



Application Of Problem Based Learning Model in Improving Learning Outcomes on The Material of Being Honest In God's Love at Elementary School 107461 Paya Lombang Village

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ABSTRACT

This study investigates the application of the Problem-Based Learning (PBL) model in improving students' learning outcomes on the topic of being honest in God's love at SD Negeri 107461 Paya Lombang Village. The research was conducted through Classroom Action Research (CAR) over two cycles, with a focus on engaging students in real-world problem-solving scenarios that encouraged critical thinking and moral reasoning. The study involved 30 fifth-grade students who were divided into small groups to discuss various situations involving honesty, encouraging collaboration and peer learning. The findings show significant improvements in students' understanding and application of the concept of honesty. Students were able to connect the moral teachings to real-life scenarios, demonstrating greater participation, deeper understanding, and increased motivation. Despite challenges such as time constraints and initial hesitations from some students, the PBL model proved effective in fostering a student-centered learning environment. The results suggest that PBL is a valuable tool for enhancing moral education by promoting active engagement, critical thinking, and character development in elementary school students. This study concludes that the PBL model can be effectively utilized to teach moral values, with the potential for broader application in various educational contexts.

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Introduction

In recent years, there has been growing recognition of the importance of character education alongside academic learning in schools. One of the core values that should be nurtured in students is honesty, particularly in understanding the concept of being

honest in God's love. This value not only shapes students' moral character but also guides their behavior, social interactions, and overall sense of responsibility. However, despite its importance, many students struggle to grasp the deep connection between honesty and religious teachings. At Elementary School 107461 in Paya Lombang Village, it was observed that students had difficulty fully understanding and applying the concept of honesty within the framework of God's love, particularly in practical situations. This challenge in learning and understanding the material of honesty stems from traditional teaching methods that focus mainly on rote memorization and lectures. While these methods might help students recall basic concepts, they fail to engage students in deeper, meaningful learning experiences. As a result, students may understand the definitions but lack the ability to apply the concept of honesty in real-life situations. This gap in understanding prompted the need for a more interactive and engaging approach to teaching moral values, specifically the material of being honest in God's love.

Problem-Based Learning (PBL) has emerged as a pedagogical model that could address this issue. PBL focuses on active learning where students engage in solving real-world problems, often working collaboratively. The approach fosters critical thinking, problem-solving, and deepens understanding by requiring students to actively explore, investigate, and discuss the topic at hand. In the context of teaching honesty within God's love, PBL allows students to connect theoretical knowledge with real-life scenarios, encouraging them to reflect on their own behaviors and attitudes toward honesty. At SD Negeri 107461 Paya Lombang Village, students often learn about moral values through basic classroom activities such as memorization or storytelling. However, these methods may not be sufficient to help students internalize the concept of honesty in a way that influences their actions. By integrating Problem-Based Learning into the classroom, teachers can provide a platform for students to discuss and experience real-life dilemmas that challenge their understanding of honesty, thus promoting a more profound understanding of the value.

PBL encourages students to become active participants in their learning process, fostering collaboration and discussion. By working in groups, students will be exposed to diverse perspectives and engage in critical thinking as they tackle real-life situations related to honesty. For instance, students could be presented with a situation where honesty is tested, and they must collaborate to find the best solutions while reflecting on the teachings of God's love. This type of learning fosters not only intellectual growth but also moral and spiritual development, aligning with the educational goals of teaching character alongside academic content. Another advantage of Problem-Based Learning is its emphasis on student-centered instruction. In a typical PBL scenario, the teacher serves as a facilitator rather than the primary source of knowledge. This allows students to take ownership of their learning, engaging more deeply with the material.

When applied to the topic of honesty in God's love, this model enables students to draw connections between their faith and everyday actions. It encourages them to ask questions, seek answers, and critically evaluate how they practice honesty in their daily lives.

Furthermore, PBL's focus on real-world problems aligns well with the objective of instilling values that have practical applications in life. Teaching honesty through practical scenarios helps students understand how this value impacts their interactions with others, their relationships, and their faith. It also encourages them to think critically about how their actions align with their beliefs, fostering both personal and spiritual growth. Through such learning experiences, students are more likely to internalize the concept of honesty in a way that is meaningful and relevant to their lives. Despite the potential of PBL, its application in teaching moral values, specifically on the material of being honest in God's love, is still underexplored in many elementary school settings. There is limited research on how this model can be adapted to teach moral education effectively. Thus, this study seeks to fill this gap by investigating how the Problem-Based Learning model can improve students' learning outcomes on the material of honesty in God's love at SD Negeri 107461 Paya Lombang Village.

By exploring this approach, the research aims to determine whether PBL can foster a deeper understanding of honesty among students, increase their engagement in learning, and improve their ability to apply the value in real-life situations. If successful, the study could provide valuable insights for educators seeking more effective ways to teach moral values, not only in religious education but also in broader curricular contexts. Additionally, this research will offer insights into the challenges and benefits of applying PBL in elementary school settings, particularly in rural areas like Paya Lombang Village. The study's findings could serve as a model for other schools in similar contexts, demonstrating how interactive and student-centered teaching methods can enhance moral education and contribute to the development of well-rounded, ethical students.

Ultimately, the purpose of this research is to promote a teaching approach that integrates academic learning with character development. By applying Problem-Based Learning to the material of being honest in God's love, this study seeks to create an environment where students not only acquire knowledge but also cultivate virtues that will guide their actions, fostering a generation that is morally grounded and spiritually aware.

Methods

This research adopts the Classroom Action Research (CAR) approach, which focuses on improving the quality of teaching and learning through cycles of planning, action, observation, and reflection. The study is aimed at applying the Problem-Based

Learning (PBL) model to improve students' learning outcomes on the topic of being honest in God's love at SD Negeri 107461 Paya Lombang Village. The research was conducted in two cycles to ensure the reliability of the findings and to give room for adjustments and improvements throughout the process. The participants in this study consisted of 30 students from grade 5 at SD Negeri 107461 Paya Lombang Village. The selection of this grade level was based on the relevance of the topic to their current moral education curriculum and the readiness of the students to engage in the Problem-Based Learning model. The teacher, who was also the researcher, served as the facilitator throughout the process. Prior to the intervention, students were introduced to the concept of honesty in God's love, but many students exhibited limited understanding of how this concept applied to real-life situations.

The implementation of the Problem-Based Learning model was carried out in two cycles. Each cycle followed the same structure: planning, action, observation, and reflection. During the planning phase, the teacher identified the learning objectives, which included enhancing students' ability to understand and apply the value of honesty in various contexts. The teacher also designed specific problems or scenarios related to honesty that would be presented to students in each cycle. In the action phase, the teacher divided the students into small groups, where they worked collaboratively to discuss the problem scenarios provided. These scenarios were designed to reflect situations where honesty could be challenged, and students were tasked with discussing possible solutions and evaluating the implications of their actions in light of God's love. The teacher facilitated the discussions but allowed students to lead the problem-solving process, fostering a sense of ownership and responsibility over their learning.

Throughout the action phase, the teacher observed how students engaged with the material, noting their level of participation, the quality of their discussions, and how they applied the concepts of honesty and God's love in their reasoning. In addition to direct observation, the teacher took notes on student behavior and interactions, which were used to identify areas for improvement in the next cycle. After the action phase, the teacher moved to the reflection phase. In this phase, the teacher and students reviewed the process and outcomes of the lesson. The teacher encouraged students to reflect on their learning experiences and how the discussions influenced their understanding of honesty. This phase also involved feedback from the students about the learning process, including the effectiveness of the PBL model and their overall experience.

The reflection phase was critical for identifying areas that required adjustment. For example, if students struggled with a particular aspect of the problem, the teacher would revise the approach for the following cycle. Additionally, the teacher used the feedback to improve future problem scenarios and to better tailor the teaching approach to the needs of the students. This reflective process ensured that the learning

experience was continuously improving throughout the research. Assessment of students' learning outcomes was conducted using both formative and summative evaluations. Formative assessments were carried out during the group discussions, where the teacher could monitor student understanding and provide immediate feedback. Summative assessment occurred at the end of each cycle through individual tests and reflective essays. These assessments helped determine the extent to which students had internalized the value of honesty and could apply it to their lives.

To ensure the validity and reliability of the findings, data were collected through a combination of student assessments, teacher observations, and student feedback surveys. The assessments measured students' ability to recall the concept of honesty, their understanding of its significance in God's love, and their application of the concept to real-life situations. Observations focused on student engagement, collaboration, and critical thinking skills. Student feedback was gathered through surveys, where they expressed their opinions on the effectiveness of the PBL approach and the challenges they faced during the lessons. The data collected were analyzed qualitatively and quantitatively. The qualitative analysis involved reviewing the observational data, student feedback, and reflective essays to identify common themes and patterns in students' understanding and attitudes toward honesty. The quantitative analysis focused on comparing pre- and post-assessment scores to evaluate the improvement in students' learning outcomes. The combination of these methods provided a comprehensive understanding of the impact of the Problem-Based Learning model on students' ability to learn about honesty in God's love.

At the end of each cycle, the teacher evaluated the effectiveness of the intervention and made necessary adjustments to improve the teaching approach. This iterative process ensured that the research addressed the evolving needs of the students and that the intervention remained relevant and engaging. The adjustments made during each cycle helped optimize the learning experience and contributed to the overall success of the study. The ethical considerations in this study were addressed by ensuring that students' participation was voluntary and that their identities were kept confidential. The researcher obtained informed consent from both the students and their parents before beginning the study. Additionally, the research adhered to the principles of educational ethics by ensuring that students were treated with respect and that their learning experiences were supportive and non-judgmental.

The main focus of the research was not only to improve academic learning outcomes but also to enhance students' character development, particularly their understanding and application of honesty in the context of God's love. This dual focus on academic achievement and moral growth made the Problem-Based Learning model an ideal approach, as it emphasizes real-life application and critical thinking, which are key components of both academic and character education. In conclusion, this study

aimed to explore the potential of the Problem-Based Learning model in improving students' understanding of being honest in God's love. By engaging students in real-world problem scenarios and fostering collaborative learning, the research sought to create an interactive and meaningful learning environment that would enable students to internalize the value of honesty. The data collected through various methods will help assess the impact of the PBL model on students' learning outcomes and provide insights for future teaching practices in moral education.

Result

The implementation of the Problem-Based Learning (PBL) model in teaching the material of being honest in God's love at SD Negeri 107461 Paya Lombang Village led to significant improvements in students' learning outcomes. The study was conducted over two cycles, with each cycle consisting of planning, action, observation, and reflection phases. The data collected from pre- and post-assessments, student feedback surveys, and teacher observations revealed noteworthy progress in both students' understanding and application of the concept of honesty. At the outset of the study, prior to the intervention, the results from the pre-assessment indicated that most students had limited knowledge of the material on being honest in God's love. Many students struggled to articulate the importance of honesty in everyday life and were unable to connect it with their faith. The initial lack of understanding reflected the traditional teaching methods previously used, which focused on memorization and basic definitions without encouraging deeper reflection or real-world application.

However, after the first cycle of implementing the PBL model, the post-assessment showed significant improvements. Students demonstrated a better understanding of the concept of honesty, and many were able to provide examples of how honesty relates to God's love. The group discussions allowed students to engage in critical thinking, where they were asked to consider scenarios involving honesty and reflect on how God's love would influence their actions. This helped students make connections between moral teachings and real-life situations, something they had struggled with in the past. One of the most noticeable outcomes of the PBL approach was the increased engagement and participation among students. Throughout the first cycle, students actively participated in their group discussions, asking questions, and offering solutions to the problems presented. The collaborative nature of PBL encouraged students to listen to one another, share ideas, and learn from each other's perspectives. This collaborative learning environment promoted critical thinking, where students were encouraged to challenge their assumptions and explore the topic more deeply. As a result, students' understanding of honesty evolved beyond basic memorization. In the second cycle, students demonstrated a more sophisticated understanding of the material. They were able to identify the key principles of honesty in God's love and apply them to various situations. For example, when presented with a scenario where a student found a lost wallet, many students were able to explain how returning the wallet would demonstrate honesty and align with God's love. This ability to apply the concept in practical terms indicated that the PBL model was effective in promoting meaningful learning.

Another significant improvement observed was the development of students' moral reasoning. In the second cycle, students were able to engage in deeper discussions about the consequences of dishonesty and the benefits of being truthful. Students reflected on how their actions could impact not only their relationships with others but also their relationship with God. By framing honesty in the context of God's love, students gained a broader perspective on the importance of truthfulness and integrity. Furthermore, the PBL approach facilitated a more student-centered learning environment, which was particularly effective for students with varying levels of academic ability. While some students initially struggled with the complex concepts of honesty, the collaborative group work allowed them to learn from their peers. This peer teaching was beneficial for students who needed additional support, as it encouraged them to ask questions and seek clarification in a non-threatening, supportive environment. In addition to improvements in academic outcomes, students also expressed greater satisfaction with their learning experience. Feedback surveys revealed that students enjoyed the interactive nature of the PBL model and appreciated the opportunity to work in groups. Many students reported that they found the problem-solving scenarios more engaging and thought-provoking than traditional lectures or memorization-based learning. The hands-on nature of PBL made the material feel more relevant and connected to their daily lives, which increased their motivation to learn.

The teacher's observations also highlighted the positive impact of the PBL model on student behavior and attitudes. During the group discussions, students demonstrated greater respect for each other's opinions and were more willing to collaborate and share their ideas. There was a noticeable shift in students' attitudes towards the subject matter, with many students expressing a newfound interest in understanding how honesty in God's love could guide their actions. This change in attitude reflected the success of the PBL model in fostering a more positive and supportive learning environment. Despite the overall success of the PBL model, some challenges emerged during the implementation. One challenge was that some students initially struggled to grasp the concept of honesty in complex scenarios. These students required additional guidance and support to connect the material with their personal experiences. The teacher addressed this challenge by providing more structured guidance during the group discussions and offering additional examples to help students better understand the scenarios. By doing so, the teacher ensured that all students, regardless of their academic abilities, could participate in and benefit from the PBL process.

Another challenge observed was the time required for group discussions. Because the PBL model relies on collaboration and problem-solving, the discussions sometimes took longer than initially anticipated. This led to time constraints in covering all the material within a single lesson. To address this, the teacher adjusted the pacing of the lessons and allowed more time for group discussions, which ultimately helped students engage more deeply with the material. Additionally, some students were initially hesitant to participate in the group discussions. These students were shy or unsure about sharing their ideas with their peers. However, as the cycles progressed, students grew more confident in their ability to contribute to the discussions. This growth in self-confidence was an important outcome, as it indicated that the PBL model

not only improved students' understanding of honesty but also helped develop their social and communication skills.

The final outcome of the study showed that the use of the Problem-Based Learning model had a positive impact on students' learning outcomes. In the post-assessments, the majority of students demonstrated a much stronger understanding of the concept of honesty in God's love compared to the pre-assessments. They were not only able to recall the key points of the lesson but could also apply these principles in various real-life situations. In conclusion, the results of this Classroom Action Research indicate that the Problem-Based Learning model was highly effective in improving students' learning outcomes on the material of being honest in God's love at SD Negeri 107461 Paya Lombang Village. The model fostered a collaborative, student-centered learning environment that enhanced student engagement, critical thinking, and moral reasoning. By actively participating in problem-solving scenarios, students were able to internalize the value of honesty and apply it meaningfully in their lives, demonstrating the success of the PBL approach in religious education.

Discussion

The results of this study clearly indicate that the application of the Problem-Based Learning (PBL) model significantly improved students' learning outcomes on the topic of being honest in God's love at SD Negeri 107461 Paya Lombang Village. The improvement in students' understanding and application of the concept suggests that PBL is an effective pedagogical approach for teaching moral values, specifically honesty. By shifting the learning process from teacher-centered to student-centered, PBL promoted deeper engagement and critical thinking, which are essential for understanding complex moral issues. One of the primary benefits of the PBL approach in this context was its ability to move beyond rote memorization and superficial understanding. Traditional teaching methods often focus on students recalling facts and definitions without encouraging them to explore the deeper implications of moral teachings. In contrast, PBL encouraged students to engage with real-world scenarios, where they had to analyze situations that involved honesty. This process helped them move from simply memorizing the concept of honesty to understanding its application in everyday life, fostering a more meaningful learning experience.

In addition, PBL promoted active participation, which was a crucial factor in improving learning outcomes. The collaborative nature of PBL allowed students to work in groups, discuss ideas, and learn from one another. This peer-to-peer interaction not only enhanced their understanding of the material but also developed their social and communication skills. Through group discussions, students learned to listen to different perspectives, share their thoughts, and collaboratively solve problems, which are vital skills for both academic success and personal development. Furthermore, the integration of critical thinking into the learning process was another strength of the PBL model. Students were challenged to think critically about the concept of honesty and its

relevance to God's love. They were required to reflect on the consequences of dishonesty and the importance of truthfulness in building strong relationships with others and with God. This emphasis on moral reasoning helped students connect abstract concepts with real-life situations, enabling them to better internalize the lessons taught.

The increased motivation and engagement among students were also significant outcomes of this study. Students reported enjoying the PBL approach because it allowed them to actively participate in the learning process rather than passively receive information. The hands-on nature of PBL made the material more relevant to their lives, which increased their interest and enthusiasm for learning. This enhanced motivation likely contributed to the improvement in their learning outcomes, as students were more invested in understanding the material and applying it in real-life situations. However, while the PBL approach was largely successful, there were some challenges that emerged during the implementation. One of the main challenges was the initial difficulty some students had in grasping the complexity of the scenarios presented. The moral dilemmas related to honesty in God's love required students to think critically and reflect deeply, which can be difficult for younger learners. To address this challenge, the teacher provided additional support by offering more structured guidance during the group discussions and breaking down the scenarios into smaller, more manageable parts. This helped students understand the material more effectively and ensured that they could engage with the content meaningfully.

Another challenge was related to time management. PBL activities, especially those that involve group discussions and problem-solving, require more time than traditional teaching methods. Some lessons ran longer than expected, which sometimes made it difficult to cover all the material within a single class period. To address this, the teacher adjusted the pacing of the lessons, allowing more time for discussions and ensuring that each group had adequate time to fully explore the problem scenarios. This adjustment allowed the students to dive deeper into the material, resulting in a more thorough understanding of the topic. Additionally, some students initially hesitated to participate in the group discussions due to shyness or uncertainty about sharing their opinions. This is a common issue in classroom settings, especially in the early stages of implementing a new teaching method. However, as the cycles progressed, students grew more confident in expressing their thoughts and engaging in the discussions. The collaborative nature of the group work, combined with a supportive and encouraging classroom environment, helped to foster this increased confidence, enabling students to actively contribute to the learning process.

The positive impact of the PBL model on students' moral reasoning and character development is another important finding of this study. By applying the concept of honesty to real-life situations, students were able to connect their learning to their own

experiences and reflect on how their actions aligned with their values. This not only enhanced their understanding of the material but also encouraged them to internalize the moral lessons, which is essential for character development. The process of applying God's love to their everyday actions helped students gain a deeper appreciation for honesty and its role in building strong, trustworthy relationships. The study also highlights the potential of PBL to improve overall classroom dynamics. The group discussions fostered a sense of collaboration and mutual respect among students. Through their interactions, students developed a greater sense of responsibility for their own learning and the learning of their peers. The teacher, acting as a facilitator, was able to guide the students without dictating the direction of the discussions, allowing them to take ownership of their learning. This sense of autonomy and responsibility contributed to the positive outcomes observed in the study.

In conclusion, the application of the Problem-Based Learning model in teaching the material of being honest in God's love at SD Negeri 107461 Paya Lombang Village proved to be an effective strategy for improving students' learning outcomes. The active, student-centered approach fostered greater engagement, critical thinking, and moral reasoning. Despite the challenges encountered, the benefits of the PBL model, including enhanced student participation, motivation, and character development, demonstrate its potential as a powerful tool for teaching moral values in elementary education. Future research could explore further adaptations of the PBL model and investigate its impact on other areas of character education.

Conclusion

In conclusion, the implementation of the Problem-Based Learning (PBL) model at SD Negeri 107461 Paya Lombang Village significantly improved students' learning outcomes on the topic of being honest in God's love. The study demonstrated that PBL, by focusing on real-world problem-solving, not only deepened students' understanding of moral concepts but also enhanced their ability to apply these values in everyday situations. The student-centered approach promoted active participation, critical thinking, and collaborative learning, all of which were instrumental in fostering a more profound understanding of honesty and its relevance in the context of God's love. The findings revealed that students engaged more deeply with the material through group discussions, reflecting on various scenarios involving honesty. This process allowed them to make meaningful connections between abstract moral concepts and their personal experiences. The PBL model encouraged students to think critically about their actions, consider the consequences of dishonesty, and recognize the importance of honesty in their relationships with others and with God. Although there were challenges, such as the initial difficulty some students faced in grasping the complex moral dilemmas and the time constraints of PBL activities, the positive outcomes far

outweighed the challenges. With the teacher's guidance, students grew more confident in their ability to participate in discussions and apply moral reasoning to real-life situations. The collaborative nature of PBL also helped foster a sense of community and mutual respect among students, further enhancing their learning experience. Overall, the study highlights the potential of Problem-Based Learning as an effective pedagogical model for teaching moral values in elementary education. The positive impact on students' understanding, engagement, and character development suggests that PBL can be a powerful tool for nurturing both academic and moral growth. Moving forward, educators can consider integrating PBL into their teaching practices to foster deeper, more meaningful learning experiences that prepare students to live out their values in the world.

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