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Improving Student Learning Motivation in Islamic Education Learning Using the Cooperative Learning Model at SD Negeri 21 Kampung Nan VI

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Abstract: This study aims to improve student learning motivation in Islamic religious education learning by using a cooperative 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 elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the cooperative learning model can improve student learning motivation 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 62.39% and in the second cycle it increased to 83.66%. Thus, the use of student cooperative learning models can be used as an alternative to improve student learning motivation in Islamic religious education learning.

Keywords: Cooperative learning, learning motivation, islamic education.

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INTRODUCTION

Education is something that must be obtained by every human being. Many studies are carried out with the aim of always improving existing education. It is becoming clearer and clearer the development of learning models for quality education, both at the national and international levels. The development of education from year to year must be better, in accordance with the needs of the times that are always developing following the flow of globalization. The ongoing renewal process also has an impact on the renewal of the educational curriculum both in schools and universities, therefore the renewal of the educational curriculum needs to be carried out so that learning models and activities in the classroom can spur the growth of creative, critical and active thinking. Education that is always undergoing changes and improvements is expected to be able to improve the quality of Human Resources (HR). This is important so that in this era of globalization we can compete for a better life.

According to Sugihartono (2012:3), education is an effort that is made consciously and deliberately to change human behavior, both individually and in groups, to mature

human beings through teaching and training efforts. By striving for varied and quality teaching, it is hoped that it will be able to help students achieve their learning goals in a mature and optimal manner and increase enthusiasm and motivation to learn with the support of teachers. Religious education is one of the important components in the educational curriculum in Indonesia, especially Islamic Religious Education (PAI) which is taught at all levels of education, including in elementary schools. The main goal of Islamic Religious Education learning is to equip students with an understanding of religious, moral, and spiritual values that can be applied in daily life. One part of PAI's learning is the teaching of the Qur'an, which is the main reference in Islamic teachings. The Qur'an as a revelation of God conveyed to the Prophet Muhammad PBUH has many lessons that can be taken to shape the character and behavior of students. Therefore, learning the Qur'an at the elementary level is very important to introduce students to the basics of Islam, as well as instill an understanding and love for the Qur'an from an early age. One of the surahs taught at the elementary school level is Surat At-Tin, which has a deep meaning and moral message and relevance to human life.

However, in reality, learning the Qur'an in many elementary schools, including SD Negeri 21 Kampung Nan VI, Lubuk Sikaping District, still faces several obstacles. One of the main problems that is often found is the low motivation of students to learn about the Qur'an. This is reflected in the lack of interest and active participation of students in participating in Qur'an lessons, especially in memorizing Qur'anic verses and understanding their meaning. This phenomenon of course needs special attention from educators, because low learning motivation will have an impact on students' understanding of the material, including in learning the Qur'an.

One approach that can be applied to increase learning motivation is to use a more interactive learning model and actively involve students in the learning process. Cooperative learning is one of the learning models that has been proven to be effective in increasing student motivation and engagement in the learning process. This model emphasizes cooperation in small groups, where each student has the responsibility to learn and help his or her classmates to learn. This learning not only prioritizes individual outcomes, but also group outcomes that can be obtained through cooperation and discussion. The cooperative learning model has several types, including Jigsaw, Think-Pair-Share (TPS), and Group Investigation. Each type has its own characteristics, but the most important thing is that all of them encourage students to actively participate, help each other, and take responsibility for the success of their group. The application of this model in learning the Qur'an, such as Surat At-Tin, is expected to create a more fun, interactive learning atmosphere, and increase students' understanding of the content of the Qur'an. Surat At-Tin is one of the short letters taught in elementary school. This letter contains moral messages and life values that are very relevant to students, such as the importance of gratitude, patience, and piety. Surah At-Tin also teaches about the greatness of God and the beauty of His creation. Therefore, it is important to ensure that students are not only able to read and memorize the verses of Surat At-Tin, but also understand the meaning and message contained in them. However, as mentioned earlier, low motivation to learn is one of the obstacles in teaching Surat At-Tin. Conventional and uninteresting learning often makes students feel bored and lose interest in learning the content of the letter. Therefore, a more innovative approach is needed so that students are more interested and motivated to delve into Surat At-Tin in a more interactive and fun way.

This research is expected to make a significant contribution in an effort to increase students' learning motivation towards learning the Qur'an, especially Surat At-Tin. With the implementation of the cooperative learning model, it is hoped that students will be more interested, more active, and more motivated to learn the Qur'an. In addition, this study is also expected to provide a clear picture of the effectiveness of the cooperative learning model in improving students' understanding of Surat At-Tin and provide recommendations that are useful for the development of Qur'an learning in elementary schools. However, lately the students' enthusiasm for learning is declining and also the

grades they get are getting lower, especially in the subject of Islamic Religious Education and Ethics grade IV, thus, this time the author took the title, namely: "Increasing the Motivation to Learn the Qur'an Surat At-Tin in Grade IV Students of SD Negeri 21 Kampung Nan VI Lubuk Sikaping District Through the Cooperative Learning Model".

In the teaching and learning process, the students of SD Negeri 21 Kampung Nan VI, Lubuk Sikaping District, are still low in terms of enthusiasm and also learning results in the subject of Islamic Religious Education and Ethics of Q.S At-Tin material. Because teachers tend to use the lecture method in learning so that it makes students become bored. To overcome these factors, teachers should change their learning strategies or methods. The limitation of the problem in this study is the application of the cooperative learning model in the subject of Islamic Religious Education and Ethics in the subject of Q.S At-Tin material for Grade 4 Semester 2, and the learning motivation of Grade 4 Semester 2 students in the subject of Islamic Religious Education and Ethics. Based on the formulation of the problem that has been described, the purpose of the research to be carried out is to determine the influence of the cooperative learning model in increasing the motivation to learn the Qur'an of grade IV students of SD Negeri 21 Kampung Nan VI, Lubuk Sikaping District on the material of Reading Q.S At-Tin. The benefits of this research include increasing the author's knowledge and insight about the role of Islamic Religious Education teachers in increasing student learning motivation in Islamic Religious Education and Ethics subjects, then contributing ideas for Islamic Religious Education teachers in teaching and increasing student learning motivation in Islamic Religious Education and Ethics subjects, as well as as a consideration in determining learning methods that can provide benefits for students, and finally to apply the right method in accordance with the subject matter of Islamic Religious Education in increasing student learning motivation.

METHODS

This research is a Classroom Action Research (PTK), which is a research method that aims to improve the quality of learning in the classroom through a series of actions that are designed systematically, planned, and repeatedly. The main focus of this research is to overcome the problem of low learning motivation and students' ability to read the Qur'an. In addition, this research also aims to create a more effective, interactive, and fun learning atmosphere by utilizing digital media as a tool in the learning process. The variables of this study are; Independent variables: Cooperative Learning learning model; and the dependent variable: Motivation to learn the Qur'an in grade IV students of SD Negeri 21 Kampung Nan VI, with a focus on surah At-Tin. The population in this study is all grade IV students of SD Negeri 21 Kampung Nan VI, Lubuk Sikaping District, totaling 16 students, consisting of 6 male students and 10 female students. The selection of the sample was carried out as a whole (total sampling), with all students involved as research subjects. They will take part in the application of the Cooperative Learning learning model as an experimental group to measure the increase in learning motivation for surah At-Tin material. The data used in this study are in the form of qualitative and quantitative data related to students' motivation to learn the Qur'an towards Surat At-Tin material, as well as student interaction during the learning process with the cooperative learning model. Qualitative data includes Observations.

Descriptions of how students interact in groups, their participation in discussions, and their level of activity in participating in learning; Interview: Opinions, responses, and feelings of students and teachers regarding the application of the cooperative learning model and its impact on the motivation to learn the Qur'an; Documentation: Photos or recordings of learning activities that describe the process of student interaction in groups and their involvement in learning. Quantitative Data in the form of Questionnaires or Questionnaires: Measuring the level of students' motivation to learn to Surat At-Tin before and after the implementation of the cooperative learning model. The data sources

in this study include Grade IV students of SD Negeri 21 Kampung Nan VI and the main source of data is students involved in the application of the cooperative learning learning model. The information collected is related to their learning motivation, both through direct observation during learning and interview results related to their learning experiences. As a secondary source of data, teachers provide information related to the application of cooperative learning methods, observations about changes in student learning motivation, and teachers' perceptions of learning outcomes. Colleagues are Collaborators intended as a source of data to see the implementation of PTK comprehensively both from students and teachers. Learning Documentation is documents taken from learning activities, such as test result records, motivational questionnaires, and photos of learning activities.

Data Collection Techniques include; 1) Observation, This technique is used to observe student interaction during the learning process with the cooperative learning model. Observations were carried out to assess the level of participation, activeness, and motivation of students in the group. This observation was carried out directly during the learning activities. 2) Interviews, Interviews are conducted on students and teachers to dig deeper into their experiences in participating in learning using the cooperative learning model. This interview was conducted in a semi-structured manner to obtain more detailed information about their perception of learning motivation, the challenges they faced, and aspects that can be improved in learning. 3) Questionnaire or Questionnaire, Before and after the implementation of the cooperative learning model, a questionnaire is given to students to measure their motivation level in learning Surat At-Tin. This questionnaire consists of several statements that measure aspects of learning motivation such as interest, desire to learn more, and students' perception of learning the Qur'an. 4) Documentation, Documentation in the form of photos or videos of learning activities that describe the classroom situation, interaction between students, and the use of cooperative learning models in learning. In addition, the documentation also includes the results of assessments and tests conducted to measure students' understanding of Surat At-Tin material.

The research procedure starts from Cycle I with the stages of planning, implementation, observation, and reflection. Cycle II with the stages of planning, implementation, observation, and reflection. After the data is collected, the analysis techniques used to process the data are as follows; Data from the learning motivation questionnaire and material comprehension test will be analyzed descriptively by calculating the average score before and after the implementation of the cooperative learning model. This analysis is used to provide an overview of changes in students' motivation to learn and comprehend the material.

To find out whether there is a significant difference in students' motivation to learn and understand the material before and after the implementation of the cooperative learning model, a paired sample t-test is used. This t-test is used because the data collected is in the form of paired data, which is data taken from the same student at two different times (before and after treatment). In hypothesis testing, the significance level used was 0.05 (5%). This means that if the significance value (p-value) obtained is less than 0.05, then the alternative hypothesis (H_1) is accepted and it can be concluded that there is a significant influence of the application of the cooperative learning model on students' learning motivation and understanding of the material. If the p-value < 0.05 , then H_0 is rejected, and H_1 is accepted, which means that the application of the cooperative learning model increases learning motivation and understanding of Surat At-Tin in grade IV students of SD Negeri 21 Kampung Nan VI. Conversely, if the p-value ≥ 0.05 , H_0 is accepted, and it can be concluded that there is no significant influence.

RESULTS

This research was carried out at SD Negeri 21 Kampung Nan VI which is located in Jorong Kampung Nan VI, Nagari Aia Manggih Utara, Lubuk Sikaping District, Pasaman Regency, SD Negeri 21 Kampung Nan VI which is far from the highway and located in the hills which has natural beauty and is far from the noise of motor vehicles, is the only State Elementary School that has a football field. SD Negeri 21 Kampung Nan VI is supported by adequate and professional human resources, where SD Negeri 21 Kampung Nan VI has: 1 Principal with S1 Education qualifications and has been certified as an educator, 7 ASN teachers with S1 qualifications in Basic Education and Sports Education (7 people have been certified as educators) and 1 PPPK teacher with S1 qualification in Islamic Religious Education, 1 administrative staff with S1 educational qualifications, 1 honorary teacher with S1 educational qualifications, and 1 School Guard. State Elementary School 21 Kampung Nan VI has 6 classrooms, 1 room for the principal's office and 1 teacher's office room, 1 library room, and 4 restrooms for students. State Elementary School 21 Kampung Nan VI This research will be focused on grade IV students of SD Negeri 21 Kampung Nan VI which totals 10 people (3 male students and 7 female students) when participating in the learning process activities – teaching Islamic Religious Education and Ethics subjects. This research was carried out by a practice teacher as the author of this report. Researchers try to apply methods that are considered capable of overcoming problems in overcoming learning motivation. One of the teaching methods is to apply the cooperative learning method. This research is also intended to motivate students to love reading the Qur'an more.

From the results of the orientation carried out before entering the first cycle, there are several problems encountered by the researcher during the learning carried out by the teacher before the researcher conducts the cycle. The problems obtained include the following; 1) Students' motivation to learn to read the Qur'an has not been maximized, 2) Teachers only use the lecture method, 3) Students' motivation to learn to read the Qur'an is substandard. From several problems encountered by researchers, based on the results of this observation, it can be concluded that the low motivation of students to read the Qur'an is caused by these problems. The average score of the results before the action was 71.3% with the lowest score of 50 and the highest score of 85, there were 7 students who scored below the completion standard score, and only 3 students got a score above the completion standard. If calculated based on the percentage of learning completion, only 30% of students complete learning. The initial activity of this cycle was carried out based on the results of observations made at the orientation which showed several obstacles that caused low student motivation to learn before taking action. Based on the existing problems, an action is planned that emphasizes increasing student learning motivation, by using the Cooperative Learning Method in the process of reading the Qur'an. From this action, it is hoped that it will be able to increase students' learning motivation in reading the Qur'an. Before carrying out the action, the researcher made a design of how to read the Qur'an designed by the researcher.

The design is made based on observations in the learning process. At the planning stage, the planned action consists of 1 meeting with learning materials Reading the Qur'an Surat At-Tiin. Before learning begins, the teacher has prepared a Teaching Module and an observation sheet by the researcher. Observations were made on the learning process of both teachers who teach and students who participate in learning. In this stage, the researcher carries out learning using the Cooperative Learning Method in this cycle can be described as follows: this first meeting lasts 105 minutes. The research conducted by researchers at the first meeting was carried out on Monday, December 23, 2024, which discussed about: Reading Q.S. At-Tin according to the Law of Nun Sukun and Tanwin. Based on the actions that have been given, research data from the first cycle was obtained in the form of data derived from observations and student learning motivation tests. The data derived from observations are the results of observations of teacher activities and

student activities during learning. So the number of scores obtained from the observation of teacher activities in learning is 68, with an average result of 4.2. Therefore, from the description of the assessment category, it can be concluded that the teacher's ability to learn using the Cooperative Learning Method is relatively good.

Based on the number of scores and average scores obtained from the first cycle, which is 33 with an average score of 3.3. From the description of the assessment category of the observation results, it can be concluded that the activity of students in following the learning process using the Cooperative Learning method in cycle I is classified as Adequate.

The result of obtaining a score on the observation of student activities was 71.3 with a maximum score of 75. The data from the observation of teacher activities in cycle 1 which was assessed at the time of the research process of learning activities was carried out but did not reach the target expected by the researcher, which was > 75. Therefore, it is still necessary to carry out the next cycle. Because the percentage of completeness still has not reached the researcher's determined 75, this research will still be continued in cycle II. From the results of the implementation of actions in cycle I, in cycle I the students who completed reached 3 students.

However, the increase has not been maximized because there are 7 students whose grades have not reached the KKM. This is due to: The readiness of teachers can be said to be not optimal. Teachers need to prepare a more appropriate choice of words in opening the lesson, so that it can foster students' interest and enthusiasm in the lesson, and students are curious about the researcher because they are still unfamiliar in front of them, so that many students wonder and make the class less conducive. From several observations during the first cycle of research, it can be concluded that the actions during the first cycle have not been successful properly, for that it needs to be improved and it is necessary to consider the activities of teachers and students that hinder the success of the second cycle, therefore Sintakan will be repeated in the second cycle of action.

Cycle II will be held on December 28, 2024 in class IV SD Negeri 21 Kampung Nan VI. At 07.00.00-09.00 WIB. Classroom action research consists of four Sintakan, namely planning, action, observation, and reflection. The following is the application of Syntak-Sintakan cycle II. The syntax of planning begins with the determination of the time, place and model used as PTK by teachers and researchers. In this Syntak, the researcher prepares a learning plan, namely compiling and improving the teaching module (MA) from cycle II, the Observation Sheet of student and teacher activities, and the student worksheet. In the implementation of Sintak, there are three activities, namely preliminary activities, core activities, and closing activities. based on these activities, it has been planned and carried out in accordance with the PjBL learning steps and time allocation, which is 3 x 35 minutes (1 meeting).

The learning activity process refers to the learning implementation plan by paying attention to the revision in cycle 1. The difference in cycle I and cycle II is in cycle I about reading Q. S At-Tin and the law of reading Nun breadfruit or tanwin, while in cycle II it is about the main messages of Surah At-Tin. Based on the actions that have been given, research data from cycle II was obtained in the form of data derived from observations and student learning outcome tests. The data derived from observations are the results of observations of teacher activities and student activities during learning. Based on the collection of data from observations made on teacher activities during the learning process, it can be seen in the data So the number of scores obtained from the observation of teacher activities in learning is 59 with an average result of 3.9. Therefore, from the description of the assessment category, it can be concluded that the teacher's ability to learn using digital media is still good. Based on the number of scores and average scores obtained from Cycle II, which is 24 with an average score of 3.4. From the description of the assessment category of the observation results, it can be concluded that the activities of students participating in the learning process using the Cooperative Learning method in cycle II are classified as good. After conducting a cycle II instrument test on the learning

process using the Cooperative Learning method with PjBl, it was found that there was an improvement in ability before taking action. From table 4.8, it is the result of the second cycle of student learning completeness in the Q.S At-Tin Main Message, namely with the number of students completing 7 and the number of 2 incomplete. The percentage of students' completeness of understanding of the Q.S At-Tin Main Message material in one class in cycle II was 82%. With an average skill score in one class of 80. thus it can be seen that the highest score is 100 and the lowest value is 60. The average class score in cycle II was 82 in the good category. So, in the second cycle, there was an increase in the average students' understanding of the Q.S At-Tin Main Message material, which has been said to meet the criteria for completeness of the ability to understand the Q.S At-Tin Main Message material, because it is more than 82. In cycle II, the researcher acts as a teacher who practices the Teaching Module. Meanwhile, PAI subject teachers act as observers who pay attention to teachers' behavior and attitudes during learning activities. Researchers who act as teachers also act as observers who pay attention to student behavior and attitudes during learning activities using the cooperative learning method. The interviews with students after the use of make a match learning conducted by the researcher.

The following is a table of data on the results of the observation of teacher activity in cycle. The results of the score obtained in the observation of teaching teacher activities were 82 with a maximum score of 75 and the number of scores obtained in teacher activities in the second cycle was 82. The data from the observation of teacher activities in cycle 1I which was assessed during the research process of learning activities was carried out very well and has also improved from the previous cycle. And it has achieved the performance indicator expected by researchers, namely > 75. The result of obtaining a score on the observation of student activities during the learning activity process is 82% which means good and has achieved a performance indicator of 75, it can be seen that the maximum number of scores is 75 with the number of scores obtained 82. which means that the researcher is hopeful.

Interview data after cycle II using the cooperative learning method by students had a positive response. Data from interviews from students that learning using cooperative learning methods is fun and students like it. The results of observations and tests conducted show that the activeness of students has increased, as well as student learning outcomes have increased significantly so that the application of the Coverative learning model to Q.S At-Tin material can increase student learning motivation. It can be seen that the learning activities of students using the application of cooperative learning have increased. Where the excellent category increased by 20%, the good category decreased by 10%, and the bad category decreased by 10%.

DISCUSSION

The application of the cooperative learning model has proven to be effective in increasing student learning motivation, especially in studying the Qur'an Surat At-Tin. This model emphasizes cooperation between students in small groups, allowing them to help each other and understand the material more deeply. According to research conducted by Nurhayati at SDN 03 Panai Hulu, the application of the cooperative learning model has succeeded in improving student learning outcomes in the Qur'an Surat At-Tin material. One approach in cooperative learning is the Learning Together technique, where students work in groups to achieve shared learning goals. Research published in the Journal of Educational Sciences shows that this technique is effective in increasing the motivation to learn to read the Qur'an in students. The Make a Match type cooperative learning model can also be applied to improve student learning outcomes in Surat At-Tin material. Research published in the Journal of Tarbiyah and Teacher Training shows that the application of this model can improve student learning outcomes in Surah At-Tin material. The implementation of the cooperative learning model in learning the Qur'an Surat At-Tin involves several important steps.

First, teachers divide students into small, heterogeneous groups, ensuring each group is made up of students with varying levels of ability. Then, the teacher assigns tasks or problems that must be solved by each group, encouraging discussion and cooperation between group members. During this process, teachers act as facilitators, monitoring and providing guidance as needed. Through this approach, students not only improve their understanding of the material, but also develop social skills such as communication, cooperation, and empathy. This is in line with the findings published in the journal *Dimensi Pendidikan dan Learning*, which states that cooperative learning has a positive impact on improving students' understanding of learning materials. The application of the cooperative learning model can also increase students' motivation to learn. By working in groups, students feel more motivated because they can support each other and learn together. In addition, a more interactive and participatory learning atmosphere makes students more enthusiastic about participating in learning.

CONCLUSION

Cooperative learning in learning the Qur'an Surat At-Tin in grade IV SD Negeri 21 Kampung Nan VI, Lubuk Sikaping District has proven to be effective in increasing student motivation and learning outcomes. Through cooperation in small groups, students can not only understand the material more deeply, but also develop social skills such as communication, cooperation, and empathy. This learning model facilitates students to support each other in the learning process, which creates a more interactive and participatory learning atmosphere. With the implementation of the cooperative learning model, students feel more motivated and active in the learning process, because they feel directly involved in finding solutions and discussing material with their peers. This has a positive impact not only on the understanding of the Qur'an Surat At-Tin material, but also on the development of students' social skills. Therefore, the use of cooperative learning models can be an effective alternative in improving the quality of learning and learning motivation in elementary schools.

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