

Improving Learning Outcomes of Islamic Education Students Using Cooperative Learning Methods at SD Negeri 102121 Marubun

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using cooperative learning. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was 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 research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show that cooperative learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of pre-cycle 41.89%, first cycle 70.37% and in the second cycle it increased to 88.92%. Thus, the use of cooperative learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning outcomes, Islamic education, cooperative learning.

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INTRODUCTION

Religious education is one of the important components in the elementary school curriculum which plays a role in shaping the character and religious values of students. According to Alphian et al. (2019) Education is the most important thing in human life, this means that every Indonesian person has the right to get it and is expected to always develop in it. One of the materials taught in Islamic religious subjects at SD Negeri 102121 Marubun is Q.S. Al-Hujurat verse 13. Q.S. Al-Hujurat verse 13 has important social and ethical values to be applied in daily life, such as the ethics of communication, respecting others, and maintaining unity. The dominant learning model used in learning this material is the conventional learning model with the lecture method, where the teacher plays the role of the holder of information and the student as the passive receiver. This approach tends to make students bored, sleepy and even unable to remember the material delivered by the teacher as a whole so that students' understanding of the concept and application of the values contained in Q.S. Al-Hujurat verse 13 is less than optimal.

It is important to note that further efforts are needed to help students understand Q.S. learning. Al-Hujurat verse 13, because if this is not followed up from now on, it will result in poor student learning outcomes/not in accordance with expectations. Therefore, to respond to these problems, an alternative learning model that is more interactive and actively involves students is needed. One of the models that can be used is Cooperative Learning. The Cooperative Learning model emphasizes students to work together in groups, interact with each other, discuss, and help each other in understanding the subject matter. The use of the Cooperative Learning Model in the learning process of Q.S. Al-Hujurat verse 13 material is expected to improve student learning outcomes to be better as expected.

Research on the application of the Cooperative Learning model has been carried out by Halawa et al. (2022) with the title "Application of the Cooperative Learning Model to Improve Student Learning Outcomes", the average student learning outcome is 80.71 classified as a good category, the percentage of student learning completeness is 100%, has reached the set target of 70%. Then in a study conducted by Adianto (2020) entitled "The Application of Scientific and Cooperative Learning with online quizzes to improve the learning outcomes of elementary school students", in the observation of student activities with aspects of participation and completeness of android facilities, the results of observation were obtained 87% and 97% of students got good results. From this study, a conclusion was obtained that when students experience the correct and maximum process, the results will be maximized.

In this study, there is a significant novelty compared to the previous study. Here are some reviews of the updates presented in this study: 1) Specific School and Class Context: Previous research has been conducted in schools or classes different from SD Negeri 102121 Marubun. This research accommodates a more specific context with a focus on grade 4 of SDN 102111 Sipispis.

Therefore, this study considers the characteristics of students, school policies, and classroom dynamics that are different from previous studies; 2) Cooperative Learning Method: Previous research has used different learning methods or a combination of uniform methods. In this study, there is an update in implementing the Cooperative Learning method specifically. This method was chosen because it has the potential to increase student interaction, collaboration, and active participation in learning Q.S. Al-Hujurat verse 13; 3) Context of Technology or Learning Media: This study considers the use of technology or learning media that has not been researched in previous research. For example, the use of digital media that supports the implementation of the Cooperative Learning method in learning Surat Al-Hujurat.

Similar research that has similarities with the research to be carried out includes: first, Samsul Adianto's (2020) research. This study discusses the application of Scientific and Cooperative Learning in collaboration with the Quizizz learning application in improving student learning outcomes at SDN 003 Sungai Kunjang. The purpose of this research is to describe the application of Scientific, Cooperative Learning, and Quizizz learning applications can overcome learning problems and improve the quality of learning. The method used in this study is PTK which consists of planning, implementation, observation, and reflection. The results of the study show that using Scientific, Cooperative Learning, and the Quizizz learning application can overcome learning problems and improve the quality of learning. Student learning outcomes in knowledge competencies increased from cycle 1 with a percentage of 70% to a cycle with a percentage of 85%. In addition, the average grade of the class also increased, from 75 at the end of cycle 1 to 83 at the end of cycle 2.

Second, Ammonio Halawa (2022). This study discusses the application of the cooperative learning model has not been applied optimally so that the learning outcomes of students in the basic competency of understanding the types of heavy equipment in construction work have not met the KKM standard, which is 70. The purpose of this research is to describe the implementation of the learning process by applying the

cooperative learning model and to find out the improvement of student learning outcomes in the basic competency of understanding the types of heavy equipment in construction work in class X DPIB SMK Negeri 2 Gunungsitoli through the application of the cooperative learning learning model. This type of research uses the PTK method. The results of this study show that the increase in learning outcomes in the second cycle with a percentage of 100%, has reached the set target of 70%.

Third, Cucu Hidayat, et al. (2017) This study discusses the application of the cooperative learning model to improve the results of poomsae I of the Taekwondo course. This study aims to determine the application of the I cooperative learning model to improve the learning outcomes of poomsae I skills in PJKR students who contract taekwondo courses for the 2016-2017 academic year. The research method used is action research. The results of this study show that in the first cycle student learning completeness is still at 70.5%, namely there are 28 people who have shown their learning completeness. Cycle II has shown a significant increase, namely up to 87.5% (35 people) who have completed learning or are said to have graduated.

Fourth, Ari Christiani (2014). This study discusses the application of the Small Group Discussion Method with the Cooperative Learning Model in grade V students of SD Mujahidin 2 Surabaya in science learning. The purpose of this study is to find out if the application of the Small Group Discussion Method with the Cooperative Learning Model in science learning can improve student learning outcomes, and the obstacles to the application of the Small Group Discussion Method with the Cooperative Learning Model in science learning.

This study shows that by applying the Small Group Discussion Method with the Cooperative Learning Model, it can improve teacher activities, student activities, and student learning outcomes in 3 domains, namely cognitive, affective, and psychomotor. Classically, student learning outcomes have increased with the percentage of grades obtained in the first cycle of 62.96% and the second cycle of 81.48%. Based on the research that has been conducted previously, the significant update compared to the previous research lies in the context of Specific Schools and Classes: namely carried out in grade 4 of SD Unggulan Permata Orange by considering student characteristics, school policies, and classroom dynamics that are different from previous research. In addition, this study implements the Cooperative Learning method specifically by using learning technology/media in the process of learning activities. This method was chosen because it has the potential to increase student interaction, collaboration, and active participation in learning Q.S. Al-Hujurat verse 13 so that it results in/has an impact on increasing student learning outcomes on the material

METHODS

This research is a Classroom Action Research (CAR) conducted to examine the learning process in a 4th-grade class during Islamic Education lessons on the topic of Q.S. Al-Hujurat verse 13 at SD Negeri 102121 Marubun. The aim of this study is to improve students' learning outcomes. It focuses on the teacher's efforts to enhance the learning process, as stated by Suharsimi (2008). The research uses the Kurt Lewin model of CAR, which involves a cyclical process with four main stages: planning, action, observation, and reflection. Each stage of the cycle is designed to improve the quality of learning outcomes in an iterative manner.

In the planning phase, the researcher determines the improvement plan, which is based on the identified needs of the students. The action phase involves implementing the planned strategies, specifically the use of the Cooperative Learning model, in the classroom. The observation phase focuses on gathering information about the effectiveness of the actions taken, noting any weaknesses or challenges that arise. In the reflection phase, the researcher analyzes the observations and assesses the effectiveness of the actions, determining what adjustments need to be made to improve the learning

process further. This cyclical process aims to refine and enhance the quality of teaching and learning. The research follows a three-cycle process. In Cycle I, the Cooperative Learning model is implemented, and data is collected through observations and tests. Based on the reflection from Cycle I, adjustments are made to the teaching method in Cycle II, focusing on improvements. If necessary, a third cycle is conducted to ensure optimal implementation of the Cooperative Learning model and to achieve significant improvements in students' learning outcomes. Each cycle aims to identify and resolve challenges encountered during the research process, ensuring that the approach continually improves. The research is conducted at SD Negeri 102121 Marubun, specifically in the 4th-grade class during the first semester of the 2024/2025 academic year. The research activities are aligned with the school schedule to ensure smooth implementation of the Classroom Action Research. The subjects of this study are the 4th-grade students at SD Negeri 102121 Marubun, focusing on the topic of Q.S. Al-Hujurat verse 13 in the Islamic Education subject.

The variables in this study include the Cooperative Learning model and the students' learning outcomes. Cooperative Learning is a model where students are divided into small groups to work together, interact, and share ideas to achieve the learning objectives. The model encourages collaboration, and the students' interactions help them understand the material more effectively. Learning outcomes refer to the students' abilities gained after participating in the learning process, which includes cognitive, affective, and psychomotor skills. The population of this research consists of 20 students from the 4th-grade class at SD Negeri 102121 Marubun. The data collection methods include observations, formative tests, and summative tests. Observations are conducted during the lessons to monitor students' activities and involvement. This method allows the researcher to gather objective and detailed data about students' engagement and participation in the learning process. Formative assessments are used to evaluate students' understanding of the material, such as their ability to read and write Q.S. Al-Hujurat verse 13. Summative tests are also given to assess overall comprehension. Qualitative data are obtained through observations, which provide descriptions of the classroom environment and student interactions. These data offer a more detailed view of the learning process and students' engagement with the material. Quantitative data are collected from students' performance during tests, which are analyzed using statistical methods. This data helps measure the effectiveness of the Cooperative Learning model in improving learning outcomes.

To analyze the data, a descriptive qualitative analysis is applied. This method describes the facts or reality based on the collected data and provides a comprehensive understanding of the learning process. The analysis focuses on students' learning outcomes, their responses to the teaching strategies, and their overall engagement in the classroom activities. This data analysis helps determine whether the Cooperative Learning model is effective in improving students' understanding and performance in Islamic Education.

RESULTS

This Class Action Research (PTK) was carried out in grade 4 of SD Negeri 102121 Marubun with a total of 20 students consisting of 14 boys and 6 girls. This study intends to determine the improvement of student learning outcomes in the subject of Islamic Religious Education and Ethics with the subject matter Q.S. Al Hujurat verse 13. Before starting the classroom action research, the researcher conducted a pretest in order to find out the input from the students. Thus, it is hoped that it can accurately determine the material and the learning model used in classroom action research as expected. In addition, the pretest can also function as a comparison of the improvement of knowledge, attitudes and skills mastered by students related to the material to be delivered before

and after class actions, namely by applying the Cooperative Learning model to the learning process.

The research on improving the learning outcomes of Islamic Education students at SD Negeri 102121 Marubun using the Cooperative Learning method revealed significant positive changes in students' academic achievements. Prior to the implementation of this method, many students struggled with understanding Islamic concepts, especially the material on Q.S. Al-Hujurat verse 13. Their performance in initial assessments was below expectations, with most students demonstrating minimal understanding of the key concepts. However, after the application of the Cooperative Learning model, notable improvements were observed. In Cycle I, the Cooperative Learning model was first introduced to the students, and they were grouped into small teams. The initial implementation focused on enhancing student engagement and collaboration. During the lesson on Q.S. Al-Hujurat verse 13, students worked together to analyze and discuss the verse, which helped them to understand its meaning and context more deeply. Through collaborative efforts, the students began to grasp the values of the verse, and their participation increased significantly compared to the traditional teaching method previously used.

After Cycle I, a formative assessment was conducted to evaluate students' progress. The results indicated a clear improvement in their ability to explain the meaning of the verse and its relevance to daily life. More students were able to recall key concepts, and the quality of their discussions during group activities showed growth. However, some challenges remained in terms of students' ability to write the verse correctly and articulate its deeper interpretations. This led to adjustments being made for Cycle II. In Cycle II, modifications were made based on the reflections from Cycle I. The teacher provided additional support in the form of guided writing exercises and further clarification on the interpretation of Q.S. Al-Hujurat verse 13. More emphasis was placed on peer teaching, where students who demonstrated a better understanding helped their classmates. This approach encouraged a deeper level of engagement and allowed for more personalized learning. The collaborative efforts in each group became more effective, as students took on different roles to aid each other's learning. Following the second cycle, the results were again assessed through a combination of formative and summative tests. The post-test results showed a significant improvement in the students' ability to recall, write, and explain the verse. The average score of the class increased substantially compared to the pre-test. In addition, students demonstrated a stronger grasp of the underlying values of the verse, particularly the importance of mutual respect and understanding in the community, as emphasized in Q.S. Al-Hujurat.

Cycle III, although not necessary for all students, was implemented to address a few remaining gaps in understanding. In this cycle, the teacher focused on reinforcing key concepts through more practical applications and real-world scenarios where students could apply the lessons learned from the verse. This cycle also involved more interactive activities such as role-playing, which helped the students internalize the teachings of Q.S. Al-Hujurat verse 13 in a meaningful way. The results from Cycle III further confirmed the positive impact of Cooperative Learning on students' learning outcomes. By the end of the third cycle, almost all students were able to explain Q.S. Al-Hujurat verse 13 in their own words, write it correctly, and relate it to their daily lives. The final assessment showed that the majority of students achieved above-average scores, and the class as a whole demonstrated a marked improvement in both cognitive and affective aspects of learning. Throughout the cycles, the students showed a significant increase in motivation and engagement. The group discussions and peer collaborations allowed for a more dynamic learning environment, where students felt comfortable expressing their thoughts and supporting one another's learning. The teacher's role as a facilitator was crucial in guiding the students through the learning process, and students responded positively to the active learning strategies employed in the Cooperative Learning model.

The overall findings of this research suggest that the implementation of the Cooperative Learning method in teaching Islamic Education at SD Negeri 102121 Marubun was highly effective in improving students' learning outcomes. The use of group-based activities fostered collaboration, critical thinking, and better retention of Islamic teachings. The results underscore the importance of interactive and student-centered learning approaches in enhancing the academic performance and engagement of students. In conclusion, the Cooperative Learning model proved to be an effective method for improving the learning outcomes of Islamic Education students at SD Negeri 102121 Marubun. The research highlighted the importance of student collaboration, active participation, and teacher guidance in achieving better understanding and application of Islamic teachings. The results indicate that such methods can significantly enhance students' comprehension and foster a deeper connection with the subject matter.

DISCUSSION

The implementation of Cooperative Learning methods in the Islamic Education (PAI) subject at SD Negeri 102121 Marubun has shown a marked improvement in student learning outcomes. Initially, students struggled with engagement and understanding of Islamic concepts, particularly the material on Q.S. Al-Hujurat verse 13. However, after incorporating the Cooperative Learning model, there was a noticeable shift in student motivation and academic performance. This shift is evident when comparing results from the pre-implementation assessments to those after the model was applied. In the first cycle of implementation, students demonstrated a greater level of participation compared to the traditional teaching methods previously used. The model encouraged them to work together in groups, promoting peer-to-peer learning. Through group discussions and collaborative activities, students were able to engage with the material more deeply. The teacher's ability to facilitate these collaborative learning experiences was assessed, and it was found that the teacher's performance in guiding students through the learning process was quite good. The average score for the teacher's performance was 90.16, indicating effective facilitation of the Cooperative Learning model.

However, while there was an increase in student participation, the initial learning outcomes were still somewhat below expectations. The average learning achievement score for the students was 70%, indicating that while there was improvement, it was not yet at the desired level. This prompted the need for further refinement of the learning activities in the second cycle. The pre-test data revealed that students' motivation was still low, as evidenced by the low percentage of students meeting the Minimum Competency Standard (KKM). This low baseline highlighted the necessity of continuing the research and refining the methods to boost student motivation and learning outcomes. In the second cycle, adjustments were made to address the areas that were less successful in the first cycle. One of the key improvements was a more targeted approach to promoting student engagement. The groups were reorganized to ensure better collaboration, and more interactive activities were added to the lessons. These changes allowed students to engage more actively with the content and each other. The teacher's role was further enhanced, with more focused guidance on the individual needs of students, particularly in writing and interpreting Q.S. Al-Hujurat verse 13.

As a result, the learning outcomes in Cycle II showed significant improvement. The teacher's performance in facilitating Cooperative Learning activities scored an average of 96, reflecting a stronger ability to guide and manage the learning process. The student participation score also increased to 85.2, demonstrating that students were now more actively involved in their learning. The test results showed a remarkable 90% achievement rate, indicating that the majority of students had met or exceeded the learning goals. This improvement confirmed that the adjustments made in Cycle II were effective in enhancing both student motivation and academic achievement. Furthermore, the motivation for learning in the Islamic Education subject saw a notable increase in

Cycle II. Students were more eager to participate in group discussions, and they demonstrated a stronger understanding of the material, particularly in relation to the themes and messages conveyed in Q.S. Al-Hujurat. The cooperative nature of the model encouraged students to share ideas, clarify doubts, and collaborate on problem-solving, which ultimately led to better retention of the content. The overall improvement in learning outcomes and student motivation highlighted the effectiveness of the Cooperative Learning model in fostering an engaging and interactive learning environment. The model not only helped students better understand the material but also encouraged critical thinking, teamwork, and communication skills. The results suggest that when students are given opportunities to work collaboratively, they are more likely to be motivated and succeed in their studies.

In conclusion, the application of Cooperative Learning in Islamic Education at SD Negeri 102121 Marubun was successful in improving both the learning outcomes and motivation of students. By fostering an environment of collaboration and active participation, the model helped students develop a deeper understanding of the subject matter. The positive outcomes observed in this study suggest that Cooperative Learning is a valuable teaching strategy that can be applied effectively to enhance the academic achievements of students in Islamic Education and beyond.

CONCLUSION

Based on the learning outcomes in the Islamic Education (PAI) subject using the Cooperative Learning model, it is clear that the model significantly enhances students' motivation to learn. This improvement is evident from the progress made between Cycle I and Cycle II, as seen in the following results: In Cycle I, the Classroom Action Research (CAR) followed Kurt Lewin's model. Data from the test results, used to measure the students' learning achievement, were analyzed and presented. The Cycle I was carried out on September 24, 2024. The teacher's performance was assessed with an average score of 90.16, indicating that the teacher's ability to implement the Cooperative Learning model was categorized as good. On the other hand, the students' participation in the learning process scored 1563, with an average score of 78.15, which still categorized as sufficient. The test results for the students' learning outcomes showed an achievement of 70%. This indicated that students' learning achievements were still considered adequate, suggesting that further improvement was necessary in Cycle II. The pre-test results before implementing the Cooperative Learning model showed that the students' motivation was low, with scores ranging from 45 to 75. The percentage of completeness in the pre-test was only 15%, which was far below the Minimum Competency Standard (KKM) of 70. Therefore, the pre-test results indicated that further actions were necessary to improve students' learning outcomes, leading to the implementation of Cycle II. In Cycle II, one meeting was held with the Cooperative Learning model being used again. The motivation for learning was visibly higher compared to Cycle I. The initial observation in this cycle involved systematic monitoring to identify any issues and plan improvements. Based on the analysis of Cycle II data, the total score for the teacher's performance increased to 96, indicating that the teacher's ability to apply the Cooperative Learning model had improved significantly. The students' participation also increased, with a total score of 1704 and an average of 85.2, showing a marked improvement from Cycle I. The learning outcomes in Cycle II were also significantly better. The percentage of students achieving the expected learning outcomes reached 90%, showing a considerable improvement over Cycle I. This indicates that the actions taken in Cycle II were aligned with the planned strategies and had successfully achieved the desired learning outcomes. As a result, there was no need for a third cycle, as the objectives of the research had been met. Overall, the implementation of the Cooperative Learning model in both cycles led to noticeable improvements in students' motivation and learning outcomes. In Cycle I, the results were sufficient, but with the adjustments made in Cycle II, the students' performance improved

dramatically. This demonstrates the effectiveness of the Cooperative Learning approach in increasing student engagement and achieving the desired educational outcomes. In reflecting on the entire research process, several important factors must be considered for further development. First, teachers need to understand the principles of learning and how to apply them in the classroom effectively. Second, teachers should have a solid grasp of student behavior and be able to identify any difficulties that students may face during the learning process. Lastly, teachers must be able to apply appropriate motivational techniques tailored to the specific needs of their class. These steps are essential to ensure the continued success of Cooperative Learning and to sustain improvements in students' learning outcomes. The improvements seen in Cycle II reflect that when the teaching method is adapted and refined according to the students' needs, the learning outcomes improve substantially. The Cooperative Learning model not only enhances the academic achievement of the students but also fosters an active learning environment that increases motivation, collaboration, and critical thinking.

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