



Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at MTS Manbaul Ulum

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ABSTRACT

This study aimed to explore the effectiveness of the Problem-Based Learning (PBL) model in improving students' learning outcomes in Islamic Education at MTS Manbaul Ulum. The research utilized a Classroom Action Research (CAR) approach, conducted over two cycles, with 30 students from the 7th grade. The primary objective was to enhance students' ability to apply Islamic principles, such as honesty and integrity, in real-world situations through active learning strategies. Data were collected using pre- and post-assessments, classroom observations, teacher reflections, and student surveys. The results showed significant improvements in students' engagement, critical thinking, and application of Islamic teachings. Students demonstrated greater involvement in group discussions, better critical thinking skills, and an increased ability to connect Islamic values to everyday situations. The study also found that students' attitudes toward Islamic Education improved, with many expressing greater interest and relevance in the subject matter. Despite challenges such as time management and initial reluctance from some students, the overall effectiveness of PBL in enhancing students' learning outcomes was evident. In conclusion, the Problem-Based Learning model proved to be an effective teaching strategy in Islamic Education, fostering deeper understanding, active participation, and critical thinking among students. The study recommends the integration of PBL in other educational contexts to improve both academic and moral development in students.

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Introduction

In recent years, educational institutions have increasingly recognized the need to move beyond traditional teaching methods and adopt innovative approaches that

actively engage students in the learning process. This is especially important in the teaching of Islamic Education, where understanding abstract concepts and moral teachings is key to fostering both academic and character development in students. At MTS Manbaul Ulum, there has been a growing concern about the effectiveness of conventional teaching methods in improving students' learning outcomes. Teachers often rely on lecture-based instruction, which may not provide students with enough opportunities to actively engage with the material or develop critical thinking skills. Islamic Education, which includes subjects such as Qur'anic studies, moral teachings, and Islamic history, requires students to not only learn religious facts but also apply Islamic principles in their daily lives. This application of knowledge is essential in shaping students' values and behavior, making it crucial for educators to explore new methods of teaching that foster a deeper understanding of the material. However, many students struggle with memorization-based learning and passive instruction, which fail to ignite their interest or encourage them to relate the content to real-world situations. These challenges have highlighted the need for an alternative approach to improve student engagement and learning outcomes in Islamic Education.

One potential solution to these challenges is the implementation of the Problem-Based Learning (PBL) model. PBL is an instructional method that centers around presenting students with real-world problems or scenarios that require them to apply their knowledge and critical thinking skills to find solutions. This model encourages students to take an active role in their learning, working collaboratively with their peers to explore complex issues, analyze information, and develop well-reasoned solutions. In doing so, PBL promotes deeper learning, engagement, and the development of critical thinking skills, which are essential in the study of Islamic Education. At MTS Manbaul Ulum, teachers have observed that students often demonstrate limited critical thinking abilities and have difficulty making connections between the Islamic teachings they learn in class and their personal lives. This gap in understanding and application of Islamic principles has prompted the teachers to consider more dynamic, student-centered teaching methods. The implementation of the PBL model offers an opportunity to address these concerns by shifting the focus from traditional teacher-led instruction to a more interactive and inquiry-based approach that encourages students to engage with the material in meaningful ways.

In addition to improving critical thinking, the PBL model has the potential to enhance students' motivation and interest in Islamic Education. By working on real-world problems related to Islamic teachings, students are more likely to see the relevance of what they are learning and feel more connected to the subject matter. This increased engagement can lead to improved learning outcomes, as students are more likely to retain and apply the knowledge they gain. Furthermore, PBL provides an opportunity for students to work collaboratively, promoting teamwork, communication,

and social skills, which are valuable both in and out of the classroom. Previous studies have shown that the use of PBL in various educational contexts has led to positive outcomes in terms of student learning, engagement, and the development of critical thinking skills. However, there is limited research specifically exploring the use of PBL in Islamic Education. This study aims to fill this gap by examining the implementation of the PBL model in Islamic Education classes at MTS Manbaul Ulum and its impact on students' learning outcomes. The research will focus on assessing whether the PBL model enhances students' understanding of Islamic concepts, improves their ability to apply these principles, and increases their overall engagement in the learning process.

The importance of this research is further emphasized by the growing need to prepare students for an ever-changing world where the ability to think critically and solve problems is more important than ever. In Islamic Education, fostering these skills is essential, as students must not only learn about Islamic principles but also develop the ability to apply them in complex, real-life situations. The PBL model encourages this type of learning by providing students with the opportunity to tackle problems that require them to think critically, make decisions, and reflect on their values. Moreover, MTS Manbaul Ulum has been striving to align its teaching methods with the demands of the 21st century. The school recognizes that traditional teaching methods may not be sufficient to meet the needs of today's students, who require more active, engaging, and relevant learning experiences. By adopting the PBL model, the school aims to improve both the academic and moral development of its students, preparing them to become well-rounded individuals who are not only knowledgeable in Islamic teachings but also capable of applying their knowledge in real-life situations.

This research is also significant because it explores the impact of the PBL model on students' attitudes towards Islamic Education. Many students in traditional settings view religious subjects as less engaging or relevant to their everyday lives. By introducing PBL, the study aims to determine whether this approach can help students see the practical applications of Islamic teachings, thereby fostering a greater appreciation for the subject. If successful, the use of PBL could serve as a model for other schools looking to enhance the teaching of Islamic Education. The ultimate goal of this study is to improve students' learning outcomes by implementing a teaching strategy that encourages active learning, critical thinking, and the application of knowledge in meaningful ways. By exploring the effectiveness of the PBL model in Islamic Education, this research seeks to contribute to the broader field of education by providing insights into how innovative teaching methods can be used to improve student achievement and foster personal development.

In summary, this research aims to investigate the impact of the Problem-Based Learning model on students' learning outcomes in Islamic Education at MTS Manbaul Ulum. By adopting a student-centered approach that encourages critical thinking,

collaboration, and real-world application, the study seeks to enhance students' engagement with Islamic teachings and improve their ability to apply these principles in their lives. Through this research, it is hoped that the PBL model can be shown to be an effective method for enhancing learning outcomes and preparing students for the challenges of the future.

Methods

This study aims to examine the effectiveness of the Problem-Based Learning (PBL) model in improving students' learning outcomes in Islamic Education at MTS Manbaul Ulum. To achieve this objective, the research will adopt a Classroom Action Research (CAR) approach, which is a cyclical process of planning, action, observation, and reflection. The study will be conducted in two main cycles, each designed to observe the impact of PBL on student engagement, understanding, and application of Islamic concepts. The research will be conducted in the 7th-grade Islamic Education class of MTS Manbaul Ulum, with a total of 30 students participating in the study. Before the implementation of the PBL model, a pre-assessment will be conducted to gauge students' initial understanding of the Islamic Education topics that will be covered during the study. The pre-assessment will include a written test and an oral discussion to assess students' baseline knowledge of key concepts such as the pillars of faith, Islamic ethics, and the importance of applying Islamic values in daily life. The results from the pre-assessment will serve as a benchmark to measure the improvement in students' understanding and learning outcomes after the intervention.

Once the baseline data is gathered, the first cycle of the PBL implementation will begin. During this cycle, students will be introduced to the Problem-Based Learning model. The teacher will present a real-world problem related to Islamic values, such as "How can we practice honesty in our daily lives according to Islamic teachings?" This problem will be designed to encourage critical thinking and discussion among students, prompting them to apply their knowledge of Islamic principles to solve the problem. The students will be divided into small groups, each tasked with discussing the problem, analyzing relevant Islamic texts, and proposing solutions. The PBL model will be implemented over a series of lessons in which the teacher will act as a facilitator, guiding students through the problem-solving process rather than providing direct instruction. The students will be encouraged to engage in collaborative discussions, ask questions, and challenge each other's ideas. Each group will present its findings to the class, fostering a deeper understanding of the material through peer learning. The teacher will observe the group interactions, paying attention to how students apply their knowledge, communicate with their peers, and engage with the problem.

After the completion of the first cycle, a post-assessment will be conducted to evaluate the effectiveness of the PBL model in improving students' learning outcomes.

The post-assessment will mirror the pre-assessment in format, allowing for a direct comparison of student performance before and after the intervention. Additionally, the teacher will observe and take notes on changes in student participation, collaboration, and critical thinking throughout the lessons. Following the first cycle, the results from the post-assessment and the teacher's observations will be analyzed. A reflection session will be conducted, where the teacher and students will discuss the strengths and challenges of the PBL approach. The teacher will use this feedback to make adjustments to the implementation in the second cycle. If needed, the problem scenarios and group work strategies will be refined to address any challenges that arose in the first cycle. This reflection and modification process will ensure that the second cycle is better tailored to the students' learning needs.

In the second cycle, the same structure of PBL will be followed, but with enhanced guidance based on the lessons learned from the first cycle. The teacher will refine the problem scenarios and possibly introduce new problems that are more relevant to the students' personal experiences. The groups will once again engage in discussions, research, and collaborative problem-solving, with the teacher providing additional support as needed. In this cycle, students will be encouraged to demonstrate not only their academic knowledge but also their ability to apply Islamic teachings in practical situations. Throughout both cycles, data will be collected from multiple sources to assess the effectiveness of the PBL model. In addition to the pre- and post-assessments, the researcher will use classroom observations to track student engagement, participation, and collaboration. Detailed field notes will be taken during the group discussions to document how students work together, the quality of their contributions, and their ability to apply the concepts learned. The teacher's reflections on the overall learning experience will also be recorded to provide insights into the impact of PBL on the teaching process.

Furthermore, student feedback will be collected through surveys at the end of each cycle. The surveys will ask students to evaluate their experience with the PBL model, including their level of engagement, understanding of the material, and enjoyment of the group discussions. This feedback will provide valuable insights into how the students perceive the PBL approach and whether they believe it helped them learn more effectively. The data collected from the pre- and post-assessments, classroom observations, teacher reflections, and student surveys will be analyzed to determine the impact of the PBL model on students' learning outcomes in Islamic Education. The analysis will focus on comparing student performance before and after the intervention, as well as identifying any changes in student engagement, collaboration, and application of Islamic values. The results will also be used to assess whether the PBL model helped students develop critical thinking skills and a deeper understanding of Islamic teachings.

The study will also examine the challenges and limitations of implementing the PBL model in the context of Islamic Education. For example, the research will consider the time constraints of the school curriculum and the need for teacher preparation in designing effective problem scenarios. It will also explore how the PBL model can be adapted to fit the specific needs of students in Islamic Education, considering factors such as their prior knowledge and interest in the subject matter. In terms of data analysis, both quantitative and qualitative methods will be used. The quantitative data from the pre- and post-assessments will be analyzed using simple statistical methods to measure changes in student performance. The qualitative data from classroom observations, teacher reflections, and student surveys will be analyzed thematically to identify patterns and trends in student behavior, engagement, and understanding. The combination of these data sources will provide a comprehensive picture of the impact of PBL on students' learning outcomes.

Finally, the findings from this study will be used to make recommendations for the broader application of the PBL model in Islamic Education. If the PBL approach proves effective in improving student learning outcomes, it could be implemented in other Islamic Education classrooms within the school or at other educational institutions. The study aims to contribute to the growing body of research on innovative teaching methods in religious education and offer practical insights for educators seeking to improve student engagement and learning outcomes in Islamic Education. By utilizing the Problem-Based Learning model, this research will explore how active learning strategies can transform the teaching and learning experience in Islamic Education, encouraging students to engage with the material in meaningful ways and develop skills that extend beyond the classroom.

Result

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at MTS Manbaul Ulum demonstrated significant improvements in students' learning outcomes. Following two cycles of PBL, the data collected from pre-assessments and post-assessments revealed a clear positive shift in students' understanding of the material. In the initial pre-assessment, many students displayed a limited understanding of key Islamic concepts related to honesty, integrity, and moral values. However, by the end of the second cycle, there was a noticeable improvement in their grasp of these concepts, suggesting that the PBL model facilitated deeper learning. Students showed marked improvement in their ability to apply Islamic principles to real-life scenarios. For instance, in the post-assessment, students were asked to analyze a situation where honesty was challenged, and most students demonstrated a better understanding of how to resolve the dilemma in accordance with Islamic teachings. This improvement was especially evident in their ability to link theoretical knowledge with practical situations, an essential skill in moral education. This shift in application

suggests that PBL effectively moved students beyond rote memorization to the meaningful use of Islamic principles in their daily lives.

The level of student engagement also increased significantly after the first cycle of PBL. During group discussions, students were actively involved in the problem-solving process. Unlike traditional lectures, where students tend to be passive receivers of information, PBL required them to take ownership of their learning. Students eagerly participated in the discussions, asking questions, providing insights, and collaborating with peers to arrive at solutions. This active participation helped them internalize the material more effectively, as they were not just memorizing facts but engaging with the content on a deeper level. The group dynamic was another significant area of improvement. Prior to the implementation of PBL, students in the class often worked individually and had minimal interactions with their peers. However, in the PBL model, students worked in small groups, which fostered collaboration and communication. Through group discussions, students were able to exchange ideas, challenge one another's viewpoints, and develop a broader understanding of the Islamic concepts under study. The peer-to-peer learning environment not only enriched students' learning experiences but also strengthened their teamwork and communication skills.

One of the most noticeable outcomes of this study was the enhanced critical thinking skills exhibited by the students. In traditional teaching settings, students often passively received information without fully analyzing or reflecting on it. However, PBL encouraged students to think critically about real-world problems and the application of Islamic values. For example, in one of the problem scenarios, students were asked to discuss the impact of dishonesty on a community and propose solutions based on Islamic teachings. The discussions were rich with analysis, as students debated various solutions and considered the moral implications of their actions. The teacher's observations also indicated that students displayed greater confidence in their ability to reason and express their ideas. In earlier classes, students were hesitant to speak up or share their thoughts. However, through the PBL approach, they became more confident in their ability to articulate their viewpoints, particularly in group settings where they were encouraged to share and debate ideas. This shift in attitude suggests that PBL not only improved students' academic performance but also contributed to their personal development, enhancing their confidence and communication skills.

Additionally, students' attitudes toward Islamic Education showed signs of improvement. Many students initially viewed Islamic Education as a subject focused solely on memorization and theory. However, after engaging in the PBL activities, students began to see the relevance of Islamic teachings in their everyday lives. Their increased interest in the subject matter was evident during classroom interactions, as students showed more enthusiasm and curiosity about how Islamic principles could be applied in contemporary scenarios. This change in attitude is a significant outcome, as it suggests that PBL can make Islamic Education more engaging and relevant to students. Despite the positive outcomes, some challenges were observed during the implementation of PBL. One of the challenges was time management. PBL activities, which involve group discussions, research, and problem-solving, required more time than traditional lecture-based teaching. At times, the teacher had to adjust the pacing of

the lessons to ensure that all students had enough time to engage with the problem thoroughly. However, by the second cycle, the teacher was able to better manage the time and structure the activities more efficiently, ensuring that each group had adequate time to explore the problem in depth.

Another challenge was the initial hesitation some students had in participating fully in the group discussions. While many students were eager to engage, a few were initially reluctant to share their ideas or contribute to the group's solutions. To address this, the teacher provided additional encouragement and support, creating a more inclusive and supportive learning environment. As the cycles progressed, these hesitant students became more comfortable sharing their thoughts, demonstrating the power of the collaborative nature of PBL to build confidence and foster greater participation. Despite these challenges, the overall results indicated that the PBL model had a positive impact on students' learning outcomes in Islamic Education. The improvements in student engagement, critical thinking, and application of Islamic principles suggest that PBL is an effective teaching strategy in religious education. By making the learning process more interactive, student-centered, and relevant to real-life situations, the PBL model successfully enhanced students' understanding of Islamic values and their ability to apply.

Discussion

The implementation of the Problem-Based Learning (PBL) model at MTS Manbaul Ulum demonstrated positive effects on students' learning outcomes, particularly in Islamic Education. One of the most significant findings of this study was the improvement in students' ability to apply Islamic values in real-life situations. Prior to the intervention, many students struggled to connect the theoretical aspects of Islamic teachings with their daily lives. However, through the PBL model, which encouraged them to engage with real-world scenarios, students were able to bridge this gap. They showed a better understanding of how Islamic principles, such as honesty, integrity, and compassion, could be applied to everyday dilemmas. This shift indicates that PBL can be a powerful tool in helping students internalize and practice moral values in a meaningful way. Another notable result of this research was the improvement in student engagement. Traditional lecture-based methods often result in passive learning, where students absorb information without actively engaging with the material. However, the PBL model shifted the focus to student-centered learning, where students took an active role in exploring and solving problems. The group-based discussions allowed students to collaborate, share ideas, and learn from one another. This collaborative environment not only increased student engagement but also fostered a sense of responsibility for their own learning, which is crucial for long-term retention and application of knowledge.

The group dynamics observed during the PBL implementation were also highly beneficial. Students who were previously more reserved and reluctant to participate in

class discussions became more vocal and confident as they worked with their peers. This social learning environment provided opportunities for students to articulate their thoughts, listen to others, and collectively arrive at solutions. It also encouraged critical thinking, as students were challenged to evaluate different perspectives and propose reasoned arguments. In this way, PBL helped students develop essential social and cognitive skills, which are vital in both academic and personal contexts. Critical thinking, a skill emphasized in PBL, was another area in which students showed marked improvement. Traditional educational methods often prioritize rote memorization, but this approach does not necessarily promote deep understanding or the ability to apply knowledge. In contrast, PBL challenges students to think critically about complex issues. During the course of the study, students demonstrated an enhanced ability to analyze moral dilemmas, consider different perspectives, and develop well-reasoned solutions. This ability to think critically and independently is an important outcome, as it prepares students to make informed decisions based on Islamic principles in their everyday lives.

The teacher's role as a facilitator was integral to the success of the PBL model. Rather than simply providing answers, the teacher guided students through the problem-solving process, asking probing questions and encouraging reflection. This approach helped shift the responsibility for learning onto the students, empowering them to take ownership of their educational experience. Teachers, therefore, played a crucial role in creating a supportive and structured environment where students felt comfortable engaging with the material and each other. By offering guidance and feedback throughout the process, the teacher ensured that the PBL approach remained effective and productive. Despite the positive outcomes, some challenges were encountered during the study. One of the most significant obstacles was time management. PBL activities, which involve in-depth discussions, research, and problem-solving, require more time than traditional teaching methods. Teachers found it challenging to balance the need for thorough exploration of problems with the constraints of the school timetable. As a result, some lessons had to be shortened or adjusted to ensure that all aspects of the curriculum were covered. However, this challenge also highlighted the importance of effective time management and planning when implementing PBL in the classroom. Teachers can address this challenge by carefully structuring PBL activities to fit within the available time frame without compromising the depth of learning.

Another challenge was the initial reluctance of some students to engage in the group discussions. While most students were eager to participate, a few were hesitant to share their ideas or contribute to the group's problem-solving efforts. This is not unusual in classrooms where students are more accustomed to individual work and teacher-led instruction. To address this, the teacher provided additional encouragement and created a safe and supportive space for all students to share their thoughts. Over

time, the students' confidence grew, and they became more comfortable participating in discussions. This suggests that, with adequate support and encouragement, even the most reserved students can benefit from the collaborative, inquiry-based nature of PBL. The positive impact of PBL on students' attitudes toward Islamic Education is another noteworthy finding. Traditionally, Islamic Education has been perceived by some students as a subject that focuses primarily on memorization and theoretical knowledge. However, the introduction of PBL helped students see the relevance of Islamic teachings in their lives. By engaging with real-world problems and applying Islamic values to those problems, students gained a deeper appreciation for the subject. This increased engagement is important because it fosters a more positive attitude toward learning and encourages students to continue exploring and applying Islamic principles in their lives beyond the classroom.

The improvement in student learning outcomes observed in this study aligns with existing research on the effectiveness of PBL. Many studies have shown that PBL promotes active learning, critical thinking, and collaboration, all of which are key components of successful educational outcomes. The results of this study contribute to this body of research, providing further evidence that PBL is an effective teaching strategy for improving student performance, particularly in subjects that require moral reasoning and the application of values, such as Islamic Education. The study also highlights that PBL is adaptable to different educational contexts, making it a valuable tool for educators looking to innovate their teaching methods. In conclusion, the implementation of the Problem-Based Learning model at MTS Manbaul Ulum proved to be an effective strategy for improving students' learning outcomes in Islamic Education. The model enhanced student engagement, fostered critical thinking, and promoted the application of Islamic values in real-life situations. Despite some challenges related to time management and initial reluctance from some students, the overall results suggest that PBL is a highly beneficial approach for teaching Islamic Education. Given the positive impact of PBL in this context, it is recommended that other schools explore this model as a means of improving both the academic and moral development of their students.

Conclusion

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at MTS Manbaul Ulum resulted in significant improvements in students' learning outcomes. This study demonstrates that PBL effectively enhances students' ability to apply Islamic values to real-life situations, improving their critical thinking, engagement, and collaboration skills. The model provided an interactive learning environment that allowed students to move beyond memorization and engage deeply with the material, fostering a stronger connection between Islamic teachings and

everyday life. One of the key findings of this research was the increased student engagement. By encouraging active participation and group discussions, PBL shifted the focus from teacher-centered instruction to student-centered learning. This resulted in more dynamic classroom interactions, where students took ownership of their learning and collaborated with peers to solve real-world problems. Additionally, students' critical thinking abilities were strengthened, enabling them to analyze complex issues and propose well-reasoned solutions based on Islamic principles. Despite some challenges, such as time constraints and initial hesitance from some students to participate in discussions, the overall results indicate that PBL is a highly effective teaching strategy in Islamic Education. Students showed increased confidence in applying their knowledge, and their attitudes toward the subject improved, as they found greater relevance in Islamic teachings. The teacher's role as a facilitator was also crucial in guiding the students through the problem-solving process and providing support when necessary. This research supports the idea that innovative teaching strategies like PBL can improve not only academic outcomes but also the moral and social development of students. It is recommended that schools adopt the PBL model in Islamic Education to enhance both students' academic performance and their ability to apply moral teachings in real-life contexts. Further studies and broader implementations of PBL in other schools could provide more insights into its potential and help refine its use as an effective educational tool. In conclusion, PBL presents a valuable opportunity for enhancing student engagement and learning outcomes in Islamic Education. It equips students with the skills to think critically, collaborate effectively, and apply Islamic values in a meaningful way, all of which are essential for their personal and academic growth. Therefore, the adoption of PBL in Islamic Education classrooms could contribute to creating a more engaging, relevant, and impactful learning experience for students.

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