

# KOPELMA: Scientific Journal of Education and Teaching

KOPELMA: Scientific Journal of Education and Teaching

Volume 1 (1) 50 – 58 June 2024

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

## Implementation of Discussion Method in Improving Student Learning Outcomes in Islamic Education Learning at SDN 17 Kauman

Nurkhotimah ✉, SD Negeri 17 Kauman, Indonesia

✉ [nkhotimah357@gmail.com](mailto:nkhotimah357@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 41.71%, the first cycle 59.39% and in the second cycle it increased to 86.66%. 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** March 23, 2024; **Accepted** May 5, 2024; **Published** June 30, 2024

**Citation:** Nurkhotimah. (2024). Implementation of Discussion Method in Improving Student Learning Outcomes in Islamic Education Learning at SDN 17 Kauman. *KOPELMA: Scientific Journal of Education and Teaching*. 1(1), 50–58.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

The education system in Indonesia has undergone many changes. These changes occurred because various reform efforts have been made in education. As a result of this influence, education has progressed. In line with these advances, education is an important aspect in building a generation that is intelligent, characterful, and noble. In the context of education in Indonesia, Islamic Religious Education (PAI) has a strategic role to form students who have a deep understanding of religious values as well as apply them in daily life. At the elementary school level, PAI learning aims to provide the foundation of faith, piety, and noble morals as the foundation of their future lives.

However, in reality, the learning outcomes of students in PAI subjects at SD Negeri 17 Kauman still have not achieved satisfactory results. Based on the data from the learning evaluation, most students showed a low level of understanding of the material being taught. This is reflected in the average grade of the class which is below the minimum completeness standard (SKM). In addition, the lack of active involvement of students in the learning process is one of the main obstacles. Learning methods that tend to be one-

way, where teachers are the center of learning activities, make students less motivated and inactive in discussing or expressing opinions. One of the approaches that is believed to improve PAI learning outcomes is to apply the discussion method. This method allows students to actively participate, exchange ideas, and learn to work together in understanding the subject matter. In addition, the discussion method can also encourage students to be more critical in processing information and improve their communication skills. Thus, it is hoped that student learning outcomes can increase significantly. Through this research, it is hoped that the application of the discussion method can be an effective solution in improving the learning outcomes of PAI students in grade V at SD Negeri 17 Kauman. In addition, this research also aims to contribute to the development of more innovative and student-centered learning strategies.

From the background mentioned above, the author in this study took the title "The Application of Discussion Methods in Improving PAI Learning Outcomes in Class V Students of SD Negeri 17 Kauman". Based on the background of the above problems, it is necessary to identify the existing problems, which are as follows; 1) The average score of PAI learning outcomes of class V students has not reached the minimum completeness standard (SKM), 2) Most students show a low understanding of Islamic Religious Education material, 3) PAI learning uses more lecture methods, so that students become passive, 4) The learning process has not provided enough opportunities for students to discuss and develop critical thinking skills. Based on the identification of the problem above, the researcher limits the problem to "Application of Discussion Methods in Improving PAI Learning Outcomes in Class V Students of SD Negeri 17 Kauman in the even semester of the 2024/2025 school year". Based on the background and identification of the problem above, a problem can be formulated, namely; How is the application of the discussion method in PAI learning for grade V students of SD Negeri 17 Kauman? and Can the application of the discussion method improve the learning outcomes of PAI students in grade V of SD Negeri 17 Kauman? In accordance with the above problems, this study aims to: To determine the improvement of student learning outcomes after the implementation of the Islamic Religious Education subject discussion method in Class V students of SDN 17 Kauman for the 2024/2025 Academic Year. The author hopes that the results of this study can be useful for; Teachers are by providing information about learning methods that are in accordance with PAI material and not only focusing on one method, namely the lecture method.

As well as being able to make new innovations, including in terms of using learning media in schools or holding media that starts from the simplest media to modern media according to the demands of the times in the era of the industrial revolution. for students in order to increase motivation that has implications for student learning outcomes, especially in the subject of Islamic Religious Education, it is considered necessary to make innovations and new breakthroughs to support the activeness of students in the process of teaching and learning activities. for schools by providing input for schools as a guideline for taking policies in the school and being a driver for other teachers to always develop their profession and professionalism in developing learning methods and media.

## **METHODS**

This type of research is a Class Action Research (PTK). This research was carried out at SD Negeri 17 Kauman. Classroom action research is action research conducted with the aim of improving learning in the classroom. Mulyasa (2009:11) explained that what is meant by Class Action Research is an effort to observe the learning activities of a group of students by providing an action that is deliberately raised. The subject of this study is students of grade V of SD Negeri 17 Kauman in the even semester of the 2024/2025 Academic Year. The condition of the students consists of 15 students, the object of this study is the discussion method and learning outcomes of the students' PAI. Independent Variable (X) i.e. Discussion method: This is the variable that affects or is applied in this

study. This learning model aims to improve students' ability to discover learning concepts through experiments and hands-on experience. Dependent Variable (Y) is PAI Learning Outcomes: It is the results achieved by students in the subject of Islamic Religious Education (PAI).

This variable can be measured through test scores, material comprehension, and ability in the application of religious teachings in daily life. The population of the classroom action research conducted by the researcher is SDN 17 Kauman. This research was carried out in class V of SDN 17 Kauman for the 2024/2025 Academic Year, since December 20, 2024, which is in Kauman, South Rao District. Class V of SD Negeri 17 Kauman consists of 15 students (7 male students and 8 female students). All of these students are the population in this study. So from 15 students (7 male students and 8 female students). This will be used as a sample in the study. This sample will be intervened by the application of discussion methods to measure the improvement of PAI learning outcomes.

Study is designed as a classroom action research using the discussion method, where in this study involves teachers of Islamic Religious Education subjects in the classroom used as a research place, to jointly carry out research. In this study, the researcher acts as an observer while the teacher acts as a teacher. The process in this class action research is carried out with three cycles, namely cycle I, II and cycle III. Each cycle consists of four stages, namely planning, action, observation, and reflection. Each cycle is carried out with the learning to be achieved (Arikunto, 2006:16).

There are several types of data collection tools that can be used to measure the effectiveness of the application of audiovisual media in improving PAI (Islamic Religious Education) learning outcomes, namely; Tests or Examinations (Pre-test and Post-test), Observation, Questionnaire or Questionnaire, Interview and Documentation. In this study, it was analyzed using qualitative and quantitative analysis. Qualitative analysis is used to analyze data that shows the dynamics of the process by providing real and in-depth meaning in accordance with the research problem, namely data on teacher performance, activities, affective, and psychomotor students. This qualitative data was obtained from non-test data, namely student observation during the learning process

The affective analysis of individual students is obtained by the formula:  $R_{NA} = \frac{X}{100} \times BC$   
Information: NA = sought or expected affective value  
R = raw score obtained by SM students = maximum score of 100 = fixed number (Purwanto, 2008: 112)

Quantitative data in this study were collected through pre-test and post-test given to students before and after the application of the discussion method in PAI learning. The pre-test is carried out before the use of the method to measure students' initial knowledge of the material to be studied, and the post-test is carried out after the application of media to measure changes in student learning outcomes. The pre-test given to students before the application of the discussion method showed an average student score of 60, which showed a fairly low understanding of the PAI material. After the application of the discussion method in learning, the post-test showed that the average score of students increased to 87, which showed a significant increase. From the results of the pre-test and post-test, it can be seen that the application of the discussion method has a positive impact on student learning outcomes. Based on this data, the difference between the pre-test and the post-test is calculated and compared.

To ascertain the significance of the difference, a pair t-test was conducted. The results of the t-test showed a p-< value of 0.05, which indicates that the change in learning outcomes between pre-test and post-test is significant. In other words, the application of the discussion method can be said to be effective in improving student learning outcomes. The increase in pre-test to post-test scores shows that the use of discussion methods in PAI learning has succeeded in improving students' understanding of the material taught. This quantitative data shows that the discussion method can make it easier for students to understand concepts that were previously difficult to understand with conventional methods.

## RESULTS

The research data obtained was in the form of test results of question item items, observation data in the form of observations with a project-based learning model and discussion and observation methods of student and teacher activities at the end of learning, and formative test data of students in each cycle. The data from the test results of the question item items are used to get a test that really represents what is desired. This data is then analyzed for the level of validity, reliability, level of difficulty, and differentiation. The observation sheet data was taken from two observations, namely observation data with a project-based learning model and a discussion method used to determine the influence of the application of the discussion method in improving learning outcomes.

Formative test data to determine the improvement of student learning achievement after applying the method of assigning learning assignments and recitations. In this chapter, the results of research on the learning process of Islamic Religious Education Faith material to the last day using the discussion method will be discussed. The process in this class action research is carried out with three cycles, namely cycle I, II and cycle III. Each cycle consists of four stages, namely: Planning, action, observation and reflection. The four stages can be seen from the following description. 1) Action planning, namely by preparing a learning implementation plan with the discussion method that has been prepared, compiling discussion guidelines by compiling several questions or problems that will be discussed in group discussions in accordance with the learning objectives and relevant to the topic to be taught, Preparing media and teaching materials and preparing student worksheets, whiteboards, and reading materials that are relevant to the learning topic, and Create an observation sheet to see student participation and involvement during learning using the discussion method.

Implementation, actions taken in learning refer to the planning of actions that have been made. The implementation in cycle I was carried out for 1 meeting or two hours of lessons, which was carried out on Monday, December 16, 2024 at SD NEGERI 17 Kauman. In the first cycle, this is carried out guided by the planned learning steps. In the Faith to the Last Day material, the teacher gave instructions on how the discussion would be carried out, because the number of students was 15 people, the students were divided into 3 groups of 5 people each, then discussed to discuss the material that had been given through the Islamic Religious Education manual. In the first cycle, data related to the quality of learning was obtained in the form of test results. The results of the student test are analyzed to determine the level of very low, low, medium, high, and very high ability. In the table below, there are categories of students who get very low, low, medium, high, and very high scores. And in Islamic Religious Education, the minimum completeness score is 70.

Based on showing that out of 15 students in grade V of SD Negeri 17 Kauman, 8 people or 50% of the scores were in the low category, 4 people or 20% were in the medium category, 2 people or 20% were in the high category, and 1 person or 20% was in the very high category. In the first cycle, there were 7 students who met the completeness criteria which were in the very high, high and medium categories because the 7 were able to meet the assessed aspects. If the learning outcomes of students using the discussion method in cycle I are analyzed, it can be seen in the data. From table 3. The above shows that in the first cycle the percentage of student completion was only 46.66%, namely 7 out of 15 students were included in the complete category. Meanwhile, 53.34% or 8 out of 15 students were included in the incomplete category. This will be tried to increase in the second cycle of learning. The researcher's observations are related to students' readiness to participate in learning, focus on learning, and be active in participating in learning using discussion mottos. In this activity, the researcher observed the implementation of actions

to find out the extent of the use of discussion motifs in improving the learning outcomes of grade V students in PAI subjects, with the following details; Observation of students. Attendance, in the implementation of cycle 1 learning, all students can be present in learning. All students enter the classroom before the teacher enters the room, but there are still students who are talking to their friends during learning. Actively, the implementation of cycle 1 there are still students who have not paid attention to the teacher's orders. There are still students who have not actively done group assignments, there are still some children who do not want to cooperate and there are still some children who are shy to ask questions and respond to the results of the discussion.

Ability, in the implementation of cycle 1, students' understanding of the material taught has shown improvement but has not been maximized. Student learning outcomes are also not optimal, this is known from the results of tests conducted by teachers. There are 7 students who get a score above the KKM and 8 children who are still below the KKM. So that the percentage is students whose scores are above the KKM of 46.66% and students who are below the KKM of 53.34%. Teacher activities, teachers have not been able to maximize the use of discussion methods in learning, learning is still teacher-centered, so participants are less active in learning. Classroom management, Classroom management has created an environment that supports effective learning and creates a conducive classroom atmosphere. It is evident in timing, management of student behavior, positive interaction between teachers and students, and active in discussion activities. Reflection, this reflection stage is carried out after obtaining data from the results of the first cycle test and the results of observations made during the learning process, students' understanding of the material taught has shown improvement but has not been maximized. Student learning outcomes are also not optimal, this is known from the results of tests conducted by teachers. There are 7 students who get a score above the KKM and 8 children who are still below the KKM. So that the percentage is students whose scores are above the KKM of 46.66% and students who are below the KKM of 53.34%. For this reason, it is necessary to raise or hold cycle II and things that still need to be improved in cycle I will be a reference for the implementation of actions in cycle II.

In this chapter, the results of research on the learning process of Islamic Religious Education Faith material to the end will be discussed using a project-based learning model and discussion methods. The process in this class action research is carried out with three cycles, namely cycle I, II and cycle III. Each cycle consists of four stages, namely: Planning, action, observation and reflection. The four stages can be seen from the following description. At the action planning stage, the shortcomings in cycle I are corrected by observing observer notes in cycle I. then preparing a learning implementation plan with a scientific approach, Project Based Learning model and compiling discussion guidelines by compiling several questions or problems that will be discussed in group discussions in accordance with the learning objectives and relevant to the topic to be taught. Then prepare media and teaching materials and prepare student worksheets, whiteboards, and reading materials that are relevant to the learning topic. and then create an observation sheet to see student participation and involvement during learning using the discussion method. At the stage of implementing the actions carried out in learning, it refers to the planning of actions that have been made. The implementation of cycle II is carried out for 1 meeting or two hours of lessons, which is carried out on Thursday, January 2, 2025 at SD Negeri 17 Kauman. In cycle II, this is carried out guided by the planned learning steps. In the Faith to the Last Day material, the teacher gave instructions on how the discussion would be carried out, because the number of students was 15 people, the students were divided into 3 groups of 5 people each, then discussed to discuss the material that had been given through the Islamic Religious Education manual.

In the second cycle, data related to the quality of learning was obtained in the form of test results. The results of the student test were analyzed to determine the level of very low, low, medium, high, and very high ability. In the table below, there are categories of

students who get very low, low, medium, high, and very high scores. And in Islamic Religious Education, the minimum completeness score is 70.

Based on the data, it shows that out of 15 students in grade V of SD Negeri 17 Kauman, 4 people or 50% of the scores are in the low category, 2 people or 20% are in the medium category, 7 people or 20% are in the high category, and 2 people or 10% are in the very high category. In the second cycle, there were 11 students who met the completeness criteria which were in the very high, high and medium categories because the 11 were able to meet the assessed aspects. If the student learning outcomes using the discussion method in cycle II are analyzed, then the percentage of student learning completion classically in cycle II can be seen from the following data. The data shows that in the second cycle, the percentage of student completion was only 73.33%, namely 11 out of 15 students included in the complete category. Meanwhile, 26.67% or 4 out of 15 students are included in the incomplete category. This will be tried to improve in the third cycle of learning. The researcher's observations are related to the readiness of students in participating in learning, focusing on learning, and being active in participating in learning using discussion mottos. In this activity, the researcher observed the implementation of actions to find out the extent of the use of discussion motifs in improving the learning outcomes of grade V students in PAI subjects, with the following details; First, observation of students which includes attendance, in the implementation of cycle II learning all students can be present in learning. All students enter the classroom before the teacher enters the room, but there are still students who are talking to their friends during learning.

also includes Activeness, the implementation of cycle II there are still students who have not concentrated on participating in learning. There are still students who have not actively done group assignments, there are still some children who do not want to cooperate and there are still some children who are shy to ask questions and respond to the results of the discussion. also includes Ability, In the implementation of cycle II, students' understanding of the material taught has shown an improvement but has not been maximized. The learning outcomes of students are also not optimal, this is known from the results of tests conducted by teachers. There are 11 students who get a score above the KKM and 4 children who are still below the KKM.

So that the percentage is students whose scores are above the KKM 73.33% and students who are below the KKM 26.67%. In teacher activities, teachers have not been able to maximize the use of discussion methods in learning, learning is still teacher-centered, so that participants are less active in learning. In classroom management, it has created an environment that supports effective learning and creates a conducive classroom atmosphere. It is evident in timing, management of student behavior, positive interaction between teachers and students, and active in discussion activities. The reflection stage was carried out after obtaining data from the results of the second cycle test and the results of observations made during the learning process, students' understanding of the material taught has shown improvement but has not been maximized. The learning outcomes of students are also not optimal, this is known from the results of tests conducted by teachers. There are 11 students who get a score above the KKM and 4 children who are still below the KKM. So that the percentage is students whose score is above KKM 73.33% and students who are below KKM 26.67%. for this reason, it is necessary to raise or hold cycle III and things that still need to be improved in cycle II will be a reference for the implementation of actions in cycle III.

Cycle III Data. At the Planning stage, at this stage, the researcher prepares learning tools consisting of lesson plan 3, student book, teacher's book, formative test questions 3, and supporting teaching tools. At the activity and observation stage, the implementation of teaching and learning activities for cycle III will be carried out on January 11, 2025 at SD Negeri 17 Kauman, South Rao District, Pasaman Regency with a total of 15 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to the revision in cycle II, so that mistakes or shortcomings

in cycle II are not repeated in cycle III. Observation is carried out in conjunction with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test III with the aim of finding out the level of success of students in the teaching and learning process that has been carried out. The instrument used was the formative test III. The data from the research results in cycle III are as follows. The data shows that in cycle III the percentage of student completion was only 93.33%, namely 14 out of 15 students included in the complete category. Meanwhile, 6.67% or 1 out of 15 students are included in the incomplete category.

In this third cycle, classical completeness has been achieved, so this research only reaches the third cycle. At this stage, what has been done well and what is still not good in the teaching and learning process will be examined by applying the learning discussion method. From the data that has been obtained, it can be described as follows; 1) During the teaching and learning process, teachers have carried out all learning well. Although there are some aspects that are not perfect, but the percentage of implementation for each aspect is quite large, 2) Based on the observation data, it is known that students are active during the learning process, 3) The shortcomings in the previous cycles have been improved and increased so that they become better, 4) The learning outcomes of students in cycle III have reached completeness. At the Implementation Revision stage, in cycle III the teacher has applied the discussion method well and judging from the activities of students and the learning outcomes of students, the implementation of the teaching and learning process has gone well. So there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what has existed with the aim that in the implementation of the next teaching and learning process, the application of the method of giving learning assignments and recitation can improve the teaching and learning process so that learning objectives can be achieved.

## **DISCUSSION**

Completeness of Student Learning Outcomes Through the results of this research, it shows that the discussion method has a positive impact on improving student learning achievement. This can be seen from the increasingly stable understanding of students towards the material presented by the teacher (learning completeness increased from cycles I, II, and II), which were 46.66%, 73.33%, and 93.33%, respectively. In cycle III, the completeness of students' learning has been achieved classically. As for the Teacher's Ability to Manage Learning, Based on data analysis, it was obtained that the activity of students in the process of the method of giving learning assignments and recitation in each cycle has increased. This has a positive impact on student learning achievement, which can be shown by the increase in the average score of students in each cycle which continues to improve.

As for Teacher and Student Activities in Learning, based on data analysis, it was obtained that the activities of students in the Islamic learning process on the subject of composing the most dominant are working using tools/media, listening/paying attention to the teacher's explanations, and discussions between students / between students and teachers. So it can be said that student activities can be categorized as active. As for the teacher's activities during learning, he has carried out the steps of the discussion method well. This can be seen from the teacher's activities that appear, including guiding and observing students in doing LKS activities/finding concepts, explaining/practicing using tools, giving feedback/evaluation/question and answer where the percentage for the above activities is quite large.

## **CONCLUSION**

From the results of learning activities that have been carried out for three cycles, and based on all the discussions and analyses that have been carried out, it can be concluded

as follows; 1) Problem-based learning has a positive impact on improving student learning outcomes which is characterized by an increase in the completeness of student learning in each cycle, namely cycle I (46%), cycle II (73%), cycle III (93%), 2) The application of the discussion method has a positive influence, namely it can increase students' learning motivation which is shown by the results of interviews with some students, The average answer of students stated that students were interested and interested in the discussion method so that they became motivated to learn

## 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 Numbered 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.