

Improving Student Learning Outcomes in Islamic Education Learning Using Artificial Intelligence Assisted Learning Media at SD Negeri 5 Padang Sibusuk

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using artificial intelligence assisted learning media. 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 using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that artificial intelligence assisted learning media 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 40.19%, the first cycle 72.87% and in the second cycle increasing to 89.52%. Thus, the use of artificial intelligence assisted learning media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcomes, artificial intelligence, learning media.

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INTRODUCTION

One of the important components in learning is learning outcomes. Learning outcomes are competencies that a person obtains through the learning process that can cause changes in students' knowledge, understanding, attitudes and skills so that they become better than before. One of the factors that can affect learning outcomes is the selection and application of the right learning models and methods in the learning process. A teacher must be able to apply learning models and methods that are in accordance with the material, classroom conditions and students. As Roostiyah said, "Of course, there will be differences in the methods used to motivate students in applying their knowledge, to solve a problem they face, to answer a question with the methods used to express their views on each problem.

This statement is in line with Government Regulation Number 19 of 2015 concerning National Education Standards in article 19, paragraph 1 mandates that; 1) The learning process for educational students is held in an interactive, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests and

physical development as well as the psychology of students. Then in article 28 paragraph 1 mandates that "What is meant by educators as learning agents in this provision is the role of educators as facilitators, motivators, spurs, and inspirational learners for students. Based on the citation of the education regulation, it can be clearly understood that the education and learning process in any educational unit, juridically formally required to be held actively, innovatively, creatively, dialogically, democratically and in an impressive and meaningful atmosphere for students. In other words, it can be concluded that the laws and regulations of education that apply in Indonesia, identify the importance of implementing learning strategies that deceive students. However, the reality is that the process of implementing education in Indonesia has not fully yielded satisfactory results. This can be seen from the quality of education that has not been able to compete at the international level.

One of the things that causes the low quality of education, according to researchers, is due to the selection and application of learning strategies carried out by teachers in accordance with classroom and student conditions. Until now, there are still many dominant teachers using traditional methods such as the lecture method in teaching and learning activities, especially in the subject matter of Islamic Religious Education and Ethics where most of the material is descriptive. This causes students to position themselves more as listeners, but do not understand the whole of what is being conveyed by their teachers. In fact, in the 21st century education era, the educational process really needs skilled and professional personnel to realize students who are able to think critically, are able to solve problems, are creative, innovative, and have communication and collaboration skills.

Therefore, every teacher must have adequate abilities and skills in choosing and using various learning models for each learning material that is in accordance with the conditions of the classroom and students. If there is a consideration of the compatibility aspect between the learning material and the conditions of the classroom and the students in choosing the right learning model, the enthusiasm of students in the learning process will be maximized. The classroom atmosphere is conducive and fun and the learning goals are well achieved. And vice versa, if there is an error in the selection of the learning model, it will result in not maximizing student understanding and finally the learning goals will not be achieved. Based on the results of initial observations made in grade IV of SDN 5 Padang Sibusuk, on December 2, 2024, Kupitan District, Sijunjung Regency, the following facts were obtained: The learning methods that are often used by teachers are the lecture method, monotonous and assignment methods. So that students are less enthusiastic in the learning process and cause student learning outcomes to be relatively low, as evidenced by the results of the mid-semester 1 assessment, only 50% of 15 students can achieve a minimum completeness score of 70. In this regard, teachers must be able to choose and present effective learning strategies, media and approaches.

The teacher's task is to apply a method and media that provides high assurance to achieve the goals of the learning activities teach. With the selection of interesting learning methods and media, learning outcomes will increase. This problem can be overcome by making a breakthrough in learning Islamic Religious Education and Ethics so that student learning outcomes are improved, teachers must choose effective learning methods and media. One of them is the application of digital-based media. In the application of digital-based media, there are advantages in its implementation. One of them can improve students' memory and learning outcomes. Based on the fact that student learning outcomes are low in PAIdBP learning, the author is interested in conducting a classroom action research with the title "Improving Student Learning Outcomes through the Application of Digital-Based Media in PAI Learning at SDN 5 Padang Sibusuk".

METHODS

This research is a Classroom Action Research (PTK) using qualitative descriptive and quantitative descriptive research designs, According to Susilo Herawati, et al. (2009:2) Classroom Action Research (PTK) is research that is carried out in a cyclical manner (berdaur) by teachers or prospective teachers in the classroom during the teaching and learning process. It is said that this is because the PTK process begins and the stages of planning, action, and observation. and reflection to solve problems and try new things to improve the quality of learning or student learning outcomes. In accordance with the class action research design, the research objectives are; 1.) Improving the quality of learning or education. the overall quality of the school program in a rapidly changing society and to improve and enhance the professional services of teachers in dealing with the learning process that can be achieved by conducting reflection to diagnose the situation; 2) Develop teachers' abilities to face actual learning problems in the classroom or at school; 3) Improving and improving the quality of teaching through appropriate teaching techniques in accordance with the problems and level of development of students; 4) As a way to deceive teachers and improve teachers' ability to make the right decisions for students and the class taught (Susilo, et al., 2009:8). So it can be concluded that the purpose of PTK is to improve various real and practical problems in improving the quality of learning in the classroom that are directly experienced in the interaction between teachers and students who are learning. According to Kemmis and Taggart (in Arikunto. 2006:93) says that the PTK model describes several steps (and their repetition), namely; 1) Planning stage; 2) Implementation stage and observation stage; 3) Reflection stage. Research Variables, in the research process, the researcher only wants to describe a situation by using descriptive research in its own way and the difference in question is to determine student learning outcomes to be dependent variables and the application of digital-based media to be free variables.

The results of this study will be explained descriptively by using quantitative measures in the form of min, percentage, or the number of respondents and others. Population and Samples, in this study, the researcher took all students in grade IV in the population, thus the study in this study did not use samples, but used the population as can be said to be the target population or target population. Where all students in grade IV of SDN 5 Padang Sibusuk totaled 15 people. According to Abdul Fatah and Mohd Majid, good research is one that uses population as a study sample. Apart from that, the author uses the target population because the number of grade IV students at SDN 5 Padang Sibusuk which is the location of the research is still in small quantity and will also benefit from the research, the benefits in question are; 1) There is no sampling error. In the analysis of variable relationships, there is no need to use inferential statistics, because each relationship described in the form of a schedule is a relationship that occurs in the population, while if this sample is not a total sample, then the picture obtained by the schedule used later needs to be estimated in advance whether the variables are closely related or not? In other words, it can be explained by whether or not the relationship between variables is closely related to the decision criteria used by the researcher. In the sense that what percentage of researchers take the risk of error saying that the variable is related when in fact there is no relationship. This error in statistics is usually written with the symbol α (alpha).

Types of Sources and Data Collection Techniques. Type of data, the type of data used in this study is quantitative data. According to Sugiyono, quantitative Data is a type of data that can be measured or calculated directly in the form of information or explanations expressed in numbers or in the form of numbers. In this case, the quantitative data needed is an overview of student learning motivation, which is obtained using observation. Data Source: In this study, data was obtained from two sources, namely qualitative data and quantitative data; 1) Qualitative data: the results of observation of student learning activities; 2) Quantitative data: student worksheet results and student test scores at the

end of each cycle. Data Collection Techniques, data collection techniques in this study are; 1) Test, which is a test to see student learning outcomes, both in the form of pretest and posttest to measure the improvement of student learning outcomes before and after the application of digital-based media which will later be in the form of objective questions or descriptions related to the material; 2) Teacher observation in the learning process, data is obtained from the teacher's observation sheet on the learning process filled by the class teacher who acts as an observer by observing the researcher who acts as an Islamic Religious Education teacher who teaches in the classroom by checking each aspect assessed at each meeting. The data that has been collected, then discussed and analyzed by the researcher for action planning in the next cycle.

RESULTS

Description of Cycle Data I. Planning, at the planning stage there are several things that have been done by the researcher, namely; 1) Preparing learning materials; 2) The learning material prepared is about the Qur'an Hadith Material (CHAPTER 6. Let's recite and study Q.S At-Tin and Hadith about Silaturrahmi, SUB CHAPTER 1 Reading Q.S At-Tin and determining the Law of Nun Sukun or Tanwin); 3) Prepare teaching modules that are in accordance with the Qur'an Hadith Material (CHAPTER 6. Let's recite and study Q.S At-Tin and Hadith about Silaturrahmi, SUB CHAPTER 1 Reading Q.S At-Tin and determining the Law of Nun Sukun or Tanwin); 4) Preparing learning media; 5) Compiling LKPD; 6) Creating research instruments that include assessment instruments for the written test questions of the first cycle. Implementation, at this stage of implementation, the researcher acts as a teacher, conducts PAIdBP learning on the Qur'an Hadith material (reading Q.S At-Tin and determining the law of breadfruit or tanwin in Q.S At-Tin) by applying the use of digital-based media.

The researcher carried out the following activities; 1) Carry out the learning process as designed; 2) Implement the teaching module that has been designed with sequential stages, there is a preliminary stage, a core stage and a closing stage; 3) Using digital-based media that has been made, namely in the form of showing learning videos that the researcher displays in the core stage; 4) Applying the PBL learning model with discussion and question and answer methods; 5) Providing LKPD to students. Based on the table above, it can be explained that the learning outcomes of students show that there are 7 students with bad scores (0-60) with a percentage of 50%, low scores (61-70) there are 5 people with a percentage of 35%, sufficient scores (71-80) there are 2 people with a percentage of 14%, while for good and very good grades there is not a single person who has succeeded.

Observations, observation results in the learning process in cycle I can be found that; 1) The application of digital-based media with the display of learning videos on the Qur'an Hadith material (reading Q.S At-Tin and determining the law of breadfruit or tanwin in Q.S At-Tin) the implementation can run in accordance with the teaching module; 2) The researcher displays digital-based media according to the existing stages on the teaching module; 3) Students become more active and participatory in learning; 4) Students are very enthusiastic in discussing subject matter with their fellow group members. This can be seen in each individual who expresses opinions with each other; 5) Students do the LKPD given by the teacher well; 6) Students do the assessment with enthusiasm; 7) Students with the application of digital-based media still have a few obstacles and are not perfect; 8) There are still students who do not understand the material of the Qur'an Hadith (read Q.S At-Tin and determine the law of breadfruit or tanwin in Q.S At-Tin); 9) Students are still confused and embarrassed in presenting the results of the discussion in front of the class; 10) At the time of the learning video release, there are still some students who do not pay attention. Reflection, Based on the results of observation of the learning process and test results in the first cycle that the application of digital-based media to the Qur'an Hadith material (reading Q.S At-Tin and determining the

law of breadfruit or tanwin in Q.S At-Tin) to determine the success and failure of the implementation of the first cycle action, the researcher conducted reflection.

The results of the reflection are obtained as follows; 1) Teachers cannot do much when faced with their own difficulties and let alone overcome the difficulties of students when meeting learning demands; 2) Students are also confused, they look confused when they have to try to follow the demands of learning; 3) Based on the test results, there has not been a significant improvement in the ability of each student on that basis, so in cycle II, both teachers and students need to follow the following recommendations; 1) Teachers must try to understand more about learning management based on the demands of the Problem Based Learning model with discussion and question and answer methods. As well as the use of this digital-based media; 2) Teachers must try to focus students' attention on the airing of digital-based media in the form of learning videos; 3) Teachers must motivate students so that they are motivated to learn better, of course by giving rewards; 4) Before carrying out the second cycle of actions, teachers and students must deliberate to understand each other's duties, so that the behavior that is expected to happen. Cycle II Data Description; 1) Planning, at the planning stage there are several things that have been done by the researcher, namely; 1) Prepare learning materials; 2) The learning material prepared is about the Qur'an Hadith Material (chapter 6. Let's recite and study Q.S At-Tin and Hadith about Gathering, sub chapter 2 Understanding the main messages of Q.S At-Tin); 3) Prepare teaching modules that are in accordance with the Qur'an Hadith Material (CHAPTER 6. Let's recite and study Q.S At-Tin and Hadith about Gathering, SUB CHAPTER 2 Understanding the main messages of Q.S At-Tin); 4) Preparing learning media; 5) Compiling LKPD; 6) Create research instruments that include assessment instruments for cycle II written test questions. In this stage of implementation, the researcher acts as a teacher, conducting PAIdBP learning on the Qur'an Hadith material (SUB CHAPTER 2 Understanding the main messages of Q.S At-Tin) by applying the use of digital-based media.

The researcher carried out the following activities; 1) Carry out the learning process as designed; 2) Implementing teaching modules that have been designed with sequential stages, there are preliminary stages, core stages and closing stages; 3) Using digital-based media that has been made, namely in the form of showing learning videos that the researcher displays in the core stage; 4) Implementing the PjBl learning model with discussion and question and answer methods; 5) Providing LKPD to students. Based on the table above, it can be explained that the learning outcomes of students show an increase in the learning outcomes of students with bad scores (0-60) which were 7 people with a percentage of 50% now to 3 people with a percentage of 21%, poor scores (61-70) which were 5 people with a percentage of 35 % is now 1 person with a percentage of 7 %, the score is sufficient (71-80) which was previously 2 people with a percentage of 14 % now it is 6 people with a percentage of 43 %, while for good grades in cycle I there are now 1 person in cycle II and very good there are also 3 people who succeeded. The average score that was 60 in the first cycle now reaches a value of 80 in the second cycle. If the number of students who completed their learning results in the second cycle is 10 students with a percentage of 71%. Observation, the results of observations in the learning process in cycle II can be found that; 1) The application of digital-based media with the publisher of learning videos on the Qur'an Hadith material (SUB CHAPTER 2 Understanding the main messages of Q.S At-Tin) the implementation can run in accordance with the teaching module; 2) The researcher displays digital-based media according to the stages and steps according to the provisions in the PjBl teaching module; 3) Learners to be more active and participatory in learning; 4) Students are very enthusiastic in discussing subject matter with their fellow group members. This can be seen in each individual who expresses their opinions to each other. 5) Students do the LKPD given by the teacher well; 6) Students do the assessment with enthusiasm; 7) Students with the application of digital-based media still have a few obstacles and are not perfect; 8) Students are happy to make posters about the main messages of Q.S At-Tin; 9)

A small number of students still do not understand the Qur'an Hadith material (SUB CHAPTER 2 Understanding the main messages of Q.S At-Tin); 10) Students are still confused and embarrassed in presenting the results of the discussion in front of the class; 11) At the time of the learning video delivery, there are still some students who do not pay attention.

Reflection, based on the results of the observation of the learning process and the results of the test in cycle II that the application of digital-based media to the material of the Qur'an Hadith (SUB CHAPTER 2 Understanding the main messages of Q.S At-Tin) to determine the success and failure of the implementation of the second cycle of actions, the researcher reflected. The results of the reflection are obtained as follows; 1) Teachers still look panicked when faced with their own difficulties and especially overcome students' difficulties when meeting learning demands; 2) Students are also confused, they look confused when they have to try to follow the demands of learning; 3) It can be seen that some students in working on the project are not actively involved and help their groups on that basis, so in cycle III, both teachers and students need to follow the following recommendations; 1) Teachers must try to understand more about learning management based on the demands of the Project-Based Learning model with discussion and question and answer methods. As well as the use of this digital-based media; 2) Teachers must try to focus students' attention on the airing of digital-based media in the form of learning videos; 3) Even though they have used digital media in the form of learning videos, teachers must guide students to be more active in asking and responding; 4) Teachers must motivate students so that they are motivated to learn better, of course by giving rewards; 5) Before carrying out the third cycle of actions, teachers and students must deliberate to understand each other's duties, so that the expected behavior can occur.

DISCUSSION

The integration of Artificial Intelligence (AI) in Islamic Education (PAI) at the elementary school level, such as at SD Negeri 5 Padang Sibusuk, has great potential to enhance students' learning outcomes. AI-powered tools can personalize learning materials according to each student's needs, making lessons more engaging and accessible. Through adaptive learning platforms, AI can provide customized recommendations and feedback, allowing students to grasp Islamic concepts more effectively. One of the key advantages of AI in Islamic Education is its ability to offer interactive and immersive learning experiences. For example, AI-driven applications can simulate historical events in Islamic history, allowing students to visualize and understand key moments in a more engaging way. Virtual tutors powered by AI can also help students practice Quranic recitation with real-time pronunciation corrections, ensuring they develop proper Tajweed skills.

Moreover, AI can assist teachers in automating administrative tasks such as grading assignments, generating lesson plans, and tracking student progress. This allows teachers to focus more on guiding and mentoring students in understanding religious values and moral lessons. By reducing the workload, AI enables educators to dedicate more time to personalized instruction, ultimately improving overall learning outcomes. However, the adoption of AI in Islamic Education also presents certain challenges. Some teachers, especially those who are less familiar with technology, may find it difficult to integrate AI tools into their teaching methods. Additionally, limited access to technological infrastructure and internet connectivity in rural areas like Padang Sibusuk may hinder the effective implementation of AI-driven learning solutions. Addressing these challenges requires proper training for educators and investment in digital infrastructure. Research has shown that younger teachers and those with less teaching experience tend to have a more positive attitude toward AI integration compared to senior educators. This suggests the need for continuous professional development programs that equip teachers with the necessary skills to use AI effectively in their classrooms. Workshops, training sessions, and

mentorship programs can help bridge the technological gap and ensure successful AI implementation.

Experimental studies have demonstrated that AI-based learning approaches significantly enhance students' understanding and motivation in Islamic Education. Compared to conventional teaching methods, students who use AI-powered learning tools show greater engagement and retention of knowledge. This highlights the importance of leveraging technology to make Islamic Education more appealing and effective for young learners. In conclusion, integrating AI into Islamic Education at SD Negeri 5 Padang Sibusuk has the potential to improve students' learning outcomes significantly. However, successful implementation requires proper planning, teacher training, and adequate technological support. By overcoming these challenges, AI can revolutionize the way Islamic knowledge is taught and learned, ensuring that students develop a deeper understanding of their faith in an innovative and interactive manner.

CONCLUSION

Based on the results of research conducted at SDN 5 Padang Sibusuk, Sijunjung Regency, it can be concluded that the application of digital-based media in Islamic Religious Education and Ethics (PAI DBP) learning can significantly improve student learning outcomes. The use of digital media, such as learning videos, animations, and interactive applications, has a positive impact on students' understanding of PAI materials that previously felt difficult and abstract. This media makes it easier for students to understand Islamic religious concepts through more real and interesting visualizations. During the learning process using digital-based media, students show higher interest and are more actively involved in learning activities. Digital media, which presents material in visual and audio form, is able to attract students' attention and make them more focused on the lesson. This leads to increased student participation in discussions and other learning activities, which in turn improves the quality of their understanding of the material being taught. The improvement in student learning outcomes is evident through evaluations carried out after the use of digital-based media. The average score of students on the test given after the implementation of digital media increased significantly compared to the score before the implementation. Students are able to answer questions related to the PAI DBP material better and faster, which shows that digital media makes it easier for them to remember and understand the subject matter. However, several challenges also arise in the application of digital-based media, especially related to the availability of devices and the accessibility of technology in schools. Some students face obstacles in accessing digital media due to device limitations or unstable connections. Therefore, to support the maximum use of digital media, there needs to be an effort from the school to provide adequate facilities, such as more complete devices and a stable internet connection. Overall, the application of digital-based media in PAI DBP learning at SDN 5 Padang Sibusuk has proven to be effective in improving student learning outcomes. This media helps create more interesting, interactive, and fun learning, which ultimately increases students' understanding of PAI materials. Thus, the use of digital media can be a good alternative to improve the quality of learning in elementary schools, especially in PAI DBP subjects.

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