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Application of Audio Visual Media to Improve Clean Living Behavior and Student Learning Outcomes: A Classroom Action Research

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Abstract: This research aims to improve students' learning outcomes and clean living behavior in Islamic religious education learning using audio-visual media. This research uses a type of classroom action research. This research design uses the Kemmis & McTaggart design with four steps, namely planning, action, observation and reflection. The subjects of this research were junior high school students. Data was obtained using test and observation techniques. The data obtained was then analyzed using descriptive statistical techniques. The research results show that audio visual media can improve learning outcomes and clean living behavior of students in Islamic religious education learning by implementing audio visual media. This can be seen in the first cycle, the average percentage was 50% and in the second cycle it was 86%. So it can be stated that student activities develop in the second cycle. Improving student learning outcomes through the application of audio-visual media to Islamic religious education material at Darul Abrar Aceh Jaya Private Middle School was carried out over two cycles. Learning outcomes in the first cycle were 66.67% and in the second cycle were 76.67%. So it can be stated that student learning outcomes have improved better in the second cycle. Based on this, audio visual media can be used as a medium that can be considered by teachers to overcome the problem of low learning outcomes and shape students' clean living behavior, especially in learning Islamic religious education.

Keywords: audio visual media, clean living behavior, classroom action research, learning outcome.

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INTRODUCTION

Education is a form of conscious effort that is realized through the inheritance of teaching from previous generations to the present. Education has no boundaries to explain the meaning of education completely because its nature is as complex as its target, namely humans. Its complex nature can be called educational science (Dasopang et al., 2022; Rahman et al., 2022). The purpose of establishing education is to improve the quality and quality of formal education.

Formal education institutions dominate the teaching and learning process in the school environment. The implementation of learning in the school environment is basically influenced by the presence of educators. The role of educators in supporting the

teaching and learning process as a basis for being able to make a full contribution to the implementation of learning. In 21st century education, the teaching and learning process prioritizes student skills. Mardhiyah et al., (2021) the importance of learning skills in the 21st century as a demand for human resource development can be done by updating the quality of learning and also the concept of learning. With the principle that learning is student-centered which is collaborative, contextual, critical thinking and integrated with society. Thus, students must be better able to develop a deeper understanding of learning.

Current educational developments are also integrated with the implementation of the curriculum, which changes every year. Teachers are required to be better able to increase students' understanding by accommodating the current curriculum, such as the independent curriculum. Understanding learning material is not only related to knowledge but also related to the attitudes or behavior of the students themselves. Pebtiyanti et al., (2023) said that the Merdeka curriculum not only produces academically intelligent individuals, but also individuals who have abilities and attitudes that are relevant to society's needs.

Attitude in the meaning of the study here is related to student behavior in the school environment. One example of behavior that must be instilled in students is clean and healthy living behavior. As stated by Nurhidayah et al., (2021) that clean and healthy living behavior is an effort to create a healthy environment to pay attention to everyone carrying out health behaviors for family members or individuals so that they can play an active role in every health activity in the community. Nationally, there are 8 indicators used as a measure to assess and determine clean and healthy living behavior in educational institutions, including washing hands with running water and using soap, consuming healthy snacks in the school canteen, using clean and healthy latrines, regular exercise. and measurable, eradicating mosquito larvae, not smoking at school, throwing rubbish in the right place, weighing and measuring height (Hendrawati et al., 2020). Clean and healthy living behavior is a form of behavior not only for yourself but for the environment around you.

Educators must implement clean and healthy living behaviors in students through various learning methods and strategies. Clean and healthy living behavior is not only carried out in general daily activities, but is also related to various learning activities. One of them is learning Islamic religious education in junior high schools. Therefore, Islamic religious education teachers must have certain ideas or solutions to instill clean living behavior. Islamic religious education teachers have in-depth religious knowledge, skills and insights, which enable them to help students understand and apply religious values in everyday life. Through teaching religious values, role models, and positive interactions, Islamic religious education teachers have great potential in shaping the character of students in schools (Dasopang et al., 2023; Ningsih et al., 2023; Santi et al., 2023). One of the instilling character values in students is related to clean living behavior.

The results of observations at Darul Abrar Private Junior High School from 9 to 14 October 2023 showed that there were still some students who ignored cleanliness in the school environment. Students still throw rubbish carelessly, are less sensitive to classroom cleanliness, and do not understand the importance of cleanliness embedded in religious knowledge. In Islam, cleanliness is a form of required behavior. According to Islam, cleanliness has aspects of worship and moral aspects and is often used with the term "Thaharah" which means purification and release from dirt (Agustina, 2021). Therefore, as an Islamic religious education teacher, it is very important to provide an understanding regarding clean living behavior to students.

The results of interviews with several Islamic religious education teachers at Darul Abrar Aceh Jaya private junior high schools said that in the school environment student behavior is very diverse. The diversity of student behavior requires teachers to be strict with students so that they obey all school regulations. One of the behaviors that must be instilled in students is clean living behavior. This behavior still exists in every school, but to overcome it teachers must be able to respond quickly and firmly. One of them is

through audiovisual media-based learning activities. The use of this media is able to provide an actual picture or example that is able to stimulate students to understand the meaning of the broadcast conveyed.

The application of audio-visual media in learning Islamic religious education really helps teachers and students in achieving educational goals. In its implementation, teachers can use this media for religious subjects at school (Lubis et al., 2022; Lubis & Dasopang, 2020; Manshur & Ramdlani, 2019). The use of audio-visual media in the learning process of Islamic religious education is one of the steps aimed at providing an accurate direct picture.

METHODS

Research methods are the methods used by researchers in collecting research data (Arikunto, 2002). Meanwhile, the model used in this research is the classroom action research model, which means research conducted in a class to determine the consequences of actions applied to classroom action research subjects (Arikunto, 2002). Classroom action research is learning research in a classroom context carried out by teachers to solve learning problems. The essence of this research is to improve the quality and results of learning and try new things in learning.

Classroom action research has an important characteristic, namely problems that are raised and solved through research. Classroom actions must always originate from daily learning practice problems faced by teachers. The classroom action research procedure is planned to consist of 2 cycles, each cycle is carried out in accordance with the changes to be achieved. These actions are given by the teacher or with direction from the teacher carried out on students.

The Classroom Action Research carried out in this research consisted of planning, action, observation and reflection stages. This research uses a type of classroom action research with the Kemmis and Mc model. Taggart. This research model is not only used once but is used many times until the expected results are achieved. There are four components to implementing this classroom action research, namely: planning, action, observation and reflection. The action flow scheme of the Kemmis & Mc model. Taggart as follows (Arikunto, 2002).

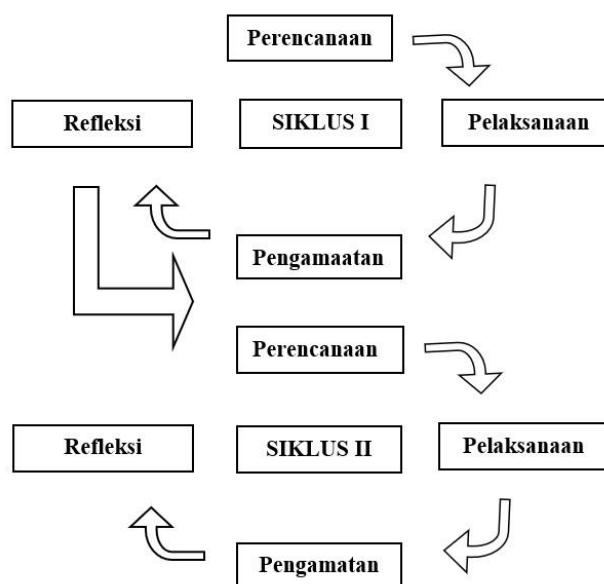


FIGURE 1. Research Design

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2018). The population in this study were class VII students at Darul Abrar Private Middle School in the odd semester of the 2023/2024 academic year, consisting of two classes totaling 56 students.

The sample is part of the number and characteristics of the population (Sugiyono, 2018). The sample selection in this research used a purposive sampling technique. The choice of this technique is determined based on the mid-semester exam scores and the considerations of the Islamic religious education teacher from the school. So the research sample taken was class VII_A, totaling 30 students.

The type of data used in this research is qualitative and quantitative data, because the data source comes from observations, filling in questions and filling out questionnaires. Observation is used to observe student behavior in certain spaces, times and circumstances. In this research, researchers will use checklist data analysis techniques. The observation data in this research are observations made which contain the results of observations of changes in students' clean living behavior after carrying out the learning process through audio-visual media. Apart from observation, data is also obtained by tests. The test used is a written test with two types, namely pretest and post-test. Pretest (Initial test) is a test given to students before teaching and learning activities begin. Meanwhile, the post test (final test) is a test given to students after the learning process has taken place. This final test aims to determine the level of student success in the learning process after learning is carried out using audio-visual media.

Data analysis techniques in classroom action research are evidence of an increase or improvement in a learning process. The results obtained were obtained from data during research observations. The data analysis used is qualitative and quantitative descriptive data analysis techniques. Qualitative descriptive is analyzing data by explaining and describing research results with words or sentences, while quantitative descriptive is data obtained in the form of numbers to determine the percentage of students and teachers. Then there is a teacher observation sheet, which is also analyzed using the same formula as student observations during the learning process by looking at clean living behavior after implementing audio-visual learning.

RESULTS

This research was carried out using two actions consisting of two cycles, in accordance with Classroom Action Research. Implementation of the action was carried out in two cycles consisting of one meeting in each cycle. The purpose of describing the results of this research is to see an increase in clean living behavior and student learning outcomes in Islamic religious education material through the use of audio visual media at Darul Abrar Private Middle School. Where these measurements are carried out using student observation sheets, student learning outcomes and teacher activity sheets during the learning process. This research was carried out in semester 1, so the material in this research consisted of the first and second cycles about Everything is Clean and Life is Comfortable (Elements of Fiqh: Thaharah). The results of the two cycles that have been obtained based on the research results are as follows.

First Cycle

The first stage in this first cycle is the planning stage. Planning in this first cycle is to determine the material that will be taught to students through the use of audio-visual media. The determination of learning materials is adjusted to the development of the current school curriculum, namely the 2013 curriculum towards the independent curriculum. Next, prepare the Teaching Module according to the Learning Outcomes and Learning Objectives in the Learning Objectives Flow, providing complete learning media in the form of audio visuals. Completeness of audio visual media as a medium or means to

support healthy and clean living behavior and improve learning outcomes. The results of the activities carried out by teachers and students will be assessed based on the observation sheets and learning outcomes that have been prepared previously.

Next is the action stage. Actions or implementation in the first cycle consist of one meeting. Learning activities are adjusted based on the Teaching Module which has been designed according to the material "Everything is Clean, Life is Comfortable (Fiqh Elements: Thaharah)". Learning activities through the use of audio visual media are carried out with the aim of improving healthy and clean living behavior as well as student learning outcomes in Islamic education learning.

The first cycle of this research was carried out on 31 October - 1 November 2023. The research was carried out at Darul Abrar Private Middle School in class VIIA through the use of audio visual media. The number of class VII_A students consists of 30 people. The time required for the research is 15 minutes for initial activities, 95 minutes for core activities and 10 minutes for final activities.

The initial activity in this first cycle was carried out for 15 minutes. This initial activity begins with preparing media/props/materials, namely; (a) prepare media/props/materials (b) Media: LCD Projector, Laptop, interactive learning CD, (c) Props: Active speakers, (d) Materials: Cardboard paper, markers, or other required media. Stages Next, start learning by opening greetings and praying. Teachers also pay attention to students' readiness, check attendance, ensure neatness of clothing, check students' sitting positions and seats. Providing apperception and motivation to students. The teacher conveys the scope of the learning material. The teacher conveys the learning objectives in accordance with the tasks and activities to be carried out, as well as providing information regarding the scope and assessment techniques. Direct students to sit in groups. The teacher distributes LKPD to each group. The teacher distributes written test sheets as an initial assessment. Students work on pretest questions in the form of descriptions.

The core activities in the cycle are carried out for 95 minutes. In the core activity the teacher directs students using the lecture method, the teacher provides a brief explanation about the meaning of thaharah and its relationship to prayer. The teacher shows a learning video related to thaharah and students are asked to observe the video display. After showing the video, the teacher gives students the opportunity to conclude the meaning of Thaharah based on the video presented. Through the demonstration method the teacher again demonstrated the material on how to live a clean life through posters. Teachers guide students to apply clean living methods in everyday life.

Next, through the question and answer method the teacher checks students' understanding of the meaning of thaharah and provides feedback. Students are asked to answer using their own words in a direct and firm manner. Students answer the teacher's questions in turns. Teachers provide feedback and clarification if necessary. Through the lecture method the teacher explains the difference between hadats and najis. The teacher explains in detail the characteristics of each, and provides real examples to clarify the concept. Through direct practice, teachers train students to purify themselves from small hadas.

Students are asked to discuss in groups to: (a) Look for examples of unclean mukhaffafah in everyday life and how to purify it; (b) Identify examples of unclean mutawassithah in everyday life and how to clean them and; (c) Identify examples of unclean mughaladah in everyday life and how to purify them.

The final activity is carried out for 10 minutes, so that in this final activity the students and teacher together summarize today's learning and reflect. Then the teacher informs the learning activities that will be carried out at the next meeting. The teacher ends the learning activity by giving messages and motivation to students to remain enthusiastic in the learning process. The activity closed by saying hamdallah.

During the learning process, the researcher also carried out observation activities. This observation was carried out to observe the activities of teachers and students in

learning. The results of observing teacher activities in the first cycle showed that the percentage obtained was 64%. This percentage value includes the "Bad" criteria. So it can be stated that teacher activity in the first cycle has not yet increased, so learning activities can be carried out in the second cycle. Furthermore, the results of observations of student learning activities show that the average percentage obtained is 50% of students carrying out clean living behavior activities. The results obtained are still not considered optimal, so it is necessary to carry out research activities in the second cycle.

After observing the process of teacher activities and student activities in maintaining clean living behavior, the next stage is to assess student learning outcomes related to understanding the Taharah material. Student learning outcomes can be achieved by providing Formative Assessments to students during the learning process in accordance with the Teaching Module in the first cycle. Performance assessment techniques are given by researchers to students at the end of each learning process. The assessment given consists of a sequence of indicators. Therefore, students' learning outcomes can be seen directly from students' practical abilities. Based on analysis of student learning results, the average classical score is 58.67. This achievement is still very far from what was expected. Furthermore, the test results in the first cycle showed that only 12 students were in the category of passing the minimum completeness criteria, while 18 other students were not. This shows that the percentage of completeness of student learning outcomes is only 66.67%. Further cycles are needed to achieve indicators of research success.

The next stage carried out in this research was the reflection stage. At this stage, an analysis of research achievements and in-depth evaluation is carried out to find the problems encountered during the research process. The results of this reflection are also used as recommendations for improvement in the next cycle. Based on the results of research conducted in the first cycle, it was found that teacher activities in Teaching Module 1 were included in the Sufficient category. In accordance with observations from observers, that when teaching the teacher's ability to convey the scope of learning material is low. In fact, when providing a lecture method, teachers are still lacking in providing a brief explanation of the meaning of taharah and its relationship to prayer. Even the other items on average are still in the sufficient category, so an in-depth review is needed so that all learning implementation plans can proceed well. Therefore, it is very necessary to continue improvements in the second cycle.

Student activities during learning activities in the first cycle with the average score obtained was 50% included in the sometimes category. This is because the activities of maintaining clean living behavior have not been implemented optimally by students. Thus, the implementation of clean living behavior needs to be increased again, so that students have the habit of carrying out this behavior.

Second Cycle

Planning activities in the second cycle are a continuation of the learning activities in the first cycle which need to be improved again from the planning process to implementation. The planning activity is to determine the teaching material to be studied through audio-visual media. Determination of learning materials is adjusted to the current development of the school curriculum, namely the independent curriculum. Next, prepare the Teaching Module according to the Learning Outcomes and Learning Objectives in the Learning Objectives Flow, providing complete learning media in the form of audio visuals. Completeness of audio visual media as a medium or means to support healthy and clean living behavior and improve learning outcomes. The results of the activities carried out by teachers and students are assessed based on the observation sheets and learning outcomes that have been prepared.

Actions or implementation in the second cycle consist of one meeting. Learning activities are adjusted based on the Teaching Module which has been designed according to the Learning Objectives contained in the material "Everything is Clean, Life is

Comfortable (Fiqh Elements: Tharah)". The learning activities carried out through the use of audio-visual media are aimed at ensuring that students are able to tell about the circumstances that cause someone to have great hadas and how to purify them using their own words in a straightforward and firm manner, and students are able to practice the procedures for thahara (purifying) from large hadas. Apart from that, students also obtain student learning outcomes in Islamic education learning. For more details, it can be stated as follows.

The second cycle of this research was carried out on November 6 2023 at Darul Abrar Private Middle School in class VIIA through the use of audio visual media. The number of class VII_A students consists of 30 people. The time required for research is 10 minutes for initial activities, 100 minutes for core activities and 10 minutes for final activities. The initial activity in this second cycle was carried out for 10 minutes. This initial activity begins with preparing media/props/materials, namely; (1) Prepare media/props/materials consisting of; (a) Media: LCD Projector, Laptop, Interactive learning CD, (b) Props: Active speakers, (c) Materials: Cardboard paper, markers, scoops or other required media. (2) Starting the lesson by opening greetings, saying hello and praying, (3) Checking attendance, neatness of clothes, checking the students' sitting position and seating, (4) Providing apperception and motivation to students, (5) The teacher conveys the scope of the learning material , (6) The teacher conveys the learning objectives in accordance with the tasks and activities to be carried out, and provides information regarding the scope and techniques of assessment (syntax 1 of the direct learning model), (7) Directs students to sit in groups, (8) The teacher distributes sheets student work for each group.

The core activities in the second cycle were carried out for 100 minutes. In the core activity the teacher directs students through the lecture method, then the teacher gives a brief explanation about the meaning of thaharah (purification) from the big hadast. The teacher shows a learning video about procedures for cleansing from major hadas and students are asked to observe the video display. After showing the video, the teacher gives students the opportunity to discuss in groups to summarize the understanding of mandatory bathing procedures based on the video presented.

The teacher asks students to appear to present the results of the group discussion. Through the demonstration method the teacher demonstrated again the material on procedures for purification from the great hadast through a poster display. The teacher guides students while showing posters, the teacher invites students to interact. The teacher asks students to identify certain steps or asks if there is anything that needs to be explained further. Through the question and answer method, the teacher checks students' understanding of the meaning of big hadas and provides feedback. Students are asked to answer using their own words in a direct and firm manner. Students answer the teacher's questions in turns. Through direct practice, teachers train students to purify themselves from major hadast.

The final activity is carried out for 10 minutes, so that in this final activity the students and teacher together summarize today's learning and reflect. Then the teacher informs the learning activities that will be carried out at the next meeting. The teacher ends the learning activity by giving messages and motivation to students to remain enthusiastic in the learning process. The activity closed with prayer.

Next, the observation stage is carried out. The observations carried out in the second cycle consist of one action. During the learning activities, observations are made by observers regarding teacher activities and student activities during the learning process. The observation stage in this research study was carried out to determine the activities of teachers and students in increasing purification behavior by applying audio-visual media to Islamic religious education material at Darul Abrar Private Middle School, Aceh Jaya. The results of observations in the second cycle showed that the percentage obtained was 86.4%. This percentage value includes the "Very Good" criteria. So it can be stated that

teacher activity in the second cycle has increased according to expectations, then research activities can be stopped in this second cycle.

Apart from teacher activities, further observations were made of student activities during the learning process. Student activities were carried out to measure the level of clean living behavior through the application of audio visual media to Islamic religious education material at Darul Abrar Aceh Jaya Private Junior High School. The observation results show that the average percentage obtained is 86% of students carrying out purification behavior activities. The results obtained are considered maximum, so there is no need to carry out research activities in the next cycle.

After observing the process of teacher activities and student activities in maintaining purifying behavior, the next stage is to assess student learning outcomes related to understanding thaharah (purification) material from the great hadast. Measuring student learning outcomes can be done by providing Formative Assessments to students during the learning process in accordance with the Teaching Module in the second cycle. Performance assessment techniques are given by researchers to students at the end of each learning process. The assessment given consists of a sequence of indicators. Therefore, students' learning outcomes can be seen directly from students' practical abilities. Based on analysis of student learning results, the average classical score is 82.83. This achievement is still very far from what was expected. Furthermore, the test results in the first cycle showed that only 23 students were in the category of passing the minimum completeness criteria, while 7 other students were not. This shows that the percentage of completeness of student learning outcomes is only 76.67%. From these results, no further cycles are needed because the research success indicators have been achieved.

Next is the final stage, namely the reflection stage. Based on the results of research conducted in the second cycle, it was found that teacher activities in Teaching Module II were included in the Good category. In accordance with observations from observers, that when teaching the teacher's ability to convey the scope of learning material is in the good category. In fact, when providing a lecture method, the teacher was very good and improved from the first cycle in providing a brief explanation of the meaning of thaharah. Even the other items on average are still in the good category, so an in-depth review is not needed so that all learning implementation plans can proceed well.

Student activities during learning activities in the second cycle obtained an average score of 86%, including in the frequent category. The percentage of student learning outcomes obtained an average value of 82.83% and the minimum classical completeness criteria value obtained was 76.67%. Based on the percentage results obtained, the value is > minimum completeness criteria, so it can be concluded that the use of audio visual media in the second cycle can increase student activity and student learning outcomes. Thus it can be stated that learning activities in the second cycle have improved better.

DISCUSSION

This research succeeded in improving students' learning outcomes and clean living behavior by using audio-visual media in Islamic education learning. Increased learning outcomes are obtained through student interest in learning media. This is in accordance with the findings of Lubis (2023) who stated that one of the benefits of using learning media is to attract students' attention to the learning process. Furthermore, (Gogahu & Prasetyo, 2020) stated that the presence of learning media in the learning process will have a psychological impact on students which makes them more enthusiastic or motivated to participate in the learning process. High motivation will make it easier to achieve learning goals (Ricardo & Meilani, 2017). Achieving learning goals will be directly proportional to increasing student learning outcomes (Lubis, 2019).

Increasing clean living behavior can be obtained from audio-visual media content that displays illustrations of the process of maintaining cleanliness. This provides students

with an example of how to develop clean living behavior. Content content in the media is one way that can be used to convey values to readers (Lubis & Wangid, 2019). Furthermore, Fatimah & Maryani (2018) stated that character formation for elementary school students is much easier through learning media by inserting material about values in the media. The content of values in the audio visual media used in this research makes it easier for students to understand the concept of maintaining a clean life in everyday life. Apart from knowing the concepts or techniques, students are also motivated to maintain cleanliness by seeing the benefits gained from maintaining cleanliness. This is in accordance with the findings of Lubis et al. (2021) which states that students can be motivated to do something they see in learning media created by the teacher, so that they imitate it in their daily life.

CONCLUSION

This research succeeded in proving that audio visual media can improve students' learning outcomes and clean living behavior. Increasing students' clean living behavior through the application of audio visual media in Islamic religious education material at Darul Abrar Private Middle School in Aceh Jaya was carried out over two cycles. In the first cycle the average percentage was 50% and in the second cycle it was 86%. So it can be stated that student activities develop in the second cycle. Improving student learning outcomes through the application of audio-visual media to Islamic religious education material at Darul Abrar Aceh Jaya Private Middle School was carried out over two cycles. Learning outcomes in the first cycle were 66.67% and in the second cycle were 76.67%. So it can be stated that student learning outcomes have improved better in the second cycle.

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