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## Efforts to Increase Students' Interest in Learning Through the Problem Based Learning Model at SMK Taruna 2 Padang

Suwetri ✉, SMK Taruna 2 Padang, Indonesia

✉ [suwetri1988@gmail.com](mailto:suwetri1988@gmail.com)

**Abstract:** This study aims to increase students' interest in learning Islamic religious education by using a problem-based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were vocational high school students. The data for this study were obtained using questionnaire and observation techniques. The questionnaire was used to measure learning interest and observation was used to analyze teacher and student learning activities. The data analysis technique used in this study was descriptive statistics by comparing the results obtained with indicators of research success. The results showed that the problem-based learning model can increase students' interest in learning Islamic religious education. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 47.71%, the first cycle 67.39% and in the second cycle it increased to 85.66%. Thus, the use of a problem-based learning model can be used as an alternative to increase students' interest in learning Islamic religious education.

**Keywords:** Problem based learning, vocational school, students' interest learning.

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### INTRODUCTION

The learning process is a fundamental thing that an educator does to students in achieving educational goals or materials to be delivered. The learning process is also a fundamental problem in improving the quality or learning outcomes. In the learning process, children are less encouraged to develop thinking skills. The learning process in the classroom is directed to the ability of children to memorize information, the child's brain is forced to remember and hoard various information, required to understand the information he remembers to relate it to daily life.

Therefore, educators or teachers must prioritize basic skills and increase the level of critical thinking that students must have so that they can understand concepts systematically, both theoretically and in their application, a more effective learning model is needed and involves a lot of students to be more active, creative and fun with the hope that students can understand the material to be implemented in religious life and improve results But in fact, Learning is expected to generate the results of students of the material

"Akhlik Mazmumah (Ghadap) and Akhlak Mahmudah (Syaja'ah)" so that students are more active and serious in participating in learning. Therefore, the title of the author's class action research is "Efforts to Improve Student Learning Outcomes Through the Problem Based Learning Model of Smk Taruna 2 Padang School."

In order for this research not to deviate and be more directed, the researcher limits the problems in this study to the following: This research focuses on the implementation of actions in the form of applying the Problem Based Learning model and students' learning interests only. Based on the above background, the problem of this research can be formulated as follows, Can using the Problem Based Learning model increase the interest of students at Smk Taruna 2 Padang School? Based on the above problems, this study aims to improve the learning outcomes of students of madzmumah morals, in the material of akhlak mazmumah (Ghadap) and akhlak Mahmudah (Syaja'ah) class x School of Smk Taruna 2 Padang. This research is expected to obtain various benefits, including for teachers, classroom action research is expected to help teachers to know good teaching strategies and can improve learning techniques in the classroom to be able to achieve learning goals, to develop teachers' creativity in teaching Islamic religious education, and to improve the quality of teachers' professionalism.

Another benefit is to provide alternative learning activities for Islamic religious education, especially Akhlak Mazmumah and Mahmudah. The benefits for students are to create a sense of joy in the learning process in the classroom, foster enthusiasm and high learning outcomes for students, and improve student learning outcomes. The benefits for schools are to improve the quality of Islamic religious learning, especially regarding Shaja'ah in schools and improve the learning system.

## **METHODS**

This research is used in Classroom Action Research (PTK). According to Suharsimi Arikunto (2010), classroom action research is a research activity carried out on a number of subjects that are targeted, namely students, aiming to improve the learning situation in the classroom so that there is an improvement in the quality of learning. Wijaya Kusumah and Dedi Dwitagama (2011:9) stated that classroom action research is research conducted by teachers in the classroom and has a series of "action-action-research-action research", which is carried out in a series to solve problems. This Classroom Action Research is in the form of collaboration, namely establishing partnerships and collaborating with teachers to obtain information about learning. Thus, learning problems in the classroom can be solved together, so that the quality of learning can be improved the research model used in this study is a model. Kemmis and Mc Taggart. According to Wijaya Kusumah and Dedi Dwitagama, the model proposed by Kemmis & Taggart is in the form of a cycle. Each device consists of four components, namely: planning, action, observation and reflection. Both action and observation components are two inseparable activities. Because it must be done in a single time. The research model to be carried out is as follows:

The steps taken before the action are as follows; 1) Determine the theme and subtheme of learning activities, 2) Prepare a learning plan in the form of a daily activity plan (RKH), 3) Prepare learning media (tools and materials), 4) Prepare an observation sheet, 5) Make an assessment rubric. Then actions, actions taken by teachers in learning activities using the media of word cards. Then the researcher made observations on the course of learning activities. Subsequently, reflection was carried out using collaborative techniques between researchers and teachers to evaluate the learning activities that had been carried out. The results of the evaluation in cycle I will be used as a reference to plan the next steps in cycle II. The operational definition of a variable is the definition that exists in the hypothesis or an initiation which is essentially a further and firm elaboration of the concept. Furthermore, the research variable is "everything that will be the object of research". Zuhairi argued that "an operational definition is a definition that is based on the

properties of the defined thing that can be observed. Indirectly, the operational definition will designate a data collection tool that is suitable for use or refers to how to measure a variable. Meanwhile, according to Sugiono, variables can be interpreted as "everything that will be the object of the researcher's observation".

The operational definition of a variable is a further elaboration in a concrete and firm manner of something that is used as the object of research observation. Variables as the object of action studied are independent variables and bound variables, in this study the explanation is as follows; The variables studied in this study are as follows; 1) Bound variables, these variables are often referred to as output variables, criteria, consequences. A bound variable is "a variable that is influenced or is a result, because of the existence of an independent variable." Based on this understanding, the bound variable in this study is "learning outcomes".

The learning outcomes referred to in this study are student learning outcomes in PAI subjects, namely cognitive, affective and psychomotor obtained from tests conducted at the beginning of the cycle (pretest) and at the end of the cycle (posttest) after students are given the Problem Based Learning (PBL) model and it is expected that the learning outcomes of students will increase each cycle in accordance with the Minimum Completeness Criteria (KKM) of 75; 2) Independent variables, these variables are often referred to as stimulus, predictor, antecedent variables. An independent variable is "a variable that affects or is the cause of its change or the occurrence of a dependent (bound) variable". Based on this explanation, the free variable in this study is the "Problem Base Learning (PBL) Learning Model". The Problem Based Learning model is the interaction between stimulus and response, which is the relationship between the two directions of learning and the environment. So that the problems faced can be investigated, assessed, analyzed, and sought for a good solution. PBL-oriented learning steps are; 1) The students are divided into several groups consisting of 3-4 people, 2) In each group there is a chairman, secretary and members; 3) Determining the subject matter to be solved The problem can be outlined from the subject matter contained in the syllabus, the teacher encourages each group to dare to put forward the main problem to be discussed. If the students in the group have difficulty in finding the problem, they are required to offer the problem; 4) The teacher asks the students in each group to discuss the main problem according to the available time; 5) The teacher asks the group representative to present the work in the form of a report or problem solving that has been discussed.

The subjects/population of the study are teachers and students of grade X of SMK Taruna 2 Padang School for the 2024/2025 academic year. The number of samples was 15 people consisting of 4 students and 11 students in class X of SMK Taruna 2 Padang School. The type of research obtained from this research is qualitative and quantitative which consists of: Application of learning, Data obtained from teacher and student activities based on the Problem Based Learning Model. Student learning outcome data obtained from student learning outcomes in cycles 1 and 2. The source was obtained from PAI teachers and class X students with a sample of 15 students consisting of 4 students and 11 students, the research location at SMK Taruna 2 Padang School in the 2024/2025 Academic Year. The data collection technique is carried out based on several desired data. Learning outcome data will be taken after a learning outcome test conducted at the end of each cycle. To collect the desired and necessary data, in this study the researcher uses the following data collection techniques; 1) Observation, observation is the activity of collecting data to see how far the effect of the action has reached the target. Observations were made to find out the activities of teachers and students during the learning process with the application of the Problem Based Learning (PBL) model; 2) Tests, tests are a series of questions or exercises and other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups.

Nature uses the test method, researchers use instruments in the form of tests or test questions. The test questions consist of many test items (items) that each measure one type of variable. This test is used to measure the level of success of student learning

outcomes in relation to the subject matter that students have studied with learning outcome standards that are in accordance with the KKM in the subject of Islamic Religious Education. The test given is in the form of description questions; 3) Documentation, this technique is used by researchers to find out about the syllabus, competency standards and basic competencies in the school that will be researched. Documentation is also used to obtain information either in the form of books or school data. Data collection tools in the form of syllabus, school profiles, modules, and lists of student learning outcomes. Data analysis is the process of systematically searching and compiling data obtained from the results of interviews, field notes and documentation (Sugiyono, 2011:333). Organizing data into categories, elaborating into units, synthesizing, organizing into patterns, selecting important data to be studied, and making conclusions so that it is easy to understand.

In this study, qualitative and quantitative data analysis techniques are used. Quantitative data analysis is used to determine the improvement of the learning process, especially the various actions taken in the form of observation records, and photo documents to be analyzed. Furthermore, all data obtained will be collected and reported in the form of descriptions. Quantitative techniques are used to determine the improvement of children's learning outcomes as an influence of each action taken. Meanwhile, qualitative data analysis according to Miles and Huberman (in Emzir, 2011: 129-Merdeka5) explains that there are three types of activities carried out, namely data reduction, data modeling, and drawing or verifying conclusions. The stages carried out in qualitative data analysis according to Prof. Emzir are: Data reduction is a form of analysis that understands, selects, focuses, discards, and compiles data in a way where the final conclusion can be described and verified. This stage refers to the process of selecting, focusing, simplifying, abstracting, and transforming the "raw data" that occurs in written field records. Data reduction occurs continuously through the life of a qualitatively oriented project. A model is defined as an organized collection of information that allows for the description of conclusions and action taken. Models in everyday life vary from ordinary measurements to computer screens.

The most commonly used form in qualitative data models is narrative text. Narrative texts in this sense contain too much of the ability to process human information. The final step of the qualitative analysis activity is the drawing and verification of conclusions where it begins to decide whether the "meaning" of something is, noting the regularities, patterns, explanations, possible configurations, causal flows, and propositions

## **RESULTS**

The research on improving student learning outcomes through the Problem Based Learning Model at SMK Taruna 2 Padang was carried out through the stages of cycle I, and cycle II. Each cycle consists of four stages, namely the planning stage, the implementation stage, the observation stage, and the reflection stage. The results of each cycle can be described as follows. The pre-cycle stage is carried out to find out the actual situation in the field as initial data for students before the researcher conducts the research process. The observations made at this stage are interviews with class X teachers, and interviews with students. The goal is to find out how students understand a subject outside the subject of Islamic Religious Education before being given action and after being given action. Based on the results of interviews with class X teachers, namely Mrs. Riri afriyanti, S.Pd which was conducted during the initial observation before the implementation of audio-visual media, namely on December 23, 2024, it is known that there are several obstacles during teaching and learning activities that have an impact on students' understanding of a subject outside the subject of Islamic Religious Education.

These obstacles include teachers only using lecture methods and assignments to do LKS, so that students are bored and less active in learning. Not only the way teachers present or deliver material to their students, but the lack of innovation in learning, is the

cause and the lack of seriousness of students when teachers deliver material. It is further refined by the relevance between the context in the Teaching Module on a subject that is less relevant. Making and increasing the lack of achievement of students in understanding the material. After knowing this, on December 24, 2024, the researcher immediately conducted a Pre-Cycle Islamic Religious Education learning. The following is the value of the learning outcomes of students in class X of SMK Taruna 2 Padang, the subject matter of Akhlak Mazmudah and how to avoid the attitude of gadap.

The role playing method allows students to be directly involved in the learning process by playing certain roles that are relevant to the marriage material. Students can act out situations such as husband and wife communication, family decision-making, or conflict resolution. Through this hands-on experience, students not only understand concepts theoretically, but are also able to see how theory is applied in real life, so that their understanding of the material becomes more in-depth. Then in role playing, students are trained to speak, listen, and understand other people's point of view. When they play a role, for example as a husband and wife, they learn how to communicate effectively and empathetically. This ability is very important in marriage and is an added value in learning. By improving social and emotional skills, students also become better prepared to face challenges in future interpersonal relationships. Role playing often involves situations where students must make decisions that reflect responsibilities in married life, such as managing family finances or dividing household chores. This exercise provides practical experience that helps students understand the importance of responsibility and cooperation in a marriage relationship.

It also improves their ability to solve problems in a wise way. Then this method creates a fun and interactive learning atmosphere, so that students feel more motivated to learn. By actively participating in simulation scenarios, students are more interested in the material discussed and feel that they have an important role in the learning process. This increase in motivation has a direct impact on their learning outcomes, as students are more focused and emotionally involved with the material being taught. Through role playing, students can internalize cultural and religious values relevant to marriage, such as the importance of mutual respect, loyalty, and responsibility. The scenarios presented can reflect practices that are in accordance with social and religious norms, so that students not only understand the theory but also how to apply it in daily life. The integration of these values helps students get holistic and relevant learning. The role playing method not only improves students' understanding of wedding material, but also forms skills and attitudes that are relevant to real life, making it an effective approach to learning.

Based on the table above, which is the acquisition of student pre-cycle results in the material of Akhlak mazmumah (ghadap), it can be concluded that student learning outcomes still have not reached maximum results. It is evident from the results of the average pre-cycle score of students of ghadap material is still 66.66, this score is still below the completeness standard set by SMK Taruna 2 Padang, which is 75. Students whose score criteria are above KKTP or in other words complete are only 10 students out of 15 with an average score of 66.66%. Meanwhile, the students who did not complete were 5 students out of 15 with an average score of 66.66%. This can be calculated in the percentage of learning completeness which as a whole amounted to 66.66%. And such results can be taken into consideration in planning the first cycle.

In this study, cycle I was carried out on Friday, September 25, 2024 at 08.00 for one meeting with a time of 3x35 minutes or 2 hours of lessons with a total of 15 students consisting of 4 women and 11 men. Learning material about Akhlak mazmudah( Ghadap). The stages of cycle I are as follows: 1) Planning In this activity, the researchers are; Prepare a learning implementation plan. The lesson plan is prepared for 1 meeting with a time allocation of 3x35 minutes or 2 hours of lessons. The material taken in cycle one is about mahmudah. Developed using audio-visual media. The Teaching Module that has been prepared is then validated to expert lecturers who also act as validators. Once the



Teaching Module document is validated, the Teaching Module is ready to be shown to the teacher or collaborator teacher for learning.

The Teaching Module is then used as a learning tool from the actions to be taken. Then make test research instruments, non-tests and supporting learning media. The researcher made a test instrument in the form of a description question first before learning was carried out and a non-test in the form of observation. The research instruments that have been prepared and made are then validated to expert lecturers who serve as validators. Then prepare learning resources. Then prepare suitable media to optimize the application of audio-visual media. Then prepare worksheets for students. Then compile and prepare the observation sheet instruments. Observations are made on teachers and students during the learning process. The observation sheet prepared includes observations of teacher and student activities that have been validated by expert lecturers. 1) Actions, actions cycle I will be carried out on Monday, December 23, 2024 at 08.00 with a time allocation of 3x35 minutes. The implementation of the action was carried out in classroom X of SMK Taruna 2 Padang based on the implementation of the teaching module that had been designed and compiled by previous researchers. The researcher is authorized by the teacher to carry out learning activities and the teacher acts as an observer as well as a supervisor in classroom action research activities.

Judging from the observation of teacher and student activities, the observed aspects are 1. Teacher preparation in teaching, teachers prepare learning tools (Teaching Modules), observation instruments, and prepare audio-visual media, namely laptops, power points, youtube, speakers and infocus, teachers get a score of 3 because teachers are still nervous. For the observation of student activities in the preparation aspect, students still get a score of 3 because students are still not ready to receive lessons. In the aspect of implementing the initial activity, when the teacher said the greeting, he got a score of 3 because the teacher still looked nervous, while the students who answered the greeting got a score of 3 because not all students answered the greeting from the teacher. When the teacher asked for news, he got a score of 3, but the student in answering the news from the teacher still got a score of 2, this is because the student is still not. All answered the news from the teacher and many still spoke on their own. When the teacher attends and conveys the learning objectives, they get a score of 2 because they are not clear in conveying, while students get a score of 1 because they do not hear what is conveyed by the teacher. In the core learning activity, the teacher displays the title of the material through a power point that will be taught in front of the class with a score of 4. The teacher who asks questions with students about ghadap gets a score of 3 and students who respond to questions from the teacher get a score of 3.

The teacher who showed a video about the dangers of the attitude of gadap got a score of 4 and the students were very enthusiastic to see the video shown by the teacher got a score of 3 because there were still some students who still talked to themselves and did not see the video. The teacher gave group and individual assignments, the teacher asked the students to practice the shaja'ah attitude, and the teacher and the students concluded that today's material got a score of 3 because the teacher was not optimal. When the teacher asked one of his groups to present the results of his discussion in front of the teacher, he got a score of 3 because not all groups were asked to present only a few groups because the teacher was afraid of insufficient time. Students in working on the worksheets given by the teacher, both groups and individuals, students present the results of their discussions and students read the postulates about ghadap, namely the attitude of anger, namely reading the postulates about restraining anger to get a score of 3 because students are enthusiastic about carrying out the task even though there are still some children who do not pay attention to what the teacher commands.

In the final activity of the lesson, the teacher reflects on the material that has been delivered and gives a word to students who dare to come forward to present their assignments and can answer questions from the teacher getting a score of 3. The teacher who said the greeting also got a score of 3 because the teacher said the greeting in a slow

voice so that the students in answering the greeting from the teacher were also less compact and got a score of 3. For the aspect of time management, punctuality in teaching and learning, the accuracy of starting and closing lessons the teacher scored 2 because at the time of starting the learning a few minutes was used to prepare for the learning so that the implementation of learning exceeded the specified time and took other lesson hours. The conformity with the Teaching Module received a score of 3 because one of the activities in the Teaching Module still exists that has not been carried out by the teacher in teaching, such as, reflection at the end of the teacher inviting students to sing about the pillars of Islam but not applied by the teacher in teaching. 3) Observations, the following will be presented with data on the results of observations made in cycle I. As planned, the observations made are on teachers during learning. Observation of teacher activity in the first cycle is as follows: From the data regarding the data on the observation results of teacher activity in the first cycle during learning activities, it is classified as sufficient with a final score of 73.91 (Adequate) with a score of 68 out of an ideal score of 92.

During learning activities, there are several shortcomings, including teachers absenting students and conveying learning objectives less than optimally. Not only that, in the core activities there are several aspects of learning that get a score of 2, including teachers who are less optimal and optimal in asking their students to present the results of their discussions. However, for all teachers, they are quite good at carrying out the learning process and almost all the steps in the Teaching Module have been implemented. Although there are some aspects of activities that are still lacking, not optimal, but they can be improved again in cycle II. In cycle I, according to the results of observation of student activities, it is classified as poor. This can be seen from the acquisition of a score of 45 out of a maximum score of 68 or with a final score of 66.2. At the initial activity preparation stage, student activities were not optimal because there were still many points that had not been achieved, including some students who did not respond in answering news from teachers.

Student activities during core activities in student learning get good criteria by getting a score of 3 because almost all students seem focused and pay attention to the teacher explaining. In the next learning, this refers to being improved in the next cycle. Namely, teachers must motivate students and provide encouragement so that students can actively learn. Based on the learning outcomes of PAI students in cycle I, students who have reached KKTP scores of  $\geq 71-80$  have 24 students with a percentage of 70.6%. Meanwhile, students who have not reached the KKTP score are 9 students with a percentage of 26.5%. The comparison between the pre-action and cycle I scores can be seen in the data. Based on the data, it can be concluded that between the students' grades in the pre-action and cycle I have improved. There was an increase in the average score from 70.53 to 77.73. However, the percentage of achievement of KKTP scores in the first cycle is only 77.73% and has not reached the research success indicator, which is 80%. Therefore, the research continued to cycle II.

As explained above, the teacher who acts as a researcher is the researcher, while the subject teacher acts as an observer and helps the learning process. Based on the results of observation of teacher and student activities, it can be concluded that the use of audio-visual media to improve the understanding of class X students of SMK Taruna 2 Padang has not been successful. Because looking at the observation of teacher and student activities, there are still many shortcomings that cause the improvement of student understanding not to be optimal, such as, teacher preparation in teaching, teachers give assignments that are not clear so that students are still confused about the teacher's assignments. After discussing with the teacher of class X of SMK Taruna 2 Padang, a conclusion was reached regarding things that cause students' lack of optimal understanding of the material of Akhlak Mazmumah. Efforts are made to re-modify the Teaching Module to be more varied, teachers' readiness in teaching, teachers' clarity when explaining and assigning tasks and providing motivation to students.

Based on the data on the implementation of cycle II above, it can be seen that there is an increase in student learning outcomes. The average score of the observation results of the second cycle reached 85.3, the highest score of 100 and the lowest score of 75. All students have completed 100%. Based on the data, the researcher observed that the learning carried out experienced a very good improvement. It can be seen that the average value of pre-cycle observation results reached 70, the highest value was 90 and the lowest value was 50. The number of students who have completed is 10 students (60%) and the number of students who have not completed is 5 students (40%). Based on the implementation of cycle I above, it can be seen that there is an improvement in student learning outcomes. The average score of the observation results of the first cycle reached 77, the highest score of 95 and the lowest score of 68. The number of students who have completed is 11 students (65%) and the number of students who have not completed is 4 students (35%). Furthermore, in the implementation of cycle II above, it can be seen that there is an increase in student learning outcomes. The average score of the observation results of the second cycle reached 85, the highest score of 100 and the lowest score of 75. All students have completed 100%.

## **DISCUSSION**

Efforts to increase students' interest in learning at SMK Taruna 2 Padang can be done through the application of a problem-based learning model. This model encourages students to be actively involved in learning by facing real situations that require problem solving. PBL puts students at the center of learning, allowing them to collaborate, think critically, and find creative solutions to the challenges presented. In this way, students' interest in learning can increase because they feel that the material they are studying is relevant to their daily lives and the needs of the industry. The first step in implementing PBL at SMK Taruna 2 Padang is to develop problem scenarios that are in accordance with the curriculum and areas of expertise that students are learning. Teachers act as facilitators who provide direction and support throughout the learning process. For example, for engineering students, the problem given can be in the form of a simulation of repairing a damaged machine. Students will be encouraged to identify problems, design solutions, and implement them with teacher guidance.

This method provides a more meaningful and in-depth learning experience than traditional lecture methods. In addition, PBL also helps students develop soft skills such as communication, teamwork, and time management. In the problem-solving process, students must discuss, share ideas, and listen to the opinions of their peers. This creates an interactive and collaborative learning environment, which in turn increases students' interest in learning. For example, intensive group discussions can make students more motivated to learn, as they feel valued and actively involved in the learning process. The implementation of PBL at SMK Taruna 2 Padang also needs to be supported by adequate learning facilities, such as laboratories, technology devices, and other learning resources.

With adequate facilities, students can more easily access information and implement solutions to given problems. In addition, periodic evaluations need to be carried out to ensure the effectiveness of the PBL method, including observation of increasing student interest and achievement. With strong commitment from schools, teachers, and students, the PBL model can be an effective strategy in increasing interest in learning and preparing students to face the challenges of the increasingly complex world of work.

## **CONCLUSION**

In conclusion, the application of the Problem Based Learning model at SMK Taruna 2 Padang is an effective strategy to increase students' interest in learning. By actively engaging students in real-world-relevant problem-solving, PBL creates learning that is



more engaging, meaningful, and applicable. In addition, this model also helps students develop critical thinking, collaboration, and communication skills that are much needed in the world of work. The successful implementation of PBL requires support from teachers as facilitators, the provision of adequate facilities, and periodic evaluations to ensure its effectiveness. With this approach, schools can help students not only achieve optimal learning outcomes but also be prepared for future challenges.

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