

Implementation of Problem Based Learning Model to Improve Student Learning Outcomes at SMA Negeri 1 Glumpang Tiga

Nazarullah ✉, SMA Negeri 1 Glumpang Tiga Pidie, Indonesia

Erna Susi, SLB Negeri Pidie, Indonesia

Maidawati, SMA Negeri 2 Mutiara Pidie, Indonesia

✉ nazarullah914@gmail.com

Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using problem-based learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this study is high school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that problem-based learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of the pre-cycle 41.19%, the first cycle 69.27% and in the second cycle it increased to 87.93%. Thus, the use of problem-based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning outcomes, Islamic education, problem based learning.

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INTRODUCTION

So far, education has been a tough challenge for the Indonesian nation, because it is still lagging behind other countries in terms of the quality of knowledge. Education must constantly adapt to development, because education is the main element that is very important in life, education in schools plays a role in improving the quality of human resources and the nation's standard of living. Education is a process of maturation or change in mindset that occurs due to the habituation of parenting that is instilled by a person to others by doing it continuously or continuously, Parenting is a system or way of education, coaching provided by a person to others. Alwi, Hasan. (2019).

Based on the above explanation, it can be seen that education is a habituation process instilled by a person to a child which aims to get a child used to doing something related to life sciences which is a foothold for a person to achieve the habituation process in daily life, both in the family and school environment and interrelated elements that can realize the achievement of the educational goals shown with satisfactory learning outcomes.

Learning outcomes can be classified into two, namely; effectiveness, efficiency and attractiveness. Therefore, learning outcomes are a reflection of the success or achievement of learning goals contained in the learning process whose content standards have been determined by the government, so education has a very strategic role in improving the quality of human resources and efforts to realize the ideals of the Indonesian nation in realizing general welfare and educating the nation's life. Hamzah, B. Uno. (2020). The government formulated in Law of the Republic of Indonesia No. 20 of 2021 concerning the National Education System which explains that education is carried out in order to achieve the goals that are expected together, namely: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty One, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen" (Article 3 of Law of the Republic of Indonesia No. 20/2021). Mone. (2021).

Education is an activity that is carried out deliberately and has a goal so that students have a good attitude and personality so that the implementation of education must be carried out in accordance with the National Education System based on Law No. 20/2021. In return, systematic learning is taught to students in order to create intelligent, skilled, and quality human beings.

Teachers must have teaching skills, manage learning stages, utilize methods, use media and allocate time. So teachers should have competent abilities in their fields, starting from the learning preparation process, the learning implementation process, the selection of appropriate and effective learning methods to the evaluation process as an indicator of the success of a learning process. So that by automatically creating more effective learning and learning outcomes can be maximized, it can also achieve the Maximum Completeness Criteria (KKM) that have been determined by the school. Solihatin, Etin. (2019).

Based on observations that have been made at SMAN 1 Glumpang Tiga Pidie Regency, there are problems that arise related to learning in Class X, namely the weak level of student activity in the learning process in the classroom. So that this becomes a problem and an obstacle in the learning process, especially in the learning of Islamic Religious subjects. This is also the cause of the ineffective learning process of PAI subjects, this is reflected in the interaction between teachers and students that has not been maximized because teachers are dominant in using conventional learning models such as the teacher center learning model, so that the learning interaction process does not seem to run as it should. Based on observations made at SMAN 1 Glumpang Tiga Pidie Regency, one of the causes of the ineffectiveness of the learning process apart from the weak factor of student activity also comes from the educator factor.

Educators who still use conventional learning models and lack of creativity and new innovations that can arouse students' enthusiasm in the learning process are also one of the factors that make the learning process ineffective in the classroom. This causes an educator to not be able to cultivate a special attraction to PAI subjects, so it is certain that learning effectiveness cannot be realized.

Based on the problems mentioned above, the visible result is that the learning outcomes of students are less than satisfactory and less than the KKM class X of SMAN 1 Glumpang Tiga Pidie Regency. Based on the problems that arise, there is a need for a solution that is in accordance with the principle of active learning. Teachers are facilitators who hold the key to the success of learning goals, teachers act as "commanders", teachers are considered the most dominant, and teachers are seen as the people who know the most. Based on the existing problem, teachers should choose the right learning model that can provide attraction, by providing interesting and creative subject presentations, making students active with the aim of social interaction between teachers and students or students with students, so that learning is not centered on the teacher.

Teachers teach from a learning perspective that teachers provide learning facilities for their students to learn them. Sudjana, Nana. (2011). In addition, pay attention to an approach that is able to stimulate every student in relating the subject to daily life because in essence the PAI subject is very related to human life in general, which cannot be separated from everything related to religion.

For this reason, the recommended learning model is to use the Problem Based Learning learning model, this learning model is a learning that uses various thinking abilities of students, both individuals and groups, as well as the real environment to overcome problems so that they are meaningful, relevant, invite students to think critically by inviting students to think and connect each learning material given by the teacher with existing things in the surrounding environment, either from goods or from news and information that is being processed. However, it is still under the guidance of a teacher as a learning facilitator. With that, it is hoped that every student can be active and take part in the ongoing learning process in the classroom. The success of learning objectives is determined by many factors, including the teacher's factor in carrying out the teaching and learning process, because teachers can directly influence, foster and improve students' intelligence and skills. To overcome the above problems and to achieve educational goals to the maximum, the role of teachers is very important and it is hoped that teachers will be able to convey all the subjects listed in the learning process appropriately and in accordance with the concepts of the subjects to be delivered.

METHODS

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Sukidin et al. (2002:54) there are 4 types of action research, namely: (1) research on teachers' actions as researchers, (2) collaborative action research, (3) integrated simultaneous action research, and (4) experimental social action research. The four forms of action research above, there are similarities and differences. According to Oja and Smulyan as quoted by Kasbolah, (2000) (in Sukidin, et al. 2002:55), the characteristics of each research depend on: (1) the main goal or the pressure, (2) the level of collaboration between the researcher and the researcher from outside, (3) the process used in conducting the research, and (4) the relationship between the project and the school.

In this study, the form of the teacher is used as a researcher, where the teacher plays a very important role in the classroom action research process. In this form, the main purpose of classroom action research is to improve learning practices in the classroom. In this activity, teachers are directly involved in the process of planning, action, observation, and reflection. The presence of other parties in this study has a non-dominant role and is very small. This research refers to continuous learning improvement. Kemmis and Taggart (1988:14) state that the action research model is in the form of a spiral. The stages of action research in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped if it suits the needs and is deemed sufficient.

According to its definition, action research is research on things that happen in a community or a group of targets, and the results can be directly applied to the community concerned (Arikunto, Suharsimi 2002:82). The main characteristic or characteristic in action research is the participation and collaboration between the researcher and the members of the target group. Action research is a problem-solving strategy that utilizes real actions in the form of innovative development processes that are tried and solved along the way in detecting and solving problems. In the process, the parties involved in these activities can support each other.

Meanwhile, the purpose of action research must meet several principles as follows: 1) The problem or topic chosen must meet the criteria, namely really real and important, attract attention and be able to handle and within the scope of the researcher's authority to make changes; 2) Research activities, both interventions and observations carried out should not interfere with or hinder the main activities; 3) The type of intervention that is tried must be effective and efficient, meaning that it is selected on target and does not waste time, funds and energy; 4) The methodology used must be clear, detailed, and open, each step of the action is firmly formulated so that people interested in research can check each hypothesis and prove it; 5) Research activities are expected to be an on-going process of activities, considering that the development and improvement of the quality of actions cannot be stopped but is a challenge all the time. (Arikunto, Suharsimi, 2002:82-83).

In accordance with the type of research chosen, namely action research, this study uses the action research model from Kemmis and Taggart (in Arikunto, Suharsimi, 2002:83), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection. The next step in the cycle is revised planning, action, observation, and reflection

Observation is a process of observing and recording systematically, logically, objectively, and rationally about various phenomena, both in real situations and in artificial situations, to achieve certain goals. The tools used in making observations are called observation guidelines. Observation is not only used in evaluation activities, but also in the field of research. The main purpose of observation is to collect data and information about a phenomenon, both in the form of events and actions, both in real situations and in artificial situations. In addition, observation also aims to measure classroom behavior, interaction between students and teachers, and other factors that can be observed, especially social skills or social skills. Observation is a non-test technique used to assess other characteristics of students in the learning process and activities. In contrast to test techniques, observation does not rely on written test instruments, but rather direct observation of student activities during learning. This technique is used to evaluate the activities or appearances as well as the effective learning aspects of the students. The tool used in observation for data collection is an instrument in the form of a checklist-type observation recorder with a modified Likert scale (4-3-2-1) to measure student activities during learning.

Through observation techniques, we can measure or assess student activities, outcomes, and learning processes. Direct observation allows researchers to find out students' attitudes and behaviors during the activity, their level of participation in each activity, and the process and results obtained from the activity. Using the Problem Based Learning (PBL) learning model, this observation provides a clear picture of how students interact with the material, teachers, and fellow students in the group. Observation is carried out in the process of learning activities, where observers must first determine the aspects of behavior to be observed, then make observation grids and guidelines that make it easier to fill out the observation sheet.

Based on the description above, the observations made in this study aim to obtain data on student learning outcomes through the application of the Problem Based Learning learning model on the concept of "Understanding the Essence and Realizing Monotheism with Syu'abul Iman" in class X of SMAN 1 Glumpang Tiga. Through direct observation of students during the learning process, researchers can obtain a more detailed picture of how students absorb the material and apply the concepts taught in daily life. In addition to observation, another instrument used in this study is a test. Tests are generally measurable, although some forms of psychological tests, especially personality tests, are more descriptive. Tests used in education are usually divided into learning outcome tests and psychological tests. The steps for the preparation of test instruments include determining indicators, preparing question grids, preparing question items, and editing. Written tests are used to obtain data both quantitatively and qualitatively. Written tests

can be differentiated into objective written tests and subjective tests, with objective tests usually used to evaluate mastery of the material that has been given.

In this study, the form of test used is a multiple-choice test with a total of 30 questions. This test is designed to measure students' cognitive learning outcomes regarding the material "Understanding the Essence and Realizing Monotheism with Shu'abul Iman". Tests are given individually at the beginning and end of learning, both in the experimental and control classes, to find out the extent of the difference in student learning outcomes through the application of the Problem Based Learning learning model. In addition to tests and observations, questionnaires are also used as a data collection tool in this study. Questionnaire is an indirect data collection technique by asking a number of questions or statements to respondents. The type of questionnaire used in this study is a closed questionnaire with a Likert scale model, where respondents are asked to provide answers according to their level of agreement with the questions asked. The answer options used are SS (Strongly Agree), S (Agree), TS (Disagree), and STS (Strongly Disagree). This Likert scale has been modified to avoid neutral answers (Doubt) that can lead to bias. Questionnaires are used to determine students' responses to the learning process using the Problem Based Learning model. Through this questionnaire, researchers can measure the extent to which students feel helped by the learning model in improving their abilities and learning outcomes. The answers to this questionnaire provide important information related to students' attitudes towards PBL learning and how much it affects the process and learning outcomes of students.

Overall, observations, tests, and questionnaires are complementary instruments in collecting data on the application of the Problem Based Learning learning model. Observation provides qualitative data on student behavior and interaction during learning, tests measure students' cognitive learning outcomes, and questionnaires provide information about students' perceptions and attitudes towards learning. Together, these three instruments provide a comprehensive overview of the effectiveness of the PBL model in improving student learning outcomes.

The data collection tool in this study is a teacher-made test that has several important functions, including: (1) to determine how well students have mastered the subject matter given in a certain time, (2) to determine whether the learning objectives have been achieved, and (3) to obtain a score that reflects the level of mastery of the material by students (Arikunto, Suharsimi, 2002:149). This test also serves to determine the completeness of student learning both individually and classically. Thus, this test not only serves as an assessment of learning outcomes, but also to identify weaknesses in learning, especially in the TPK part that has not been achieved. The main purpose of this test is to find out the level of student learning completeness. This completeness can be viewed individually, where each student must achieve a minimum score of 65 to be declared complete. Classically, learning completeness is said to be achieved when 85% of students in the class succeed in achieving the minimum score, which shows that the overall class absorption is more than 65%. The test also provides an overview of students' weaknesses, especially in certain aspects of the learning material, allowing teachers to make improvements and provide further guidance to students who are still not well versed in the material.

In addition to tests, observation is also used as a data collection method in this study. The observation method functions to record the activities of teachers and students in the teaching and learning process. This observation is carried out by peers or colleagues, who are in charge of observing and recording activities that occur during the learning process. These observations allow researchers to obtain more in-depth information about classroom dynamics, interaction between students and teachers, and student involvement in learning. Data from these observations are used to strengthen the test results and provide a more holistic picture of the effectiveness of the learning model applied. In analyzing the collected data, two analytical approaches are used, namely quantitative and qualitative data analysis. Quantitative analysis is used for data obtained

from tests, while qualitative analysis is used for data from observation results. The first step in data analysis is to recapitulate the test results that have been carried out by students. This data is then used to calculate the number of scores achieved and the percentage for each student. Thus, this data can provide a clear picture of the level of students' understanding of the material being taught.

The next process is to calculate the completeness of student learning. Learning completeness is calculated using the completeness formula contained in the assessment technical manual. Students are said to have completed their studies individually if they get a minimum score of 65. Classically, learning completeness is said to be achieved if 85% of students have achieved the minimum score, which means that the overall class absorption has exceeded 65%. Thus, the analysis of this test data aims to determine the level of individual and classical learning success. In addition, the results of observations are also analyzed to evaluate the learning process. Teachers will analyze the observation notes that have been made during teaching and learning activities to see if there are certain aspects of learning that need to be improved or strengthened. The results of this observation provide information about the interaction between students and teachers, the level of student participation, and obstacles that may arise during learning. This analysis is useful for improving teaching methods and to ensure that the learning process takes place effectively. By using a combination of quantitative and qualitative data, this analysis can provide a more comprehensive conclusion regarding the effectiveness of the applied learning model. This will provide useful information for teachers in improving the quality of learning in the future, as well as provide a clear picture of the level of understanding and involvement of students in learning.

RESULTS

State High School 1 Glumpang Tiga was formed on 16-08-1957 which is located in Blok Sawah Village, Glumpang Tiga City District, Pidie Regency. In 1978 the school was moved to the village of Gampong Runtuh Mosque, Pidie District, Pidie Regency, but the school address was still at the address where the school was founded. So since then the school building has been renovated several times as the principal has changed. The Organizational Structure of State High School 1 Glumpang Tiga Pidie Regency is under the auspices of the Ministry of National Education, SMA Negeri 1 Glumpang Tiga forms an organizational structure led by the Principal who is responsible for all school management and organization with the assistance of several teachers. The following is the organizational structure at SMA Negeri 1 Glumpang Tiga.

The subject of this study is 20 students of SMA Negeri 1, precisely class X IS. This research began with observation, namely delivery carried out in the learning process in the classroom and discussing with PAI teachers about problems in the learning process, the researcher concluded that as follows. The learning process is still monotonous, which is teacher-centered, using the lecture method without being assisted by maximum learning media. 1) In the learning process, there are some students who do not pay attention when the teacher explains the subject matter; 2) During class hours, there are some students who are still chatting and joking and are not focused; 3) Classroom conditions that are not conducive, which reduces students' concentration and concentration when learning.

Based on these problems, the researcher tries to carry out a more enjoyable and easy-to-understand learning process, namely the application of the problem-based learning model in helping teachers explain the material that will be conveyed in the learning process. This research was carried out in two cycles consisting of planning, implementation, observation, and reflection. At the planning stage, the researcher together with the PAI subject teacher who acts as an observer, plans actions based on the results of initial observations of the PAI learning process in order to improve the learning outcomes of PAI for students. Before taking action, at this stage the researcher makes a Learning

Implementation Plan (RPP), prepares the learning model to be applied, prepares teaching materials, prepares learning outcomes, student activity observation sheets, teacher activities and activities in the learning process. The following are the initial conditions for daily test scores in Islamic Religious Education subjects in class X which are still relatively low.

From table 4.3 above, it can be seen that the daily PAI test results are still relatively low. This can be seen from the results of the scores of students who have not met the KKM (<72) are as many as 11 students or 58%, while those who have reached the KKM (>75) are as many as 8 students or 42%. And the average class score in PAI subjects only reached 74. This shows that the scores of most students have not met and reached the specified KKM. So it is very necessary to make efforts to improve PAI learning outcomes in students so that they can achieve the desired scores. The action that the researcher took to provide a solution to the problem was to use a problem-based learning model by giving the task of making a video on the meter in the PAI Learning process. By using the problem-based learning model in the teaching and learning process, it is hoped that it can help change the teaching and learning process for the better, so that it can improve student learning outcomes.

DISCUSSION

From the data analysis that has been carried out, the researcher obtained information that in the implementation of the first cycle of the observation results that have been carried out during the learning process that the learning activities and student learning outcomes are better or improved but not optimal. Based on the figure above, it can be seen that there is an increase in student learning activities from cycle I to cycle II with an increase from 63% to 84%. So, this shows that PAI learning using the application of the problem-based learning model with video media can increase learning and teaching activities of Class X students of SMA Negeri 1 Glumpang Tiga Pidie Aceh Regency during the learning process. The final result test used in this study is a formative test. Or it is called a test that is carried out at the end of each cycle. Which this test has the purpose of measuring the improvement of learning outcomes in students. The following are the learning results from the pre-cycle and at the end of each test cycle I and cycle II. From the table above, it can be seen that there is an increase in student learning outcomes from pre-cycle, cycle I, and cycle II with an increase in percentage, which is 42% of the test in cycle I.

This research is a classroom action research (PTK) to improve student learning outcomes in the PAI Learning Process by using video media in the teaching and learning process. As for this study, the use of a problem-based learning model with video media has shown quite effective results and meets the criteria in the implementation of the PAI learning process in Class X students of SMA Negeri 1 Glumpang Tiga Pidie Aceh Regency.

The success of the implementation of the problem-based learning model in the learning process can be seen from the increase in student learning activities and student learning outcomes. This can be seen from the results of the observation of student learning activities carried out in the first cycle reaching 52% and in the second cycle it was seen to increase to 80% in line with the increase in student learning activities, an increase also occurred in the student learning outcome test. This is proven based on the results of the final student test of the first cycle obtained student learning results with material, namely about Explaining the meaning of shu'abul iman, verses of the Qur'an and hadith about shu'abul which received a result of 37%. With the category of Enough.

This research is a classroom action research (PTK) that aims to improve student learning outcomes in the Islamic Religious Education (PAI) Learning Process by using video media. In this study, the application of the Problem Based Learning (PBL) model combined with video media has shown quite effective results and meets the expected criteria in the implementation of PAI learning in grade X students of SMA Negeri 1 Glumpang Tiga, Pidie Regency, Aceh. The success of the implementation of the PBL model

in this learning process can be seen from the improvement in both student learning activities and their learning outcomes. The increase in student learning activities can be seen from the results of observations made during the first cycle, which shows that the level of student activity reaches 52%. However, in the second cycle, the activity level of students increased significantly to 80%. This increase is in line with the increase in student learning outcomes, which is reflected in the final test of cycle I. In the test, the results obtained by students regarding the material "Explaining the Meaning of Shu'abul Iman, Qur'an Verses, and Hadith about Shu'abul Iman" showed that 37% of students obtained sufficient results, with the category of Sufficient scores. A significant improvement in the second cycle shows that the PBL model with video media is effective in increasing students' understanding and engagement in the learning process.

CONCLUSION

Based on the results of research and discussions that have been carried out using the application of the problem-based learning model carried out at SMA Negeri 1 Glumpang Tiga, it can be concluded as follows: 1) Education is very important as the basis for the development and progress of a nation. With education, human beings can realize their potential to achieve maturity obtained through science; 2) Akmar, S.N., Sew, Lee. (2010) Problem-based learning is the interaction between stimulus and response, which is the relationship between the two directions of learning and the environment. The environment provides input to students in the form of help and problems, while the nervous system of the brain functions to interpret the help effectively so that the problems faced can be investigated, assessed, analyzed, and solved properly; 3) The design or design in the research is Classroom Action Research (PTK). PTK is a research that explains the causes and consequences of treatment, as well as explaining what happens when treatment is given, and explains the entire process from the beginning of the treatment to the impact of the treatment; 4) The application of the problem-based learning model with video media can improve PAI's learning outcomes about the material Understanding the Essence and Realizing Monotheism with Syu'abul Iman, so it can be ensured that students can understand the PAI learning material, especially in the material that the researcher tested. In cycle 1 the percentage of learning outcomes obtained was 63% and in cycle II it was 84%. So this shows that students have reached the Minimum Completeness Criteria (KKM). The improvement in student learning outcomes can be seen from the results of the final test of student ability after the application of the prolem based learning model with video media in the learning process, and also seen from the results of student activity in the first cycle, which is 55% and the second cycle 81.25%, thus learning with the application of the problem based learning model is proven to be able to improve student learning outcomes and student learning activity in class X of SMA Negeri 1 Glumpang Tiga

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