



Implementation of Scaffolding Method in Improving Student Learning Outcomes at TK IT Ceudah Mulya

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ABSTRACT

This study aims to apply the scaffolding method to improve learning outcomes on respecting parents for students at TK IT Ceudah Mulya. This study is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were students at TK IT Ceudah Mulya. The data for this study were obtained using observation, interview, and documentation techniques. Observation was used to analyze teacher and student learning activities, while interviews and documentation were used to obtain additional data regarding the learning process. The data analysis technique used in this study was qualitative analysis with a descriptive approach to understand changes in student behavior after the implementation of the scaffolding method. The results showed that the implementation of the scaffolding method could improve students' understanding of the material on respecting parents. Students who were previously less active in interacting with their parents showed positive changes in their attitudes after the implementation of this method. They began to appreciate and respect their parents more through real actions in their daily lives. In addition, students also showed an increase in their ability to communicate and interact with their surroundings. Thus, the use of the scaffolding method can be used as an effective learning strategy in supporting character learning in early childhood, especially in instilling the value of respecting parents. This method can be applied more widely to improve the quality of character education in elementary schools.

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Introduction

Character education in early childhood means a crucial foundation in creating positive social attitudes and behaviors. Among the many character values that need to be instilled, respect for parents plays a crucial role. This is in line with the view that the family is the first and primary environment for child development, where moral and ethical values are taught and practiced (Hadi, 2022). Instilling the value of respect for

parents from an early age helps children understand the importance of harmonious relationships in the family and society. The value of respecting parents is universal and relevant in various contexts of life. Its practice is not only limited to the academic environment, but also in the daily relationships of children. However, in the implementation of character education in (kindergarten), especially in teaching the value of respecting parents, educators face various challenges. Often, the teaching of these character values has not been optimized in formal learning (Sari & Hasan, 2023). Therefore, a more effective learning approach is expected, which not only emphasizes theoretical aspects but also in-depth practices and is appropriate to the developmental stage of children. One promising method is scaffolding. This method provides gradual support for children to achieve certain understandings and skills. Scaffolding was first introduced by Wood, Bruner, and Ross in 1976 and is increasingly used in various fields of education, including character education (Rahmawati & Yuliana, 2021). In this context, scaffolding refers to the assistance provided by educators to help children understand concepts or values gradually, which is then reduced as the child's abilities develop (Putra & Dewi, 2022). This method is believed to be able to help students internalize the value of respecting parents through a more comprehensive and structured learning process. Various studies have shown that the application of the scaffolding method can improve children's social and emotional skills, including understanding moral values such as respecting parents (Kusumaningrum & Siti, 2023). However, the application of scaffolding in character learning, especially at the kindergarten level, is still relatively sporadic. Therefore, this study aims to examine the effectiveness of the scaffolding method in enhancing what will happen to character learning in kindergarten students, especially in the material on respecting parents.

TK IT Ceudah Mulya is an educational institution that has a strong commitment to developing character education among its students. Teaching the value of respecting parents is one of the main focuses in this kindergarten, considering the importance of this value in children's social lives (Firmansyah, 2024). In this case, the scaffolding method is expected to be an effective approach to instilling this value, by providing gradual assistance that is in accordance with students' cognitive and social development. The approach used in this study is classroom action research design, where researchers are directly involved in implementing the scaffolding method in learning the material of respecting parents at TK IT Ceudah Mulya. This study aims to identify changes that occur in student learning outcomes after the implementation of scaffolding and to evaluate the extent to which this method can support the development of early childhood character (Prasetyo & Utami, 2023). Character education in early childhood requires an approach that can accommodate their cognitive and emotional development. In this case, scaffolding is the right choice because this method not only focuses on providing information but also provides opportunities for children to learn through direct experience, which is important in

teaching moral values such as respecting parents (Santosa & Fikri, 2021). Therefore, this study is expected to contribute to the development of character learning methods at the Kindergarten level. the results of this study are needed to provide insight for educators in designing more effective learning, especially in teaching character values such as respecting parents. In addition, this study is needed to enrich the certificate regarding the application of the scaffolding method in the context of character education in kindergarten. Thus, this study can also be a reference for curriculum development and learning strategies in early childhood education institutions in Indonesia.

Character education is a fundamental aspect in the formation of a child's personality from an early age. One of the important character values to be instilled from an early age is the attitude of respecting parents. This attitude reflects a child's appreciation and affection for parents who have cared for and guided them. However, in practice, many early childhood children still need special guidance in order to understand and apply the attitude of respecting parents in everyday life. Therefore, an effective learning method is needed to help students understand moral values gradually according to their level of development.

The scaffolding method is one of the learning approaches that can be used to help children understand concepts more systematically. This method emphasizes the provision of gradual support by teachers which is slowly reduced as the students' understanding increases. Through scaffolding, children are given direction and guidance in developing thinking skills and acting according to the norms taught. This approach allows students to learn actively with teacher guidance before they are able to do it independently. In the context of learning at TK IT Ceudah Mulya, the application of the scaffolding method is expected to improve students' understanding of the material on respecting parents and encourage them to apply it in their daily lives.

This study aims to examine the effectiveness of the scaffolding method in improving learning outcomes on the material on respecting parents for students at TK IT Ceudah Mulya. By using a classroom action approach, this study will observe how scaffolding can help children understand moral concepts and apply them in interactions with parents and the surrounding environment. In addition, this study will also identify challenges and obstacles that may arise in the application of the scaffolding method in early childhood learning.

The results of this study are expected to contribute to the development of character learning strategies in early childhood education schools. In addition, this study can also be a reference for educators in designing effective learning that is in accordance with children's cognitive and social emotional development. With this study, it is hoped that the scaffolding method can be implemented more widely in learning character values at the early childhood education level, especially in forming an attitude of respecting parents as part of forming a strong character in children.

Methods

This study adopted a qualitative approach, which was strengthened by the use of classroom action research. The selection of CAR was based on its ability to allow researchers to participate personally and deeply in the learning process. By using exclusive involvement, researchers can observe and analyze the impact of the implementation of the scaffolding method on student learning outcomes more accurately and comprehensively. CAR, using the planning, action, observation, and reflection cycle, provides a systematic framework for identifying issues, testing solutions, and evaluating the effectiveness of interventions in a real classroom context. This approach allows for the adaptation and adjustment of the scaffolding method according to the specific needs of students and classroom dynamics, thereby increasing the relevance and effectiveness of the study. This study was conducted at the IT Ceudah Mulya Kindergarten, an institution that has a deep commitment to developing character education among its students. The choice of this location was not without reason; IT Ceudah Mulya Kindergarten's strong commitment to character education makes it an ideal environment for investigating the effectiveness of the scaffolding method in instilling moral values, especially respect for parents. This supportive environment provides a rich and relevant context for the study, allowing the researcher to observe how scaffolding can be integrated into a character-oriented curriculum and to explore its impact on students in an educational setting that focuses on holistic development. The subjects in this study were students at the IT Ceudah Mulya Kindergarten, which specifically involved a total of 30 students as core participants in the data collection and analysis process. The selection of all these students allowed the researcher to obtain a comprehensive illustration of the impact of implementing the scaffolding method on the understanding and internalization of values of respecting parents in the IT Ceudah Mulya Kindergarten environment. The data collection techniques used in this study were: 1) Observation: Observation was conducted to observe the learning process and interactions between teachers and students during the implementation of the scaffolding method; 2) Interview: Interviews were conducted with teachers and students to explore information about their experiences in using the scaffolding method; 3) Documentation: Documentation was conducted to collect written data, such as lesson plans, student worksheets, and photos of learning activities; 4) Test: Tests were conducted before and after the implementation of the scaffolding method to measure the improvement of student learning outcomes on the material of respecting parents. The research instruments used in this study were: a) Observation Sheet; b) Interview Guidelines; c) Test Questions.

Data analysis in this study was conducted through 2 approaches, namely qualitative and quantitative, to obtain a deep and comprehensive understanding. Qualitative data, which includes the results of observations and interview transcripts, were analyzed using thematic analysis techniques. This technique involves identifying,

organizing, and interpreting patterns of meaning (themes) that exist from the data, which allows researchers to understand students' and teachers' perspectives on the implementation of the scaffolding method and its impact on learning. Meanwhile, quantitative data, which comes from the results of student learning tests before and after the intervention, were analyzed using descriptive statistics. This analysis includes calculating homogeneity values, standard deviations, and percentage increases, which provide an objective picture of the effectiveness of the scaffolding method in improving student learning in the material of respecting parents. The combination of these two approaches allows researchers to not only measure the changes that occur, but also know the reasons for the changes, thus providing higher validity and reliability to the research findings. The research procedure consists of several stages, namely: 1) Planning Stage: At this stage, researchers formulate problems, prepare research proposals, and prepare research instruments; 2) Implementation Stage: At this stage, the researcher carries out learning actions by applying the scaffolding method; 3) Observation Stage: At this stage, the researcher observes the learning process and interactions between teachers and students; 4) Reflection Stage: At this stage, the researcher analyzes the collected data and reflects on the research results to plan further actions.

The findings of this study indicate that the application of the scaffolding method significantly contributed to improving students' understanding and internalization of the value of respecting parents at IT Ceudah Mulya Kindergarten. The implementation of classroom action research (CAR) provided a structured framework for assessing the effectiveness of this method through a cycle of planning, action, observation, and reflection. The cyclical nature of CAR allowed for continuous adjustments and improvements in the teaching strategies, ensuring that the scaffolding method was tailored to the specific needs of students. Through exclusive researcher involvement, it became evident that scaffolding facilitated more interactive and meaningful learning experiences, enabling students to grasp and apply moral values more effectively in their daily lives. Observational data revealed that students displayed increased engagement and enthusiasm during learning activities that incorporated scaffolding techniques. Before the intervention, many students demonstrated passive learning behaviors, relying heavily on teacher guidance without actively participating in discussions or practical exercises. However, after the scaffolding method was implemented, students exhibited a higher degree of independence in expressing their thoughts and applying the values they learned. This suggests that scaffolding not only improves comprehension but also encourages students to become more confident in their learning process. The gradual reduction of teacher assistance allowed students to internalize knowledge more deeply, as they transitioned from receiving guidance to demonstrating autonomous understanding and practice.

Interviews conducted with teachers and students provided further insights into the effectiveness of the scaffolding method. Teachers reported that students became more responsive and showed a greater willingness to engage in discussions related to the importance of respecting parents. Additionally, students expressed that they enjoyed learning through this method, as it made the lessons more interactive and relatable. Teachers also highlighted that scaffolding helped them identify each student's learning progress more clearly, enabling them to adjust their teaching strategies accordingly. This dynamic approach created a supportive learning environment where students felt encouraged to ask questions, seek clarification, and explore moral concepts in a structured yet flexible manner. The analysis of documentation, including lesson plans, student worksheets, and photographs of learning activities, further reinforced the positive impact of scaffolding. The structured lesson plans designed around scaffolding principles allowed for gradual knowledge construction, ensuring that students could build upon their prior understanding. Student worksheets demonstrated an improvement in cognitive processing, as responses became more elaborate and reflective over time. Additionally, visual documentation of learning activities revealed an increase in student collaboration, suggesting that scaffolding fostered not only individual cognitive development but also social interaction and cooperative learning.

Quantitative data analysis from pre- and post-tests confirmed the effectiveness of the scaffolding method in improving student learning outcomes. The statistical results indicated a significant increase in students' comprehension scores after the implementation of the scaffolding method. The homogeneity values, standard deviations, and percentage increases all pointed to a measurable enhancement in learning, validating the qualitative findings obtained from observations and interviews. The integration of both qualitative and quantitative approaches ensured a comprehensive understanding of the impact of scaffolding on student learning, reinforcing the reliability and validity of the study's conclusions. The research procedure, which followed a structured sequence of planning, implementation, observation, and reflection, played a crucial role in refining the application of scaffolding in the classroom. During the planning stage, researchers identified key challenges in students' understanding of the concept of respecting parents and designed targeted interventions to address these issues. The implementation stage saw the introduction of various scaffolding techniques, including guided questioning, modeling, and step-by-step assistance, which gradually decreased as students gained confidence. The observation stage allowed researchers to document changes in student behavior and learning patterns, while the reflection stage facilitated an evaluation of outcomes and the identification of areas for further improvement.

One of the significant findings of this study was the adaptability of the scaffolding method to different learning paces. Not all students progressed at the same rate, and scaffolding allowed teachers to provide individualized support based on each student's

needs. This flexibility was particularly beneficial in a kindergarten setting, where developmental differences among children are pronounced. By adjusting the level of assistance, teachers ensured that each student received the appropriate level of guidance, thereby optimizing their learning experience. Furthermore, the study highlighted the importance of teacher training and preparedness in implementing scaffolding effectively. Teachers who were well-versed in scaffolding techniques were able to facilitate learning more efficiently, providing timely and relevant support to students. Their ability to recognize when to step in and when to withdraw assistance was crucial in ensuring that students remained challenged yet not overwhelmed. This finding underscores the need for professional development programs that equip educators with the skills necessary to implement scaffolding strategies effectively. The impact of scaffolding extended beyond the classroom, as evidenced by parental feedback. Parents reported observing noticeable changes in their children's attitudes and behaviors at home, particularly in their expressions of respect and gratitude toward their parents. This suggests that scaffolding not only enhances academic learning but also promotes moral and character development that extends into students' personal lives. The reinforcement of values at school, coupled with continued practice at home, contributed to a more holistic learning experience for students.

In conclusion, the discussion of research findings underscores the effectiveness of the scaffolding method in enhancing student learning outcomes, particularly in understanding and practicing the value of respecting parents. The combination of qualitative and quantitative analyses provides robust evidence of its positive impact, demonstrating improvements in student engagement, comprehension, and moral behavior. By allowing for gradual and structured learning, scaffolding empowers students to become active participants in their education, fostering both cognitive and character development. The insights gained from this study highlight the potential for wider application of scaffolding in early childhood education, paving the way for future research and practical implementations in character-based learning environments.

Result

The results of this study indicate that the implementation of the scaffolding method had a significant impact on improving students' understanding of the value of respecting parents at IT Ceudah Mulya Kindergarten. The use of classroom action research (CAR) allowed researchers to systematically observe and analyze changes in student behavior and comprehension throughout the learning process. The findings demonstrate that scaffolding facilitated a more engaging and interactive learning experience, helping students gradually internalize the concept of respect for parents through structured and guided assistance. Observational data revealed a notable transformation in student participation during the learning process. Before the intervention, many students exhibited passive learning behaviors, relying entirely on teacher instruction without

actively engaging in discussions or expressing their thoughts. However, after implementing scaffolding techniques, students became more involved in classroom activities. They displayed a greater willingness to ask questions, share their perspectives, and demonstrate behaviors that reflected respect for parents. This shift suggests that scaffolding not only enhances comprehension but also nurtures confidence and independence in young learners.

Interviews with teachers further supported these findings, as they reported a significant improvement in student engagement and understanding of moral values. Teachers noted that students were more responsive and showed enthusiasm in learning activities related to respecting parents. Additionally, they observed that students became more thoughtful in their interactions with teachers and peers, applying the values learned in class to their daily behavior. Teachers also highlighted that scaffolding allowed them to adjust their teaching strategies according to individual student needs, making the learning process more effective and personalized. Analysis of documentation, including lesson plans, student worksheets, and photographs of classroom activities, further validated the impact of scaffolding on student learning outcomes. Lesson plans that incorporated scaffolding techniques ensured a gradual and structured approach to knowledge acquisition. Student worksheets demonstrated an improvement in cognitive processing, as responses became more detailed and reflective over time. Additionally, photographs of classroom interactions captured moments of active participation, showing students collaborating with their peers and engaging in meaningful discussions about the importance of respecting parents.

Quantitative data obtained from pre- and post-tests confirmed the effectiveness of scaffolding in enhancing student comprehension. The statistical analysis showed a significant increase in test scores after the implementation of the scaffolding method. Students exhibited notable improvements in their ability to define, explain, and apply the concept of respect in real-life scenarios. The percentage increase in scores indicated that scaffolding played a crucial role in facilitating deeper understanding and retention of the subject matter. Furthermore, observations of student behavior outside of classroom settings provided additional evidence of the positive impact of scaffolding. Teachers and parents reported that students demonstrated increased politeness, attentiveness, and appreciation toward their parents. Many students began using respectful language and gestures more frequently, reflecting the successful internalization of the values taught in class. This suggests that scaffolding not only contributed to academic learning but also fostered moral and character development, reinforcing the long-term benefits of this teaching method.

The research findings also highlight the role of teacher involvement in ensuring the successful application of scaffolding. Teachers who effectively implemented scaffolding strategies, such as guided questioning, modeling, and step-by-step assistance, were able to enhance student comprehension and engagement. Their ability to gradually reduce

support as students gained confidence proved to be a key factor in fostering independent learning. These findings emphasize the need for teacher training programs that equip educators with the skills necessary to apply scaffolding effectively in early childhood education. In summary, the findings of this study provide strong evidence that the scaffolding method is an effective teaching strategy for improving student learning outcomes in character education. It enhances engagement, promotes independent learning, and facilitates the internalization of moral values such as respect for parents. The combination of qualitative and quantitative data confirms that scaffolding not only improves academic performance but also encourages positive behavioral changes in students. These results suggest that scaffolding should be widely implemented in early childhood education to support both cognitive and character development, ensuring that young learners acquire essential moral values in a structured and supportive learning environment.

Discussion

The findings of this study indicate that the implementation of the scaffolding method significantly contributed to the improvement of student learning outcomes in the subject of respecting parents. The results align with previous research, which suggests that scaffolding enhances student engagement and understanding by providing structured and gradual assistance before allowing learners to achieve independence. This study reinforces the effectiveness of scaffolding as an instructional approach, particularly in early childhood education, where students require substantial guidance in their learning process. One of the most notable findings is the increase in student participation and enthusiasm during lessons. Before scaffolding was introduced, many students were passive and hesitant to engage in discussions. However, after the intervention, they became more confident in expressing their ideas and responding to teacher guidance. This aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD), which emphasizes that students learn best when provided with appropriate support that is gradually withdrawn as they gain proficiency. The improvement in student interaction suggests that scaffolding creates a more dynamic and student-centered learning environment, allowing children to actively construct their knowledge rather than passively receive information.

The role of teachers in implementing scaffolding effectively was also crucial in this study. Teachers who actively engaged with students, provided meaningful prompts, and encouraged critical thinking contributed significantly to the success of the intervention. Their ability to adjust the level of support based on each student's individual needs ensured that learners could progress at their own pace. This is consistent with previous findings that emphasize the importance of teacher responsiveness in scaffolding. The study suggests that professional development programs should focus on training teachers to implement scaffolding strategies effectively to maximize student learning

outcomes. Furthermore, the documentation analysis supports the claim that scaffolding improves cognitive development. The gradual progression observed in student worksheets indicates that scaffolding helped students structure their thoughts more clearly and develop a deeper understanding of the concept of respecting parents. The use of structured lesson plans ensured that students received step-by-step guidance, allowing them to process new information more effectively. Additionally, classroom observations revealed that students were more engaged in collaborative learning, working together to understand and apply the moral values being taught. This highlights the role of scaffolding in fostering not only cognitive but also social development.

Quantitative data from pre- and post-tests further validate the effectiveness of scaffolding. The significant increase in student scores indicates that the method was successful in enhancing knowledge retention and comprehension. These results align with research suggesting that scaffolding improves not only conceptual understanding but also long-term memory retention. The findings emphasize the need for structured support systems in early childhood education to ensure that students grasp complex moral concepts in a meaningful and lasting way. Additionally, the behavioral changes observed in students outside the classroom provide compelling evidence of the impact of scaffolding beyond academic achievement. Teachers and parents reported that students displayed more respectful behavior toward their parents, demonstrating the successful internalization of the values taught in class. This suggests that scaffolding can be an effective tool not only for academic instruction but also for character development. The ability of scaffolding to bridge the gap between theoretical knowledge and real-life application further underscores its significance in early childhood education.

Despite the success of the intervention, some challenges were encountered during the research process. One of the main challenges was ensuring that scaffolding support was appropriately adjusted for each student. Some students required more assistance than others, making it necessary for teachers to continuously assess and adapt their instructional strategies. This highlights the importance of ongoing teacher training and professional development in implementing scaffolding effectively. Future studies could explore more specific techniques for differentiating scaffolding support based on individual student needs. Another challenge was maintaining student engagement over time. While scaffolding initially increased participation, some students required additional motivation to remain actively involved. This suggests that scaffolding should be complemented with other interactive learning methods, such as storytelling, role-playing, or gamification, to sustain student interest. Future research could investigate how scaffolding can be integrated with other pedagogical approaches to enhance student engagement and motivation. Overall, the findings of this study support the use of scaffolding as an effective teaching strategy in character education. The combination of structured guidance, interactive learning, and gradual independence allows students

to internalize moral values more effectively. By fostering both cognitive and social development, scaffolding provides a holistic approach to education that prepares young learners for future academic and personal growth. The study recommends that scaffolding be widely adopted in early childhood education to support the teaching of essential moral and ethical principles.

Another challenge was maintaining student engagement throughout the learning process. While scaffolding initially increased participation, some students required additional motivational strategies to sustain their interest. Integrating scaffolding with other interactive learning methods, such as storytelling, role-playing, or gamification, could enhance engagement and further improve learning outcomes. Future studies could explore these combinations to optimize student motivation and involvement. Overall, this study confirms that scaffolding is an effective instructional method for teaching moral values, particularly in early childhood education. By providing structured support that gradually diminishes, scaffolding encourages independent learning while fostering cognitive and social development. The study recommends the broader implementation of scaffolding in character education programs to enhance moral learning and personal growth among young learners. In conclusion, the use of scaffolding in early childhood education is a valuable strategy that promotes meaningful learning experiences. It not only strengthens students' comprehension of moral concepts but also encourages them to apply these values in their daily lives. Given its effectiveness, scaffolding should be integrated into various aspects of early childhood learning to support both academic and character development. Future research should further explore its adaptability to different subjects and learning contexts to maximize its benefits in educational settings.

Conclusion

The findings of this study demonstrate that the implementation of the scaffolding method effectively improves student learning outcomes in the subject of respecting parents among TK IT Ceudah Mulya students. The structured and gradual assistance provided through scaffolding allowed students to develop a deeper understanding of moral values while fostering active engagement in the learning process. As a result, students exhibited increased participation, confidence, and enthusiasm in class discussions, reflecting a more interactive and student-centered learning environment. The study also highlights the critical role of teachers in successfully implementing scaffolding. Teachers who adapted their support according to students' needs played a significant role in facilitating knowledge acquisition and moral development. Their ability to gradually reduce assistance as students became more independent further reinforced the effectiveness of the method. This suggests that professional development programs should emphasize training educators in scaffolding strategies to maximize student learning potential. Quantitative data analysis from pre- and post-tests revealed

a substantial improvement in student scores, confirming the effectiveness of scaffolding in enhancing knowledge retention and comprehension. Students who previously struggled with the concept of respecting parents demonstrated a higher level of understanding after the intervention. Additionally, qualitative observations and documentation supported these findings, showing that students were more engaged in collaborative learning and demonstrated improved communication skills. Beyond academic achievement, the impact of scaffolding extended to behavioral changes in students. Teachers and parents observed a significant improvement in students' respectful attitudes toward their parents, suggesting that the method not only facilitated learning but also contributed to character development. This highlights the importance of scaffolding as a tool for holistic education, bridging the gap between theoretical learning and real-life application. Despite its success, the study identified several challenges in implementing scaffolding. One major challenge was ensuring that the level of support provided was tailored to each student's needs. Some students required additional guidance, necessitating continuous assessment and adjustment by teachers. This underscores the importance of flexibility in scaffolding implementation and the need for further research on differentiated instruction techniques.

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