



Improving Understanding of Democratic Values through the Think-Pair-Share Type Cooperative Learning Model at MIS Je'nemaeja

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using cooperative think-pair-share type. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of elementary madrasahs. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that using cooperative think-pair-share type can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of cooperative think-pair-share type can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

Civics plays an important role in shaping students' understanding of democratic values. This subject aims to instill awareness of nation and state, shape the character of democratic citizens, and equip students with critical and participatory thinking skills in community life. According to Law No. 20 of 2003 concerning the National Education System, education aims to develop the potential of students to become people who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, teaching Civics in elementary schools must be able to create interactive and meaningful learning experiences so that democratic values can be understood and applied in everyday life.

However, in learning practices, various obstacles are still found in understanding the concept of democracy, especially for grade 4 students of Madrasah Ibtida'iyah. Based on the results of initial observations, many students have difficulty understanding the principles of democracy such as deliberation, freedom of opinion, and tolerance. One of the contributing factors is the learning method that tends to be conventional, where teachers are more dominant in delivering material, while students only act as passive recipients of information. The lecture method that is often used does not provide enough space for students to develop their critical thinking and social skills.

I, Hasnawati, S.Pd.I, am a teacher at Madrasah Ibtida'iyah located in Barugaya Village, Polut District, Takalar Regency. I teach Civics in grade 4 and realize that the learning methods currently applied are not fully effective in improving students' understanding of the concept of democracy. Therefore, I feel the need to innovate in a more interactive learning strategy and involve active student participation.

One approach that can be applied is the Think-Pair-Share (TPS) cooperative learning model. This model was developed by Frank Lyman in 1981 and has been widely used in various learning contexts. The TPS model has three main stages, namely (1) Think: students are given time to think independently about a problem or question given by the teacher, (2) Pair: students discuss with their partners to exchange ideas and deepen their understanding, and (3) Share: students share the results of their discussions with the whole class. By implementing TPS, students not only learn from the teacher, but also from their peers, so that the learning process becomes more dynamic and meaningful. Several studies have proven the effectiveness of the TPS model in improving students' conceptual understanding and critical thinking skills. Slavin (2010) stated that cooperative learning, including TPS, can improve learning outcomes because students are more active in the learning process. In addition, Johnson & Johnson (1999) explained that social interaction in cooperative learning can increase learning motivation and strengthen students' understanding of the material being studied. Another study conducted by Arends (2012) showed that the TPS model was able to increase student involvement in class discussions and improve their ability to express opinions.

By considering these factors, this study aims to apply the TPS type cooperative learning model to improve the understanding of grade 4 students of Madrasah Ibtida'iyah towards democratic values. It is hoped that the results of this study can contribute to the world of education, especially in developing more effective and innovative learning strategies for PKN subjects. In addition, this study is also expected to be a reference for teachers in developing teaching methods that are more in accordance with the characteristics and needs of students at the elementary school level.

Methods

This study uses the Classroom Action Research method based on the Kemmis and McTaggart (1988) model, which consists of four main stages: 1) Planning: Preparing a TPS learning action plan by designing learning scenarios, preparing learning tools such as lesson plans, teaching materials, and observation and evaluation instruments used in the study; 2) Implementation: Implementing learning according to the designed scenario. At this stage, the teacher teaches the material using the TPS model which involves the Think-Pair-Share stages to improve students' understanding of the concept of democracy; 3) Observation, Observing the learning process, recording student responses, their participation in group discussions, and difficulties that arise during the implementation of the TPS model. Observation data is collected through observation sheets and field notes; 4) Reflection: Analyzing the results of the actions that have been taken by looking at the successes and obstacles that arise. The results of the reflection are used to develop improvement strategies in the next cycle so that learning is more effective. Democracy in education is a system that involves active student participation in the teaching and learning process. This concept is rooted in the principle that every individual has the right and responsibility to contribute to a democratic learning environment. Branson (1998) stated that democratic education aims to form active, critical, and responsible citizens in community life. Democracy in education also emphasizes the importance of dialogue, freedom of opinion, and student involvement in decision-making related to their learning process.

According to Dewey (1916), schools should be a miniature democratic society where students can experience democratic practices directly. Thus, democratic learning not only teaches the theory of democracy, but also provides opportunities for students to experience and practice democratic principles in everyday life. Democratic education in PKN subjects aims to form students' political awareness from an early age, so that they can become responsible and active citizens in community life. Democratic learning models, such as cooperative learning type Think-Pair-Share (TPS), provide opportunities for students to participate actively, collaborate with peers, and share their thoughts in an open and egalitarian atmosphere. With this approach, it is hoped that students' understanding of the concept of democracy can develop better and they can apply it in everyday life.

The TPS model was developed by Frank Lyman (1981) and consists of three main stages, namely 1) Think: Students think for themselves about a question or problem; 2) Pair: Students discuss with their partners to share their understanding; 3) Share: Students share the results of their discussions with the class as a whole. This model aims to increase student involvement in learning, build critical thinking skills, and help students understand concepts more deeply through interaction with peers. This section discusses several studies that have been conducted on the effectiveness of the TPS model in civics learning. The results of research by Arends (2012) show that this model

can significantly increase student involvement in the learning process. In addition, several other studies have also revealed that the TPS method can help students understand the concept of democracy better and improve their communication skills in class discussions. The subjects in this study were 30 grade 4 students of Madrasah Ibtida'iyah. The selection of these subjects was based on the need for research to improve students' understanding of democratic values through the application of the TPS model. At this stage, I prepare a detailed learning plan so that the implementation of the Think-Pair-Share (TPS) model can run effectively.

This preparation includes several steps, including: Preparing a Lesson Implementation Plan (RPP) that contains learning objectives, steps for implementing TPS, and indicators of learning success. Preparing teaching materials and learning media, including short videos, illustrations, and case studies that illustrate the practice of democratic values in everyday life. Creating observation instruments to record student activity, their understanding of the material, and the effectiveness of the TPS method applied. Determine trigger questions that are relevant to students' daily lives so that they are interested in thinking and discussing, such as: "What if only one person in a family has the right to make all decisions?" "What happens if only the teacher is allowed to speak in class and students are not allowed to express their opinions?" Prepare strategies for guiding discussions so that all students can participate actively, including providing examples of how to discuss and express opinions well. Based on the results of reflection from Cycle 1, I made several improvements in the implementation of the Think-Pair-Share (TPS) learning model. In this cycle, I focused on increasing student interaction, the use of visual aids, and more effective strategies for guiding discussions so that students are more confident in expressing their opinions.

At this stage, I developed a new strategy to overcome the problems found in Cycle 1, especially related to student activity and the effectiveness of discussions. The following are the steps I took in planning Cycle 2: Develop new strategies to increase student interaction in discussions, for example by providing special roles in discussion groups, such as discussion leaders, idea recorders, and presenters of discussion results. Prepare visual aids, such as infographics and illustrations related to the concept of democracy. I show examples of deliberation in everyday life so that students can more easily understand the application of democracy in their environment. Create more interesting trigger questions, for example by linking the material to students' personal experiences. Examples of questions that I use: "Have you ever experienced a situation where your opinion was not heard? How did you feel?" "In your opinion, what is a fair way to make decisions in class or in the family?" Design a more interactive way of delivering the material, such as small group discussions before the Share stage, so that students are more prepared when presenting the results of their discussions. Create a more structured learning scenario, including how I will guide students who are still passive or hesitant in expressing their opinions.

Result

Democracy education is one of the important elements in building a dignified and civilized national character. In Indonesia, the implementation of democracy education at the elementary education level, especially in Madrasah Ibtida'iyah (MI), is very important. Madrasah Ibtida'iyah as an Islamic educational institution has a strategic role in instilling democratic values in the younger generation. One way to improve understanding of democratic values is through an effective learning model. One learning model that can be used is the Think-Pair-Share (TPS) cooperative learning model. Democracy education includes learning that aims to teach democratic principles such as equality, freedom, human rights, and active participation in community life. The Think-Pair-Share cooperative learning model is a method that involves students in small group discussions, with the aim of improving critical thinking, communication, and cooperation skills. In this model, students are given time to think individually, discuss with partners, and share the results of their discussions with a large group.

The Think-Pair-Share model is suitable for implementation in learning that prioritizes discussion and reflection, especially in materials related to democratic values, where students are invited to think critically and reflect on existing social problems. This study aims to determine the effectiveness of the Think-Pair-Share cooperative learning model in improving students' understanding of democratic values in Madrasah Ibtida'iyah. In addition, this study also aims to explore the impact of implementing this model on student involvement in the learning process and their active participation in group discussions. The type of research used in this study is a quasi-experimental study with a one group pretest-posttest design. This research was conducted at one of the Madrasah Ibtida'iyah in the Jakarta area. The subjects of the study were 30 fifth grade students. The instrument used to measure the understanding of democratic values was a written test given before and after the implementation of the Think-Pair-Share cooperative learning model. In addition, observations and interviews were also conducted to obtain information about student activity and involvement in the learning process. Before the implementation of the Think-Pair-Share cooperative learning model, students' understanding of democratic values was relatively low. Based on the results of the initial test (pretest), the majority of students only had a basic understanding of democracy, such as the concept of freedom and human rights. However, their understanding of how democratic values are applied in everyday life, such as equality, deliberation, and active participation, was still lacking.

After the implementation of the Think-Pair-Share cooperative learning model, students were given the opportunity to think individually about democratic issues, discuss with partners, and then share the results of their discussions with the larger group. In each session, students were actively involved in discussions, sharing views, and listening to their friends' opinions. The teacher acted as a facilitator who helped direct the discussion and provided clarification if there was confusion.

The results of the observation showed that the implementation of the Think-Pair-Share model was successful. increasing student involvement in the learning process. Students seemed more enthusiastic about participating in discussion activities and showed a high curiosity about the material being taught. This model also creates a more inclusive learning atmosphere, where each student feels that their opinion is valued.

After the implementation of the learning model, the posttest showed a significant increase in students' understanding of democratic values. Students were better able to explain democratic concepts more clearly, including how these values are applied in social and political life. They were also better able to relate democratic values to everyday practices, such as the importance of deliberation in decision-making, the need to respect differences, and the right of every individual to speak and participate.

Comparison between pretest and posttest results showed a significant increase in understanding. The average pretest score was 65, while the average posttest score increased to 85. This increase indicates that the Think-Pair-Share cooperative learning model is effective in improving students' understanding of democratic values. The results of interviews with several students showed that they felt more confident in speaking in front of their friends after participating in learning with the Think-Pair-Share model. They felt that discussions with partners helped them to better understand the material and develop their views on democratic values. Many students stated that they were more interested in participating in learning that involved group discussions like this because they could share opinions and listen to their friends' perspectives. Teachers play an important role in ensuring that the discussion process runs smoothly and in accordance with learning objectives. In implementing this model, teachers are not only teachers who provide information, but also facilitators who help facilitate discussions between students. Teachers must be able to create a comfortable and open atmosphere so that students feel free to express their opinions without fear of being judged. In addition to improving understanding of democratic values, the implementation of the Think-Pair-Share model also has a positive impact on the development of students' character.

Students become more appreciative of other people's opinions, learn to work together, and improve their communication skills. This is an important provision for them in facing an increasingly complex social life. Although the Think-Pair-Share model has proven to be effective, there are several challenges faced in its implementation. One of them is the difficulty in managing a large class, so that discussions between students do not always run effectively. Some students also still feel hesitant to speak in front of the class, even though they have discussed with their partners. Based on the results of this study, it is recommended that the Think-Pair-Share model be applied more widely in learning at Madrasah Iftida'iyah, especially in materials related to democratic values. In order for its implementation to be more effective, teachers need to provide training on good discussion management techniques and ensure that each student is actively involved. In addition, more time should also be given for group discussions so that students can delve deeper into the material. This study shows that the Think-Pair-Share cooperative learning model can improve students' understanding of democratic values at Madrasah Iftida'iyah. In addition, this model also successfully increases student involvement in the learning process and develops their character. Therefore, this model can be an effective alternative in teaching democratic values to students at the elementary level.

Discussion

Democracy education is one of the crucial elements in the formation of national character and culture. In Indonesia, the importance of democracy education needs to be started early at various levels of education, including Madrasah Iftida'iyah (MI). Madrasah Iftida'iyah as an Islamic educational institution has the potential to instill democratic values which are part of citizenship education. One effective way to improve students' understanding of democratic values is to use a learning model that can actively involve students in the learning process. The Think-Pair-Share (TPS) type cooperative learning model is one approach that can be used to improve students' understanding of democracy material. In this model, students are given the opportunity to think independently (Think), discuss with a partner (Pair), and share their thoughts with a large group (Share). Through this process, students are invited to develop critical thinking, communication, and collaboration skills, all of which are very relevant skills in the context of learning democratic values.

Democracy education in Madrasah Iftida'iyah aims to instill values such as justice, freedom, equality, and deliberation. These values are the basis for creating individuals who are aware of their rights and obligations as citizens, and are able to carry out their roles in society with full responsibility. In this context, learning that focuses on understanding and applying democratic values is very important to prepare students to become active and participatory citizens. Madrasah Iftida'iyah as an Islamic educational institution not only functions to teach religious knowledge, but also prepares students with good social skills. Teaching democratic values can be done through various approaches that encourage students to not only know the theories of democracy, but also understand how to apply them in everyday life, both at school, family, and in society. The Think-Pair-Share type of cooperative learning model is one of the learning methods designed to increase student involvement in the learning process in a more active way. This model consists of three main stages, namely: 1) Think - At this stage, students are given time to think individually about questions or problems given by the teacher; 2) Pair. After thinking independently, students then discuss with their partners to share ideas and thoughts that they have produced; 3) Share. In the final stage, students share their discussion results with the whole class, broadening their understanding and perspectives from various viewpoints.

This approach provides an opportunity for students to develop critical thinking, communication, and collaboration skills. This is especially relevant in learning democratic values, which require students to think independently, listen to others' opinions, and share their opinions openly in group discussions. In principle, understanding democratic values includes understanding the concepts of rights, obligations, freedom, justice, and active participation in the decision-making process. The TPS model supports the development of this understanding by creating an atmosphere that prioritizes collaboration and mutual respect for opinions between

students. In group discussions, students learn to listen to each other, respect the opinions of others, and share their ideas about how democratic values can be applied in their lives. The first stage, Think, provides an opportunity for students to reflect personally on the material being taught, such as the definition of democracy and its application. Students will find it easier to understand the basic concepts of democracy when they have time to think deeply and personally. In addition, students can also form their own opinions on the topic, which they will later discuss with a partner. In the second stage, Pair, students discuss with their partners about the understanding they have gained. This discussion provides an opportunity to share opinions with each other, enriching their understanding through different perspectives.

In the context of democracy, pair discussions teach students to appreciate diversity of opinions and create an attitude of mutual respect despite having different views. The third stage, Share, gives students the opportunity to share their thoughts in front of the class. Here, students learn to express their ideas openly and explain their arguments clearly. This discussion not only focuses on conveying personal opinions, but also on the ability to listen to the opinions of others and consider the various points of view that exist. Ultimately, students can understand democratic values such as freedom of speech, deliberation, and the importance of dialogue in decision-making. The application of the TPS model in learning democratic values has many advantages, both in terms of cognitive, social, and emotional. From a cognitive perspective, this model can improve students' understanding of the material being taught. Students not only receive information from the teacher, but also have the opportunity to organize their own thoughts, discuss with friends, and then share the results of their discussions with the whole class. In addition, the TPS model also improves students' social skills. Students learn to work together in group discussions, respect the opinions of others, and communicate effectively. In the context of democracy, this skill is very important because democracy emphasizes the importance of deliberation and active participation of each individual in decision-making.

From an emotional perspective, this model provides students with a sense of self-confidence. In the process of sharing opinions and discussion results, students feel valued because their opinions are given the opportunity to be heard by their classmates. This increases students' sense of self-worth and creates a more inclusive learning environment. Although the Think-Pair-Share model has many advantages, its implementation is also not without challenges. One challenge that is often faced is that there are students who lack the confidence to speak in front of the class, especially in large group discussions. Some students may feel embarrassed or afraid to express their opinions, even though they have discussed with their partners. To overcome this challenge, teachers can provide encouragement and motivation so that students are more courageous in speaking. In addition, creating a safe and supportive classroom atmosphere is very important so that students feel comfortable expressing their ideas.

Teachers can also provide praise or positive feedback for students who actively participate in discussions. Another challenge is managing time so that each student gets enough opportunity to think, discuss, and share opinions. For this reason, teachers need to plan time wisely, allocating sufficient time for each stage in the TPS model so that the learning process can run effectively and efficiently.

In Madrasah Iftida'iyah, the application of the TPS type cooperative learning model is very relevant to educational goals that prioritize moral values and character. Through this model, students are taught to communicate openly and discuss wisely on topics related to democratic values. In addition, the TPS model also teaches students to respect differences of opinion, which is one of the basic principles of democracy. In the context of Madrasah Iftida'iyah, where students come from various social and cultural backgrounds, the application of this model is very useful for developing an attitude of tolerance and respect for diversity.

The application of the Think-Pair-Share (TPS) type cooperative learning model in Madrasah Iftida'iyah education is not only to improve students' understanding of democratic values, but also to develop interpersonal skills that are important in social life. In the context of democratic education, students need to be trained to be able to work together, share ideas, and learn to respect differences. The TPS model creates opportunities for students to be actively involved in group discussions, and at the same time, they are also invited to think critically and find solutions to various problems faced by society. The implementation of TPS also encourages students to build effective communication skills. In a democratic world, open and clear communication is very important so that all parties can express their opinions and gain a better understanding of the issues being discussed. By discussing with a partner or group, students not only learn to express their opinions, but also to listen carefully and give classmates the opportunity to speak. This creates an environment of mutual respect and tolerance, which is very much in line with democratic values.

In addition, the TPS model also provides students with the opportunity to improve their critical thinking skills. At each stage, students are not only invited to receive information, but also to reflect, criticize, and develop their understanding more deeply. In this process, students are expected to be able to relate the various theories they have learned to their own life experiences. A deeper understanding of democratic values will be formed through discussions and debates that occur at each stage of learning. Furthermore, the Think-Pair-Share model helps create a more inclusive learning atmosphere. Most conventional learning models tend to involve little participation from students who are more introverted or shy. However, with this cooperative approach, each student is given the opportunity to speak in a small group first before sharing their ideas with the whole class. This provides space for students who are usually not active in class discussions to still express their opinions more confidently and openly. In the context of Madrasah Iftida'iyah, this model also has added

value in terms of introducing students to the deliberation process, one of the basic principles of democracy. Through discussions with partners and large groups, students learn how to express their opinions and consider each other's opinions before drawing conclusions or decisions. This open deliberation teaches students to respect the opinions of others and to seek joint solutions that accommodate various interests.

Learning democratic values at Madrasah Iftida'iyah is very relevant to the characteristics of students who are still at the stage of social development. At this age, students need to be trained not only to understand democracy, but also to feel it in their daily lives. The TPS model provides students with direct experience of the importance of collaboration and participation in social life. Students can feel how each of their voices is valued in a group, and this can strengthen their sense of responsibility as part of a democratic society. The application of the TPS model also helps reduce the dominance of one party in discussions. In traditional classes, often only the more active students are involved in the conversation, while students who are quieter or less confident tend not to express their opinions. This model requires each student to think first, discuss with a partner, and then share with the larger group. Thus, all students have the same opportunity to actively participate in learning. One aspect that needs to be considered in the application of the TPS model is time management. Teachers must be able to manage time wisely so that each stage of learning—thinking, discussing, and sharing—can be carried out optimally. If time is not managed well, students may feel rushed or not have enough time to reflect on problems or discuss in depth. Therefore, careful planning and careful supervision from teachers are needed to ensure that the learning process runs according to objectives.

However, the TPS model has its own challenges in its implementation. One of the main challenges is a class with a fairly large number of students. In a crowded class, it is often difficult for students to discuss effectively in small groups. Therefore, it is important for teachers to divide students into small heterogeneous groups, so that the discussion is more dynamic and each student can play an active role. Teachers also need to provide reinforcement and encouragement for students who tend to be passive so that they are willing to participate in the discussion. In addition, variations in students' academic abilities can affect the smoothness of the discussion. Students with higher academic abilities may tend to dominate the conversation, while students who have more difficulty with the material may feel neglected. Teachers need to take the right approach so that each student feels heard and appreciated in the discussion. One way is to pay more attention to students who are having difficulty and give them the opportunity to speak in small groups first. The application of the TPS model in learning democratic values at Madrasah Iftida'iyah also supports the development of attitudes of tolerance and empathy. Students are invited to listen to different opinions and learn how to manage these differences wisely. Democracy teaches that differences of opinion are normal, and it is important for individuals to respect each other and find common

ground in dealing with these differences. Through TPS discussions, students are expected to internalize these attitudes in their lives. In addition, this learning model also helps increase students' motivation to learn. Learning based on collaboration and discussion makes students feel more involved in the learning process. When students actively participate in learning, they feel that their opinions are valued and that they can contribute to collective learning. This not only increases their understanding of democratic values, but also increases their motivation to be more enthusiastic in learning. The importance of understanding democratic values for students is also closely related to their readiness to face increasingly complex social life. In this increasingly connected world, students need to understand the importance of effective communication, cooperation, and peaceful conflict resolution. Through the Think-Pair-Share model, students are taught how to deal with differences of opinion, work together to achieve common goals, and respect the opinions of others—all values that are very important in a democratic society. Students who are actively involved in learning democratic values will be better prepared to become responsible individuals, respect the rights of others, and actively participate in community life. Through the TPS model, they not only learn about the theory of democracy, but also gain first-hand experience of how democracy functions in everyday life. One of the advantages of the Think-Pair-Share model is its flexibility. This model can be applied to various types of learning materials, including in learning democratic values. In addition, this model can be adjusted to the needs of the class and the characteristics of existing students. In this case, the teacher acts as a facilitator who can direct discussions, provide feedback, and create an atmosphere conducive to learning. It is important to note that learning democratic values does not stop at the cognitive aspect, but also includes character and attitude development. Students who learn about democracy through cooperative learning models such as TPS will be better prepared to face the challenges of social life outside the classroom. They not only know what democracy is, but they also know how to apply it in their daily lives. Ultimately, the implementation of the TPS model at Madrasah Iftida'iyah provides dual benefits: increasing understanding of democracy while developing social skills needed in society. Learning that actively involves students, by giving them the opportunity to think, discuss, and share, creates a more comprehensive learning experience. This is what makes the Think-Pair-Share model an effective and relevant method in educating the younger generation to become democratic, responsible, and caring citizens.

Conclusion

Based on the results of the study that has been conducted through two learning cycles with the Think-Pair-Share (TPS) model, it can be concluded that the application of this method gradually increases students' participation and understanding of the concept of democracy in Citizenship Education learning. In the first cycle, learning still faced

obstacles in the form of students' lack of courage in expressing their opinions and less than optimal discussions between pairs. However, with improvements in the strategy in the second cycle, student participation increased significantly. Students were more active in expressing ideas, more confident in discussions, and better able to understand and apply democratic values in their interactions in class. This increase was caused by several factors, including improvements in learning strategies that were more oriented towards active mentoring from teachers, the use of visual aids to clarify concepts, and modifications in the way questions were delivered to make them more interesting and relevant to students' experiences. With a more systematic approach in providing direction and real examples in discussions, students became more involved and felt comfortable in participating. Overall, the results of this study indicate that the TPS cooperative learning model is effective in increasing student involvement and understanding. However, some students still need further assistance in order to be able to express their ideas in a more structured manner. Therefore, this method still requires further development so that it can reach all students evenly.

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