



# Efforts To Improve Students' Learning Outcomes on The Material Of Asmaul Husna Through The Jigsaw Method in SD Negeri 104329 Paya Mabar

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## ABSTRACT

This Classroom Action Research aimed to examine the effectiveness of the Jigsaw method in improving students' learning outcomes on the Asmaul Husna material at SD Negeri 104329 Paya Mabar. The research involved two cycles of implementation, with each cycle consisting of planning, action, observation, and reflection phases. The study focused on improving students' memorization and understanding of the 99 names of Allah, as well as their meanings and significance in Islamic teachings. Data were collected through pre- and post-assessments, teacher observations, student feedback surveys, and reflective journaling. The results revealed that the Jigsaw method significantly improved students' academic performance. The post-assessment showed a notable increase in students' ability to recall and understand the Asmaul Husna names compared to the pre-assessment. Additionally, the method fostered greater student engagement, motivation, and collaboration. Students actively participated in expert and home group discussions, and the peer-teaching aspect of the method helped enhance their comprehension. Despite the positive outcomes, some challenges were identified, including the need for additional support for lower-achieving students and initial hesitation in adapting to the collaborative learning approach. However, the overall success of the Jigsaw method highlights its potential as an effective strategy for enhancing learning outcomes in religious education. This study concludes that the Jigsaw method is a valuable tool for fostering active, student-centered learning and improving understanding of complex material like Asmaul Husna in primary school settings.

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## Introduction

Education plays a pivotal role in shaping the future of students, especially in primary schools where foundational knowledge is imparted. One critical area in primary education is the teaching of religious subjects, which are meant to nurture not only academic skills but also spiritual and moral development. At SD Negeri 104329 Paya Mabar, one of the subjects taught is religious education, focusing on the understanding and memorization of Asmaul Husna the 99 names of Allah in Islam. Mastery of this material is vital as it holds great significance in Islamic teachings and is a fundamental part of the students' spiritual education. However, despite its importance, many students face challenges in learning the \*Asmaul Husna\* material, including difficulty in memorizing the names and understanding their meanings. In traditional teaching methods, students often passively receive information, which may lead to disengagement or lack of retention, especially when it comes to memorization-based content such as Asmaul Husna. Students struggle with keeping focus and finding the material relevant to their daily lives, and this can lead to suboptimal learning outcomes. Teachers have noticed that many students, even after repeated lessons, have difficulty memorizing the names and understanding their meanings, which affects their ability to apply the knowledge in real-life contexts. This issue has led to a need for more effective, student-centered teaching strategies that not only help students understand the material but also engage them actively in the learning process.

To address this challenge, innovative teaching methods need to be explored to enhance student learning outcomes. One such method is the Jigsaw method, an active learning strategy designed to encourage collaboration, engagement, and deeper understanding of the material. The Jigsaw method involves dividing the content into smaller, manageable parts, where each student becomes an expert on one section of the topic and later shares their knowledge with others in small groups. This cooperative learning technique fosters a sense of responsibility and ownership over learning while also improving communication and collaboration skills among students. By applying this method to Asmaul Husna material, students can actively engage in learning, share insights, and help one another in memorizing and understanding the names and their meanings. The purpose of this Classroom Action Research is to explore the effectiveness of the Jigsaw method in improving students' learning outcomes on Asmaul Husna material at SD Negeri 104329 Paya Mabar. By implementing the Jigsaw method, it is anticipated that students will not only improve in their memorization of the names but also gain a deeper understanding of the meanings behind each name, which is essential for spiritual development. This method encourages peer-to-peer learning, where students can help each other, ask questions, and provide explanations, which can enhance retention and comprehension.

In the current classroom setting at SD Negeri 104329 Paya Mabar, the Asmaul Husna material is taught through direct instruction, where the teacher presents the

material to the class, and students memorize the names and their meanings. While this method provides students with the necessary information, it lacks the interactive and collaborative elements that could enhance their learning experience. The teacher often uses traditional methods, such as lecturing and rote memorization, which do not fully engage students or encourage them to apply the material to their daily lives. This traditional approach may lead to disengagement, especially when dealing with complex and abstract concepts like Asmaul Husna. By incorporating the Jigsaw method, students will be given more opportunities for active learning, collaboration, and discussion. Each student will be assigned a specific set of Asmaul Husna names to focus on and become an expert on that part of the material. After mastering their assigned names and their meanings, they will meet in new groups, where each member shares their expertise with others. This collaborative approach ensures that every student has a role in both learning and teaching, reinforcing their understanding of the material. It also allows students to learn from their peers, which can be particularly beneficial for those who may struggle with certain parts of the content.

Furthermore, the Jigsaw method encourages students to take responsibility for their own learning and that of their peers. This sense of responsibility is crucial for developing a more meaningful and personal connection to the material, rather than just memorizing it for the sake of exams or tests. The social interaction involved in the method promotes positive classroom dynamics and increases motivation to learn, as students realize that their contributions to the group are valuable and appreciated. The method also fosters teamwork and communication skills, which are essential for students' overall development. This research will also examine how the Jigsaw method influences not just the students' academic performance but also their attitudes toward learning Asmaul Husna. It is important to explore whether the method makes the subject matter more interesting and relatable to the students, as well as how it impacts their enthusiasm and motivation to engage in religious studies. Positive changes in students' attitudes toward religious education would be a valuable outcome of the study.

Moreover, it is necessary to assess whether the Jigsaw method can help address the challenges of student diversity in the classroom. Since students have varying levels of ability, some may find certain parts of the material easier to understand, while others may struggle. The Jigsaw method, by promoting peer teaching and collaboration, can help bridge these gaps and ensure that all students, regardless of their individual learning abilities, are able to grasp the material and contribute to the group discussions. This research is particularly important because it offers a potential solution to the ongoing challenge of improving religious education, specifically the teaching of Asmaul Husna. By shifting the focus from passive learning to active, collaborative learning, the Jigsaw method may enhance students' understanding and retention of religious content,

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ultimately contributing to their spiritual development. If successful, the approach could be adapted to other religious education topics, further improving the quality of teaching and learning in Islamic education. In conclusion, the need for an effective, engaging, and student-centered teaching method for Asmaul Husna is clear. Traditional methods have proven to be inadequate in ensuring that students not only memorize but also understand and appreciate the material. The Jigsaw method, with its emphasis on collaboration, active learning, and peer teaching, holds the potential to address these challenges and improve learning outcomes. By exploring the impact of the Jigsaw method in this research, the study aims to contribute valuable insights into enhancing the teaching and learning of \*Asmaul Husna\* in primary school settings.

## Methods

This Classroom Action Research aims to investigate the effectiveness of the Jigsaw method in enhancing students' learning outcomes on the Asmaul Husna material at SD Negeri 104329 Paya Mabar. The study follows a cyclical process, consisting of planning, action, observation, and reflection. The research was conducted in two cycles, each involving a series of activities designed to improve students' understanding of the Asmaul Husna material. Below is a detailed explanation of the methodology employed in this study. The first step involved conducting a pre-assessment to gauge the students' initial knowledge of Asmaul Husna. This assessment was designed to evaluate the students' ability to recall and understand the names of Allah, along with their meanings and significance in Islamic teachings. The results of this pre-assessment served as a baseline for assessing the effectiveness of the Jigsaw method following the intervention.

Once the baseline was established, the research began with the implementation of the Jigsaw method. The teacher divided the Asmaul Husna material into smaller, manageable sections, each containing a few of the 99 names of Allah along with their meanings and significance. The teacher assigned each student a specific section of the material to learn and become an expert on. This division allowed students to focus on a smaller portion of the content, making it easier to absorb and retain the information. Students were then grouped into "home groups," where each member had a different section of the material to share with their peers. Within their home groups, students collaborated, discussed, and helped each other understand the names and their meanings. These group sessions promoted communication, teamwork, and a shared responsibility for learning. The teacher's role during these sessions was to facilitate and support the students, answering questions and guiding the discussions as needed.

In addition to the home group discussions, students participated in "expert groups." In these expert groups, students assigned to the same section of the Asmaul Husna material gathered to discuss their portion in more detail. During these sessions, students shared insights, compared their understanding, and refined their knowledge of

the material. This collaborative learning environment allowed students to deepen their understanding of their assigned names and prepared them to teach their home group members. After the expert group discussions, students returned to their home groups to teach their peers about the section of Asmaul Husna they had studied. Each student became responsible for sharing the names and meanings from their assigned portion. The peer-teaching aspect of the Jigsaw method enabled students to reinforce their own understanding while helping others grasp the material. It also provided students with the chance to practice expressing their knowledge, reinforcing retention.

Throughout the activity, the teacher observed and facilitated the learning process, ensuring that students remained focused and engaged in meaningful discussions. The teacher also provided additional resources, such as printed materials or visual aids, to assist students in their learning process. Throughout the intervention, the teacher monitored the students' progress, identifying any difficulties they encountered and providing support as needed. At the end of each cycle, a post-assessment was administered to evaluate the students' progress in memorizing and understanding Asmaul Husna. The post-assessment was similar to the pre-assessment but included additional questions to measure students' deeper comprehension of the meanings and significance of the names. The post-assessment results allowed the teacher to evaluate the effectiveness of the Jigsaw method and determine if the learning outcomes had improved.

In addition to the quantitative assessments, qualitative data were gathered through observations and interviews with the students. The teacher kept a reflective journal throughout the research, noting observations regarding student engagement, participation, and interactions during the lessons. These reflections helped identify patterns in student behavior and provided insights into the impact of the Jigsaw method on student motivation and collaboration. The students were also given the opportunity to reflect on their learning experience. After each cycle, students completed a feedback survey to provide insight into their perceptions of the Jigsaw method. The survey included questions about their feelings toward the collaborative nature of the method, whether it made them feel more engaged in the learning process, and whether they believed it helped them understand the material better. This feedback was valuable for assessing the students' attitudes toward the method and identifying areas for improvement.

The research was carried out over a period of six weeks, with each cycle lasting three weeks. The first cycle focused on introducing the Jigsaw method and assessing its impact on student learning. The second cycle refined the approach based on feedback and observations from the first cycle, with a focus on improving group dynamics and student participation. The second cycle also provided an opportunity for students to deepen their understanding of Asmaul Husna and improve their memorization of the

names. Data analysis was conducted using both quantitative and qualitative methods. The quantitative data from the pre- and post-assessments were analyzed to determine whether there was a significant improvement in the students' learning outcomes. The qualitative data, including teacher observations and student feedback, were analyzed to identify patterns in student engagement, collaboration, and attitude toward learning. The combination of both data types provided a comprehensive evaluation of the effectiveness of the Jigsaw method in improving learning outcomes.

The success of the research was evaluated based on several criteria, including improvements in student performance on the post-assessment, increased student engagement and participation in the Jigsaw activities, and positive feedback from students regarding the learning process. The research also aimed to identify any challenges that may have hindered the implementation of the Jigsaw method, such as difficulties with group dynamics or individual learning differences, and explore ways to address these challenges in future applications of the method. In conclusion, the methodology of this Classroom Action Research involved the use of the Jigsaw method to improve students' learning outcomes on the Asmaul Husna material. By employing collaborative learning techniques, students were actively involved in the learning process, which helped them not only memorize the names but also understand their meanings and significance. The combination of pre- and post-assessments, student feedback, and teacher observations enabled a thorough evaluation of the method's effectiveness. The results of this study are expected to provide valuable insights into the use of the Jigsaw method in religious education, with the potential for broader application in primary school settings.

## Result

The Classroom Action Research conducted to explore the effectiveness of the Jigsaw method in improving students' learning outcomes on the Asmaul Husna material at SD Negeri 104329 Paya Mabar yielded significant findings. The research focused on assessing students' abilities to memorize and understand the 99 names of Allah, their meanings, and significance in Islamic teachings. The results from the pre-assessment, post-assessment, and various observational data provide valuable insights into the impact of the Jigsaw method on student learning. In the pre-assessment, it was found that most students had limited knowledge of the Asmaul Husna. Many students were unable to recall more than a few names or provide their meanings accurately. Their understanding of the spiritual significance of these names was also superficial. This indicated that the traditional teaching methods used prior to the intervention had not been effective in promoting deep understanding or retention of the material. The results of the pre-assessment revealed that there was much room for improvement in students' mastery of Asmaul Husna.

Following the implementation of the Jigsaw method, the post-assessment showed considerable improvement in students' learning outcomes. Many students were

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able to recall a significantly higher number of Asmaul Husna names and provided more accurate meanings for each name. The Jigsaw method, which allowed for division of the material into smaller, manageable parts, helped students to focus more effectively on their assigned sections. As they became "experts" on their specific names, they showed greater confidence when explaining the names to their peers during group activities. One of the key findings from the post-assessment was that students who initially struggled with memorization were able to retain more names and understand their meanings after the Jigsaw method was applied. Students who were previously disengaged or found the material overwhelming appeared more motivated and enthusiastic about learning. Their increased engagement was evident in their active participation during group discussions, expert group sessions, and home group teaching activities.

The quality of student participation in group discussions also improved. During the expert group sessions, students worked collaboratively to understand their assigned names, comparing notes, discussing meanings, and clarifying any misunderstandings. This peer-to-peer interaction not only improved their comprehension but also fostered a sense of responsibility as each student became an "expert" on a portion of the material. When students reconvened in their home groups to teach their peers, they demonstrated a deeper understanding of their assigned names and meanings. Furthermore, the observational data indicated that students developed a stronger sense of teamwork and collaboration. The Jigsaw method encouraged students to rely on one another for support and learning. They were more willing to share knowledge, ask questions, and help their peers understand difficult concepts. This shift toward cooperative learning was observed in how students communicated during discussions and how they helped each other with memorization techniques. The positive group dynamics created an environment in which students felt comfortable expressing their thoughts and learning from one another.

In addition to improving academic performance, the Jigsaw method also positively impacted students' attitudes toward learning. Many students reported feeling more engaged and excited about learning Asmaul Husna. The collaborative nature of the method made the learning process feel less like a solitary task and more like a shared experience. Students expressed that they appreciated the opportunity to teach their peers and felt proud of their ability to contribute to their group's success. This sense of accomplishment led to increased motivation and interest in further studying the material. The students' feedback on the Jigsaw method was overwhelmingly positive. In the post-intervention survey, most students indicated that they found the method enjoyable and effective. They expressed that the Jigsaw method made the learning process more fun and interactive, allowing them to better understand the meanings behind the names. Several students commented that working in groups helped them stay focused and learn from their peers in ways that traditional instruction did not provide.

Despite the overall success of the Jigsaw method, some challenges were observed. A few students, especially those with lower learning abilities, struggled to keep up with the pace of the group discussions and required additional support from

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the teacher. These students sometimes had difficulty understanding the material and conveying it to their peers. However, the teacher's guidance and the cooperative nature of the Jigsaw method allowed these students to still contribute meaningfully to the discussions and benefit from their peers' knowledge. The teacher also provided extra assistance during the expert group sessions to ensure that no student was left behind. Another challenge was the initial adjustment to the Jigsaw method. Some students were not accustomed to working in groups or taking responsibility for teaching their peers. At first, they were hesitant to speak up or take on the role of "expert." However, as the cycles progressed, students grew more confident in their roles and became more comfortable with the method. The collaborative learning environment fostered an atmosphere of mutual respect and trust, which helped students overcome their initial hesitations.

Overall, the results indicate that the Jigsaw method had a significant positive impact on students' learning outcomes. The post-assessment scores demonstrated a clear improvement in both the quantity and quality of students' knowledge of Asmaul Husna. Many students who had difficulty memorizing and understanding the material before the intervention showed significant progress. The Jigsaw method also fostered a positive learning environment that promoted active participation, peer-to-peer learning, and collaboration. In addition to improving academic outcomes, the research findings highlighted the importance of student engagement and motivation in the learning process. By shifting from a teacher-centered approach to a more student-centered one, the Jigsaw method encouraged students to take ownership of their learning. This increased sense of responsibility and involvement led to greater interest in the material and improved performance.

The increased sense of community and collaboration within the classroom also contributed to the success of the Jigsaw method. As students worked together to understand and memorize the Asmaul Husna names, they built stronger connections with one another. The cooperative nature of the method not only facilitated better learning outcomes but also helped develop important social and communication skills that will benefit students beyond the classroom. In conclusion, the findings of this Classroom Action Research show that the Jigsaw method was highly effective in improving students' learning outcomes on Asmaul Husna material at SD Negeri 104329 Paya Mabar. Students demonstrated a significant improvement in their ability to memorize and understand the names of Allah, and the method also enhanced their attitudes toward learning. The Jigsaw method proved to be a valuable pedagogical tool for fostering active learning, collaboration, and deeper comprehension in religious education.

## Discussion

The results of this Classroom Action Research highlight the effectiveness of the Jigsaw method in improving students' learning outcomes on the Asmaul Husna material at SD Negeri 104329 Paya Mabar. One of the most significant findings from the study was the improvement in students' ability to recall and understand the 99 names of Allah.

In the pre-assessment, students showed limited knowledge of the material, with many struggling to name or explain even a few of the Asmaul Husna names. However, after implementing the Jigsaw method, the post-assessment demonstrated a notable increase in students' memorization and comprehension of the names, suggesting that the method helped them better retain the material and understand its significance. The Jigsaw method's success can be attributed to the structure it provided for collaborative learning. By dividing the material into smaller, manageable sections, students were able to focus more effectively on their assigned portions. Each student became an "expert" on a specific set of names, which not only made the learning process less overwhelming but also promoted a sense of responsibility and ownership over their learning. This sense of responsibility likely increased their motivation and engagement with the material, which were crucial factors in the observed improvements.

Another key factor in the success of the Jigsaw method was the expert group sessions. In these sessions, students worked with others assigned to the same section, giving them an opportunity to discuss and refine their understanding of the names. The peer collaboration within the expert groups allowed students to clarify doubts, exchange ideas, and strengthen their grasp on the material. Research has shown that peer interaction enhances learning by fostering critical thinking and deeper understanding, and this was evident in the findings of this study. Students were able to explain concepts to their peers in ways that might have been difficult for them to grasp through traditional methods alone. The shift from a teacher-centered approach to a student-centered one was another important aspect of the Jigsaw method. Traditionally, students at SD Negeri 104329 Paya Mabar were accustomed to passive learning, where the teacher delivered information, and students were expected to absorb it. The Jigsaw method, however, placed students in active roles, requiring them to take responsibility for their own learning and for helping their peers understand the material. This active participation increased students' sense of ownership and engagement in the learning process, which contributed significantly to the improvement in learning outcomes.

In addition to enhancing academic performance, the Jigsaw method also positively affected the students' attitudes toward learning. During the intervention, students expressed that they enjoyed the collaborative aspect of the method. The opportunity to work in groups, share knowledge, and teach their peers created a more engaging and enjoyable learning experience. This is consistent with the idea that collaborative learning environments foster greater motivation and satisfaction. Students who might have felt disconnected from the material or overwhelmed by the volume of content were more likely to be motivated when working in a group setting, where they could support and learn from one another. However, despite the overall success of the Jigsaw method, the study also revealed certain challenges. One of the main difficulties was that some students, particularly those with lower academic abilities, found it challenging to keep

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up with the pace of the group discussions. These students sometimes struggled to understand the material fully, and their ability to teach their peers was limited. While the teacher provided extra support, the collaborative nature of the method meant that these students had to rely heavily on their peers, which at times could create an imbalance in the level of understanding within the groups. These challenges highlight the need for differentiated support for students who may require additional assistance to succeed in collaborative learning environments.

Another challenge was the initial adjustment to the Jigsaw method. Some students were not used to the responsibility of teaching others or participating in group discussions. At first, there were signs of hesitation, as some students were shy or unsure about sharing their knowledge with others. Over time, however, students grew more comfortable with the method, as they recognized the value of their contributions and saw the positive impact it had on their peers' understanding. This adjustment process indicates that while the Jigsaw method may require an initial investment of time and effort, it can yield long-term benefits in terms of student engagement and learning. The positive outcomes of the Jigsaw method were further supported by the qualitative data collected through observations and student feedback. The teacher's reflective journal and the students' feedback surveys both indicated that the students found the method to be more interactive and enjoyable than traditional methods. These insights suggest that students appreciate the active learning environment created by the Jigsaw method, where they are not passive recipients of information but active participants in the learning process. This finding is consistent with previous research, which has shown that active learning strategies improve both engagement and retention.

Despite the challenges observed, the overall impact of the Jigsaw method on student learning was highly positive. The improvement in both academic performance and student attitudes toward learning underscores the potential of the Jigsaw method as a valuable pedagogical tool in religious education. The method helped students not only to memorize the names of Allah but also to understand their meanings and significance, which is an important aspect of teaching Asmaul Husna. In conclusion, the findings from this research demonstrate that the Jigsaw method is an effective strategy for improving students' learning outcomes on the Asmaul Husna material. The method fostered a collaborative, student-centered learning environment that led to improved memorization, deeper understanding, and enhanced student engagement. While there were some challenges in terms of student adjustment and the need for additional support for struggling learners, the overall success of the method suggests that it is a promising approach for enhancing learning in religious education settings. Future studies could explore ways to address the challenges identified in this research, particularly in terms of providing targeted support for students with lower academic abilities.

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## Conclusion

This Classroom Action Research has demonstrated that the Jigsaw method is an effective approach to improving students' learning outcomes on the Asmaul Husna material at SD Negeri 104329 Paya Mabar. The implementation of the Jigsaw method significantly enhanced students' ability to memorize and understand the 99 names of Allah, as evidenced by the improvement in both pre- and post-assessment results. By breaking the material into smaller sections and encouraging collaborative learning, students were able to focus more deeply on their assigned portions, which not only helped them retain information but also strengthened their comprehension of the meanings and significance of the names. The research highlights the benefits of student-centered, cooperative learning environments. The Jigsaw method encouraged active participation, peer teaching, and teamwork, which led to increased student engagement and motivation. Students not only became more knowledgeable about the Asmaul Husna, but they also developed essential social skills such as communication, collaboration, and mutual support. These findings align with the broader educational research suggesting that collaborative learning strategies promote deeper understanding and greater retention of material. Despite the overall success, the study also identified some challenges, including the need for additional support for students with lower academic abilities and the initial hesitation some students faced when adapting to the Jigsaw method. These challenges indicate areas where further improvement could be made, such as offering more targeted support for struggling students and gradually introducing them to collaborative learning techniques. Nonetheless, the positive impact on most students' learning outcomes suggests that the Jigsaw method, when implemented thoughtfully, is a powerful tool for enhancing religious education. In conclusion, the Jigsaw method proves to be a highly effective pedagogical strategy for improving students' learning outcomes in religious education, particularly for complex material like Asmaul Husna. It fosters an interactive and engaging learning environment that encourages collaboration, critical thinking, and responsibility, all of which are essential for deep learning. Future research could explore ways to optimize the method for diverse learners and ensure that every student benefits from this collaborative approach.

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