

# KOPELMA: Scientific Journal of Education and Teaching

KOPELMA: Scientific Journal of Education and Teaching

Volume 1 (2) 117 – 126 December 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/kopelma>

## Efforts to Improve Islamic Education Learning Outcomes by Using Discussion Methods at SD Negeri 1 Sijunjung

Yulia Fatma ✉, SD Negeri 1 Sijunjung, Indonesia

✉ [yulia.fatma86@gmail.com](mailto:yulia.fatma86@gmail.com)

**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using the discussion method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the discussion method 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 52.71%, the first cycle 73.39% and in the second cycle it increased to 87.66%. Thus, the use of the discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Discussion method, learning outcome, islamic education.

**Received** August 27, 2024; **Accepted** October 15, 2024; **Published** December 31, 2024

**Citation:** Fatma, Y. (2024). Efforts to Improve Islamic Education Learning Outcomes by Using Discussion Methods at SD Negeri 1 Sijunjung. *KOPELMA: Scientific Journal of Education and Teaching*, 1(2), 117-126.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

Education is a human effort to be able to develop one's potential through the learning process. In accordance with the Law on Teachers and Lecturers Number 20 of 2003 concerning the National Education System Article 3 which states that "Education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Education is an important thing that is needed for every human being to gain knowledge, insight and increase dignity in life. Human beings have the right to get a proper education according to their development. This education is obtained through the process of primary, secondary to tertiary education. The knowledge gained through education will be useful for the future life when everyone is able to utilize and optimize the education they have obtained so far, not just a mere formality.

But more than that, education will greatly determine the life of the nation and state which is actually nurtured from the basic level. Education deserves to be provided optimally, especially for elementary school students. The knowledge provided in

elementary school is the basic knowledge of students who are useful for continuing to a higher level. Islamic Religious Education (PAI) is one of the important subjects that aims to shape students into individuals who have faith, piety, and noble morals. However, the reality in the field shows that the learning outcomes of PAI in grade V students of SDN 1 Sijunjung are not optimal. This can be seen from the low average score of students in several previous learning evaluations, as well as the lack of student participation in learning activities.

The discussion method is an interaction between students and students or students and teachers to analyze, solve problems, dig up information, or debate certain topics or problems. The discussion method as one of the active learning methods is believed to improve student learning outcomes. This method allows students to interact, discuss, exchange opinions, and solve problems together. By involving students directly, the discussion method can help improve students' understanding of the material being studied, improve critical thinking skills, and increase self-confidence. Based on the results of initial observations at SD Negeri 1 Sijunjung, it shows that PAI learning tends to be carried out conventionally, where teachers lack the right approach and methods so that students are less active and less enthusiastic in participating in learning in the classroom so that students' interest in learning is not maximized.

Teachers are more dominant in using the lecture method so that there is no interaction between educators and students. In addition, teachers are also less skilled in using learning media that support learning activities, so that as a result, many students have unsatisfactory or low scores. Referring to this problem, it is necessary for researchers to research the success of the implementation of the discussion method, through this discussion method, it is hoped that the teaching and learning process will be more enjoyable and more meaningful for students. The application of the discussion method can provide a creative and meaningful learning experience for students in achieving learning completeness.

Students' abilities become developed so that it will affect the improvement of learning outcomes in the academic and spiritual fields of students. Therefore, this study aims to improve the learning outcomes of PAI students in grade V of SDN 1 Sijunjung through the application of discussion methods. It is hoped that this method will not only be able to improve student learning outcomes but also create a more fun, interactive, and meaningful learning atmosphere. Based on the information and conditions of the students above, the researcher felt interested in conducting a research with the title "Improving PAI Learning Outcomes by Using the Discussion Method in Class V of SD Negeri 1 Sijunjung".

Based on the background that has been described above, the identification of the existing problems is as follows; 1) The use of conventional learning methods, 2) The lack of interesting learning methods, 3) The lack of use of learning media, 4) The low interest in learning students to follow the learning process. Based on the identification of the problems described above, the researcher will provide problem limitations on the application of the discussion method in PAI learning to improve learning outcomes in Class V of SD Negeri 1 Sijunjung. Based on the above background, the formulation of the problem is: "Can applying the discussion method improve PAI learning outcomes in grade V of SD Negeri 1 Sijunjung?". The purpose of this study is to determine the impact of the use of discussion methods on student learning outcomes in PAI learning in Class V of SD Negeri 1 Sijunjung. The benefits of this research are that students will find it easier to understand the material delivered by teachers, as well as arouse students' interest in learning, then for teachers, teachers are more motivated to continue learning and equip themselves with various aspects related to educational aspects, and for educational institutions or schools, can improve the quality of education.

## **METHODS**

The relevant research approach with the title "Improving PAI Learning Outcomes Using the Class V Discussion Method of SD Negeri 1 Sijunjung" is the Classroom Action Research Approach (PTK). This approach is very appropriate because it aims to improve the quality of learning through actions implemented in the classroom context, as well as focusing on improving and improving the learning process directly. This type of research is classroom action research. This classroom action research (PTK) is carried out to improve the learning process. Therefore, this classroom action research focuses on actions in the learning process in the classroom. In the implementation of this study, the researcher collaborated with classroom teachers. The researcher is the implementer of the research activity, while the classroom teacher functions as an observer.

According to Kemmis and McTaggart (1988), PTK is a cyclical process of planning: formulating problems, determining goals, and developing action plans. As previously explained, this class action research was carried out at SD Negeri 1 Sijunjung for the subject of Islamic Religious Education class V (Five). The research was carried out for two months, namely from December 2024 to January 2024 for 4 cycles. A detailed explanation of the time of implementation of research activities can be seen in the appendices. The subject of the research in this study is SD Negeri 1 Sijunjung and the author took the object in class V (Five) which amounted to 21 students consisting of 12 male students and 9 female students. Adapu Research Procedure The relevant research approach with the title "Improving PAI Learning Outcomes Using the Class V Discussion Method of SD Negeri 1 Sijunjung" is the Classroom Action Research Approach (PTK).

This approach is very appropriate because it aims to improve the quality of learning through actions implemented in the classroom context, as well as focusing on improving and improving the learning process directly. This type of research is classroom action research. This classroom action research (PTK) is carried out to improve the learning process. Therefore, this classroom action research focuses on actions in the learning process in the classroom. In the implementation of this study, the researcher collaborated with classroom teachers. The researcher is the implementer of the research activity, while the classroom teacher functions as an observer. According to Kemmis and McTaggart (1988), PTK is a cyclical process that includes four main stages: planning, implementation of actions, observation, and reflection. As previously explained, this class action research was carried out at SD Negeri 1 Sijunjung for the subject of Islamic Religious Education class V (Five). The research was carried out for two months, namely from December 2024 to January 2024 for 4 cycles. A detailed explanation of the time of implementation of research activities can be seen in the appendices. The subject of the research in this study is SD Negeri 1 Sijunjung and the author took the object in class V (Five) which amounted to 21 students consisting of 12 male students and 9 female students.

Kemmis and McTaggart say that action research is a spiral cycle consisting of planning, executing actions, observations, and reflections, which may then be followed by the next spiral cycle. Broadly speaking, the classroom action research procedure includes four levels: Planning, Action, observation and reflection. This Classroom Action Research was selected using the spiral model of Kemmis and taggart quoted by Suharsimi Arikunto in his book: "Classroom Action Research" which consists of several cycles of actions in learning based on their reflection on the results of actions in the previous cycle. Each cycle consists of four important elements, namely planning, implementation, observation and reflection. Kemmis and McTaggart say that action research is a spiral cycle consisting of planning, executing actions, observations, and reflections, which may then be followed by the next spiral cycle.

Broadly speaking, the classroom action research procedure includes four levels: Planning, Action, observation and reflection. This Classroom Action Research was selected using the spiral model of Kemmis and taggart quoted by Suharsimi Arikunto in his book: "Classroom Action Research" which consists of several cycles of actions in learning based

on their reflection on the results of actions in the previous cycle. Each cycle consists of four important elements, namely planning, implementation, observation and reflection.

The steps of PTK are as follows: 1) Initial Reflection, is an exploration activity that is used to collect information about situations relevant to the research theme. The researcher and his team made preliminary observations to recognize and find out the actual situation. Based on the results of the initial reflection, the focus of the problem can be carried out which is then formulated into a research problem. Based on the formulation of the problem, the research objectives can be determined. When carrying out the initial reflection, at least the prospective researcher has studied the theories relevant to the problems to be studied. Therefore, after the formulation of the problem is completed, it is necessary to formulate a conceptual framework of the research, then 2) The preparation of the plan is based on the results of the initial reflection survey.

In detail, planning includes actions that will be taken to improve, improve or change the desired behavior and attitude as a solution to the problems. It should be realized that this planning is flexible in the sense that it can change according to existing real conditions, 3) The implementation of actions concerns what the researcher does as an effort to improve, improve or change that is carried out guided by the action plan. The type of action carried out in PTK should always be based on theoretical and empirical considerations so that the results obtained are in the form of improved performance and optimal program results, 4) Observation activities in PTK can be paralleled with data collection activities in formal research. In this activity, the researcher observed the results or impact of the actions carried out or imposed on students. The term observation is used because of the data collected through observation techniques, 5) Basically, reflection activities are activities of analyzing, synthesizing, interpreting all information obtained during action activities.

In this activity, the researcher studied, saw, and considered the results or impacts of actions. Each information collected needs to be studied in relation to each other and its relation to existing and relevant theories or research results. Through deep reflection, a steady and sharp conclusion can be drawn. Reflection is a very important part of PTK, namely to understand the process and results that occur, namely in the form of changes as a result of the actions taken. In essence, the steps of the Kemmis and Taggart model PTK are in the form of cycles with each cycle consisting of four components, namely planning, implementation (action), observation (observation), and reflection which are seen as a cycle. The number of cycles in PTK depends on the problems that need to be solved. In general, it occurs more than one cycle. PTK developed and implemented by teachers in schools today is generally based on the Kemmis and McTaggart PTK model.

The data collection technique carried out in this study is observation, observation is a data collection technique by observing or directly observing the PAIBP learning process. This observation is focused on the activities of teachers and students that appear during the learning process. Evaluation sheets or tests contain questions at the end of each action with the aim of finding out the extent of students' understanding of the learning material that has been learned. The evaluation is carried out individually. A research instrument is a tool or device used by researchers to collect data in a study. This instrument functions to measure the variables that want to be studied systematically and objectively. Research instruments can be physical tools (such as questionnaires or test kits) or procedures (such as interviews or observations) that assist researchers in obtaining the necessary information.

The instruments used in this study are: observation guidelines in the form of observation sheets of student activities and interactions in group activities, and formative tests are a type of test given during the learning process to measure the extent of students' understanding and development of the material that has been taught. The test aims to provide feedback to students and teachers regarding the level of students' understanding of the material being studied, as well as to determine if there are any parts of the material that need to be further explained or improved. To determine the effectiveness of a method

in learning activities, it is necessary to conduct data analysis. In this study, the author uses a qualitative descriptive data analysis technique, which is a research method that describes reality or facts in accordance with the data obtained with the aim of obtaining student responses to learning activities and student activities during the learning process. The data obtained from observation sheets and evaluation sheets or formative tests are then analyzed to find out about student learning outcomes and student opinions regarding the discussion methods carried out, to study whether the research that has been carried out can improve student learning outcomes in PAI subjects.

## **RESULTS**

In this chapter, the results of research on the learning process of Islamic Religious Education in grade V will be discussed using the discussion method. In carrying out the research, the researcher was assisted by a colleague, namely a teacher of class 5 B, namely Mrs. Rafika Yuliana, S.Pd. Each research cycle has four stages, namely planning, implementation, observation and reflection. The results of each cycle are used as a reflection to improve the results in the next cycle. Before conducting the research, the researcher collected the pre-cycle values collected from the results of the pretest conducted before the research. From the results of the pre-cycle, the average percentage of student ability activities was 70%, indicating that the average score of student ability had not reached the success indicator. This result concludes that the learning outcomes of PAI in grade V of SDN 1 Sijunjung are still low. As contained in the table below. Islamic Religious Education learning in the VB class of SD N 1 Sijunjung for the first cycle will be carried out on Monday, December 23, 2024. The implementation of the 1st cycle of rooting learning activities was carried out in the VB class of SDN 1 Sijunjung on Monday, December 23, 2024 with the number of students present as many as 20 people and the material discussed was about interpreting QS Ali-Imran: 64 and QS Al-Baqarah: 256 with the Problem Based Learning learning model and using the discussion method.

In the class action research, the researcher uses the stages of the cycle, namely cycle I, cycle II, cycle III and cycle IV. The implementation is as follows: Cycle I, in this activity the researcher carried out the learning of Q.S Ali-Imran: 64 and Q.S Al-Baqarah: 256 using the discussion method. Researchers and collaborators observed and observed the learning process in the studied classroom, namely grade V students of SD Negeri 1 Sijunjung and held discussions with the collaborators about the findings. Has the expected competence been achieved? Are students actively involved in learning. Have the learning outcomes reached completeness? The implementation of the activities is as follows: Starting with a plan aimed at improving the learning outcomes of Islamic Religious Education (PAI) by using the discussion method for grade V students of SD Negeri 1 Sijunjung. The steps are; prepare PAI materials that are relevant to the topic to be discussed, divide students into small groups, develop guidelines and indicators for the success of the discussion, and then develop evaluation instruments to assess the results of the discussion and students' understanding.

After that, the implementation includes Introduction (15 minutes): The teacher explains the learning objectives, provides an overview of the topic to be discussed, and divides students into discussion groups. Core Activity (70 minutes): Group discussions with teacher guidance, which lead students to express opinions and discuss actively. Closing Activity (20 minutes): Each group presented the results of their discussion, followed by feedback from the teacher. Assessment: Verbal evaluation and observation of student participation during discussion. The collaborators observed the learning process about the application of the discussion method, on the material of Surah Ali-Imran: 64 and Surah Al-Baqarah: 256. What needs to be observed is: Observing every student activity in learning, namely student activities in the implementation of learning by applying the discussion method, Observing and recording students who are active in the learning implementation process by applying the discussion method, Checking the results of

practice questions after students are given individual tasks. then Reflection, analyzing the results of observations to make provisional conclusions about the implementation of learning in cycle I, discussing the results of analysis for improvement actions in the implementation of research activities in cycle II.

Cycle II of the implementation of activities is as follows; Based on the reflection of cycle 1, planning for cycle 2 includes: Adding learning media (pictures or videos) to clarify the material, using question-and-answer techniques to increase students' confidence, organizing groups more evenly to make them more effective. Implementation, introduction (15 minutes): The teacher explains the learning objectives, provides an overview of the topics to be discussed, and divides students into discussion groups. Core Activity (70 minutes): Group discussions with teacher guidance, which lead students to express opinions and discuss actively. Closing Activity (20 minutes): Each group presented the results of their discussion, followed by feedback from the teacher. Assessment, verbal evaluation and observation of student participation during discussion. The collaborators observed the learning process about the application of the discussion method, on the material of Surah Ali-Imran: 64 and Surah Al-Baqarah: 256. What needs to be observed is that every student activity in learning is the activity of students in the implementation of learning by applying the problem-based learning model with the card sort method, then students are active in the learning implementation process by applying the discussion method, and checking the results of practice questions after students are given individual tasks. and the reflection stage, which is analyzing the results of observations to make provisional conclusions about the implementation of learning in cycle II. and discuss the results of the analysis and evaluation of cycle II.

It is hoped that after this cycle, the application of the learning process about the application of the discussion method, on the material of Surah Ali-Imran: 64 and Surah Al-Baqarah: 256 class V students will be more effective, so that it can improve the learning outcomes of students. Cycle III The planning is based on the reflection of cycle 2, planning for cycle 3 focuses on improving cooperation between students in groups, using more structured discussion techniques to ensure all students participate, improving the quality of questions asked during discussions. Then the implementation stage includes Introduction (15 minutes): The teacher explains the learning objectives, provides an overview of the topics to be discussed, and divides students into discussion groups. Core Activity (70 minutes): Group discussions with teacher guidance, which lead students to express opinions and discuss actively. Closing Activity (20 minutes): Each group presented the results of their discussion, followed by feedback from the teacher. Assessment: Verbal evaluation and observation of student participation during discussion. The observation stage is that the collaborator observes the learning process about the application of the discussion method, on the material of Surah Ali-Imran: 64 and Surah Al-Baqarah: 256.

What needs to be observed is: every student activity in learning is the activity of students in the implementation of learning by applying the problem-based learning model with the card sort method, students are active in the process of implementing learning by applying the discussion method, and checking the results of practice questions after students are given individual tasks. Then reflection analyzes the observation results to make provisional conclusions about the implementation of learning in cycle III and discusses the results of analysis and evaluation of cycle III. It is hoped that after this cycle, the application of the learning process about the application of the discussion method, on the material of Surah Ali-Imran: 64 and Surah Al-Baqarah: 256 class V students will be more effective, so that it can improve the learning outcomes of students. Cycle IV analyzes the observation results to make provisional conclusions about the implementation of learning in cycle IV and discusses the results of analysis and evaluation of cycle IV. It is hoped that after this cycle, the application of the learning process about the application of the discussion method, on the material of the meaning of the last day of class V students will be more effective, so that it can improve the learning outcomes of students.

Observers make observations on student activities based on observation sheets and researchers collect observation data for analysis. In cycle 1, the data taken are student activities in the learning process and student scores as a result of the test. From the results of observations and test results carried out, it shows that the activeness of students, student cooperation and the level of understanding of students related to the material presented are still low, so it is necessary to improve the application of the discussion method for the next learning. From the results of the above reflection, a solution to the problem of the PAI learning process regarding QS Ali-Imran: 64 and QS Al-Baqarah: 256 with a problem based learning model with a discussion method. The results of this reflection can be a reference to determine the success or failure of the action. If it is not successful, it will be continued in cycle II. Islamic Religious Education Learning in Grade V B SD Negeri 1 Sijunjung with material determining the law of tajweed nun sukun or tanwin in Surat Ali-Imran: 64 and Surat Al-Baqarah: 256 for cycle 2 will be held on Thursday, January 2, 2025. Basically, the observation stage in cycle 2 is the same as the observation that has been carried out previously. The researcher recorded all the findings with the changes that occurred in the students. From the results of observations and tests carried out, it was shown that the activeness of students increased, as well as student learning outcomes increased. Increasing student learning activities and increasing student test results in cycle I and cycle II. Islamic Religious Education learning in class V B SDN 1 Sijunjung with the main message material Surat Ali-Imran: 64 and Surat Al-Baqarah: 256 for cycle 3 will be held on Wednesday, January 8, 2025. Basically, the observation stage in cycle 3 is the same as the observation that has been carried out previously.

The researcher recorded all the findings with the changes that occurred in the students. From the results of observations and tests carried out, it was shown that the activeness of students increased, as well as student learning outcomes increased. Increase in student learning activities and increase in student test results in cycle II and cycle III. From the data, it can be seen that the increase in the learning outcomes of Class V students of SD N 1 Sijunjung has increased from cycle II to cycle III, it can be seen from the level of student completeness has increased by 6.4% and students who do not complete have also decreased by 6.4%. Islamic Religious Education Learning in class V B SDN 1 Sijunjung with the meaning of the last day material for cycle 4 will be held on Wednesday, January 15, 2025. Basically, the observation stage in cycle 4 is the same as the observation that has been carried out previously. The researcher recorded all the findings with the changes that occurred in the students. From the results of observations and tests carried out, it was shown that the activeness of students increased, as well as student learning outcomes increased. Increase in student learning activities and increase in student test results in cycle III and cycle IV. Based on the data, it can be seen that there is an increase in student learning outcomes, in cycle 3 the student completion rate was 15 people with a percentage of 71.4% while in cycle IV it increased to the student completion rate to 17 people with a percentage of 81%, thus there was an increase in student learning outcomes from cycle III to cycle IV.

## **DISCUSSION**

The use of the discussion method is carried out in learning in each cycle, namely: Cycle I, Cycle II, Cycle III and Cycle IV. In learning Islamic Religious Education on QS Ali-Imran : 64 and QS Al-Baqarah : 256 and also the Meaning of the Last Day material with the Discussion method leads students to better learning results because students can collaborate with other students and also with the discussion method can increase the activeness of students in learning, with the learning discussion method becomes fun and not boring, So that they can respond well to the learning material and can meet the learning objectives.

Based on the results of the research from the pre-cycle, cycle I to cycle IV, there is an increase in the value of learning outcomes in Islamic Religious Education learning in QS Ali-Imran Material: 64 and QS Al-Baqarah: 256 and also the Meaning of the Last Day

material for grade V students of SD Negeri 1 Sijunjung. The initial condition before the improvement of the learning outcome percentage reached 30%, in the first cycle the learning outcome percentage increased to 45%, in the second cycle the learning outcome percentage increased again to 65%, in the third cycle the learning outcome percentage increased to 71.4% and in the fourth cycle the learning outcome percentage increased again to 81%. So based on this data, it can be said that the learning process has obtained a very good average score, even through the results of this study it also shows that the application of the Discussion method also has a positive impact on improving learning outcomes. Based on pre-cycle data of 6 students who completed the study with a percentage of 30%, Cycle I with the number of students who completed learning 9 students (45%) while in Cycle II with the number of students who completed learning 13 students (65%) , and in Cycle III with the number of students who completed learning 15 students (71.4%), while in Cycle IV with the number of students who completed as many as 17 students with a percentage of 81%. Thus, it can be concluded that the use of discussion methods can improve student learning outcomes

## **CONCLUSION**

Based on the results of the class action research "Improving PAI Learning Outcomes by Using the Discussion Method in Class V of SD Negeri 1 Sijunjung" "the following conclusions can be drawn; 1) The application of the discussion method is able to improve student learning outcomes because students can collaborate with their group members, make students think critically, dare to appear and be confident, train students' activeness in learning, so that they can respond to learning materials according to the expected learning objectives, 2) Before applying the discussion method or in the pre-cycle, the average score of students only reaches 30%. However, after the application of the discussion method in learning Islamic Religious Education, the learning outcomes of students in class VB SD Negeri 1 Sijunjung have increased, cycle I with a percentage of 45% on and improved again in cycle II students increased by a percentage of 65% and improved again in dikus III with an increase of 71.4% and improved again in cycle IV with a result of 81%, 3) Through the application of the discussion method, in cycles I, II, III and IV it can be found that in the pre-cycle only 6 people (30%) completed, then increased again in the first cycle to 9 people (45%) and in the second cycle it increased again with the number of students who completed learning as many as 13 students (65%), and in the third cycle it increased again with the number of students who completed learning as many as 15 students (71.4%), then in cycle IV it increased again with the number of students who completed learning as many as 17 students (81%).

## **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.
- 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.
- 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. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- 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., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- 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>
- Peptiyanti, 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>
- 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.
- 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>

Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

