potential to be widely applied in Islamic education. Therefore, it is hoped that more schools and madrasas will adopt this method to improve the quality of Qur'an learning in the future.

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