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The Use of Audiovisual in Improving Student Learning Outcomes in Islamic Education Subjects at SD Negeri 0104 Sibuhuan

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using audiovisual. 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 audiovisual 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, 64.37% in the first cycle and 88.72% in the second cycle. Thus, the use of audiovisual can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Audiovisual, learning outcomes, Islamic education.

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INTRODUCTION

National Education functions to develop abilities and form a dignified character and civilization in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (National Education System Law No. 20 of 2003, Chapter II Article 3).¹

In an effort to achieve the functions and goals of national education, one of which is for students to become human beings who believe in and fear God Almighty, Religious Education, in this case Islamic Religious Education, is held.

Islamic Religious Education is expected to produce human beings who always strive to perfect faith, piety, and morals, and actively build civilization and harmony of life,

especially in advancing a dignified national civilization. Such human beings are expected to be resilient in facing challenges, obstacles, and changes that arise in the realm of community association both in the local, national, regional and global scope. In an effort to achieve the above expectations, a supportive forum or environment is needed. The environment is taken with three paths, namely formal, nonformal, and informal paths. The formal path is a structured and tiered educational path consisting of primary education, secondary education, and higher education. Non-formal pathways are educational pathways outside of formal education that can be implemented in a structured and tiered manner. The informal path is the family and environmental education path (National Education System Law No. 20 of 2003, Chapter I Article 1 paragraphs 11, 12, 13, and Chapter VI Article 13 paragraph 1). The role of the three environments is very important, meaning in instilling religious values in students. One of the important components in the learning process is the teacher. It is the teacher who carries out activities to instill, foster, and develop Islamic values into the students.

Islam gives such a high esteem to teachers, that it places the position of teachers at a level below the position of the Prophet and the Messenger. This is because teachers are always related to knowledge, while Islam highly values knowledge. Even Allah SWT will elevate the degree of a knowledgeable person. As He said in Surah Al-Mujadi, verse 11: "Allah will exalt those who believe among you and those who are given some degree of knowledge." In line with the words of Allah above, the Prophet Muhammad PBUH said: "Be a teacher, or a student, or a attentive listener, or a lover of knowledge, and do not become the fifth, then you will perish." (HR. Baihaqi).

Because of how important and central the role of teachers is, teachers should have various abilities to support the achievement of learning goals that have been set, both cognitive, affective, and psychomotor abilities. Of the many efforts to create a learning atmosphere, the use of learning media by teachers is absolutely necessary. The role of the media in the learning process is very important. There are many varieties and types of media, some are audio, visual, and audio-visual. Its use in the learning process is one or various. Along with the rapid and rapid development of science and technology, especially developments in communication and information technology, a teacher must be able to combine several types or types of media to unite their use in learning, known as multimedia.

The author's experience when teaching at SD Negeri 0104 Sibuhuan, Barumun District, Padang Lawas Regency, especially when presenting some Islamic religious education learning materials, the author felt that it was not optimal in teaching, because it was clear that the motivation of students was greatly reduced towards the presentation of subject matter, so that learning activities were less conducive. For example, the presentation of material in grade III, among the 15 students in grade III who participated in PAI learning, only about 7 people actively participated in learning. There are students who are still noisy, do not pay attention to the material, are sleepy, do not understand the material presented, and do not do the teacher's assignments or orders. Such learning activities of students have an impact on their learning outcomes in PAI subject matter which on average is less than the achievement of the Minimum Completeness Criteria (KKM). The latest data on the learning outcomes of students through the post test shows that the average achievement is 65 with classical completeness of only 40%. The number 65, although classified as sufficient according to the general learning outcome criteria scale (scale 0-100), has not reached the Minimum Completeness Criteria (KKM) set by religious teachers at SD Negeri 0104 Sibuhuan, Barumun District, Padang Lawas Regency, which is 75.

This reality clearly shows the problem or gap between the maximum effort of religious teachers in teaching and the low activity and learning outcomes of students. After being examined at each end of teaching, the author found that there were several answers to the causes of the problem, including: the author's presentation was too fast, the teaching style was monotonous, the method used was not interesting, not using

representative learning media, lack of mastery of classroom management, and so on. Of the many answers to these questions, there is one answer that can be used as a solution to the problem faced, namely the absence of the use of learning media that is able to generate students' activities and learning outcomes. This solution then encourages the author to try to use learning media in the form of audio visual multimedia at the next meeting.

By using multimedia audio visual in the learning process, it is hoped that all students will do their activities well and at the next level will have an impact on the achievement of their good learning outcomes in PAI learning. Based on the description of the background above, it is necessary for a teacher to find and use the right media that is able to improve student learning outcomes through Classroom Action Research (PTK) with the following research title: "The Use of Audio Visual Multimedia in an Effort to Improve Student Learning Outcomes in PAI Subjects at SD Negeri 0104 Sibuhuan, Barumun District, Padang Lawas Regency".

Multimedia can be interpreted as the use of several different media to combine and convey information in the form of text, audio, graphics, animation, and video. In relation to this research, what is meant by multimedia in learning is a multimedia application in the learning process of Islamic Religious Education (PAI) subjects, with the aim of channeling messages (knowledge, skills, and attitudes), and can stimulate the mind, feelings, attention, and willingness to learn so that the learning process deliberately occurs, is purposeful, and controlled. The word media comes from the Latin *medius* which literally means middle, intermediate or introduction. Meanwhile, the definition of media according to Usman and M. Basyiruddin Asnawir is something that channels messages and can stimulate the mind, feelings, and will of the audience (students) so that it can encourage the learning process in them.⁴ Audiovisual media is an intermediate medium or the use of material and its absorption through sight and hearing so as to build conditions that can make students able to acquire knowledge, skills or attitudes. According to Arsyad, interactive learning media or interactive video is a teaching delivery system that presents recorded video material with computer control to the audience (students) who not only hear and see video and sound, but also provide an active response, and that response determines the speed and efficiency of presentation.

Meanwhile, a video compact disc is a video storage and recording system where audio visual signals are recorded on plastic diskettes, not on magnetic tape. It is necessary to pay attention to the criteria for selecting teaching media, including "the teaching objectives to be achieved, appropriateness, student conditions, availability of hardware and software, technical quality, and cost", therefore, several considerations that must be considered in accordance with the teacher in using teaching methods and learning media must be selective and professional, many things that must be considered and special attention are students. The prominent activities in teaching are in the students, but this does not mean that the role of teachers is set aside, but rather changed. Teachers play a role not as conveyors of information, but as influencers and facilitators for the learning process, therefore the methods and media used by teachers in the learning process must be oriented to the activeness of students.

METHODS

A research site is a place used in conducting research to obtain the desired data. This research took place at SD Negeri 0104 Sibuhuan, Barumun District, Padang Lawas Regency, Academic Year 2024. Overall, this class action research lasted for three months, from February to April 2024. The research was carried out in Class III of SD Negeri 0104 Sibuhuan, Barumun District, Padang Lawas Regency for the 2024 Academic Year with a total of 15 students, consisting of 7 male students and 8 female students.

In this study, the author uses the Classroom Action Research (PTK) method which in English is called Classroom Action Research (CAR). Classroom Action Research is an action research conducted with the aim of improving the quality of learning practices in

the classroom. Classroom Action Research focuses on the classroom or on the teaching and learning process that occurs in the classroom, not on classroom inputs (syllabus, materials, etc.) or outputs (learning outcomes). Classroom Action Research must focus on or about things that happen in the classroom. Because there are three words that form this meaning, there are three meanings that can be explained, namely: 1) Research is the activity of observing an object, using certain methodological rules to obtain data or information that is useful to improve the quality of something that is interesting and important to researchers; 2) Action is an activity that is deliberately carried out with a certain purpose which in the research is in the form of a series of activity cycles; 3) A class is a group of learners who at the same time receive the same lesson from a teacher⁸. The main purpose of Classroom Action Research is to solve real problems that occur in the classroom. This research activity not only aims to solve problems, but at the same time seeks scientific answers as to why it can be solved by actions carried out by Classroom Action Research also aims to improve teachers' real activities in their professional development. In essence, Classroom Action Research aims to improve various real and practical problems in improving the quality of learning in Suharsimi Arikunto, et al., *The 8th Cet Classroom Action Research*, (Jakarta: Bumi Aksara, 2009), p.58. classes that are experienced directly in the interaction between teachers and students who are learning.

In order to compile and process the collected data so that can produce a conclusion that can be accounted for, so quantitative data analysis is used and qualitative data is used in the observation method. The calculation method to determine the completeness of students' learning in the teaching and learning process is as follows: 1) Recapitulation of test results; 2) Calculating the number of scores achieved and the percentage for each student using the learning completeness formula as contained in the assessment technical manual, namely students are said to be complete individually if they get a minimum score of 75, while classically it is said to be complete learning if the number of students who complete individually reaches 85% which has achieved absorption more than equal to 75%; 3) Analyze the results of observations made by the teachers themselves during teaching and learning activities. The criteria for the success of this research will be seen from the process indicators and learning outcome indicators. The process indicator set in this study is if the completeness of students' learning of the material reaches 75% of the total number of students. To make it easier to find the success rate of an action.

E. Mulyasa said that: The quality of learning can be seen in terms of process and in terms of results. In terms of process, learning is said to be successful and quality if all or at least most of the students (75%) are actively involved, both physically and mentally, as well as socially in the learning process, in addition to showing high enthusiasm for learning, great enthusiasm for learning, and self-confidence.

Meanwhile, in terms of results, the learning process is said to be successful if there is a positive change in behavior in all or at least most (75%).¹⁰ This means that if the test results have reached 100% completeness or at least 75% of the total number of students get approximately 70 or exactly on the KKM that has been determined by changing the behavior of students to become active in the learning process in whole or at least If most of them do not achieve 75% completeness, then the learning in the research conducted by the researcher can be said to be successful. This research was conducted using a classroom action research design consisting of two cycles. In this classroom action study, researchers adopted a model developed by Kurt Lewin, Kemmis, and McTaggart. The main components that are used as steps in this research are: planning, action, observation and reflection. To determine the optimal planning and use of multimedia in PAI learning, observations were made on the teacher's activities or abilities in planning and using multimedia with an observation sheet of the teacher's ability and to find out the extent of students' mastery of the Prophet Ayyub a.s. material after the use of multimedia, the researcher used a filling test that was carried out at the end of each cycle. To strengthen

students' responses to the use of multimedia presented by religious teachers, the researcher distributed questionnaires and conducted interviews with teachers.

RESULTS

A subject or sub-subject is considered classically complete if a student who scores 65 is greater than or equal to 85%, while a student is declared complete in a certain subject or sub-subject if he gets a minimum score of 65. At this stage, the researcher prepares learning tools consisting of lesson plan 1, formative test questions 1 and supporting teaching tools. In addition, observation sheets for teacher and student activities are also prepared. The implementation of teaching and learning activities for cycle I will be carried out on March 4, 2024 in Class III with a total of 15 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observation is carried out in conjunction with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test I with the aim of finding out the level of student success in the teaching and learning process that has been carried out.

From the table above, it can be explained that by applying the use of audio visual multimedia, the average score of student learning achievement is 70.00 and the learning completeness reaches 68.18% or there are 10 students out of 15 students who have completed learning. The results show that in the first cycle, classically, students have not completed learning, because students who get a score of 65 are only 68.18% smaller than the desired percentage of completeness, which is 85%. In the implementation of teaching and learning activities, information was obtained from the following observations: 1) Teachers are not optimal in motivating students and in conveying learning objectives; 2) Teachers are not optimal in time management; 3) Students are less active during learning. The implementation of teaching and learning activities in the first cycle still has shortcomings, so there needs to be a revision to be carried out in the next cycle: 1) Teachers need to be more skilled in motivating students and more clear in conveying learning goals. Where students are invited to be directly involved in every activity that will be carried out; 2) Teachers need to distribute time properly by adding information that is deemed necessary and giving notes; 3) Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic. The implementation of teaching and learning activities for cycle II will be held on March 14, 2024 in Class III with a total of 15 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to the revision in cycle I, so that mistakes or shortcomings in cycle I are not repeated in cycle II.

Observation is carried out in conjunction with the implementation of teaching and learning. From the table above, the average score of student learning achievement was 77.73 and the learning completeness reached 79.01% or there were 13 students out of 15 students who had completed their studies. These results show that in this second cycle, the classical learning completeness has improved slightly better than in the first cycle. Based on the table above, the average score of the formative test was 82.73 and out of 22 students who had completed it, 14 students and 1 student had not achieved learning completeness. So classically, the completeness of learning that has been achieved is 86.36% (including the complete category). The results in cycle III have improved better than cycle II. The increase in learning outcomes in cycle III is influenced by the improvement of teachers' ability to implement learning using audio visual multimedia so that students become more accustomed to this kind of learning so that students are easier to understand the material that has been given.

The results of this study show that learning the use of audio visual multimedia has a positive impact on improving student learning outcomes. This can be seen from the increasingly stable students' understanding of the material delivered by the teacher (learning completeness increased from cycles I, II, and III), which were 68.18%, 79.01%,

and 86.36%, respectively. In cycle III, the completeness of student learning has been classically achieved. Based on data analysis, it was obtained that student activities in the teaching and learning process with the use of audio visual multimedia in each cycle increased. This has a positive impact on student learning achievement, which can be shown by the increase in the average score of students in each cycle which continues to improve. Based on data analysis, student activities in the PAI learning process were obtained on the subject of the story of the prophet Ibrahim a.s, and the prophet Ismail a.s with the most dominant teaching model of Demonstration is, listening/paying attention to the teacher's explanation, and discussion between students/between students and teachers. So it can be said that student activities can be categorized as active. As for teacher activities during learning, they have implemented teaching and learning activities by applying contextual teaching of the problem-based teaching model well. This can be seen from the teacher's activities that appear, including guiding and observing students in finding concepts, explaining difficult material, giving feedback/evaluation/question and answer where the percentage for the above activities is quite large.

DISCUSSION

The integration of audiovisual media in education has significantly transformed teaching methodologies, particularly in Islamic Education. At SD Negeri 0104 Sibuhuan, educators have begun to incorporate audiovisual tools to enhance students' comprehension and retention of Islamic teachings. This approach aligns with modern pedagogical strategies, which emphasize interactive and multimedia-based learning. Audiovisual learning involves the use of visual and auditory stimuli to convey information more effectively. This method is particularly beneficial in subjects like Islamic Education, where understanding abstract concepts and moral values is crucial. By utilizing videos, animations, and digital storytelling, teachers can create a more engaging learning environment.

One of the primary advantages of audiovisual learning is its ability to cater to different learning styles. Some students learn better through visuals, while others retain information more effectively through auditory input. By combining both elements, teachers can ensure that all students grasp the lessons more comprehensively. In Islamic Education, topics such as the history of prophets, Islamic rituals, and moral teachings can sometimes be difficult for young learners to grasp through traditional lecture-based methods. Audiovisual materials make these subjects more relatable and easier to understand by providing visual representations and real-life examples. Another significant benefit of audiovisual learning is its ability to sustain students' attention. Traditional classroom teaching often struggles to keep students engaged for long periods. However, multimedia elements like animations and interactive videos capture students' interest and encourage active participation. Furthermore, audiovisual tools help in reinforcing previously learned materials. When students watch educational videos or listen to recorded lectures, they can review and reinforce their understanding at their own pace. This repetition aids in better retention and recall of information.

The use of audiovisual media also promotes independent learning. With access to recorded lessons and educational videos, students can study beyond the classroom setting. This fosters a sense of responsibility and self-discipline in their learning journey. In addition, audiovisual learning enhances critical thinking and analytical skills. When students watch an educational video, they are encouraged to analyze the content, ask questions, and reflect on the lessons. This interactive approach improves their cognitive skills and understanding of Islamic teachings. Another impact of audiovisual learning is its ability to bridge the gap between theoretical knowledge and practical application. For instance, when learning about prayer movements or the pilgrimage to Mecca, students can watch instructional videos that provide a step-by-step demonstration, making the learning process more practical and meaningful. Moreover, audiovisual tools foster collaborative learning. Group activities that involve watching and discussing educational videos

encourage peer interaction and teamwork. This collaborative environment helps students develop social skills and enhances their overall learning experience.

Teachers at SD Negeri 0104 Sibuhuan have also reported an increase in students' motivation and enthusiasm for learning when audiovisual materials are used. The dynamic nature of these resources makes lessons more enjoyable, reducing monotony and improving student participation. Despite its advantages, integrating audiovisual learning also presents challenges. Limited access to technology, inadequate training for teachers, and the need for a stable internet connection can hinder the effective use of multimedia resources. Addressing these challenges requires investment in infrastructure and teacher training programs. To maximize the benefits of audiovisual learning in Islamic Education, educators must carefully select appropriate materials that align with the curriculum and students' learning needs. Ensuring that the content is accurate, culturally relevant, and engaging is crucial in achieving the desired learning outcomes. In conclusion, the use of audiovisual tools in Islamic Education at SD Negeri 0104 Sibuhuan has proven to be an effective strategy in enhancing student learning outcomes. By leveraging multimedia resources, teachers can create a more engaging, interactive, and effective learning environment, ultimately fostering a deeper understanding of Islamic teachings among students.

CONCLUSION

Based on the results of the research that has been presented during the three cycles, the results of all discussions and analyses that have been carried out can be concluded as follows: 1) The use of multimedia audio visual can improve the quality of Islamic Religious Education learning; 2) Learning the use of audio visual multimedia has a positive impact on improving student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (68.18%), cycle II (79.01%), cycle III (86.36%); 3) The use of multimedia audio visual can make students feel that they are getting attention and the opportunity to express opinions, ideas, ideas and questions; 4) The application of learning using multimedia audio visual has a positive influence, namely it can increase student learning motivation.

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