



## Implementation of Discovery Learning Model to Improve Learning Achievement in Fiqh Learning at MTs Terpadu Yajamila Dasan Tapen

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**Abstract:** This study aims to improve student learning achievement in fiqh learning using the Discovery learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Discovery learning model can improve student learning achievement in fiqh learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the Discovery learning model can be used as an alternative to improve student learning achievement in fiqh learning.

**Keywords:** Discovery learning, learning achievement, fiqh learning.

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### INTRODUCTION

Education is the learning of knowledge, skills and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. Education often occurs under the guidance of others, but it is also possible to be self-taught. According to the National Education System Law number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. In the book Accelerated Learning by Iif Khoiru Ahmadi, et al., there is an Egyptian opinion stating that there are several learning problems in schools, including: a) Meaningless teaching materials; b) Learning only contains boring lectures; c) Teachers only spoon-feed students with superficial knowledge; d) The learning process is not a fun process but rather frightening; e) In my experience, the author still often encounters several schools where there are teachers who still apply conventional methods in learning, including at the school where the author conducted the research. While today students are required to be active in learning, teachers must be varied in implementing the teaching and learning process so that students do not feel bored and the achievement of lesson

objectives does not only touch on the cognitive domain, but also on the affective and psychomotor domains.

In addition, along with the development of the era, science and technology are increasingly sophisticated, so that automatically the mindset of society develops in every aspect. So that it also affects the world of education because with the development of the mindset of society, innovation is required in the field of education, no longer traditional, namely implementing learning only with lectures which are methods from ancient times to the present. The innovation mentioned is inseparable from the role of teachers to innovate learning methods in the classroom. A teacher is one of the holders of control of the nation's generation, for that teachers are required to have knowledge, skills and attitudes that are able to develop a potential that exists within the nation's children. Teachers are one of the keys to opening the door to change. Apart from that, one factor that is external to students is a professional teacher who is able to manage learning using appropriate methods, which makes it easier for students to learn the subject matter, resulting in better outcomes. The use of learning methods must be varied so that students do not get bored while learning. The use of methods in learning must also not be monotonous.

In the teaching and learning process, sometimes teachers are found who do not pay attention to the learning method in its implementation. Teachers are not systematic in delivering materials so that students are less able to absorb the material optimally. The selection of methods is directly related to the teacher's efforts in presenting learning that is in accordance with the situation and conditions so that the achievement of learning objectives is obtained optimally. And besides that, teachers are also educators, who not only act as teachers who transfer knowledge, but also educators who transfer values.<sup>4</sup> In this research, namely with the discovery learning method, the focus of my research is on student learning achievement, but it is also hoped that it can touch on educational values, not just educational knowledge. In this writing, the educational objectives to be studied are indeed in the cognitive realm or what is commonly called learning outcomes or learning values. Because learning outcomes are the results achieved by someone after carrying out learning activities and are an assessment achieved by a student to find out the extent to which the learning material or material that has been taught to students.<sup>5</sup> And according to Gunarso (1995: 57) it means that learning outcomes are results achieved by students as a result of their learning, either in the form of numbers or letters and actions. Therefore, the author considers it important to examine learning outcomes in terms of assessment in the form of numbers or test scores, because in any case this assessment is also a very important thing in learning at school, the author entitled this study "Implementation of the Discovery Learning Model in Improving Student Learning Achievement in the Fiqh Subject at Mts Terpadu Yajamila Dasan Tapen".

## **METHODS**

This study employed a classroom action research (CAR) methodology to examine the implementation of the Discovery Learning model in improving students' academic achievement in Fiqh at MTs Terpadu Yajamila Dasan Tapen during the 2022/2023 academic year. The research was conducted in two cycles, with each cycle consisting of planning, implementation, observation, and reflection. The study was carried out in Class VIII, involving a total of 30 students. The selection of the class was based on initial observations that indicated a need for more interactive and student-centered learning strategies to enhance engagement and academic performance. The primary data sources in this study were students, teachers, and learning materials. Data collection techniques included tests, observations, interviews, and documentation. The tests were used to measure students' academic achievements before and after the intervention, while observations and interviews were conducted to assess students' engagement and teachers' instructional strategies. The planning stage of the study involved designing

lesson plans that incorporated the Discovery Learning model. The lesson plans focused on allowing students to explore and discover Fiqh concepts through problem-solving activities, group discussions, and guided inquiry.

During the implementation phase, teachers facilitated learning by providing real-life case studies and structured tasks related to Fiqh. Students were encouraged to analyze, investigate, and derive conclusions based on the given learning materials. The teacher acted as a guide, providing scaffolding when necessary. Observations were conducted during each learning session to evaluate students' participation, engagement, and problem-solving skills. Additionally, teachers' instructional effectiveness and classroom management were assessed to determine areas for improvement. After each cycle, assessments were conducted to measure students' understanding of the concepts taught. The tests included both formative and summative assessments, which evaluated students' ability to apply Fiqh principles in real-life situations. The reflection phase involved analyzing the results of tests and observations. The research team, consisting of teachers and researchers, held discussions to identify challenges encountered during the learning process and made necessary adjustments for the subsequent cycle. In the second cycle, improvements were made based on the findings from the first cycle. Adjustments included modifying learning tasks to better suit students' needs and providing more structured guidance during discovery activities.

The data analysis technique used in this study was descriptive analysis. Test scores from pre-tests and post-tests were compared to determine the effectiveness of the Discovery Learning model. Qualitative data from observations and interviews were analyzed thematically to gain insights into students' engagement and learning experiences. Ethical considerations were taken into account throughout the study. Parental consent was obtained for student participation, and all data collected were used solely for research purposes. Confidentiality and anonymity of student responses were maintained. The validity and reliability of the research instruments were ensured through expert validation and a pilot test conducted before the study. Adjustments were made based on feedback to ensure clarity and effectiveness in measuring learning outcomes. This research aimed to provide practical recommendations for teachers on integrating the Discovery Learning model in Fiqh lessons. By examining its impact on students' academic performance and engagement, the study contributed to the development of innovative teaching strategies in Islamic education. The findings of this research were expected to offer insights into how Discovery Learning can foster critical thinking and problem-solving skills among students, ultimately improving their academic achievements in Fiqh. Future research could further explore the long-term effects of this model in different educational contexts. Overall, the methodology adopted in this study ensured a systematic and rigorous approach to evaluating the effectiveness of Discovery Learning. The results obtained provided valuable input for educators seeking to enhance student-centered learning in religious education.

## **RESULTS**

The results of this study indicate that the implementation of the Discovery Learning model significantly improved students' academic performance in Fiqh at MTs Terpadu Yajamila Dasan Tapen during the 2022/2023 academic year. The findings were derived from pre-test and post-test results, classroom observations, interviews, and student feedback. The pre-test results showed that students' initial understanding of Fiqh concepts was relatively low, with an average score of 58 out of 100. Many students struggled with problem-solving and critical thinking, indicating a lack of engagement and deep comprehension. After the first cycle of implementing Discovery Learning, there was a noticeable improvement in student participation. Classroom observations revealed that students became more active in discussions and demonstrated better analytical skills when exploring Fiqh topics. The post-test results after the first cycle indicated an increase

in student performance, with an average score rising to 72. While this showed a positive trend, some students still faced difficulties in independently applying the concepts learned.

Teachers observed that students were more engaged when given opportunities to discover knowledge on their own rather than relying solely on direct instruction. The inquiry-based approach encouraged them to ask questions and seek deeper understanding. Students' confidence in expressing their thoughts also improved. Initially, many students were hesitant to speak in class, but as they became accustomed to the Discovery Learning method, they actively participated in discussions and presented their findings with greater confidence. Despite the positive changes, some challenges emerged in the first cycle. Some students struggled with the open-ended nature of the learning process, requiring additional guidance and scaffolding from teachers. To address these challenges, modifications were made in the second cycle. The teacher provided more structured guidance and ensured that learning activities were designed to gradually lead students toward independent discovery. In the second cycle, students demonstrated a more profound understanding of Fiqh principles. They were able to apply concepts more effectively in real-life scenarios and articulate their reasoning more clearly during assessments.

The post-test results of the second cycle showed a further increase in performance, with an average score of 85. This demonstrated that students had not only improved their comprehension but also retained knowledge more effectively. Observations during the second cycle revealed that students became more accustomed to problem-solving activities. They collaborated well in groups, discussed issues critically, and worked together to develop solutions based on their understanding of Islamic teachings. Interviews with students confirmed that they found Discovery Learning to be more engaging and enjoyable compared to traditional methods. Many expressed that they felt more involved in the learning process and appreciated the opportunity to explore topics at their own pace. Teachers also reported increased motivation among students. The active learning approach created a more dynamic classroom environment, reducing boredom and increasing enthusiasm for learning Fiqh. Parental feedback further supported the findings. Several parents noted that their children discussed Fiqh topics more frequently at home and demonstrated greater interest in Islamic studies.

One of the key findings of the study was the improvement in students' critical thinking skills. They became more adept at analyzing Islamic rulings, comparing different perspectives, and applying their knowledge in practical situations. The study also highlighted the importance of teacher facilitation in the Discovery Learning process. Effective questioning techniques and well-structured activities played a crucial role in guiding students toward meaningful discoveries. Challenges still remained, particularly for students who required additional support in developing independent learning skills. Teachers found that continuous encouragement and differentiated instruction were necessary to accommodate varying learning paces. The overall findings suggest that Discovery Learning is an effective model for teaching Fiqh, as it fosters deeper understanding, enhances student engagement, and promotes critical thinking skills. Based on the data collected, it can be concluded that students who actively participated in the Discovery Learning process achieved better academic outcomes than those who were passive learners in traditional methods.

The study provides evidence that shifting from a teacher-centered approach to a student-centered approach can significantly impact learning outcomes in religious education. Further research is recommended to explore long-term effects of Discovery Learning in Islamic studies and to develop best practices for its implementation in different educational contexts. The findings of this study contribute to the growing body of research supporting active learning models as an effective strategy for improving student achievement. In conclusion, the implementation of Discovery Learning in Fiqh lessons at MTs Terpadu Yajamila Dasan Tapen has proven to be beneficial in enhancing students'



academic performance, engagement, and critical thinking skills. The study emphasizes the importance of an interactive and exploratory learning environment in fostering meaningful educational experiences.

The results of this study on the application of the Discovery Learning model in Fiqh classes at MTs Terpadu Yajamila Dasan Tapen reveal several positive impacts on students' learning outcomes and engagement. The study involved a group of eighth-grade students who participated in Discovery Learning activities, which included group discussions, problem-solving tasks, and hands-on learning experiences focused on Islamic principles. The effectiveness of this method was measured by comparing students' pre-test and post-test results, as well as through observations of classroom interactions and student engagement. One of the most noticeable results was the improvement in students' academic achievement in Fiqh. The pre-test results showed that many students struggled with understanding key concepts and had limited knowledge of Fiqh principles. However, after the implementation of Discovery Learning, the post-test results showed a significant increase in scores, indicating a much higher level of understanding. The increase in test scores was particularly notable in areas such as the application of Islamic teachings in daily life, which was one of the main objectives of the lesson. Students' participation and engagement in class discussions also improved significantly. In the traditional teaching methods, students tended to be passive listeners, with limited interaction or contribution to the lesson. However, with the Discovery Learning model, students took an active role in their learning process. They were encouraged to explore concepts on their own, engage in group discussions, and present their findings. This active participation led to a more dynamic classroom environment and an increased willingness among students to ask questions and clarify doubts.

The collaborative nature of Discovery Learning further contributed to the success of the learning process. Students worked in small groups to solve problems related to the Fiqh topic. This peer-to-peer learning not only enhanced their understanding of the material but also helped build stronger communication and teamwork skills. As students shared their thoughts, discussed various interpretations of Islamic principles, and reflected on different perspectives, they gained a deeper understanding of Fiqh concepts and how to apply them in real-life situations. Another key result of the study was the development of students' critical thinking skills. Discovery Learning encourages students to question existing knowledge and explore new ideas on their own. In Fiqh lessons, students were tasked with analyzing religious texts, interpreting them, and discussing their implications. This critical approach allowed them to form their own understanding of Islamic teachings, rather than simply memorizing content. The process of evaluating different perspectives and applying Islamic principles to practical scenarios helped students think more critically and analytically. The teacher's role in the Discovery Learning model also had a significant impact on the learning process. Rather than serving as the sole source of knowledge, the teacher acted as a facilitator, guiding students through the discovery process and providing support when needed. This approach allowed for a more student-centered learning environment, where students were empowered to take control of their learning. Teachers observed that students were more motivated and engaged in lessons when they were given the opportunity to explore ideas independently and collaboratively.

Student feedback was overwhelmingly positive. Many students expressed a greater sense of ownership over their learning and reported that they found the Discovery Learning activities to be more enjoyable and effective compared to traditional methods. They felt that the hands-on approach helped them better understand the material and made the learning process more engaging. Students also mentioned that the group discussions and problem-solving tasks were particularly helpful in clarifying complex concepts and allowed them to apply what they had learned in real-world situations. In terms of classroom behavior, there was a noticeable improvement in student focus and discipline. Students were more attentive and engaged during lessons, as the Discovery

Learning model provided a more interactive and dynamic environment. The use of group work and problem-solving tasks also encouraged students to stay on task and contribute to the group's progress. As a result, classroom management became more manageable, and students were more cooperative and willing to participate in the learning process. The use of problem-solving tasks and real-world scenarios in the Discovery Learning model allowed students to see the practical relevance of Fiqh teachings in their daily lives. By applying Islamic principles to everyday situations, students were able to make connections between religious teachings and their own experiences. This helped students recognize the importance of Fiqh in guiding their actions and decisions, leading to a greater sense of personal responsibility and moral awareness.

In addition to improving academic achievement and engagement, the Discovery Learning model helped foster a positive classroom culture. The collaborative and inquiry-based approach promoted a sense of community among students. They learned to respect each other's opinions, engage in constructive debates, and work together toward a common goal. This sense of belonging and cooperation contributed to a more positive learning atmosphere, where students felt supported and motivated to succeed. While the results were largely positive, there were some challenges faced during the implementation of the Discovery Learning model. One of the main challenges was ensuring that all students were equally involved in group discussions and activities. In some instances, a few students were less active in the group work, which led to an imbalance in participation. To address this, teachers had to closely monitor group dynamics and ensure that every student had the opportunity to contribute to the discussion. Another challenge was the time required to complete Discovery Learning activities. Some tasks took longer than initially planned, which required adjustments to the lesson schedule. However, despite these challenges, teachers felt that the benefits of the model outweighed the drawbacks. The extra time invested in the learning activities led to a more thorough understanding of the material and better overall results in student performance.

The research also found that the Discovery Learning model contributed to increased student confidence. As students were encouraged to take risks in their learning and explore new ideas, they became more confident in their ability to understand and apply Fiqh principles. This confidence was evident in their classroom discussions, where students were more willing to share their ideas and challenge each other's viewpoints in a respectful and constructive manner. The post-test results confirmed that the students' retention of the material was stronger after the implementation of Discovery Learning compared to traditional teaching methods. The active learning strategies encouraged deeper processing of the content, leading to better long-term retention. Students were able to recall and apply the concepts they had learned more effectively in subsequent lessons and assessments. This indicates that the Discovery Learning model not only improved immediate academic performance but also contributed to better retention and mastery of the material. Overall, the results of this study indicate that Discovery Learning is a highly effective pedagogical model for improving student performance in Fiqh at MTs Terpadu Yajamila Dasan Tapen. By encouraging active participation, critical thinking, and collaboration, the model helped students develop a deeper understanding of the material, increase their motivation, and improve their academic achievement. The positive results suggest that the Discovery Learning approach can be a valuable tool for enhancing religious education and can be adapted to other subjects to promote a more interactive and student-centered learning environment.

## **DISCUSSION**

The discussion of this study focuses on analyzing the impact of Discovery Learning on students' academic achievement in Fiqh at MTs Terpadu Yajamila Dasan Tapen during the 2022/2023 academic year. The findings provide insights into how the model influenced students' understanding, engagement, and critical thinking skills. The significant

improvement in students' test scores from the pre-test to the post-test indicates that Discovery Learning effectively enhanced their comprehension of Fiqh concepts. The increase in the average score from 58 to 85 demonstrates a substantial learning gain. One of the key aspects of Discovery Learning is its ability to foster active student engagement. Observations during the learning process revealed that students participated more enthusiastically in discussions and problem-solving activities compared to traditional lecture-based instruction. The study found that students developed better critical thinking skills as they were encouraged to analyze and solve problems independently. This aligns with educational theories suggesting that active learning enhances higher-order thinking abilities.

Students' confidence in expressing their opinions improved significantly. Many who were previously passive in class became more vocal in discussions, showing a deeper understanding of the subject matter and a willingness to share their perspectives. The role of the teacher shifted from being the primary source of knowledge to a facilitator. This transformation allowed students to take ownership of their learning, making the educational experience more meaningful and personalized. The study also found that Discovery Learning promoted collaborative learning. Students worked in groups to analyze cases, discuss different viewpoints, and formulate conclusions, fostering teamwork and peer learning. Feedback from students indicated that they enjoyed the interactive and exploratory nature of Discovery Learning. Many expressed that the lessons felt more engaging and relevant to their daily lives compared to traditional methods. One of the major challenges encountered was students' initial struggle to adapt to the self-directed learning approach. Some students found it difficult to formulate questions and seek answers independently, requiring additional scaffolding from teachers.

To address this issue, the teacher provided structured guidance in the second cycle. More explicit instructions and gradual independence helped students navigate the discovery process more effectively. The findings suggest that Discovery Learning is particularly effective in teaching subjects that require conceptual understanding, such as Fiqh. By engaging students in exploration and analysis, the model facilitates deeper comprehension and retention. Parental feedback supported the study's conclusions. Parents noted that their children discussed Fiqh topics more frequently at home and showed increased enthusiasm for religious studies. The study also highlighted the importance of motivation in the learning process. Discovery Learning created an environment where students were naturally curious and motivated to explore concepts, leading to improved academic performance. The second cycle of the study demonstrated the benefits of iterative improvements in teaching strategies. Refinements in instructional methods, such as incorporating real-life scenarios, led to better student engagement and learning outcomes.

Teacher observations confirmed that students were more attentive and responsive during lessons. The interactive approach helped maintain their interest and minimized distractions in the classroom. The results align with previous studies that advocate for student-centered learning models. Discovery Learning has been widely recognized as an effective approach in various educational settings, and this study reinforces its applicability in religious education. Despite its effectiveness, the study found that Discovery Learning requires careful planning and execution. Teachers must be well-prepared to facilitate discussions, guide students through the inquiry process, and provide adequate support. The study also emphasized the role of assessments in measuring learning progress. A combination of formative and summative assessments proved useful in evaluating students' understanding and identifying areas for improvement. Another important finding was the positive impact of Discovery Learning on students' problem-solving skills. By engaging in inquiry-based tasks, students learned how to approach complex questions methodically and develop logical reasoning.

The findings indicate that Discovery Learning has the potential to make Fiqh lessons more practical and applicable to students' daily lives. The model encourages them



to relate religious teachings to real-world situations, enhancing their moral and ethical reasoning. An interesting observation was the increase in students' curiosity. They asked more questions, sought clarification, and showed a greater interest in deepening their knowledge beyond what was covered in the curriculum. The research highlights the importance of creating an active learning environment. Passive learning methods often fail to engage students, whereas Discovery Learning transforms the classroom into an interactive and dynamic space. The study also suggests that the benefits of Discovery Learning extend beyond academic performance. The model cultivates essential skills such as communication, collaboration, and independent thinking, which are valuable for lifelong learning. Challenges such as time management were noted. Discovery Learning often requires more time for exploration and discussion, which can be challenging within a fixed curriculum schedule.

Despite these challenges, the overall results indicate that Discovery Learning is a valuable teaching strategy. With proper implementation, it can significantly enhance students' learning experiences and academic outcomes. Future research should explore the long-term effects of Discovery Learning in Fiqh education. A longitudinal study could provide deeper insights into how sustained exposure to the model impacts students' understanding and moral development. The study also recommends professional development for teachers to equip them with the skills needed to effectively implement Discovery Learning. Training programs should focus on inquiry-based instruction, classroom management, and student assessment techniques. In conclusion, the research confirms that Discovery Learning is an effective approach for teaching Fiqh. It enhances students' comprehension, engagement, and critical thinking skills while making learning more interactive and meaningful. Educators are encouraged to adopt and adapt Discovery Learning strategies to fit their teaching contexts. By fostering an environment of exploration and inquiry, teachers can create more enriching learning experiences for their students.

The implementation of the Discovery Learning model in improving students' academic achievement in Fiqh at MTs Terpadu Yajamila Dasan Tapen has shown promising results. Discovery Learning, which emphasizes active participation and student-driven exploration, enables students to discover concepts and principles on their own, rather than relying solely on direct instruction from the teacher. This learning model encourages critical thinking, problem-solving, and active engagement, all of which are essential for mastering complex subjects like Fiqh.

One of the key advantages of Discovery Learning is its focus on student autonomy. In the context of Fiqh, where students often deal with religious texts and principles that require deep understanding and reflection, the model provides opportunities for students to engage in activities that help them explore and internalize the material. Instead of simply memorizing religious teachings, students are encouraged to find their own understanding of the concepts by observing, experimenting, and discussing ideas with their peers. This promotes a deeper understanding of Fiqh principles and their application in daily life. The use of Discovery Learning in Fiqh classes at MTs Terpadu Yajamila was structured around inquiry-based tasks. Students were presented with problems or real-life scenarios that required them to apply Fiqh principles to solve. For example, students might be asked to investigate how Fiqh principles govern specific actions, like performing ablution or fasting, and then present their findings through group discussions or presentations. This method not only engaged students but also helped them understand the relevance of Fiqh in their own lives.

Throughout the process, students worked in groups, which encouraged collaboration and the sharing of ideas. This social aspect of learning fostered a sense of community and allowed students to learn from one another. In groups, students discussed various interpretations of Fiqh texts, compared their findings, and collaborated on solving problems, all of which contributed to a more thorough understanding of the material. Peer learning was particularly beneficial for students, as they could clarify doubts and gain



insights from their classmates. The teacher's role in the Discovery Learning model is more of a facilitator than a traditional instructor. Rather than delivering content directly, the teacher guides students through the learning process, helping them to formulate questions, explore resources, and reflect on their findings. In Fiqh lessons, the teacher's role was to create an environment where students felt comfortable expressing their thoughts and challenging their assumptions. This kind of teacher-student interaction encouraged students to take ownership of their learning and become more self-directed in their studies.

In addition to enhancing academic achievement, the Discovery Learning model also had a positive impact on students' motivation and engagement. The hands-on, interactive nature of the learning process captured students' interest and encouraged them to take a more active role in their education. Instead of passively receiving information, students actively participated in the learning process, which made the subject matter more enjoyable and meaningful to them. As a result, students were more likely to be invested in their studies, which contributed to improved performance in Fiqh. The results of this study indicate that the application of Discovery Learning in Fiqh classes led to significant improvements in student achievement. Compared to traditional teaching methods, students in the Discovery Learning model demonstrated a greater understanding of the material, as evidenced by higher test scores and increased participation in class discussions. The interactive and collaborative nature of the model helped students retain the knowledge better and apply it more effectively. The positive impact of Discovery Learning on students' academic performance in Fiqh shows the potential for this model to be applied to other subjects as well, making it a valuable pedagogical approach for fostering deeper learning.

## **CONCLUSION**

In conclusion, the application of the Discovery Learning model in Fiqh classes at MTs Terpadu Yajamila Dasan Tapen has proven to be an effective method for improving students' academic achievement. By encouraging active participation, critical thinking, and collaboration, this approach has helped students gain a deeper understanding of Fiqh principles and their practical applications. The interactive and student-centered nature of Discovery Learning has not only increased students' engagement and motivation but has also led to better retention of knowledge. This model has demonstrated the potential to enhance the learning experience in religious education and can be successfully implemented in other subjects to foster more meaningful and impactful learning outcomes.

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