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## Efforts to Improve Student Learning Outcomes with the Team Group Tournament Model in Islamic Education Learning at SLB Negeri 1 Lima Kaum

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using a cooperative model of the team group tournament type. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of special schools. 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 model of the team group tournament type 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 40.71%, the first cycle 64.33% and in the second cycle it increased to 87.63%. Thus, the use of the cooperative model of the team group tournament type can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Team game tournament model, learning outcome, islamic education.

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### INTRODUCTION

Education is a place to form a good image in human beings so that they can develop their full potential. Law number 20 of 2003 concerning the National Education System has also explained that education is a place or a place to develop all the potential of the human being. Education is a very important process to improve intelligence, skills, enhance ethics, strengthen personality, and strengthen the spirit of togetherness in order to build oneself and jointly build the nation. Education is also a conscious effort made by a person or group of people in an effort to mature human beings through teaching and training efforts. In the process of human maturity that lives and develops, it will appear that human beings are always changing and that change is the result of learning. This means that in education there is a process of changing attitudes and behaviors. In the learning process at school, there are two subjects, namely teachers (educators) and students as students. The main task and responsibility of a teacher is to create effective, efficient, creative, dynamic and fun learning for his students.

Teachers have a very big role in learning in schools. Indirectly, a teacher is required not only to be able to provide material to students but also to be able to think about how to use the right learning methods and strategies so that the expected learning goals can be achieved. In addition to the role of teachers, success factors in the implementation of learning can be reviewed from the situation and conditions of students, learning environments, adequate facilities and infrastructure, therefore teachers are required to have the ability to be able to provide an educational service optimally according to the abilities and needs of the students. Visually impaired children are visibly experiencing obstacles and underdevelopment in their intellectual mental development far below the average so that they experience difficulties in academic, communication and social tasks, so they need special needs education services. To teach children with disabilities, real learning media, pictures, shapes are needed according to the original. Facing the above problems, the author is interested in conducting classroom action research to find a way or learning technique that is supported by learning media so that students can be actively involved and can improve their learning outcomes. From the table above, it can be concluded that from the results of the Islamic Religious Education lesson test, there are many students who have not completed based on the KKM completeness score (minimum learning completeness criterion), the learning completeness score is 75. Only 3 students got a completion score, namely with a percentage of 80%, while those whose scores had not reached the completion score, namely 2 students with a percentage of 20%, so it can be seen that the learning outcomes of students in grade VIII Handicapped are still low. Through the TGT method, it is hoped that students can gain memorable and meaningful knowledge. Thus, students are expected to be more motivated to apply this knowledge in their daily life behavior. Based on the background that has been presented, the researcher conducted a class action research with the title: Upaya Meningkatkan Hasil Belajar Dengan Metode TGT (Team, Group, Tournamen) pada Mata Pelajaran PAI Kelas VIII Tunagrahita di SLB N 1 Lima Kaum.

To avoid misunderstandings in interpreting the title of this class action research (PTK), the researcher needs to provide affirmation to the title, namely: Based on the description above, as a researcher it is important to conduct research on the above issues. Therefore, it is an effort to improve the learning outcomes of the material Understanding the story of the example of the Prophet and the Messenger, students carried out Classroom Action Research with the title "Efforts to Improve Learning Outcomes with the ENT Method (Team, Group, Tournament) in PAIDBP Class VIII Handicapped Subjects at SLB N 1 Lima Kaum Audio Visual Media. In this study, emphasis is placed on the classification of audio-visual media forms With the limitation of time in the data on the implementation of the research, the researcher limits the problems to be studied in action research, so the things to be studied are: The process of applying TGT in PAI subjects with children with disabilities. Based on the background that has been stated earlier, the following problem is formulated: Can TGT media improve the learning outcomes of Islamic Religious Education and Ethics in grade VIII students of SLB Negeri 1 Lima Kaum?. The low ability of students to understand the story of the example of the Prophet and the Messenger resulted in low learning outcomes in the PAIDBP subject in grade VIII Tunagrahita SLB Negeri 1 Lima Kaum which will be overcome by using the TGT method. Based on the problems taken by the researcher, the hypothesis can be drawn that "The use of TGT media can improve student learning outcomes in the subject of Islamic Religious Education and Ethics class VIII for the Disabled at SLB N 1 Lima Kaum".

This study has the following objectives: To find out the improvement of Islamic Religious Education learning outcomes, material to improve Islamic Religious Education learning outcomes in grade VIII students of Tunagrahita SLB Negeri 1 Lima Kaum. This research is expected to be useful: For students, it can improve student learning outcomes, especially the mastery of competencies in PAIDBP subjects. For teachers, it can increase knowledge and mastery of skills in managing the teaching and learning process. For

schools, the results of this research can be used as a basis for developing creative and dynamic learning strategies in an effort to achieve learning process standards.

## **METHODS**

The type of research used in this study is Classroom Action Research. The purpose of this study is to improve teachers' learning performance through self-reflection in making changes to improve student learning processes and outcomes in practice and directly. In addition, this research aims to improve the quality, content, input, process and learning outcomes for students in schools so that it is expected to improve the professionalism of educators and education personnel (Fitria et al., 2019). The changes referred to in this study are related to students' understanding of the material of faith to the last day. The research that will be carried out is in the form of classroom action research in class VIII for the Disabled by preparing a research setting in the form of a research place and research time. This research will be carried out at SLB Negeri 1 Lima Kaum. This research was conducted in a classroom where the teacher is an observer of the action and the researcher is the implementer of the action.

Teachers and researchers will collaborate in carrying out actions in the classroom to formulate problems to make research reports. Meanwhile, the time needed to carry out this research is estimated to be one to two weeks. The subject is the person who is the source in the research. This research was conducted in class VIII of the Visually Impaired SLB Negeri 1 Lima Kaum which amounted to two children with mild disabilities with the initials G and I who were 16 years old. In conducting research, I collaborated with classroom teachers. In this study, there are two variables used. Variables are a complete set of instructions about what is being researched and measure a variable and concept in testing perfection (Sugiyono, 2015). The variables used in this study are: Variable X is the variable that influences the variable Y. The implementation of this research which becomes the X variable is the use of the research implementation method, namely the TGT method. Variable Y is a variable that is influenced by variable X. In the implementation of this study, the variable Y is the ability to understand children in grade VIII of the disabled at SLB Negeri 1 Lima Kaum as seen from the children's learning outcomes. The procedure for implementing the planned research is research using four main components that can be supported. The research steps, of the four main components, are: planning, implementation, observation, and deep reflection (Legiman, 2015).

The PTK model used is the Suharsimi Arikunto Model. According to Suharsimi Arikunto, in general, classroom action research is carried out through four main steps, namely planning, implementation, observation, and reflection. The first step to be taken is to formulate the problem and analyze the cause of the problem, planning, problem solving, and problem solving development. In this activity, the researcher was assisted by a class teacher. The formulation of the problem is the process of improving the learning outcomes of Islamic Religious Education, understanding the story of the example of the Prophet and the Prophet with the TGT (Teams-Games-Tournaments) method, which is a cooperative learning strategy developed by Robert E. Slavin. This method is designed to improve student engagement and learning outcomes by incorporating cooperative learning.

Here is a further explanation of the TGT method. The basic concept of TGT, this method integrates three Main components; The team is students divided into three small heterogeneous groups, usually consisting of 3-4 people per group. This group is on duty and trains together. games, students participate in games related to the subject matter. The game is designed to reinforce the understanding of concepts and usually involves an element of competition. Tournaments, after group games compete in tournaments that test their knowledge. These tournaments are often in the form of quizzes or other competitions, where they are given based on correct answers. Making a learning implementation plan (RPP), compiling syllabus, handouts, assessment systems, observation sheets, learning outcome test questions, and planning the time for the

implementation of Actions. The 2nd stage of action research is implementation which is the implementation or application of the content of the design, namely the researcher carries out actions in the classroom by applying the TGT method. In cycle 1, one meeting will be held. Learning is carried out for 35 minutes each meeting which consists of the initial activity, namely opening the lesson for 5 minutes, the core activity for 25 minutes, namely the implementation of games in learning to improve comprehension skills for children with disabilities to improve learning outcomes. Then the closing activity was in the form of a 5-minute conclusion and evaluation. The 3rd stage is observation activities carried out by observers. Observation and implementation of actions take place at the same time. It is carried out by the researcher as a teacher with an observer who observes the activities of teachers and children. As well as how the process of implementing the use of the TGT (Team, Group, and Tournament) method.

This is the focus in the observation stage, namely student activities during the learning process. The researcher made observations using an observation format. The form of observation format is; The arrangement of instruments is the preparation of grids, grids can be understood as a reference or guideline for making instruments in the use of the TGT method. Field records are also used in obtaining objective data, which are recorded in the format of observation instruments regarding things that occur during the provision of actions. In addition, for the assessment of improving comprehension skills, test sheets are used as a result of the implementation of learning activities at the end of the cycle. The 4th stage is an activity to restate what has been done. At this stage, the researcher analyzes and evaluates to see if through the TGT method, the comprehension ability in learning of children with disabilities has improved. This reflection activity is very appropriate to be carried out when the implementing teacher has finished taking action, then begins to assess the implementation of the action plan or in other words evaluate themselves. This is the focus of reflection activities, namely improving comprehension skills in learning with children through using the TGT method. The steps in this reflection activity are as follows: Examining the implementation of learning in cycle I through observation results, and improving children's abilities.

making a list of problems/shortcomings and advantages in cycle I reviewed from the aspect of children's activities in carrying out comprehension activities through the TGT method, Planning the follow-up from cycle I and will be applied in cycle II, From the results of the reflection can we assess whether the learning that has been whether it is done successfully or not.

Data collection is carried out by researchers through observation, interviews and tests. Observation is carried out by observing the state of children in participating in learning in the classroom. Interviews were conducted with class teachers about progress and what obstacles were obstacles in the learning process. As for the test, the researcher uses a test technique in the form of deeds, namely assigning children with assignment sheets. In addition to observations, data collection is also documented for documentary evidence. The analysis is guided by the results of observations, tests, discussions with collaboration based on important notes in the field. The data obtained is described by the ability of children to obtain conclusions accompanied by the presentation of results in the form of percentages. The initial ability, cycle I and cycle II will be a source of data acquisition that is analyzed and processed to obtain results in determining the improvement of children's learning outcomes by using audio-visual media in the form of videos for visually impaired grade VIII children with disabilities at SLB Negeri 1 Lima Kaum. Support with quantitative data will also be used in this study.

## **RESULTS**

Description of Initial Data of Students (Pre-Research), Based on pre-research through observations, interviews and documentation that SLB Negeri 1 Lima Kaum in Islamic Religious Education (PAI) lessons, the learning outcomes of students are relatively low

and below the Minimum Completeness Criteria (KKM). Based on the table above from the number of 6 students, many students have not completed based on the achievement of the Minimum Completeness Criteria (KKM), namely 4 students who are not complete with a percentage of 80% and only 2 students who have completed with a percentage of 20%, looking at the students who are complete and get low scores here, the researcher plans to improve student learning outcomes by using the TGT method. Results of the Research in Cycle I, In the first cycle of research, the learning activities that have been used by the audio visual media of students are enthusiastic in learning activities, the activities are quite good and there is a positive response, but there are some students who are still confused and have not focused on learning activities. There are some students who do not pay attention so that there are still students who have not been able to achieve the indicators of success in the initial conditions. The following are the activities in cycle I; 1) Planning, namely making a learning schedule that is prepared from making lesson plans, observation sheets, and test instruments, PAI learning activities using the TGT method, then preparing learning tools or media to help the learning process such as projectors, laptops and so on, and preparing instrument sheets. The application of the Cycle Piercing, In the implementation of the action that teaches is the researcher in learning activities. In the implementation of the first cycle of actions using audio visual media. The implementation in each cycle is carried out once in a meeting which is held in accordance with the lesson schedule of PAI class VIII for the Disabled.

Observation of the first cycle of actions, In the implementation of learning activities here, researchers who teach and observe students using observation sheets. The results of observation in the first cycle were that the classroom activities were good, there was a positive response compared to the pre-research period, students were enthusiastic about learning activities because of the fun learning. Students do not look bored and do not feel sleepy in the learning process. Students pay good attention even though there are some students chatting with their friends and disturbing their friends so that the classroom atmosphere is not optimal, so there are some students who do not pay attention properly and are not complete. The result of observation of students' actions is that students have paid attention to learning and are conducive.

Students are enthusiastic about learning. However, there are some students who are not conducive and confused in participating in learning activities so that there are some students who do not complete it, so it will be continued in cycle II. At the end of the learning activity, the researcher gave a cycle I test in the form of a written test with a multiple-choice question model of 5 questions. From the table above, it can be concluded that from the results of the Islamic Religious Education lesson test, there are many students who have not completed based on the KKM completeness score (Minimum Completeness Criteria) the learning completeness score is 75. Only 3 students received a completion score, namely with a percentage of 50%, while those whose scores did not reach the completion score, namely 3 students with a percentage of 50%, so it can be seen that the learning outcomes of students in class VIII Handicapped are still low.

Thus, there is an increase in learning outcomes after using the TGT method, namely students who achieve the completeness of learning outcomes in cycle 1, which is 50%, so there is an increase of 30%. From the data above, it can be seen that the learning outcomes of students are quite good in understanding Islamic Religious Education material and have improved in the learning process in the classroom. Although it has improved, it has not reached the target desired by the researcher in achieving students who are complete in learning. Reflection on Cyclical Action is as follows; From the observation of the first cycle, there are still things that need to be improved and based on the results of the reflection in the first cycle, in the second cycle improvements will be made with an action plan; Further increase the creativity of teachers in using the TGT method so that students better understand learning in the classroom; Motivate students to dare to ask questions, express opinions and dare to present what has been ordered by the teacher; Further improve the management of learning activities in the classroom by

providing reinforcement in giving warnings before the implementation of learning activities takes place so that the classroom atmosphere becomes conducive. From the observation of the evaluation results in cycle I, the researcher made an effort to carry out improvements in cycle II.

The results of the research in Cycle II are that in the implementation of cycle I, learning activities that have used the TGT method, students are enthusiastic in learning activities, activities are quite good and there is a positive response, but there are still some students who have not focused on learning activities. There are some students who do not pay attention to learning so that there are still students who have not been able to achieve the indicators of success in the initial conditions. The following are the activities in cycle II. Planning begins by making a learning schedule that is prepared from making lesson plans, observation sheets, and test instruments, PAI learning activities using the TGT method. then Prepare learning tools or media to help the learning process such as Projectors, laptops and so on, and then Prepare instrument sheets. Implementation of Cycle II Actions, In the implementation of the action that teaches is the researcher in learning activities. In the implementation of the second cycle of actions, audio visual media is used. The implementation in each cycle is carried out once a meeting which is held in accordance with the lesson schedule of PAI class XII Tunagrahita. In the implementation of learning activities here, researchers who carry out learning are those who make observations on students using observation sheets. The results of the observation in cycle II were that the students' activities in the classroom were good, there was a positive response compared to the first cycle, students were enthusiastic about learning activities because of fun learning, students did not look bored and not sleepy in the learning process. Students pay attention well even though there are students who chat with their friends and disturb their friends so that the classroom atmosphere is not conducive so that there are some students who do not pay attention well and the grades are not complete. The results of observation of students' actions are that students have paid attention to learning and are conducive. Students are enthusiastic about learning. However, there are some students who do not focus on participating in learning activities so that there are some students who do not complete. So it will be continued in cycle III. At the end of the learning activity, the researcher gave a cycle II test in the form of a written test with a multiple-choice question model of 5 questions.

From the data above, it can be concluded that from the results of the Islamic Religious Education lesson test, there are many students who have not completed based on the KKM completeness score (Minimum Completeness Criteria) the learning completeness score is 75. Only 3 students received a completion score, namely with a percentage of 50%, while those whose scores did not reach the completion score, namely 3 students with a percentage of 50%, so it can be seen that the learning outcomes of students in class XII Tunagrahita are still low. Thus, there is an increase in learning outcomes after using audio visual media, namely students who achieve the completeness of learning outcomes in cycle II, which is 50%. The learning outcomes of students in the second cycle are 50%, but there is 1 student whose learning results have increased even though they are still not complete from. From the data above, it can be seen that the learning outcomes of students are quite good in understanding Islamic Religious Education material and have improved in the learning process in the classroom.

Although it has improved, it has not reached the target desired by the researcher in achieving students who are complete in learning. From the observation of cycle II, there are still things that need to be improved and based on the results of reflection in cycle II, in cycle III improvements will be made with the following action plan; 1) Further increase teachers' creativity in using the TGT method so that students understand learning in the classroom; 2) In the initial activity, the teacher motivates students who are less active in cycle II learning so that they are more complete in participating in learning, and continue to give encouragement to students who have succeeded in learning in the second semester; 3) In the core activities, teachers increase supervision so that it can run better

than cycle II. Individual assistance is given to students who have problems mastering the material; 4) In this activity, the teacher also goes around monitoring the discussion and ensuring that each group can understand the material in its entirety. Teachers also provide assistance if there are group members who have difficulty understanding the material; 5) Further improve the management of learning activities in the classroom by providing reinforcement before the implementation of learning activities takes place so that the classroom atmosphere becomes conducive. From the observation of the evaluation results in cycle II, the researcher made efforts to carry out improvements in activities in cycle III.

The results of the research in Cycle III are that in the implementation of cycle I, learning activities that have used the TGT method, students are enthusiastic in learning activities, activities are quite good and there is a positive response, but there are still some students who have not focused on learning activities. There are some students who do not pay attention to learning so that there are still students who have not been able to achieve the indicators of success in the initial conditions. The following are the activities in cycle II. Planning begins by making a learning platform that is prepared from making lesson plans, observation sheets, and test instruments, PAI learning activities using the TGT method, then preparing learning tools or media to help the learning process such as projectors, laptops and so on, then preparing instrument sheets, then the implementation of Cycle II Actions, In the implementation of the teaching action is the researcher in the learning activity. In the implementation of cycle II actions, the TGT method. The implementation in each cycle is carried out once a meeting which is held in accordance with the lesson schedule of PAI class XII Tunagrahita).

## **DISCUSSION**

Islamic Religious Education (PAI) is an important part of the formation of students' character, including students with disabilities. Students with disabilities need a special approach that suits their needs so that learning is more effective and meaningful. One of the methods that can be used to improve the learning outcomes of students with disabilities is the (Teams, Games, Tournaments) (TGT) method. This method is known as one of the cooperative learning strategies that prioritizes interaction between students in a fun competitive atmosphere. In SLB N 1 Lima Kaum, the learning outcomes of grade VIII students in PAI subjects show that they need a more interesting method and actively involve all students. This is due to their cognitive limitations which make them quickly bored and difficult to understand the material if they only use the lecture method. The TGT method is present as a solution to overcome these problems because it combines group cooperation, educational games, and tournaments that motivate students. The TGT method consists of several stages, namely team formation, material presentation, games, tournaments, and awards. In team building, students are divided into small, heterogeneous groups based on their abilities. The teacher then explained the PAI material, for example about the pillars of faith or prayer procedures, in a simple and visual way so that it is easy to understand. Afterwards, students participate in educational games designed to test their understanding of the material. The next stage is the tournament, where students from each group compete in answering questions related to PAI material.

The tournament is designed for students to support each other in their teams. The points system in tournaments helps to encourage a healthy spirit of competition. The group with the highest score was given an award as a form of appreciation for their efforts. The results of the application of the TGT method in SLB N 1 Lima Kaum showed a significant increase in the learning outcomes of students with disabilities. Students are seen to be more active in the learning process, more enthusiastic when participating in games and tournaments, and better able to remember and understand the material taught. In addition, the classroom atmosphere becomes more dynamic and conducive because this method involves all students equally. The TGT method also helps students with disabilities

develop their social skills. Through group work, students learn to communicate, respect the opinions of friends, and work together to achieve common goals. This activity is especially important for students with disabilities, who often have challenges in building social interactions.

Obstacles in the application of the TGT method, such as differences in the level of understanding between students and the time required to prepare the material and the tournament, can be overcome with careful planning. Teachers must ensure that the material is adapted to the abilities of students with disabilities and that the games are designed simply but still challenging.

## CONCLUSION

The application of the TGT (Teams, Games, Tournaments) method in PAI learning for grade VIII students with disabilities at SLB N 1 Lima Kaum has succeeded in improving students' learning outcomes, motivation, and social skills. This method creates an active, fun, and competitive learning atmosphere, so that students are more interested in participating in the learning process. With group cooperation, students learn to appreciate the differences in abilities between members and feel responsible for the success of the team. Additionally, games and tournaments provide an interactive learning experience, helping students understand the material more easily, and increasing their confidence in completing assignments or answering questions. This method not only improves the academic aspect but also the non-academic aspect of the student. Teachers can utilize the TGT method to observe students' abilities more personally, provide appropriate feedback, and create a dynamic classroom atmosphere. Obstacles such as differences in students' ability levels and more complex preparation can be overcome with careful planning and effective time management. With its potential, the TGT method can be an alternative learning strategy that is relevant, not only for PAI subjects but also for other subjects in SLB. The consistent application of this method will support holistic learning that is able to optimally meet the special needs of students with disabilities.

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