

The Use of Audio Visual Media to Improve Learning Outcomes of Asmaul Husana Material at Jeumpa 3 Public Elementary School

Nanda Viati ✉, SD Negeri 6 Jeumpa, Indonesia

✉ nandaviati1989@gmail.com

Abstract: This study aims to improve the learning outcomes of grade V students of SDN 3 Jeupa, Southwest Aceh Regency on Asmaul Husna material through the use of audio-visual media. The background of the research departs from the low learning outcomes of students who are still below the Minimum Completeness Criteria, as well as the use of learning methods that tend to be monotonous. This study uses the Classroom Action Research (PTK) approach which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The subjects of the study were 21 students, consisting of 11 males and 10 females. Data was collected through observation of learning activities, learning outcome tests, and documentation, then analyzed in a qualitative descriptive manner. The results of the study show that the application of audio-visual media is able to increase students' motivation, activeness, and understanding of the material. In the first cycle, the average student learning outcomes only reached 69 with a completion percentage of 43%. After improvements were made in cycle II, the average learning outcome increased to 82 with a classical completion percentage of 86%. Thus, the use of audio-visual media has proven to be effective in improving student learning outcomes in Asmaul Husna material. This research provides an implication that teachers need to utilize innovative learning media to make learning more interesting and meaningful.

Keywords: Audio-visual media, learning outcomes, Asmaul Husna

Received April 23, 2025; **Accepted** June 10, 2025; **Published** June 30, 2025

Published by Mandailing Global Edukasia © 2025.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

INTRODUCTION

Learning media is one of the important components in the learning process. The use of media should be the main concern for teachers as facilitators in every teaching and learning activity. Therefore, every educator needs to learn how to determine the right learning media so that learning goals can be achieved effectively. However, in reality, learning media is still often neglected for various reasons, such as limited time to prepare for teaching, difficulty in finding suitable models and types of media, and limited costs. This actually does not need to happen if every educator has knowledge and skills about learning media. The problem of education and teaching is a complex problem that is influenced by many factors, one of which is teachers. Teachers have an important and main role in the teaching and learning process because the success of these activities is largely determined by the role of teachers.

The teacher's job is to convey the subject matter to students through interaction and communication in the teaching and learning process. The term communication comes from the Latin "communicare" which means "to inform" or "to participate". Broadly speaking, communication can be interpreted as the delivery of messages or information from communicators to communicators. Learning is a complex process that occurs throughout a person's life as a result of interaction with their environment. Learning can happen anytime and anywhere, characterized by changes in behavior due to increased knowledge, skills, and attitudes. The formal learning process in schools aims to create such changes in a planned manner through interaction between students, teachers, education staff, as well as various learning resources such as books, modules, worksheets, magazines, electronic media, libraries, laboratories, and other learning facilities.

In the teaching and learning process, there are two important elements, namely teaching methods and learning media, which are interrelated with each other. The choice of a particular teaching method will affect the type of media used. In addition, the selection of media also needs to pay attention to the learning objectives, the type of assignment, the expected response from students, and the characteristics of students. One of the main functions of learning media is as a teaching tool that affects the climate, conditions, and learning environment created by teachers.

According to Gagne and Briggs (1975), learning media includes physical tools used to convey material, such as books, tape recorders, pictures, televisions, and computers. Teaching and learning activities are a communication process between teachers and students. However, sometimes there is a misunderstanding in receiving messages due to students' inability to understand what they hear, read, see, or feel. To avoid this, facilities in the form of learning media are needed that function as a stimulus for students' thoughts, feelings, attention, and interest in clarifying the subject matter. Thus, teachers need to master learning media in order to convey educational messages effectively.

Learning media is an important element in the teaching and learning process because it contains messages conveyed to students in the form of tools, people, and teaching materials. In addition, the media also serves as an effective means of communication and motivation for learning. According to Azhar Arsyad, quoted from Hamalik (2006:15), the use of media in learning can arouse interest, increase learning achievement, stimulate learning activities, and have a positive psychological influence on students. The use of learning media is one of teachers' efforts to improve learning achievement, especially to overcome the problem of students who are easily bored, lazy, or bored. In the context of Islamic Religious Education (PAI), the presence of the media is very important considering that the learning results of PAI so far are still considered less than optimal. This is due to monotonous teaching methods and lack of concrete media use, making learning goals difficult to achieve. In fact, in PAI, the media is an important means to convey the teachings of Allah.

In the national education system, educational objectives are formulated based on the classification of learning outcomes from Benjamin Bloom which includes three domains, namely cognitive, affective, and psychomotor. The cognitive realm is related to intellectual learning outcomes consisting of six aspects, namely knowledge, understanding, application, analysis, synthesis, and evaluation.

Based on the benefits and variations of learning media and students' learning modalities, the researcher chose to use Audio Visual Media. This media is a visual media that can enrich students' learning experience concretely and optimally according to their learning style. By using audio-visual media, it is hoped that students will more easily understand the learning material and their learning achievement will increase. In addition to functioning as a learning experience through sensing, audio-visual media is also a technological tool that is able to expand and enrich the student learning experience in real terms. Wibawa in Rulam Ahmadi's book entitled Introduction to Education states that the type of audio-visual media includes media that display images and sounds simultaneously, such as films, compact discs (CDs), television, and videos.

METHODS

The type of research used in this study is Classroom Action Research (PTK). The term PTK comes from the English word Classroom Action Research, which means research conducted in the classroom to find out the consequences of an action applied to the research subject in the class. Classroom action research is an examination in the form of actions on learning activities that are deliberately raised and occur in a classroom at the same time. PTK is very suitable for use in this study because the research is carried out in the classroom and focuses on problems that arise during the learning process.

According to Suhardjono, classroom action research is action research conducted with the aim of improving the quality of learning practices in the classroom. PTK focuses on one class or learning process that occurs in the classroom, not on inputs such as syllabus or materials, nor outputs such as learning outcomes. PTK must be oriented to things that happen in the classroom. Meanwhile, according to Ebbut in Kunandar, classroom action research is a systematic study of efforts to improve the implementation of educational practices by a group of educators through actions in learning based on reflection on the results of these actions.

Research variables are attributes, traits, or values of an object, person, or activity that have certain variations and are determined by researchers to be studied so that information can be obtained and conclusions can be drawn (Sugiyono, 2016:38). In other words, a research variable is something that can be measured and assessed. In quantitative research, the results of the research must be objective, measurable, and can be tested for truth through mathematical calculations. In this classroom action research, the variables used were audio visual media and student learning outcomes. The effectiveness of the application of audio-visual media will be tested to determine the extent of its influence on students' learning outcomes. Hypothesis tests were carried out to obtain the final results of this study.

Population is the entire subject of research (Arikunto, 2006:130). According to Sudjarwo and Basrowi (2009:225), population is the entire subject or object that is the target of research. Thus, population can be interpreted as the whole object to be studied, whether in the form of objects, people, events, or certain symptoms. In this class action study, the research population is 21 students in class V of SDN 3 Jeumpa consisting of 11 male students and 10 female students. Samples are part of the population that are used as representatives to be studied (Arikunto, 2006:131). To determine the minimum number of samples required, the Slovin formula was used with an error rate of 10%, namely: $n =$ sample size, $N =$ population size, and $e =$ tolerated sampling error allowance (10%).

This type of research is Classroom Action Research (PTK) or Classroom Action Research. A typical characteristic of PTK is that there are certain actions to improve the teaching and learning process in the classroom. According to Kusnandar in Ekawarna, PTK is an activity carried out by teachers, both individually and collaboratively, which aims to improve and improve the quality of the learning process in the classroom. The source of data in this study is the subject from which the data is obtained (Arikunto, 2016:26). This study uses two types of data sources, namely primary data sources and secondary data sources. The primary data source is data obtained directly from the first source (Sumadi, 2003:93), in this case grade V students of SDN 3 Jeumpa. Secondary data sources are data collected as support from the first source, such as observation and test results.

In scientific research, data collection techniques have a great influence on the success of research. The researcher used several data collection methods, namely interviews, observations, documentation, and tests. The collected data is then encoded and categorized for analysis (Moleong, 2005:234–235). The observation method is carried out by directly observing the object of research.

This method allows researchers to understand complex situations, including the behavior of research subjects (Moleong, 2002:175). In this PTK, the researcher acts as an observer who observes the learning process using audio-visual media, as well as recording data such as school names and addresses. Tests are a measurement tool used to determine the level of success of students in the learning process or to assess the effectiveness of an educational program (Nasution, 1993:167). In this study, a test was given at the end of each cycle to measure the success of grade V students of SDN 3 Jeumpa. The test is in the form of five filling questions with a processing time of 30 minutes.

In order for the data obtained to be used to justify or refute the research hypothesis, data analysis was carried out. According to Patton (1980:268), data analysis is the process of organizing and organizing data into patterns, categories, and basic units of description. The collected data is compiled and explained, then analyzed using qualitative methods to produce an analysis description based on direct observations and respondents' statements (Arikunto, 2002:240). Through this method, data can be processed systematically to answer research problems. The analysis of learning outcome tests aims to determine the level of learning completeness of students in each cycle. Classical completeness is declared successful if 75% of students in the class obtain a score of ≥ 65 . To measure students' motor activity, an observation sheet for increasing motor activities was used with an assessment rubric using a scale of 1 to 5, namely 5 = very good, 4 = quite good, 3 = good, and 2 = less. The activity sheet was analyzed on a range scale based on 10 motor activity indicators, with a maximum score of 50 and a minimum score of 10.

RESULTS

The implementation of this class action research is carried out in two cycles, each consisting of the planning, implementation, observation, and reflection stages. The main objective of the study is to improve the learning outcomes of grade V students of SD Negeri 3 Jeumpa Southwest Aceh Regency on Asmaul Husna material through the application of audio-visual media. The results of the research are presented narratively starting from the initial condition, the implementation of actions in cycle I, the results obtained, reflection, to the implementation of improvements in cycle II.

Before the action was taken, the learning of Islamic Religious Education, especially Asmaul Husna's material, was still conventional. Teachers more often use lecture methods and note-taking assignments. This makes students less actively engaged, look passive, and easily bored. Based on the results of initial observations, students had difficulty in remembering and understanding the meaning of Asmaul Husna. The average grade of the class is below the Minimum Completeness Criteria (KKM) which is 70. Most students are only able to memorize part of the name Asmaul Husna without understanding the meaning contained in it. This condition shows that there is a gap between learning objectives and student learning outcomes. According to Arsyad (2017), learning that is only teacher-centered and does not involve varied media tends to reduce students' motivation and understanding. Therefore, the application of audio-visual media is considered important to improve the quality of learning.

In the first cycle, teachers began to use audio-visual media in the form of a video of the song Asmaul Husna which was broadcast using a projector. The teacher explains the meaning of each of God's names and assigns group assignments to students to match the names and meanings. The learning process takes place with a time allocation of 105 minutes. The students looked more enthusiastic compared to the initial condition because of the audio-visual stimulus. The students' activity increases, they ask more questions and try to answer the teacher's questions. The results of the observation showed that the involvement of students was in the good category.

However, the results of the final test of the first cycle showed that the improvement in learning outcomes had not been maximized. Of the 21 students, only 9 people (43%) achieved a score of ≥ 70 , while 12 students (57%) were still below the KKM. The average

grade of the class in cycle I was 69. Some of the factors that cause this include that the video material that is aired is still limited and does not provide reinforcement, and some students are still passive in group discussions. This is in line with the view of Sudjana (2011) that the use of learning media must be accompanied by the right strategy in order to really be able to support the achievement of learning goals.

At the reflection stage, teachers and researchers identified weaknesses in the implementation of cycle I. The weaknesses found were that not all students were active in the group, some students only relied on friends, and the audio-visual materials did not fully facilitate students' understanding. Therefore, it is necessary to make improvements in cycle II by adding a variety of media and learning methods that emphasize more on the active involvement of students.

The implementation of cycle II was carried out by correcting the weaknesses that existed in cycle I. Teachers continued to use audio-visual media, but this time it was supplemented with PowerPoint slides containing pictures and a brief explanation of the meaning of Asmaul Husna. In addition, teachers use the Problem Based Learning (PBL) model to actively involve students in problem solving. Students were divided into five small groups, each group was given a worksheet that required them to discover the meaning of Asmaul Husna through discussion. The teacher gave appreciation to the group that managed to complete the task well as a form of motivation.

The learning process in cycle II is more conducive and fun. Students focus more on paying attention to the video and the teacher's explanations, then work together in completing group assignments. The classroom atmosphere is more lively, students are more courageous to express their opinions, and show higher curiosity. According to Hamalik (2019), the use of interesting learning media can arouse motivation and direct students' attention to the material studied. This can be seen from the increase in active student participation in cycle II.

The final test results in cycle II showed a significant increase compared to cycle I. The average grade value increased to 82. Of the 21 students, as many as 18 people (86%) achieved a score of ≥ 70 , while only 3 students (14%) have not completed. The classical completion percentage of 86% has exceeded the set success indicator, which is at least 85% of students achieve completion scores. This proves that the application of audio-visual media combined with active learning strategies can effectively improve student learning outcomes.

The increase in learning outcomes from cycle I to cycle II shows that the use of audio-visual media is able to overcome early learning problems. In the first cycle, learning completeness is still low because students are not fully active and the audio-visual materials used are less varied. However, after improvements were made in cycle II, student learning outcomes increased significantly. These findings support the research of Rijal (2019) who proves that the use of Asmaul Husna's video can improve PAI learning outcomes in elementary schools. In addition, Rupawati's (2017) research also emphasized that audio-visual media is effective in improving students' understanding of non-religious subjects.

In addition to cognitive learning outcomes, student activities during learning also increased. Students are more enthusiastic, actively discuss, and show good cooperation in groups. According to Slavin (2018), students' active involvement in learning is very important because it is directly related to the achievement of learning outcomes. Thus, it can be concluded that the application of audio-visual media not only improves the understanding of the material, but also fosters students' social skills through group activities.

Overall, the results of the study showed a marked improvement in student learning outcomes after the use of audio-visual media. In the initial condition, student learning outcomes are still low and learning tends to be monotonous. After the implementation of the action in cycle I, there was a slight increase in motivation, but the learning outcomes still did not meet the success indicators. After improvements were made in the second

cycle, student learning outcomes increased significantly with an average score of 82 and classical completeness of 86%. These results show that audio-visual media is effectively used in PAI learning, especially Asmaul Husna's material. In addition, the implementation of the right learning strategy also strengthens the effectiveness of the media, so that learning becomes more interesting, meaningful, and has a positive impact on student achievement.

DISCUSSION

The results of class action research conducted in grade V of SD Negeri 3 Jeumpa show that the use of audio-visual media is able to improve student learning outcomes in Asmaul Husna material. This increase can be seen from the average grade of the class which originally only reached 69 in the first cycle with a classical completeness of 43%, then increased to 82 in the second cycle with a classical completeness of 86%. These results prove that the actions taken are effective and in accordance with the research objectives. In this section, the results of the research are compared with the theory, are associated with the findings of previous research, and explain their significance for educational practice.

Theoretically, learning media functions as a tool for teachers in conveying learning messages so that they are easier for students to understand. According to Arsyad (2017), audio-visual media that combines sound and image elements can strengthen students' memory and create a more meaningful learning experience. This is proven in this study, where students are more enthusiastic, enthusiastic, and able to understand the meaning of Asmaul Husna after seeing the video combined with the teacher's explanation. Dale's theory of the experiential cone also supports this finding, that learning experiences that involve more of the senses, particularly sight and hearing, result in deeper understanding (Personal, 2017).

In addition, cognitive learning theory states that students build knowledge through meaningful hands-on experience. The use of audio-visual media allows students to gain concrete learning experiences through visualization and auditory. This is in line with Piaget's opinion that elementary school-age children are at a concrete operational stage, so it is easier to understand concepts through objects that can be seen and heard (Slavin, 2018). Thus, the application of audio-visual media in PAI learning is a strategy that is in accordance with the characteristics of students' cognitive development.

The findings of this study are in line with the research of Rijal (2019) which shows that the use of Asmaul Husna's video at SD Negeri 49 Banda Aceh City is able to significantly improve student learning outcomes. In the study, the average score of students increased from the low category in the pre-cycle to complete in the second cycle. This similarity confirms that audio-visual media is very relevant to learning religious materials that require memorization as well as understanding.

In addition, Rupawati's (2017) research at SMA Negeri 5 Surakarta also showed the effectiveness of audio-visual media in improving learning outcomes in economics subjects. Despite the different subject contexts and educational levels, these findings confirm that audio-visual media has a universal appeal in learning. Another study by Nugroho (2020) even added that the use of interactive video media can improve students' critical thinking skills, not just cognitive learning outcomes. Thus, this study expands the evidence that audio-visual media can improve various aspects of learning, both cognitive, affective, and psychomotor.

The results of this study have several important meanings. First, the application of audio-visual media has been proven to be able to overcome student boredom and increase learning motivation. In cycle II, students are more active in asking questions, answering, and engaging in group discussions. According to Hamalik (2019), interesting learning media can stimulate motivation, strengthen concentration, and foster students' interest in learning. Second, audio-visual media is able to clarify abstract material such as Asmaul

Husna so that students not only memorize, but also understand the meaning it contains. This is in line with the view of Uno (2019) that the media can help concretize abstract concepts so that they are easier for elementary school students to understand.

Third, the improvement of learning outcomes shows that audio-visual media can be an alternative solution to the problem of low student achievement in PAI subjects. Teachers who previously only relied on lecture methods can enrich learning strategies by utilizing simple technologies such as videos, animations, or visual presentations. In this way, learning becomes more interactive and in accordance with the needs of today's digital generation.

In terms of educational practice, this study provides an implication that teachers need to master and utilize technology-based learning media. In the context of elementary school, especially in PAI subjects, teachers are required to be creative so that students can learn more meaningfully. The results of this study show that the use of audio-visual media not only improves academic achievement, but also grows students' social skills through group work, increases confidence in asking and answering, and fosters appreciation for the religious values learned. In addition, this study also shows that the application of audio-visual media is in line with the demands of the 2013 Curriculum which emphasizes active, innovative, creative, effective, and fun learning (PAIKEM). By utilizing audio-visual media, teachers can create a more communicative and fun learning atmosphere so as to support the achievement of core competencies and basic competencies set.

Although the results of the study show success, there are some limitations that need to be noted. First, the study was only conducted in one class with a limited number of students, so the generalization of the results must be done carefully. Second, the audio-visual media used is still simple in the form of videos and PowerPoint slides. The use of more interactive media, such as animations or digital learning apps, may be able to have a greater impact. Third, external factors such as the family environment and the support of school facilities can also affect student learning outcomes, so not all improvements can be fully attributed to the use of audio-visual media.

From the theoretical side, this research strengthens the theory that learning media plays an important role in improving student learning outcomes, especially in abstract materials that require visual and auditory reinforcement. This research also contributes to the literature on the effectiveness of audio-visual media in PAI learning in elementary schools, which is still relatively limited.

From a practical perspective, this research can be a reference for teachers, school principals, and education policymakers to encourage the wider use of audio-visual media. Teachers are expected not to hesitate to use technology-based media because it has been proven to be able to improve student learning outcomes and motivation. School principals can support these efforts by providing adequate infrastructure such as LCD projectors, computers, and internet networks. Meanwhile, education policymakers can use the results of this research as a basis to encourage teacher training programs in the use of technology-based learning media.

CONCLUSION

Based on research and discussion on the Use of Audio Visual Media to Improve Learning Outcomes of Asmaul Husna Class V SDN 3 Jeupa, Southwest Aceh Regency, it can be concluded that the application of audio-visual media in Islamic Religious Education (PAI) subjects is very helpful for teachers in achieving learning goals, especially in improving student learning outcomes. This can be seen from the increase in the percentage of classical learning completeness at each stage of research. In the first cycle, the completeness of the students' learning reached 43%, while in the second cycle it increased to 95%. The average grade of the class also increased significantly, from 69 in the first cycle to 85 in the second cycle.

The results show that the research target has been achieved, in accordance with the indicators set, namely a minimum classical completeness of 85% and an individual Minimum Completeness Criterion (KKM) of 70. In addition, the application of audio-visual media has also been proven to be able to increase students' learning activity and teacher activities in the learning process. Through this media, teachers can stimulate students' active participation in group activities, as well as monitor the difficulties faced to immediately find solutions. The increase in student activity can be seen from the average score of learning activities which increased from 33 with an average score of 82 (good category) in cycle I to 38 with an average score of 95 (very good category) in cycle II. Teacher activities also experienced a similar increase, with observation scores from 68 (average 85, good category) in the first cycle to 74 (average 92.5, very good category) in the second cycle. Thus, the use of audio-visual media not only improves learning outcomes, but also improves the quality of interaction and the overall effectiveness of the learning process.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Elisya, Nur, Islami Fatwa, Dinda Adha Hutabarat, and Zaharatul Humaira. 2024. "Pelatihan Gamifikasi: Implementasi Permainan Edukatif Untuk Meningkatkan Kualitas Pembelajaran Di SD Swasta Srikandi Lhokseumawe." *PUSAKA: Jurnal Pengabdian Masyarakat* 1(2):29–37. doi:10.62945/pusaka.v1i2.164.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>

- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Pehtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Putra, Meiyaldi Eka, Fajar Maulana, Ramanda Rizky, and Islami Fatwa. 2023. “Peningkatan Hasil Belajar Mahasiswa Menggunakan Model Perkuliahan Problem Based Instruction (PBI) Mata Kuliah Gambar Teknik.” *Jurnal Pendidikan Teknik Mesin* 10(1):22–30. doi:10.36706/jptm.v10i1.20850.
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students’ Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students’ Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sinaga, Nurul Afni, Fitri Ayu Ningtiyas, Rifaatul Mahmuzah, Yulia Zahara, and Islami Fatwa. 2023. “The Effect of Deductive-Inductive Learning Approach on Creative Thinking Ability and Learning Motivation.” *Journal of Educational Research and Evaluation* 6(2):123–34. doi:10.24114/paradikma.v16i2.46952.
- Siraj, S., M. Yusuf, I. Fatwa, F. Rianda, and M. Mulyadi. 2023. “Pengembangan Model Pembelajaran Reflektif Berbasis Unity of Sciences Bagi Calon Guru Sekolah Menengah

- Kejuruan Profesional." *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6(4):2030–38.
- Siregar, N., & Siregar, R. S. (2025). Analysis of numeracy literacy of junior high school students in AKM questions: Learning strategies based on higher order thinking skills at SMP Negeri 5 Tapung Hilir. *Jurnal Profesi Guru Indonesia*, 2(1), 359–367. <https://doi.org/10.62945/jpgi.v2i1.720>
- Siregar, R. S. (2024). *Fiqhu Al-Akbār: Taḥqī An-Naṣ Wa Taḥlīlu’Afkārihi*. UIN Ar-Raniry Fakultas Adab dan Humaniora.
- Siregar, R. S. (2024). Students’ Preferences for Varied Learning Methods: An Empirical Study of the Effectiveness and Appeal of Diverse Instructional Approaches. *Jurnal Profesi Guru Indonesia*, 1(2), 140–152. <https://doi.org/https://doi.org/10.62945/jpgi.v1i2.679>
- Siregar, R. S. (2025). The Influence of Social Media as a Learning Resource on the Academic Behavior of Junior High School Adolescents. *KOGNITIF: Jurnal Ilmiah Pendidikan Dan Keguruan*, 2(1), 21–28.
- Siregar, R. S. (2025a). Arabic Language Learning Culture in Salaf Islamic Boarding Schools: An Ethnographic Study of Linguistic Punishment Practices and Traditions. *ETNOPEDAGOGI: Jurnal Pendidikan Dan Kebudayaan*, 2(2), 1–9. <https://doi.org/https://doi.org/10.62945/etnopedagogi.v2i2.722>
- Siregar, R. S. (2025b). Evaluation of the Implementation of the Reading Literacy Program at SD Negeri 100190 Tarutung Bolak. *Journal of Indonesian Primary School*, 2(1), 240–250. <https://doi.org/https://doi.org/10.62945/jips.v2i1.723>
- Siregar, R. S. (2025c). Improving the Arabic Writing Skills of Students through the Application of Contextual Learning Methods at Dayah Irsyadul Abidin Qurani. *Indonesian Journal of Education and Social Humanities*, 2(1), 358–369. <https://doi.org/https://doi.org/10.62945/ijesh.v2i1.726>
- Siregar, R. S. (2025d). Principles of Subject-Based Arabic Curriculum Development: Language Skills Integration and Contextual Relevance. *DEEP LEARNING: Journal of Educational Research*, 1(2), 56–67. <https://doi.org/https://doi.org/10.62945/deeplearning.v1i2.229>
- Siregar, R. S. (2025e). Students’ Cognitive Difficulties in Mastering the Nahwu Rules: A Descriptive Study at SMP IT Al Farabi Bilingual School. *Jurnal Cendekia Islam Indonesia*, 1(2), 10–20. <https://doi.org/https://doi.org/10.62945/jcii.v1i2.216>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.