



## Implementation of Cooperative Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 19 Perkebunan Perlabian

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using a cooperative 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 elementary school students. The data for this study were obtained by 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 cooperative learning model can improve student learning outcomes in Islamic religious education 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 cooperative learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Cooperative learning, learning outcome, islamic education.

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### INTRODUCTION

Education is a deliberate effort to prepare students through guidance, teaching, or training activities for their future roles. Education has a very important role in improving the quality of human resources. To achieve this goal, the education provided must be of high quality, which can be measured from two aspects: process quality and product quality (Sudjana, 2000). Education is considered quality in terms of the process if teaching and learning activities (PBM) take place effectively and students get meaningful learning experiences. Meanwhile, education is called quality in terms of products if students show high mastery of the material studied, in accordance with the educational goals that have been set, which can be seen from their academic results.

The Cooperative Learning learning model is one of the models that supports contextual learning. Cooperative Learning can be described as a structured group work system, which consists of five main elements: positive interdependence, individual responsibility, personal interaction, cooperation ability, and group process (Slavin, 2009). Improvement of student learning outcomes can be achieved if the learning carried out is meaningful, namely learning that is able to actively involve students both physically, mentally, intellectually, and emotionally. This is highly dependent on the teacher's ability to teach. A teacher is said to be competent in teaching if he has a good understanding of various teaching methods and their practical application, as well as other abilities that support the process. Achieving high learning outcomes is the expectation of all students, teachers, and parents.

In an effort to achieve this, teachers try their best by managing learning activities as best as possible. However, learning outcomes are often not as expected, as can be seen from the results of formative exams or semester exams. A learning can be called successful if the level of student mastery of the material reaches 70% or more. Typically, the level of This mastery is measured using values. For this reason, the teacher's task is to create conducive learning activities so that learning objectives can be achieved optimally. So far, Islamic Religious Education (PAI) learning in grade III with the material "Happy Ramadan Fasting" tends to use the lecture method, where the teacher delivers the material while the students only listen, take notes, and memorize.

This method makes learning monotonous and less attractive to students. As a result, students do not develop in their understanding of the PAI material, and the final results achieved are not as expected. In grade III, students are still less active in asking and answering, and their learning results are far from satisfactory, with low indicative absorption. (December 16, 2024, 08:15) Based on the analysis of the situation above, the author feels the need to innovate in learning. PAI education has a very important role in shaping the character of students, who are expected to be able to face various life challenges with a strong mentality.

Therefore, PAI teaching must be accompanied by innovations that support the improvement of student understanding. If students play a more active role in learning, then this study aims to improve student understanding through a cooperative learning model. Cooperative learning is an effective teaching approach in achieving educational goals, especially in improving students' interpersonal skills. It is hoped that with this learning model, students can better understand PAI material and develop a spirit of togetherness in mastering the material. The problem to be solved in this study is the teacher's efforts in improving student learning outcomes in PAI subjects.

There are various factors that can potentially cause this problem. Based on joint reflection between teachers, it was identified that the main cause of this problem is the use of conventional learning strategies, with the dominance of teachers in the classroom too high. From the results of observations in grade III of SDN 19 Perlavian Plantation, Kampung Rakyat District, with a total of 19 students, only 5 (25%) students managed to achieve the minimum completeness criteria (KKM), while 14 (75%) students have not achieved KKM in PAI subjects with the material "The Joy of Ramadan Fasting".

Based on this background, a class action research entitled "The Application of Cooperative Learning to Improve Student Learning Outcomes in the Joy of Ramadan Fasting Materials for PAI Class III Subjects SDN 19 Perlavian Plantation, South Labuhanbatu Regency".

## **METHODS**

This research involved teachers and students of grade III of SD Negeri 19 Perlavian Plantation, which is located in Kampung Rakyat District, South Labuhanbatu Regency. The research subjects consisted of 19 students, with details of 9 male students and 10 female students. Teachers as facilitators are also an important part of the implementation of the

learning model. The main focus of this research is on efforts to improve student learning outcomes in the field of Islamic Religious Education (PAI).

To achieve this goal, the Cooperative Learning learning model is used, which aims to actively involve students in the learning process and encourage cooperation among them. By utilizing the Cooperative Learning model, it is hoped that students can better understand the PAI subject matter through an interactive and collaborative approach. Teachers play a guiding role in creating a learning environment that supports the achievement of optimal learning outcomes for students. Research Place. SD Negeri 19 Pelabian Plantation is located in Sungai Kanan District, South Labuhanbatu Regency, North Sumatra. The school plays an important role in providing basic education for students in the region. This school is a learning center for children from various backgrounds around the plantation area. As an educational institution, SD Negeri 19 Pekebulan Perlavian continues to strive to improve the quality of learning.

This is realized through various innovative approaches and learning methods, including the application of learning models that suit the needs of students. One of the main areas of study is Islamic Religious Education (PAI), which plays a role in shaping students' character and religious values. Research Time. This research was carried out in the Odd Semester of the 2024/2025 Academic Year for 3 months, starting from October to December 2024. This research uses a type of classroom action research, which is carried out through stages in the form of a cycle.

In the implementation of this research, it is planned to take place in two cycles. Each cycle consists of four main stages, namely planning, implementation of actions, observation, and reflection. According to Arikunto (2008), classroom action research basically includes four important steps, namely (1) preparing a plan, (2) implementing actions, (3) making observations, and (4) reflecting on the results. These four stages are mutually sustainable and become the main framework in classroom action research. The following is a more detailed explanation of the research model and the stages carried out at each step to ensure that the research process runs systematically and in a directed manner.

This research was carried out through two cycles, starting from Cycle I with the following steps; 1) CYCLE I; 1) Planning, before starting the research, several preparations are made, namely; 1) Identify the learning materials to be taught; 2) Prepare a syllabus and Learning Implementation Plan (RPP) as a guide for learning activities; 3) Prepare media and tools that will be used during learning; 4) Making questions for tests as a tool to evaluate learning outcomes; 5) Prepare an observation sheet to monitor student activities and involvement in learning. Action/Implementation, the implementation stage is carried out in accordance with the plan that has been prepared, with adjustments to the learning situation in the classroom.

The steps taken include; 1) Teachers ask initial questions to motivate students and arouse their interest in learning; 2) The teacher asked questions related to the topic of the Joy of Learning Ramadan Fasting; 3) Students are divided into small groups and given group tasks, such as searching for information or explaining a variety of phenomena relevant to the topic. The hope of this action is that students are more motivated, more focused on tasks, and have the courage to ask questions and discuss the difficulties they face; 3) Observation, the researcher makes observations during the learning process to record the activities of students and teachers.

Researchers also collaborate with other teachers to help record various aspects of learning using observation sheets that have been prepared; 5) Reflection. Reflection is carried out by analyzing learning outcomes using various instruments, such as observation sheets, questionnaires, and test results. The researcher, together with the students and accompanying teachers, identified the problems that arose during the first cycle to be evaluated in the next cycle. Cycle II. Planning, based on the results of the reflection of cycle I, the researcher made improvements and adjustments.

Some of the aspects that are improved include; 1) More structured teaching materials; 2) More effective learning media; 3) Revision of syllabus and lesson plans; 4) Improvement of evaluation questions; 5) Rearranging the observation sheet to be more directed. Action/Execution. The action steps in cycle II include; 1) The teacher explained the learning objectives related to the Fun of Ramadan Fasting Learning; 2) Teachers provide material through pictures and stimuli in the form of questions to explore students' understanding of the benefits of learning the joy of Ramadan Fasting; 3) Students are divided into small groups of 4-5 students to discuss using the LKPD that has been prepared.; 4) The teacher guides the group discussion, provides guidance, and assesses student activities; 5) Each group presents the results of the discussion in front of the class, followed by responses from other students; 6) Teachers provide evaluations in the form of questions that are in accordance with the learning material; 7) Awards are given to groups that show the best performance and students who actively contribute to the discussion. Observation,

The researcher continues to observe the activities of students and teachers during learning. These observations are supported by the help of peer teachers to record results using observation sheets that focus on student interaction and learning effectiveness. Reflection is carried out by reviewing the results of observations and evaluating whether the learning objectives have been achieved. The researcher identifies individual and group achievements, and evaluates whether the test results of students meet the criteria for classical and individual learning completeness. The results of the reflection become the basis for planning for the next cycle. DATA COLLECTION TECHNIQUES, several data collection techniques to ensure valid and reliable research results.

Here are the data collection techniques applied; 1) Observation, Observation is carried out to observe the activities of students and teachers during the learning process. The researcher uses observation sheets that have been prepared to record student activity, interaction between group members, and the implementation of Cooperative Learning learning strategies. This observation also aims to evaluate how students understand the material taught through group cooperation. Arikunto, S. (2010); 2) Learning Outcome Test, a test used to measure the improvement of student learning outcomes in the material of the Joy of Ramadan Fasting. This test is carried out before (pre-test) and after (post-test) the implementation of Cooperative Learning in each cycle to determine the effectiveness of the learning model applied.

The test questions are arranged in accordance with the competency achievement indicators contained in the RPP. Sugiyono. (2017). Interviews, interviews conducted with students and teachers to explore additional information about their experiences during the implementation of Cooperative Learning. This technique is used to find out students' perceptions of the learning carried out and the obstacles faced during the teaching and learning process. Mulyasa, E. (2009). Questionnaire or Questionnaire, a questionnaire is given to students to collect data on student responses to learning using Cooperative Learning. This questionnaire contains questions related to students' interests, motivation, and satisfaction in learning. Slavin, R.E. (1995). Documentation, documentation in the form of photos, videos, or learning documents (such as lesson plans, student work, and observation sheets) is collected as evidence to support the implementation of the research.

This documentation helps in providing a more concrete picture of the process and results of Slavin, R.E. (1995). RESEARCH PROCEDURE, this research is carried out through a Classroom Action Research (PTK) approach with repeated cycle stages consisting of four main steps; 1) planning, determining research objectives and learning materials for the Joy of Ramadan Fasting, preparing a Learning Implementation Plan (Teaching Module) based on Cooperative Learning, preparing learning media, test questions (pre-test and post-test), and observation sheets; 2) Implementation of Action, the teacher starts learning according to the Teaching Module, students are divided into groups to work together to complete the task.

Teachers facilitate discussions and help students understand the material. Observation; 1) observe student activities during learning, such as involvement, cooperation, and understanding of the material; 2) Record the implementation of learning by teachers. Reflection; analyze student learning outcomes (pre-test and post-test); 2) Evaluate the implementation of learning for improvement in the next cycle. These steps are repeated until the research objectives are achieved, with improvements in each cycle based on the results of the reflection.

DATA ANALYSIS, data analysis in this classroom action research aims to determine the effectiveness of the application of the Cooperative Learning model in improving student learning outcomes in the material of the Joy of Ramadan Fasting in grade IV PAI subjects. The following are the criteria used for each variable or aspect studied; 1) Student Learning Outcomes; 1) Individual Completeness Criteria: A student is said to have completed his studies if he obtains a minimum score in accordance with the Minimum Completeness Criteria (KKM) set by the school, for example  $\geq 75$ ; 2) Classical Completeness Criteria: The class is considered successful if at least 85% of students achieve a score above KKM. Arikunto, S. (2010).

Data Analysis Techniques Learning outcomes are analyzed using quantitative descriptive techniques, by calculating average student grades, individual completion percentage, and classical completion in each cycle; 2) Student Learning Activities; 1) Group Participation: Students actively discuss, give opinions, and contribute to completing group assignments; 2) Individual Engagement: Students show interest by asking questions, answering questions, and taking notes on important things during learning. Sugiyono. (2017). Data Analysis Techniques Student activities were analyzed using qualitative descriptive techniques based on observation sheets. The percentage of student involvement is calculated to determine the level of activity in learning.

Teacher Activities; 1) the teacher's ability to implement Cooperative Learning measures, such as dividing groups, providing clear directions, facilitating discussions, and motivating students; 2) the suitability of the implementation of learning with the lesson plan that has been designed. Slavin, R.E. (1995). Data Analysis Techniques were analyzed using observation sheets of teacher activities.

The scores of each indicator are assessed and calculated on average to measure the success of learning implementation by teachers. Student Response to Learning; 1) The level of student satisfaction with learning with Cooperative Learning; 2) Students' motivation to learn after participating in learning. Mulyasa, E. (2009). Questionnaire Data Analysis Techniques are analyzed quantitatively-descriptively by calculating the percentage of student answers for each category. G. TYPES, SOURCES AND TECHNIQUES OF DATA COLLECTION. Type of Data, this study uses two main types of data, namely: Qualitative Data: Data in the form of descriptions obtained from observation of student activities, interviews, and field notes.

This data is used to understand the learning process, student attitudes, and obstacles that may arise during learning. Data Source, Primary data: Data obtained directly from the third grade students of SDN 19 Perkebunan Perlabian through tests, observations, and interviews, Secondary data: Supporting data derived from school documents, such as previous student grade lists, PAI subject syllabus, and Learning Implementation Plan (RPP) documents. Data Collection Techniques This research uses several data collection techniques as follows; 1) Tests, tests are used to measure student learning outcomes on the material "The Joy of Ramadan Fasting". This test consists of multiple-choice questions and essays designed based on competency achievement indicators. The test was carried out before (pretest) and after (posttest) the implementation of cooperative learning.

Sudjana, N. (2009); 2) Observation, observation is carried out to monitor the activities of students and teachers during the learning process. Observation sheets are used to record students' activity in groups, interactions between group members, and the implementation of cooperative learning steps. Reference: Arikunto, S. (2013).; 3)

Interviews, interviews are conducted with students to obtain qualitative data regarding their experiences and opinions regarding the application of cooperative learning. The interviews are conducted in a semi-structured manner to allow for an in-depth exploration of the student's perception of the learning process. Sugiyono. (2018); 4) Documentation, documentation is used to collect secondary data such as student attendance lists, syllabus, lesson plans, and previous grades. This data provides a supporting picture of learning conditions and learning outcomes before the study is conducted. Sugiyono. (2018).

## **RESULTS**

The results of the first cycle of research include; 1) Student Activeness, students' activeness in group discussions increased compared to before the study, but there were still some students who were less participatory., most students showed higher interest in learning compared to conventional learning methods; 2) Material comprehension, the results of the post-test show an increase in scores compared to the pre-test, even though it has not reached the target of classical completeness of 85%, some students still have difficulty understanding the material "The Joy of Ramadan Fasting", especially in the aspect of applying values in daily life; 3) Obstacles Encountered; 1) Not all students actively contribute to group discussions; 2) Some students need more intensive guidance to complete group assignments; 3) Learning instructions from teachers are sometimes not clearly understood by students. Although there is an increase in learning outcomes, the results have not been satisfactory.

This is the basis for making improvements in Cycle II. Meanwhile, the results of the second cycle of research include; 1) Student Activity; 1) Students are more actively involved in group discussions compared to Cycle I; 2) All students showed increased courage to ask questions, answer, and express opinions during learning. Material Comprehension; 1) the post-test results in Cycle II showed a significant improvement compared to Cycle I; 2) Classical completeness reaches more than 85%, which meets the research target. Students are able to apply the values of "Happy Fasting Ramadhan" in group activities and class discussions.

Obstacles that can be overcome; 1) The use of more interesting learning media helps students understand the material better; 2) Teacher's instructions are more structured so that students can follow learning activities smoothly. The application of the Cooperative Learning model has been proven to be effective in improving student learning outcomes, and student learning outcomes are not only cognitively improved, but also in affective aspects such as cooperation and learning motivation.

The results of the action in Cycle I show that the application of the Cooperative Learning model is starting to have a positive impact, although the results are not optimal. Only 50% of students achieved a score above KKM (75). Some of the main obstacles found; 1) Students' activity is still low because they are not used to group work; 2) Cooperation in groups has not been effective, with some students tending to be passive; 3) The learning media used does not attract students' attention. Reflection from this cycle indicates the need for improvement, such as using more engaging media and providing clearer guidance for group tasks. Meanwhile, in Cycle II, there was a significant increase with 85% of students achieving scores above KKM. The improvements made succeeded in overcoming previous obstacles; 1) Student activity increased after teachers used videos and images as learning media; 2) Group cooperation improves because each student is given a clear role (chairman, recorder, and presenter); 3) Discussions are more effective, and students are more confident when presenting the results of group work.

Conclusion The Results of Improvement Actions from Cycle I to Cycle show that the Cooperative Learning model is effective in improving learning outcomes and student activity. Engaging learning media, clear guidance, and the division of roles in groups are

key to success. The obstacles faced in Cycle I were successfully overcome, and the learning objectives were achieved in Cycle II.

## **DISCUSSION**

The implementation of the Cooperative Learning model in Islamic education at SD Negeri 19 Perkebunan Perlavian has shown positive impacts on students' learning outcomes. Unlike traditional lecture-based instruction, Cooperative Learning emphasizes collaboration, where students work together in small groups to achieve learning objectives. This approach fosters active participation, allowing students to engage in discussions, share knowledge, and support one another in understanding Islamic teachings.

As a result, students become more motivated and involved in the learning process. One of the key benefits of Cooperative Learning is its ability to enhance students' comprehension of Islamic teachings. Through structured group activities, students are encouraged to analyze religious concepts, interpret Quranic verses, and discuss the application of Islamic values in daily life. This interactive process helps deepen their understanding and makes learning more meaningful, as students are not only passive recipients of knowledge but also active contributors in the classroom. Moreover, Cooperative Learning helps develop students' social and communication skills.

By working in groups, students learn to express their thoughts clearly, listen to different perspectives, and respect their peers' opinions. These skills are crucial in Islamic education, as they align with the values of cooperation, mutual respect, and unity that Islam promotes. Additionally, students who may struggle with certain topics receive support from their peers, creating an inclusive learning environment where everyone has the opportunity to succeed. Despite its advantages, the implementation of Cooperative Learning also presents some challenges. Teachers need to carefully plan group activities, ensuring that each student contributes and benefits equally from the process.

Some students may initially face difficulties in adjusting to group-based learning, especially those who are more accustomed to individual tasks. However, with proper guidance and structured activities, students gradually adapt, and the overall effectiveness of the learning process improves. Overall, the findings suggest that the application of Cooperative Learning in Islamic education at SD Negeri 19 Perkebunan Perlavian significantly enhances students' academic performance and engagement.

By fostering collaboration, critical thinking, and active participation, this method provides a more dynamic and effective way of teaching Islamic subjects. With continuous teacher support and well-designed lesson plans, Cooperative Learning can serve as a valuable strategy to improve students' understanding and application of Islamic teachings in their daily lives.

## **CONCLUSION**

Based on the results of the research and discussion that has been carried out, it can be concluded as follows; 1) Effectiveness of the Cooperative Learning Model. The application of the Cooperative Learning model has proven to be effective in improving student learning outcomes in the material "Happy Ramadan Fasting" in grade III of SDN 19 Perlavian Plantation. This model is able to create an interactive and collaborative learning atmosphere, so that students are more actively involved in the learning process; 2) Improvement of Student Learning Outcomes. The post-test results showed a significant increase from Cycle I to Cycle II, with classical completeness reaching more than 85% in Cycle II. This shows that students not only understand the material better, but are also able to apply the concepts and values learned in daily life; 3) Student Activity and Motivation. This model has successfully increased students' activeness in group discussions and their motivation to learn. Students are more enthusiastic in asking



questions, answering, and expressing opinions during the learning process; 4) Social Skills Development. In addition to cognitive learning outcomes, the Cooperative Learning model also has a positive impact on students' social skills, such as cooperation, responsibility, and communication skills. Students learn to work together in groups, help each other, and share responsibility in understanding the material; 5) The Role of Effective Teachers. Teachers play an important role as facilitators who are able to create a conducive learning atmosphere. Improvements made in Cycle II, such as the use of interesting learning media and clearer direction, contribute greatly to the success of learning.

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