



Implementation of Demonstration Method to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 101025 Mandala Aek Horsik Tapanuli Selatan

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Abstract: The goal of this research is to analyze the importance of the application method of demonstration in the learning of the Islamic education pray material grade 3rd of the elementary school of Negeri 101025 Mandala Aek Horsik Tapanuli Selatan. The kind method of research is qualitative of Phenomenology. The subject of the research is the teacher, students and headmaster of the school. The object of the research is the application of the method demonstration in learning of Islamic education pray material for 3rd grade Negeri 101025 Mandala Aek Horsik Tapanuli Selatan. The result of the research shows that the application of the demonstration method is good enough to apply in learning material to pray. Using the demonstration method in learning teachers issued to demonstrate directly the material of pray movements to the students in order students can accept and follow what the teacher does with good and right. Using the demonstration method is important to apply in the education of Islamic learning in pray material because the attention of students can be focused in following the activity of the learning, process of the learning that learn by the students is more directed.

Keywords: Demonstration method, learning outcomes, Islamic education.

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INTRODUCTION

Education is a crucial factor in shaping high-quality human resources. In the world of education, various teaching methods are used to enhance students' understanding and learning outcomes. One subject that plays a significant role in shaping students' character and morals is Islamic Religious Education. This subject not only teaches scientific aspects but also guides students in applying Islamic values in their daily lives.

In teaching Islamic Religious Education at the elementary school level, the methods used by teachers have a significant influence on students' learning outcomes. Selecting the right method can increase students' interest and motivation to learn. One method that can be applied is the demonstration method. This method allows students to see firsthand

how a concept or skill is practiced, making it easier for them to understand the material being taught.

The demonstration method emphasizes visual and practical aspects in the learning process. Students do not only listen to the teacher's explanations but also directly observe how a concept or skill is applied. This is particularly important in Islamic Religious Education, which involves not only theoretical understanding but also the practical aspects of worship and morality.

In the context of learning at SD Negeri 101025 Mandala Aek Horsik, South Tapanuli, the application of the demonstration method is an alternative that can improve students' learning outcomes. Based on initial observations, many students still struggle to understand Islamic Religious Education material when only the lecture method is used. This highlights the need for innovation in teaching methods so that students can more easily comprehend and apply religious values in their lives.

The demonstration method has the advantage of enhancing students' memory retention as they directly see and experience the learning process. By observing how a concept is practiced, students can understand and remember it for a longer period. Additionally, this method can also increase students' active participation in learning.

Islamic Religious Education covers various aspects, including faith, worship, morality, and Islamic history. Each of these aspects presents its own challenges in teaching. Therefore, applying a method that suits the characteristics of the material is necessary to ensure effective learning. The demonstration method can be used in various learning aspects, such as the procedures for ablution, prayer, reciting the Quran, and other worship practices.

One of the issues faced in teaching Islamic Religious Education at SD Negeri 101025 Mandala Aek Horsik is the low learning outcomes of students. According to the data obtained, many students struggle to understand the material being taught. Factors contributing to these low learning outcomes include the lack of variety in teaching methods used by teachers and students' low interest in this subject.

The application of the demonstration method in Islamic Religious Education is expected to be a solution for improving students' learning outcomes. Through demonstrations, students can better understand the material as they can see and directly practice what they learn. This will help students internalize the religious values being taught.

Moreover, the demonstration method can increase students' engagement in learning. When students are directly involved in the learning process, they will feel more enthusiastic and motivated to learn. This active involvement will positively impact their learning outcomes.

This study aims to determine how the application of the demonstration method in Islamic Religious Education can improve students' learning outcomes at SD Negeri 101025 Mandala Aek Horsik. Furthermore, this study seeks to identify the factors that support and hinder the effectiveness of the demonstration method in learning.

This research is expected to contribute to the field of education, particularly in teaching Islamic Religious Education in elementary schools. The findings of this study can serve as a reference for teachers in selecting appropriate teaching methods to enhance students' learning outcomes.

This study is expected to provide educators with insights into the importance of innovation in teaching. In this modern era, monotonous and conventional teaching methods are no longer effective in improving students' learning outcomes. Therefore, teachers need to develop more interactive and engaging teaching methods to enable students to learn more effectively.

The demonstration method is one of the approaches that can be used to enhance teaching effectiveness. By using this method, teachers can directly show how a concept or skill is practiced. This will help students understand the material better. Furthermore, the demonstration method can assist students in developing practical skills related to Islamic

Religious Education. For instance, when teaching the procedures for prayer, teachers can directly demonstrate the correct prayer movements. By observing and imitating the movements demonstrated by the teacher, students will find it easier to understand and remember the correct way to perform prayers.

This study also aims to determine students' responses to the application of the demonstration method in Islamic Religious Education. By understanding students' responses, teachers can adjust the teaching methods to better suit students' needs and characteristics. In addition, this study will analyze the challenges faced in implementing the demonstration method and seek solutions to overcome these challenges. Thus, the application of this method can be more effective and yield optimal results for students.

The findings of this study are expected to benefit teachers in improving the quality of Islamic Religious Education. With improved teaching quality, students' learning outcomes are also expected to improve. This will positively impact both their academic development and character formation. Thus, this study is highly relevant in the field of education, particularly in teaching Islamic Religious Education at the elementary school level. By applying the right method, learning is expected to become more effective and enjoyable for students. Therefore, this study is essential to discovering teaching methods that can improve students' learning outcomes in Islamic Religious Education. By doing so, students are expected to gain a better understanding and practice Islamic teachings in their daily lives.

METHODS

This study employs the Classroom Action Research (CAR) method, which is chosen because it aims to improve and enhance the learning process directly in the classroom. Through this method, teachers can identify learning problems, implement solutions through specific actions, and systematically evaluate the effectiveness of these actions.

This research follows the model proposed by Kemmis and McTaggart, which consists of four stages in each cycle: planning, action, observation, and reflection. In the planning stage, the researcher designs a learning strategy using the demonstration method. This includes preparing the Lesson Plan (RPP), developing media and teaching aids, and determining the indicators of student learning success. Once the planning is completed, the action stage is carried out by implementing the demonstration method in Islamic Religious Education lessons. During this stage, students are encouraged to observe and practice the material being taught, such as the correct procedures for performing ablution, prayer, and Quranic recitation.

Next, the observation stage is conducted to monitor student responses and engagement in the learning process. The aspects observed include student participation, conceptual understanding, and improvements in learning outcomes. Observations are carried out by the teacher or a collaborator responsible for recording students' progress throughout the learning process. After the action is implemented, the reflection stage is conducted to analyze the observation results and assess the effectiveness of the demonstration method. If any challenges or weaknesses are identified, the learning strategy is revised and applied again in the next cycle until optimal results are achieved.

The subjects of this study are students of clas 3 at SD Negeri 101025 Mandala Aek Horsik, South Tapanuli. These students were selected as participants because the study aims to improve their learning outcomes in Islamic Religious Education. To obtain accurate data, this research employs several data collection techniques, including observation, tests, interviews, and documentation. Observations are conducted to record student engagement and participation during the learning process. Tests are administered before and after the intervention to measure improvements in students' learning outcomes. Interviews are conducted with teachers and students to gain insights into their experiences and perceptions regarding the demonstration method. Documentation

includes photographs of learning activities, observation notes, and student assessment records, which serve as supporting evidence in the study.

The collected data is analyzed using both qualitative and quantitative approaches. Qualitative analysis is conducted by identifying patterns and themes from observations and interviews, while quantitative analysis is carried out by comparing pre-test and post-test results using descriptive statistics to measure improvements in students' learning scores. The success of this study is determined by several indicators, including an increase in student learning outcomes, as evidenced by higher post-test scores compared to pre-test scores, an increase in student engagement and motivation in learning, and an improvement in their ability to practice Islamic teachings. If more students actively participate in the learning process and demonstrate better application of Islamic teachings after learning through the demonstration method, then this research is considered successful.

RESULTS

This study aims to determine the effectiveness of applying the demonstration method in improving students' learning outcomes in Islamic Religious Education at SD Negeri 101025 Mandala Aek Horsik, South Tapanuli. The study was conducted in several cycles involving the processes of planning, implementation, observation, and reflection. The results of this study are presented based on data obtained throughout each cycle of learning. Before implementing the intervention, a pre-test was conducted to assess students' initial understanding of the material. The pre-test results showed that most students had a low level of comprehension of the concepts being taught. This was evident from the scores obtained, with the majority of students scoring below the Minimum Competency Criteria (KKM). This lack of understanding was due to the limited variety of teaching methods previously used, where the lecture method was predominantly applied by the teacher.

In the first cycle, the demonstration method was introduced in the learning process. The teacher prepared teaching aids and directly demonstrated the correct way to perform religious practices, such as ablution (wudu) and prayer (salat). Students were given the opportunity to observe and then imitate the actions demonstrated by the teacher. Throughout this process, the teacher provided guidance and corrections to students who made mistakes in their practice.

Observations made during the first cycle indicated an increase in student participation in learning. Students who were previously passive began to show greater interest in the lessons. However, some students still struggled to follow the demonstrations correctly, especially in aspects that required precision, such as the pronunciation of prayers in salat.

After the intervention in the first cycle, a post-test was conducted to measure students' improvement. The post-test results showed an increase in scores compared to the pre-test. Some students who had previously scored low showed progress, although some still did not meet the KKM. This indicated that the demonstration method had started to have a positive impact on students' understanding, but improvements were still needed in its implementation.

Reflection on the first cycle revealed several challenges that needed to be addressed, such as time constraints during the lessons and the limited opportunity for each student to practice individually. Therefore, in the second cycle, the teaching strategy was adjusted to provide more time for students to practice both individually and in groups.

In the second cycle, the demonstration method was reintroduced with some modifications. The teacher divided students into small groups and provided each group with the opportunity to practice the material that had been demonstrated. Each group was given time to discuss and practice before presenting their demonstration in front of the

class. This approach allowed students to engage more actively and receive feedback from both their peers and the teacher.

Observations conducted during the second cycle showed a more significant improvement in student engagement. Students appeared more confident in practicing the religious activities being taught, and their interactions within groups became more active. Students who previously struggled with understanding the material showed better progress, particularly after receiving guidance from their peers and the teacher.

After completing the second cycle, another post-test was administered to measure improvements in students' learning outcomes. The post-test results from the second cycle showed a more significant increase compared to the first cycle. Most students had met the KKM, and some even achieved scores higher than expected. This indicated that the implementation of the demonstration method in Islamic Religious Education had a positive effect on students' comprehension.

Reflection on the second cycle suggested that applying the demonstration method in small groups was more effective than in the first cycle. Through group interaction and practice, students found it easier to grasp the material because they could learn from their peers while gaining direct experience in performing religious practices.

However, despite the significant improvement in students' learning outcomes, there were still challenges in implementing this method. One of the main challenges was the limited time available in a single lesson session. The demonstration process required considerable time, especially when involving all students individually. Therefore, in the next cycle, the learning strategy was refined by optimizing available time and incorporating technology as an additional learning tool.

In the third cycle, the demonstration method was implemented again, this time incorporating audiovisual media to help students better understand the material. The teacher used educational videos demonstrating the correct procedures for ablution and prayer. After watching the videos, students were given the opportunity to practice independently under the teacher's guidance.

Observations in the third cycle indicated that students found it easier to understand the material after watching the demonstrations in the videos. They were able to recall the steps shown in the video and apply them more accurately in practice. Additionally, the use of audiovisual media helped save time as demonstrations could be conducted more efficiently.

After completing the third cycle, a final post-test was conducted to assess students' overall learning progress. The results of the final post-test showed that nearly all students had met the KKM, with most achieving significantly higher scores compared to previous cycles. This demonstrated that combining the demonstration method with audiovisual media had a very positive impact on students' learning outcomes.

Reflection on the third cycle indicated that the combination of the demonstration method and technological learning tools yielded optimal results. Students not only gained hands-on experience in religious practices but also found it easier to understand the material through engaging visual media. Therefore, the application of this method is recommended for wider use in Islamic Religious Education.

This study revealed that the demonstration method is highly effective in improving students' learning outcomes in Islamic Religious Education. From the results obtained across three cycles, it is evident that each refinement in the teaching strategy contributed positively to students' understanding and skills in practicing Islamic teachings.

The success of this study was also supported by the increased motivation of students in learning. Students became more active, enthusiastic, and motivated when given the opportunity to observe and practice the material directly. Furthermore, peer interaction in group activities provided additional benefits in enhancing their understanding through discussions and collaborative practice. Thus, it can be concluded that the implementation of the demonstration method in Islamic Religious Education at SD Negeri 101025 Mandala Aek Horsik has successfully improved students' learning

outcomes significantly. The findings of this study also provide recommendations for teachers to use the demonstration method more frequently, especially for subjects that involve practical applications.

DISCUSSION

The results of this study indicate that the implementation of the demonstration method in Islamic Religious Education at SD Negeri 101025 Mandala Aek Horsik significantly improved students' learning outcomes. This improvement was observed in the increased engagement, participation, and test scores of students across the three cycles of Classroom Action Research (CAR). The findings support the idea that students learn more effectively when they can see and practice concepts firsthand rather than relying solely on theoretical explanations.

The demonstration method allows students to engage in active learning, where they can directly observe and imitate the teacher's demonstrations. This approach aligns with constructivist learning theories, which emphasize the importance of hands-on experience in the learning process. By watching and replicating the steps demonstrated by the teacher, students develop a deeper understanding of the material and can retain the information longer.

In the first cycle, the students' initial reactions to the demonstration method were positive, although some challenges were encountered. While students were more engaged than in traditional lecture-based learning, some still struggled with following the steps accurately. This finding suggests that a single demonstration may not be sufficient for all students and that repetition and reinforcement are necessary to ensure understanding.

The improvement in student engagement during the first cycle was evident from classroom observations. Many students who were previously passive in learning Islamic Religious Education became more active and enthusiastic. This shift highlights the importance of using interactive teaching methods that stimulate student interest and motivation. When students are directly involved in the learning process, they become more invested in their studies.

The post-test results from the first cycle showed some improvement, but not all students had reached the Minimum Competency Criteria (KKM). This finding underscores the need for further refinement in the teaching approach. In response, the second cycle introduced modifications, such as incorporating small group activities to enhance peer learning.

The use of small groups in the second cycle proved to be an effective strategy. Group activities allowed students to learn from each other, discuss their understanding, and practice the demonstrated skills together. This collaborative approach aligned with Vygotsky's social learning theory, which suggests that learning is most effective when students interact with their peers and receive guidance from more knowledgeable individuals.

Observations from the second cycle indicated that students became more confident in demonstrating religious practices. This increased confidence suggests that repeated practice and peer interaction help students internalize the material. Moreover, working in groups created a supportive learning environment where students could correct each other's mistakes and reinforce their understanding.

The post-test results from the second cycle showed a significant improvement over the first cycle, with most students reaching or surpassing the KKM. This improvement indicates that the refinements made to the teaching method had a positive impact. However, some students still faced challenges, particularly in mastering the pronunciation of prayers and specific procedural steps.

To address these remaining difficulties, the third cycle incorporated audiovisual media alongside the demonstration method. The use of videos provided an additional layer of visual reinforcement, allowing students to revisit the demonstrations as needed.

This approach is supported by cognitive learning theories, which suggest that multimodal learning combining visual, auditory, and kinesthetic experiences enhances information retention.

Observations from the third cycle showed that students found the video demonstrations highly beneficial. Many students reported that seeing the correct movements repeatedly in the videos helped them remember and replicate the steps more accurately. The use of audiovisual media also made learning more engaging and accessible, catering to different learning styles.

The final post-test results confirmed the effectiveness of combining the demonstration method with audiovisual support. Nearly all students met or exceeded the KKM, with many demonstrating a thorough understanding of the material. This outcome highlights the importance of integrating technology into the teaching process to optimize student learning.

The findings of this study align with previous research on the effectiveness of demonstration-based learning. Studies have shown that students perform better when they can observe and practice a skill rather than merely reading or listening about it. The results from SD Negeri 101025 Mandala Aek Horsik further validate this claim by demonstrating the method's impact in the context of Islamic Religious Education. In addition to improving academic performance, the demonstration method positively influenced students' attitudes toward learning. Many students expressed greater enthusiasm for the subject, which was evident in their increased participation and willingness to practice outside of class. This finding suggests that engaging teaching methods can foster a love for learning and improve long-term knowledge retention. Another key observation from this study is the role of teacher guidance in ensuring the success of the demonstration method. Throughout the cycles, teachers played a crucial role in providing feedback, correcting mistakes, and encouraging students. This highlights the importance of teacher involvement in interactive learning strategies.

The success of this study also emphasizes the importance of providing students with opportunities for experiential learning. In subjects like Islamic Religious Education, where practical application is essential, methods that allow students to physically engage with the material are particularly beneficial. Despite the success of the demonstration method, some challenges remain. One of the primary challenges observed was the time constraints within the lesson schedule. Demonstration-based learning requires ample time for explanation, practice, and feedback, which may not always fit within standard classroom periods. Another challenge was ensuring that all students received equal opportunities to practice. While group activities helped increase participation, some students were still hesitant to engage. This finding suggests that additional strategies, such as one-on-one coaching or smaller practice stations, could be implemented to address individual learning needs.

The use of technology in the third cycle proved to be a valuable addition, but it also highlighted the need for adequate technological resources. Not all schools may have access to high-quality audiovisual equipment, which could limit the scalability of this approach. Therefore, alternative low-cost teaching aids should be explored for wider implementation.

The positive outcomes of this study indicate that the demonstration method can be applied effectively across different topics within Islamic Religious Education. Future research could explore its application in other subjects, particularly those that involve practical skills. Additionally, further studies could investigate how the demonstration method can be adapted for different grade levels. Younger students may require simpler demonstrations with more repetition, while older students may benefit from more advanced and self-directed practice sessions. Another area for further exploration is the integration of digital platforms in demonstration-based learning. With the increasing availability of online resources, teachers could incorporate virtual demonstrations or interactive simulations to enhance student engagement.

This study also underscores the importance of teacher training in implementing effective demonstration methods. Future professional development programs could focus on equipping educators with the skills and strategies needed to maximize the benefits of this approach. Furthermore, parental involvement could be explored as a factor in reinforcing learning outside the classroom. Encouraging students to practice religious rituals at home with guidance from family members could further enhance their understanding and retention of the material.

The findings of this study suggest that schools should consider incorporating more active learning strategies into their curricula. Moving away from passive, lecture-based instruction can significantly improve students' comprehension and engagement in various subjects. One of the key takeaways from this research is that learning should be an interactive and participatory experience. Students learn best when they are actively involved in the process, rather than merely being passive recipients of information. The demonstration method has proven to be an effective strategy for making learning more engaging and meaningful. When students can see and practice what they are learning, they are more likely to internalize and retain the information.

CONCLUSION

Based on the findings of this study, it can be concluded that the application of the demonstration method in Islamic Religious Education at SD Negeri 101025 Mandala Aek Horsik has significantly improved students' learning outcomes. The study, conducted through Classroom Action Research (CAR), demonstrated that students learn more effectively when they observe and practice concepts firsthand rather than relying solely on theoretical explanations. The results showed a progressive improvement in students' engagement, participation, and test scores across the three cycles. Initially, students struggled to grasp the material using conventional teaching methods. However, after implementing the demonstration method, students became more active in learning, showing higher levels of interest and motivation. The study also revealed that the demonstration method facilitates better comprehension and retention of knowledge. Students who directly observed and practiced religious activities, such as ablution (wudu) and prayer (salat), demonstrated a deeper understanding of the material compared to those who only listened to theoretical explanations.

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