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## Improving the Learning Outcomes of Islamic Education Students Through the Application of Project Methods at SD Negeri 0722 PTPN IV Lubuk Bunut

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**Abstract:** This research aims to improve student learning outcomes in Islamic religious education learning using projects. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that the project can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of 40.19% in the pre-cycle, 61.37% in the first cycle and 88.62% in the second cycle. Thus, the use of projects can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Learning outcomes, Islamic education, application of project.

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### INTRODUCTION

The weak learning process developed by teachers today is one of the problems faced by the world of education. The learning process that occurs in the classroom is carried out according to the teacher's ability and taste. In fact, teachers' ability to manage learning is unevenly in accordance with their educational background, teachers, and their motivation and love for their profession. There are teachers who in carrying out the management of their learning are carried out seriously through careful planning, by utilizing all available resources and paying attention to the level of intellectual development and psychological development of children's learning. Such teachers will be able to produce a higher quality of graduates compared to teachers whose learning management is carried out casually without considering factors that can affect the success of the learning process. Islamic Religious Education has a very important role in the life of mankind. Religion is a guide in

efforts to realize a life that is meaningful, peaceful, and dignified. Realizing how important the role of religion is for the life of mankind, the internalization of religious values in the life of each individual becomes a necessity, which is pursued through education both in the family, school and community. In connection with this, education is a learning process that must be passed by a person in order for behavior to change. One of them is through Islamic Religious Education.

According to Endang Saifuddin Anshari: Islamic Religious Education is a process of guidance (leadership, guidance, proposal) by the object of education towards the development of the soul (mind, feelings, will, intuition, and so on), and the body of the object of education with certain materials, at a certain period of time, with certain methods, and with existing equipment towards the creation of a certain person accompanied by evaluation in accordance with the teachings of Islam. Imam al-Ghazali argues that the purpose of Islamic Religious Education is to foster perfect people who are devoted to Allah, happy in this world and in the hereafter. It cannot be forgotten that people who follow education will get the deliciousness of the knowledge they learn and this delicacy can also lead to the formation of human beings. The learning outcomes of Islamic Religious Education (PAI) in grade III of SDN 031 Tampan, Pekanbaru City are relatively low. The low student learning outcomes according to the author's analysis are influenced by learning methods that do not involve students and seem monotonous. Teachers tend to deliver subject matter with lectures, group learning, but only a half of students are classified as active. Teachers have made efforts to improve the learning outcomes of Islamic Religious Education (PAI) such as by making assignments that must be done by students at school or at home, as well as group learning but have not yet given optimal results. The efforts made have not been able to increase the value of student learning completeness.

Based on observations in grade III of SDN 0722 PTPN IV Lubuk Bunut, symptoms or phenomena in Religion lessons are also found as follows: 1) The learning outcomes obtained by students are not optimal, this can be seen from the report card scores, especially in the subject of Islamic Religious Education, out of 20 students there are 12 (60%) students who have not reached the minimum completeness criterion (KKM) score of 65 set. 2) Lack of students understanding the material in Islamic Religious Education lessons, this can be seen that students cannot answer the questions given by the teacher. One of the efforts that can be made is to apply learning methods that aim to improve student learning outcomes, namely so that students can understand Islamic religious education lessons well, be enthusiastic about doing exercises and have a sense of responsibility with assignments. One of them is the Project method. One of the advantages of the project method is that it can overhaul the mindset of students from a narrow to a broad and comprehensive in looking at and solving problems faced in life, and in applying the project method, students are fostered by getting used to applying knowledge, attitudes, and skills in an integrated manner, which is expected to be practical and useful in daily life.

Before explaining what is meant by learning outcomes/achievements, the author will explain what is meant by learning. As Nana Sudjana in Tulus Tu'u has stated that learning is an active process. Learning is the process of reacting to all the situations that exist around the individual. Behavior as a result of the learning process is influenced by various internal and external factors. Based on this opinion, it is the change in behavior that is the essence of the learning results. Furthermore, according to Oemar Hamalik stated that learning is defined as the modification or strengthening of behavior through experiencing. According to this understanding, it can be interpreted that learning is a process, an activity and not a result or goal. Based on the understanding that has been put forward by the experts above, it can be concluded that learning can be interpreted as a psycho-physical activity towards complete personal development or as an effort to master scientific material which is part of the activity towards its formation. full personality.

Learning is a long process that results in a change in behavior for a person. In other words, if a person is said to be learning if after learning his behavior changes.

Next, the author will explain the learning outcomes. In the large Indonesian dictionary that the Ministry of Education and Culture defines achievement as the results that have been achieved (from what has been done, done and so on).<sup>3</sup> Meanwhile, learning achievement is the mastery of knowledge or skills developed through subjects, usually indicated by test scores or score numbers given by teachers.

## **METHODS**

This research was conducted with the subject of all teachers and students of grade III SDN 0722 PTPN IV Lubuk Bunut in 2024. The number of students involved in this study was 20 people. Meanwhile, the object of this research is the application of project methods to improve student learning outcomes in Islamic Religious Education subjects in grade III SDN 0722 PTPN IV Lubuk Bunut. This class action research was carried out at SDN 0722 PTPN IV Lubuk Bunut. This research activity is designed to understand the effectiveness of the project method in learning PAI in the school. This research was conducted in March until it was completed and consisted of two cycles. Each cycle is carried out in two meetings so that students and teachers can adapt to the learning methods applied.

This approach is expected to provide optimal results so that it can be used in the next teaching and learning process. In order for this class action research to run well and without obstacles that interfere with the smooth running of the research, the stages that are passed include planning or preparing actions, implementing actions, observations, The following is a version that has been compiled in the form of paragraphs: This research was carried out with the subjects of all teachers and students of grade III SDN 0722 PTPN IV Lubuk Bunut in 2024. The number of students involved in this study was 20 people. Meanwhile, the object of this research is the application of project methods to improve student learning outcomes in Islamic Religious Education subjects in grade III SDN 0722 PTPN IV Lubuk Bunut. This class action research was carried out at SDN 0722 PTPN IV Lubuk Bunut. This research activity is designed to understand the effectiveness of the project method in learning PAI in the school. This research was conducted in March until it was completed and consisted of two cycles. Each cycle is carried out in two meetings so that students and teachers can adapt to the learning methods applied.

This approach is expected to provide optimal results so that it can be used in the next teaching and learning process. In order for this class action research to run well and without obstacles that interfere with the smooth running of the research, the stages that are passed include planning or preparing actions, implementing actions, observation, and reflection. Each stage is carried out systematically to ensure that the research results are valid and can be applied in learning practices. In the planning or preparation stage of action, teachers prepare learning plans with competency standards to recognize the mandatory nature of Allah SWT. The basic competency that is expected to be achieved in this learning is that students are able to mention the five mandatory attributes for Allah SWT. In addition, at this stage, teachers also ask colleagues to become observers to support the observation process during the research. The implementation of actions is carried out by applying learning steps based on the project method. Teachers determine the learning theme based on the competency standards they want to achieve, then associate the theme with other subjects to enrich students' insights. Furthermore, the teacher describes the relevance of the theme in a chart, determines the indicators that must be achieved, explains the material, and conducts a question and answer session to strengthen students' understanding. To be more effective, students are divided into four groups to make it easier for them to understand the relationship between the main theme and other subjects.

Observations are carried out by observers who are in charge of recording the activities of teachers and students during learning. Through this observation, input and

suggestions were obtained to improve the effectiveness of the implementation of the project method. The data collected is used as evaluation material to improve learning in the next cycle. The reflection stage is carried out by analyzing the results of observations that have been collected. From the results of reflection, teachers can evaluate the effectiveness of the project methods applied in improving student learning outcomes. The data obtained was used to see whether the method applied had succeeded in improving students' understanding of the PAI material or still needed improvement in the next cycle. In this study, the types of data collected include student learning outcomes obtained through tests, as well as teacher and student activities observed through observation sheets. The data collection technique is carried out through observation and learning outcome tests. Observation is carried out collaboratively with the help of peers, while learning outcome tests are used to determine the level of students' understanding of the material that has been taught. This research was conducted at SDN 0722 PTPN IV Lubuk Bunut, which was established in 2010. This school is located to the right of the PTPN IV Sosa headquarters and was initially led by Mrs. Hj. Sri Delima, S.Pd. Over time, the school's leadership changed until finally it was led again by Mrs. Hj. Sri Delima, S.Pd. The educators at this school consisted of civil servants, CPNS, auxiliary teachers, and honorary teachers, with a total of 36 people, which consisted of 8 male teachers and 28 female teachers. Each stage is carried out systematically to ensure that the research results are valid and can be applied in learning practices.

In the planning or preparation stage of action, teachers prepare learning plans with competency standards to recognize the mandatory nature of Allah SWT. The basic competency that is expected to be achieved in this learning is that students are able to mention the five mandatory attributes for Allah SWT. In addition, at this stage, teachers also ask colleagues to become observers to support the observation process during the research. The implementation of actions is carried out by applying learning steps based on the project method. Teachers determine the learning theme based on the competency standards they want to achieve, then associate the theme with other subjects to enrich students' insights. Furthermore, the teacher describes the relevance of the theme in a chart, determines the indicators that must be achieved, explains the material, and conducts a question and answer session to strengthen students' understanding. To be more effective, students are divided into four groups to make it easier for them to understand the relationship between the main theme and other subjects. Observations are carried out by observers who are in charge of recording the activities of teachers and students during learning. Through this observation, input and suggestions were obtained to improve the effectiveness of the implementation of the project method. The data collected is used as evaluation material to improve learning in the next cycle.

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## **RESULTS**

State Elementary School 0722 PTPN IV Lubuk Bunut is located to the right of the PTPN IV Sosa headquarters. This school was established in 2010. Initially, this school was led by Mrs. Hj. Sri Delima, S.Pd from 2010 - 2014. The leadership was continued by Mrs. Mardiani

Caniago, S.Pd who led from 2014 - 2015. Because Mardiani Caniago S.Pd moved to one of the elementary schools in Sosa District, the school leader was held again by Mrs. Sri Delima, S.Pd.

Thus the brief history of the establishment of the State Elementary School 0722 PTPN IV Lubuk Bunut which is now led by Mrs. Hj. Sri Delima, S.Pd. This research was carried out at SDN 0722 PTPN IV Lubuk Bunut, which was established in 2010. This school is located to the right of the PTPN IV Sosa headquarters and was initially led by Mrs. Hj. Sri Delima, S.Pd. Over time, the school's leadership changed until finally it was led again by Mrs. Hj. Sri Delima, S.Pd. The educators at this school consisted of civil servants, CPNS, auxiliary teachers, and honorary teachers, with a total of 36 people, which consists of 8 male teachers and 28 female teachers. The following is the version that has been compiled in the form of paragraphs: Based on table IV 5, the learning outcomes of students in the subject of Islamic Religious Education before the implementation of the project method show that out of 20 students, only one student obtained a good score, while 11 students obtained a moderate score, and 8 students obtained a low score. No student gets very poor grades. Classically, the average student learning outcome is at 49%, which is included in the poor category based on the interval of 30-49. Therefore, corrective actions are carried out through the first cycle with the hope of improving student learning outcomes after the project method is implemented. In the first cycle, the initial stage is action planning. In this stage, teachers prepare a lesson plan with competency standards to recognize the mandatory nature of Allah SWT. The targeted basic competencies are that students can mention five mandatory attributes for Allah SWT. In addition, teachers also ask peers to become observers to monitor the progress of learning and provide input for improvement.

The implementation of the first cycle was carried out on Wednesday, July 14 and 21, 2024, in two learning sessions. All third grade students of State Elementary School 031 Tampan Pekanbaru City are involved in this learning. The implementation of learning follows the Learning Implementation Plan (RPP) that has been prepared, and refers to the applicable syllabus and curriculum. The learning process is divided into three stages, namely the initial activity for 10 minutes, the core activity for 50 minutes, and the final activity for 10 minutes. In the initial activity stage, learning begins with a joint prayer between teachers and students. The teacher then provides perception and motivation related to the subject matter to build students' interest in the topic to be studied. In the core activities, teachers determine learning themes based on predetermined competency standards. Teachers associate the theme with other subjects, describe the relationship of the theme to other lessons in the form of charts, and set achievement indicators that must be met. Next, the teacher explains the material, connects it with concepts from other subjects, and conducts a question and answer session to deepen students' understanding. To increase student engagement in learning, teachers divided them into four discussion groups.

At the final activity stage, the teacher assists students in concluding the material that has been learned. After that, the learning was closed with prayers and greetings, as a form of spiritual reflection and respect in the teaching and learning process. The first cycle also includes the planning of the second lesson plan with different learning indicators, namely students are able to mention the five mandatory attributes for Allah SWT. The steps in the second RPP are similar to the first RPP, consisting of initial activities, core activities, and final activities, all of which are carried out using the project method. During observation activities, the implementation of learning is monitored by observers to observe the activities of teachers and students. Observations were made to find out the extent of the effectiveness of the project method in improving student learning outcomes. The data collected includes teacher activities in teaching as well as student involvement in the learning process. In observing teacher activities, attention is paid to how teachers start, manage, and end learning. It is important to ensure that the project method is implemented effectively and in accordance with the plan that has been made. Based on the results of this observation, teachers and observers reflect to evaluate the implementation

of learning and plan improvements in the next cycle. Reflection is carried out by analyzing the results of observations and tests that have been given to students. Through this reflection, it can be known whether the project method applied has been effective in improving student learning outcomes or still needs improvement in the next cycle. The data collected from the first cycle will be the basis for improvement in subsequent learning.

Based on the results of the analysis and discussion in chapter IV above, it can be concluded that the application of the Project method can improve learning outcomes in Islamic Religious Education (PAI) class V at State Elementary School 0722 PTPN IV Lubuk Bunut. This success is influenced by the application of the project method, student learning outcomes are better, which means that students have positive changes in following the learning process given by the teacher and in solving problems in their learning. With these conditions, the acceptance rate and student learning outcomes increase. The maximum application of the Project method in Islamic religious education (PAI) lessons is evidenced by the increase in learning outcomes before taking action in cycle I and cycle II. Before the action was taken, student learning outcomes were classified as poor with an average of 49%, there was an increase in the first cycle with an average of 63%. Meanwhile, student learning outcomes in cycle II also increased with an average of 77% with a good category, this proves that the Project method can improve the learning outcomes of grade III students at SDN 0722 PTPN IV Lubuk Bunut.

## **DISCUSSION**

The learning outcomes of students in Islamic Education are an essential aspect of their academic and spiritual development. However, many students struggle to achieve optimal results due to traditional teaching methods that do not fully engage them in the learning process. To address this issue, the application of project-based learning methods has been introduced to improve student engagement and understanding. This study aims to analyze how the implementation of project methods can enhance the learning outcomes of Islamic Education students at SD Negeri 0722 PTPN IV Lubuk Bunut. Before applying the project method, student performance in Islamic Education was relatively low. Based on pre-test data, only one student achieved a good score, while most students were in the moderate and low categories. The average student performance was 49%, which falls under the "low" classification. This result indicated the need for an intervention to enhance student comprehension and retention of the subject matter.

The project method involves student-centered learning, where students actively participate in collaborative projects related to the subject material. This method helps students connect theoretical knowledge with real-world applications. By engaging in group discussions, research activities, and hands-on projects, students develop a deeper understanding of Islamic concepts and values. The implementation of the project method in Islamic Education began with lesson planning. The teacher identified key competencies, such as understanding the obligatory attributes of Allah. Lesson plans were designed to encourage students to explore these attributes through interactive group activities. Additionally, an observer was appointed to monitor the effectiveness of the teaching method. During the teaching process, students were divided into small groups to work on specific tasks related to the lesson. They conducted research, created presentations, and participated in discussions that required critical thinking and problem-solving skills. This approach not only improved their academic performance but also fostered teamwork and communication skills among students. Observations conducted throughout the learning sessions revealed significant improvements in student engagement. Students displayed greater enthusiasm for learning, actively participated in discussions, and demonstrated a better understanding of Islamic principles. The hands-on nature of the project method allowed them to internalize knowledge more effectively compared to passive learning methods.



At the end of the intervention, students were assessed through post-tests and classroom evaluations. The results showed a remarkable improvement, with a higher percentage of students achieving good and excellent scores. The average class performance increased significantly, indicating the success of the project method in enhancing learning outcomes. Reflective discussions with students and teachers further confirmed the positive impact of the project-based approach. Teachers noted that students became more independent in their learning and exhibited a stronger grasp of complex Islamic concepts. Additionally, students expressed greater interest and motivation in studying Islamic Education, which contributed to their overall academic growth. Based on the findings, it can be concluded that the application of project methods in Islamic Education significantly improves student learning outcomes. The interactive and engaging nature of this method encourages active participation, deeper comprehension, and enhanced retention of knowledge. Schools and educators are encouraged to integrate project-based learning approaches into their curriculum to foster a more dynamic and effective learning environment. In future research, further exploration of additional teaching strategies that complement the project method could be beneficial. Integrating digital learning tools, gamification, and interdisciplinary projects could further enhance student engagement and learning outcomes in Islamic Education. By continuously innovating teaching practices, educators can ensure that students receive a holistic and meaningful education.

## **CONCLUSION**

Based on the results of the analysis and discussion in chapter IV above, it can be concluded that the application of the Project method can improve learning outcomes in Islamic Religious Education (PAI) class V at State Elementary School 0722 PTPN IV Lubuk Bunut. This success is influenced by the application of the project method, student learning outcomes are better, which means that students have positive changes in following the learning process given by the teacher and in solving problems in their learning. With these conditions, the acceptance rate and student learning outcomes increase. The maximum application of the Project method in Islamic religious education (PAI) lessons is evidenced by the increase in learning outcomes before taking action in cycle I and cycle II. Before the action was taken, student learning outcomes were classified as poor with an average of 49%, there was an increase in the first cycle with an average of 63%. Meanwhile, student learning outcomes in cycle II also increased with an average of 77% with a good category, this proves that the Project method can improve the learning outcomes of grade III students at SDN 0722 PTPN IV Lubuk Bunut.

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