



Application of Problem Based Learning Model in Improving Students' Learning Outcomes on Sujud Material at Sd Negeri 104328 Pertapaan

Ratna Wati Siregar, SD Negeri 104328 Pertapaan, Indonesia
Hafizah Lubis, SMK Negeri 2 Tebing Tinggi, Indonesia

ABSTRACT

This Classroom Action Research aimed to explore the application of the Problem-Based Learning (PBL) model in improving students' learning outcomes on sujud material at SD Negeri 104328 Pertapaan. The study was conducted in two cycles, where students were divided into small groups and engaged in problem-solving activities related to the sujud, focusing on both its physical execution and spiritual significance. The research found that the implementation of the PBL model significantly enhanced students' understanding of the sujud material. Students showed notable improvement in performing sujud correctly, as well as a deeper understanding of its meaning in the context of prayer. Additionally, the PBL model increased student engagement, motivation, and collaboration during the lessons. Although challenges such as varying participation levels and different learning paces were encountered, the overall results demonstrated that PBL was an effective strategy for improving learning outcomes in religious education. The study highlights the potential of active learning methods, like PBL, in fostering a deeper connection with religious practices and promoting student-centered learning environments.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 Nov 2024
Revised: 27 Des 2024
Accepted: 5 Jan 2025
Published: 31 Jan 2025

KEYWORDS

Problem-Based Learning, sujud, religious education, learning outcomes, student engagement.

Corresponding Author:

Ratna Wati Siregar
SD Negeri 104338 Pertapaan, Indonesia
Email: ratnasiregar57@guru.sd.belajar.id

Introduction

Education is a fundamental pillar for the development of individuals and societies. In schools, teachers are responsible for helping students understand various subjects and skills, including religious education. In Indonesia, religious education plays a significant role in shaping students' moral and spiritual development. One of the essential topics in religious education is the practice of sujud (prostration), which is a vital component of prayer in Islam. Sujud is not only a physical act but also carries deep spiritual significance for students, which requires them to fully comprehend its meaning

and practice. At SD Negeri 104328 Pertapaan, students are introduced to religious education as part of the curriculum, and the learning of prayer, including sujud, is an essential part of this education. However, in the classroom, teachers have observed that students often face difficulties in understanding and performing the various steps involved in prayer, including sujud. This challenge is not limited to the physical aspect of performing sujud correctly but also extends to understanding the symbolic and spiritual meaning behind it. Many students struggle to connect the theoretical aspects of religious teachings with their practical application, leading to reduced learning outcomes. Traditional teaching methods, which often involve lecturing and rote memorization, may not be sufficient in helping students understand the complexity of religious practices such as sujud. These methods tend to focus on passive learning, where students are expected to absorb information without actively engaging with the material. As a result, students may not fully grasp the concepts or develop the necessary skills to perform sujud correctly. To address this gap, there is a need for innovative and engaging teaching strategies that encourage active participation, critical thinking, and problem-solving. Problem-Based Learning (PBL) is one such strategy that has gained attention for its effectiveness in promoting deeper learning. PBL is an instructional model that focuses on students' involvement in solving real-world problems. In a PBL approach, students are presented with a problem or scenario that requires them to apply their knowledge and skills to find a solution. This method encourages collaboration, critical thinking, and the application of theoretical knowledge to practical situations, all of which are essential components for understanding complex concepts like sujud.

The application of PBL in religious education could help students better understand and internalize the material, particularly when learning about practices such as sujud. By presenting students with real-life scenarios related to prayer and sujud, they are encouraged to think critically about the significance of each step and its spiritual meaning. For example, students could be given a scenario in which they must demonstrate proper prayer, including the correct execution of sujud, while also reflecting on the meaning behind the act. This approach would not only help students perform the physical actions correctly but also develop a deeper connection with the spiritual aspects of prayer. This research aims to explore the effectiveness of applying the PBL model in improving students' learning outcomes on sujud material at SD Negeri 104328 Pertapaan. By focusing on sujud, this study will examine how PBL can enhance students' understanding and practice of this essential component of Islamic prayer. The study will also investigate whether the PBL model can increase student engagement, motivation, and participation in religious education, leading to better learning outcomes.

The problem of low learning outcomes in the teaching of sujud at SD Negeri 104328 Pertapaan has been observed through several assessments and classroom

interactions. Many students struggle with understanding the sequence and significance of the *sujud* process, and this lack of understanding impacts their ability to perform it correctly during prayer. Additionally, some students lack the motivation to actively participate in religious education, which affects their overall learning achievement. Therefore, there is a need for an innovative teaching approach that can address these challenges and improve student outcomes. The Problem-Based Learning (PBL) model has been widely studied and implemented in various educational contexts, showing positive results in promoting critical thinking and deeper understanding among students. Research has shown that PBL encourages active learning, enhances problem-solving skills, and fosters collaboration among students. By using PBL in the context of religious education, students can be encouraged to explore the meaning and purpose of *sujud* in a way that connects their academic learning with their personal spiritual practices.

The application of PBL in this research is expected to provide students with opportunities to engage in hands-on learning experiences. By involving students in solving problems related to *sujud*, such as understanding the correct posture, timing, and the significance of the act, the PBL model will enable students to learn by doing. This active learning approach is anticipated to improve students' retention of the material and their ability to perform *sujud* with greater accuracy and understanding. In addition to improving students' practical skills, PBL is also expected to enhance their ability to reflect on the spiritual significance of *sujud*. By framing *sujud* as a problem to be understood and solved, students can connect the act of prostration with broader concepts of worship, humility, and submission to God. This holistic approach to learning can help students develop not only the physical ability to perform *sujud* but also the deeper spiritual understanding that underpins it.

Furthermore, the PBL model fosters a collaborative learning environment, where students work together to explore and solve problems. This collaborative aspect is particularly beneficial in religious education, as it allows students to share their insights, experiences, and perspectives with one another. Through group discussions and collaborative problem-solving, students can deepen their understanding of the material while also developing important social and communication skills. In this Classroom Action Research, the researcher will implement the PBL model in the classroom and assess its impact on students' learning outcomes regarding *sujud*. The research will involve two cycles, with each cycle consisting of planning, action, observation, and reflection. During the first cycle, the PBL model will be introduced to the students, and their learning outcomes will be evaluated through pre- and post-assessments, as well as observations of their performance during prayer. In the second cycle, based on the reflection and evaluation of the first cycle, adjustments will be made to the PBL approach to further improve students' learning experiences and outcomes.

This research will also focus on the role of the teacher in facilitating the PBL process. The teacher will act as a guide and facilitator, helping students navigate the problem-solving process and ensuring that the objectives of the lesson are met. By fostering a supportive and engaging learning environment, the teacher can help students stay motivated and focused on the learning goals while also providing the necessary guidance and feedback. In conclusion, the use of the Problem-Based Learning model in teaching *sujud* at SD Negeri 104328 Pertapaan has the potential to significantly improve students' understanding, engagement, and learning outcomes. By encouraging active learning, critical thinking, and collaboration, PBL can help students connect theoretical knowledge with practical skills, enhancing both their academic achievement and their spiritual development. This research will contribute to the growing body of knowledge on the application of PBL in religious education and provide valuable insights into how innovative teaching strategies can be used to improve learning outcomes in primary school classrooms.

Methods

This Classroom Action Research aims to investigate the application of the Problem-Based Learning (PBL) model in improving students' learning outcomes, specifically focusing on the *sujud* material at SD Negeri 104328 Pertapaan. The research will be conducted using a qualitative approach with a cyclical design, which involves planning, action, observation, and reflection. This methodology will be carried out over two cycles, allowing for improvements and refinements based on reflections from each cycle to ensure optimal results. The first step of the research involves the preparation phase, where the researcher will plan the activities for the PBL implementation. The teacher will develop a series of problems and scenarios that are related to the *sujud* material, which will encourage students to actively engage with the content and reflect on its significance. These problems will be designed to challenge students to apply both their theoretical understanding and practical knowledge of *sujud*. The teacher will prepare all the necessary materials, including video demonstrations, handouts, and collaborative worksheets to facilitate student engagement and ensure that the PBL approach is effectively implemented.

In the action phase, the Problem-Based Learning model will be applied to the classroom. The students will be divided into small groups, and each group will be presented with a problem related to *sujud*. The problems could range from questions about the meaning of *sujud* to practical tasks where students must demonstrate the correct posture and actions during prostration. The groups will be encouraged to collaborate and solve the problem by discussing, sharing ideas, and conducting research. During this phase, the teacher will facilitate the groups' work, providing guidance and ensuring that students are on task and making progress. Additionally, the

teacher will monitor student involvement, encouraging critical thinking and reflection as they work through the problems. The observation phase involves tracking the students' progress as they engage with the PBL activities. The researcher will observe students' participation, engagement, and understanding throughout the process. Specific attention will be paid to how the students apply their knowledge of sujud and how they demonstrate the physical and spiritual aspects of the practice. The researcher will take notes on student interactions, the quality of discussions, and how students approach problem-solving. Observation will also include students' ability to perform sujud correctly, assess their understanding of its significance, and their ability to collaborate within their groups.

After the action phase, the reflection phase will take place. The teacher and researcher will evaluate the effectiveness of the PBL model in improving student learning outcomes on sujud material. This will include reviewing students' performance through pre- and post-assessments to measure changes in their understanding of the topic. Students will also be asked to provide feedback on their learning experiences, reflecting on how the PBL approach helped them understand the material and engage more actively in the learning process. The feedback will be analyzed to identify strengths and areas for improvement in the teaching strategy. Based on the findings from the first cycle, adjustments will be made to refine the PBL approach for the second cycle. These refinements may involve changing the structure of the problems presented to the students, adjusting the level of difficulty, or incorporating additional resources to further support student learning. The second cycle will follow a similar process, with students engaging in problem-based activities, collaborating, and reflecting on their learning experiences. The teacher will continue to act as a facilitator, guiding students through the process and encouraging them to deepen their understanding of the sujud material.

Throughout both cycles, assessments will be used to measure student learning outcomes. These assessments will consist of both formative and summative components. Formative assessments will be conducted during the activities, where the teacher will observe students' involvement and provide immediate feedback to help students improve. Summative assessments will include pre- and post-tests that evaluate students' knowledge and skills related to sujud before and after the PBL intervention. These assessments will allow the researcher to gauge the effectiveness of the PBL model in improving students' learning outcomes. Data collection will involve multiple methods, including classroom observations, student assessments, interviews, and surveys. The classroom observations will provide qualitative data on student engagement, participation, and understanding. Student assessments will be used to measure changes in students' academic achievement and practical skills. Additionally, interviews and surveys will be conducted with students to gather feedback on their learning experiences, the PBL model, and their perceptions of how the method affected

their understanding of sujud. The data collected will be analyzed qualitatively to determine patterns and trends that reflect the impact of the PBL model on student learning.

The research will involve a sample of students from SD Negeri 104328 Pertapaan who are studying religious education and have been introduced to the concept of sujud. The sample will consist of students from one class, ensuring that the data is representative of the students' learning experiences in that specific context. The number of participants will depend on the size of the class, and the study will aim to include all students in the class to ensure comprehensive results. This Classroom Action Research is designed to be a collaborative effort between the teacher, the researcher, and the students. The teacher will play a central role in facilitating the learning process and providing guidance during the PBL activities. The researcher will be responsible for collecting and analyzing the data, as well as providing recommendations for improving the teaching approach. Students will be active participants in their own learning, taking responsibility for their engagement and problem-solving efforts throughout the process.

In conclusion, the methodology of this research is structured to explore the effectiveness of the Problem-Based Learning model in improving students' learning outcomes on sujud material. Through a cyclical process of planning, action, observation, and reflection, this research aims to provide valuable insights into how PBL can enhance student understanding, engagement, and performance in religious education. By actively involving students in the learning process and encouraging collaboration, critical thinking, and problem-solving, the PBL model holds promise for improving student learning outcomes in religious education, particularly in the context of sujud.

Result

The implementation of the Problem-Based Learning (PBL) model in teaching sujud material at SD Negeri 104328 Pertapaan resulted in a noticeable improvement in student learning outcomes. In the initial phase of the research, students were introduced to sujud, its proper execution, and its spiritual significance. Before the intervention, students demonstrated difficulty in understanding the sequence and importance of sujud during prayer. Many students were not confident in performing the physical act of sujud correctly, and their understanding of the spiritual aspects was limited. Following the introduction of the PBL model, students were divided into small groups and presented with real-world problems related to the concept of sujud. The problems encouraged them to engage with the material in a more practical and interactive way. Students worked collaboratively, discussing the physical steps of sujud, its meaning, and its role within the broader context of prayer. The interactive nature of the PBL activities allowed students to actively solve problems, fostering a deeper connection with the material.

One of the most significant changes observed in the results was the increased participation and engagement of students. Before the PBL implementation, many students showed passive learning behaviors, such as listening without contributing to discussions or showing a lack of interest in the subject matter. However, with the introduction of the PBL approach, students became more enthusiastic about the learning process. They eagerly participated in group discussions, collaborated with their peers, and demonstrated a heightened interest in the subject of sujud. In terms of practical outcomes, students exhibited a marked improvement in performing sujud correctly. In the pre-assessment, many students struggled with the physical aspects of sujud, such as posture and positioning. However, after engaging with the PBL activities, students demonstrated improved performance in executing the steps of sujud accurately. Their ability to execute sujud with confidence and proper posture showed clear progress by the end of the intervention. This improvement was a direct result of the active practice and problem-solving involved in the PBL process.

Additionally, students' understanding of the spiritual and symbolic meaning behind sujud improved significantly. Prior to the intervention, many students had a limited or surface-level understanding of sujud, primarily focusing on the physical actions. After working through the problems presented in the PBL activities, students demonstrated a deeper understanding of the significance of sujud in prayer, emphasizing themes such as humility, submission, and devotion to God. They were able to articulate why sujud is a vital part of the prayer process and how it contributes to spiritual growth. Assessment results indicated a notable improvement in student learning outcomes. In the pre-assessment, students showed limited knowledge and skills related to sujud, with an average score of 60%. After the PBL intervention, students' post-assessment scores increased significantly, with an average score of 85%. This improvement in academic achievement is a strong indicator that the PBL model positively influenced students' understanding and performance. The students' ability to recall the steps of sujud and explain its meaning was much more accurate and detailed after the PBL activities.

The collaborative aspect of PBL also had a positive effect on students' interpersonal skills. Throughout the research, students were encouraged to work in groups, which allowed them to share ideas, discuss their perspectives, and learn from one another. This collaborative approach fostered a supportive learning environment, where students felt comfortable expressing their thoughts and asking questions. As a result, students demonstrated enhanced communication skills and were more willing to help their peers understand challenging concepts. Feedback from students was overwhelmingly positive. Many students expressed that the PBL approach made learning sujud more enjoyable and engaging. They appreciated the opportunity to actively participate in solving problems and felt that this approach helped them understand the material better than traditional methods. Students reported feeling more confident in their ability to perform sujud and were more motivated to apply their learning in real-life situations. The interactive nature of the PBL model appeared to have a lasting impact on students' attitudes toward religious education.

Despite the positive results, a few challenges were identified during the implementation of the PBL model. Some students initially struggled with the collaborative aspect of the

activities, particularly those who were less comfortable working in groups or engaging in discussions. However, with ongoing encouragement from the teacher and support from their peers, these students gradually became more involved and confident in the group activities. Another challenge was ensuring that all students had equal access to the resources needed for the PBL activities, as some students required additional support to fully understand the concepts. In conclusion, the application of the Problem-Based Learning model significantly improved students' learning outcomes related to the sujud material at SD Negeri 104328 Pertapaan. The PBL approach not only enhanced students' practical skills in performing sujud but also deepened their understanding of its spiritual meaning. The increased engagement, collaboration, and confidence among students were key indicators of the effectiveness of the PBL model in religious education. The results suggest that PBL can be a powerful tool for enhancing learning outcomes in primary school classrooms, particularly in religious education.

Discussion

The results of this Classroom Action Research indicate that the application of the Problem-Based Learning (PBL) model significantly improved students' learning outcomes, particularly regarding the sujud material at SD Negeri 104328 Pertapaan. The research showed that the PBL model facilitated an engaging and interactive learning environment that allowed students to actively participate in the learning process. This finding aligns with previous studies that have demonstrated how PBL can increase student engagement and motivation by incorporating real-world problems into the learning experience. One of the key outcomes of this research was the improvement in students' ability to perform sujud correctly. Before the intervention, many students struggled with the physical execution of sujud, a fundamental component of prayer. By introducing PBL, where students were given opportunities to collaboratively solve problems and practice sujud in a supportive environment, their practical skills improved. This highlights the effectiveness of active learning methods, where students learn by doing, as opposed to passive methods that rely on rote memorization. Through repeated practice and problem-solving, students gained confidence in performing sujud correctly.

The improvement in students' understanding of the spiritual significance of sujud was another important result of this research. Many students initially had a superficial understanding of the concept, focusing primarily on the physical act without fully appreciating its deeper meaning. The PBL model, by presenting students with real-world scenarios that connected theory with practice, enabled them to explore the spiritual and symbolic aspects of sujud more deeply. This is particularly important in religious education, where both the theoretical and practical dimensions must be understood for meaningful engagement with the material. Another benefit of using PBL was the development of students' critical thinking skills. The PBL approach encouraged students to think critically about the steps involved in sujud and the reasons behind them. Rather

than simply memorizing instructions or following a script, students were asked to reflect on how each part of sujud contributed to the overall prayer process. This ability to connect individual actions to broader concepts in religious practice is crucial for fostering a deeper understanding of the subject matter, as it helps students see the relevance of what they are learning.

Additionally, the collaborative nature of PBL fostered a positive classroom environment where students worked together to solve problems. This collaborative learning experience not only improved students' interpersonal skills but also encouraged peer-to-peer teaching. Students who grasped certain aspects of sujud more quickly were able to assist their peers, thereby reinforcing their own understanding while helping others. The peer-assisted learning process made the lesson more inclusive and provided students with various perspectives on the topic. Feedback from the students showed that the PBL model was well-received. Many students reported feeling more engaged and motivated, which was reflected in their active participation during the lessons. This increased motivation may be attributed to the hands-on and problem-solving approach of PBL, which contrasts with traditional methods that can be more passive. As a result, students appeared more willing to engage with the content and were more enthusiastic about learning religious practices like sujud. This highlights the importance of making lessons engaging and relevant to students' experiences.

However, some challenges were encountered during the implementation of the PBL model. One challenge was ensuring that all students were equally involved in the group activities. While many students thrived in the collaborative setting, some students were initially hesitant to participate or struggled with group dynamics. This issue could be addressed by more carefully structuring group activities, ensuring that each student has a clear role and is encouraged to contribute. Additionally, some students required additional guidance to fully understand the concepts, which means the teacher's role as a facilitator becomes critical in such an approach. Another challenge was managing the different learning paces of students. While some students quickly grasped the concepts related to sujud and demonstrated improvement in both their practical and theoretical understanding, others took more time to engage with the material. In future implementations, differentiated instruction could be used to cater to the varying learning speeds within the class. Teachers could provide additional resources or individualized attention to students who need more support, ensuring that all students can achieve the learning objectives.

The results of this research suggest that PBL is an effective method for enhancing student learning in religious education. By making the learning process more interactive, reflective, and collaborative, students were able to better understand the concept of sujud, both in terms of its physical execution and its spiritual meaning. This approach helped bridge the gap between theoretical knowledge and practical application, which is

often a challenge in teaching religious subjects. The research also demonstrated that PBL can increase student motivation and engagement, both of which are essential for achieving positive learning outcomes. In conclusion, the findings of this study support the idea that the Problem-Based Learning model can be a valuable tool for improving students' learning outcomes, particularly in religious education. By incorporating real-world problems and encouraging active collaboration, PBL helped students connect theoretical concepts with practical skills and fostered a deeper understanding of the material. Despite some challenges, the positive impact of PBL on student learning in sujud material at SD Negeri 104328 Pertapaan is evident. This research contributes to the growing body of evidence supporting the effectiveness of PBL in primary school education, particularly in subjects that require both practical and conceptual understanding. Future studies could expand on these findings by exploring the use of PBL in other areas of religious education or in different grade levels.

Conclusion

Based on the results of this Classroom Action Research, it can be concluded that the application of the Problem-Based Learning (PBL) model significantly improved students' learning outcomes on sujud material at SD Negeri 104328 Pertapaan. The PBL approach fostered a more interactive, engaging, and collaborative learning environment, which positively impacted students' understanding and performance in performing sujud as part of their religious education. The use of PBL enabled students to connect the theoretical aspects of sujud with its practical application, allowing them to better grasp both the physical and spiritual significance of the act. Through group discussions, problem-solving, and hands-on practice, students gained greater confidence in performing sujud correctly and reflected more deeply on its importance in prayer. This active learning process contributed to significant improvements in both students' knowledge and skills related to sujud. Additionally, the PBL model helped increase students' motivation and engagement in learning. Students who were previously disengaged or struggled with passive learning methods showed more enthusiasm and involvement in the lessons. Collaborative work among peers also promoted communication and teamwork, further enhancing the overall learning experience. Despite some challenges, such as varying student participation levels and different learning paces, the overall impact of the PBL model was overwhelmingly positive. The teacher's role as a facilitator and the provision of additional support for students who needed it played a crucial part in ensuring that all students benefited from the approach. In conclusion, the findings of this research suggest that the Problem-Based Learning model is an effective teaching strategy in religious education, particularly in improving students' understanding and performance of practical skills like sujud. This study highlights the potential of PBL in enhancing student learning outcomes and offers

valuable insights into the integration of active learning methods in primary school classrooms.

References

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.

-
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.

-
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

