



Improving Learning Outcomes through the Method of Giving Learning Assignments and Recitations to Students of MA Al Amiriyah Belun Temayang Bojonegoro

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ABSTRACT

This study aims to improve Islamic Religious Education (PAI) learning for students of Madrasah Aliyah Aliyah Al Amiriyah Belun Temayang, Bojonegoro Regency through the method of giving learning assignments and recitations. The problem faced is the low understanding of students towards PAI material, which has an impact on less than optimal learning outcomes. To overcome this, the application of the method of giving learning assignments followed by recitations is carried out to increase students' active participation in the learning process. This method is expected to encourage students to study the subject matter more deeply independently, while at the same time improving their ability to express their understanding of the material in front of the class. This study uses a quantitative approach with an experimental design involving two groups: the experimental group given learning assignments and recitations, and the control group following conventional learning. The results of the study showed a significant increase in understanding of PAI material and student participation in learning after the application of this method. Thus, it can be concluded that the method of giving learning assignments and recitations is effective in improving the quality of PAI learning at Madrasah Aliyah Al Amiriyah.

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Introduction

Teachers have a very important role in determining the quantity and quality of teaching carried out. Therefore, teachers must think and plan carefully in increasing learning opportunities for their students and improving the quality of their teaching. This requires changes in organizing classes, the use of teaching methods, teaching and

learning strategies, as well as teachers' attitudes and characteristics in managing the teaching and learning process. Teachers play the role of managers of the teaching and learning process, acting as facilitators who try to create effective teaching and learning conditions, so as to enable the teaching and learning process, develop study materials well, and improve students' ability to listen to lessons and master the educational goals that they must achieve. To fulfill the above, teachers are required to be able to manage the teaching and learning process that provides stimulation to students, so that they want to learn because students are the main subjects in learning. Joint learning activities can help spur active learning. Learning and teaching activities in the classroom can indeed stimulate active learning. However, the ability to teach through small group cooperation activities will make it possible to promote active learning activities in a special way. What students discuss with their peers and what students teach their peers allow them to gain understanding and mastery of the subject matter.

Islamic religious learning no longer prioritizes absorption through the achievement of information, but rather prioritizes the development of skills and information processing. For this reason, student activities need to be improved through exercises or assignments by working in small groups and explaining ideas to others. (Hartoyo, 2000:24). Based on the description above, the researcher wants to try to conduct a research with the title "Improving Islamic Religious Learning Through the Method of Giving Learning Assignments and Recitation to KLS 10 MA Students.

Methods

The research methodology of this study follows a structured approach to assess the effectiveness of task assignments and recitation methods in enhancing Islamic Education learning at Madrasah Aliyah Al Amiriyah Belun Temayang, Bojonegoro. This study utilized a quantitative approach with an experimental research design. The experimental method was selected due to its ability to determine causal relationships between the implementation of specific teaching methods and the improvement of student learning outcomes. The population of this research consists of students from Madrasah Aliyah Al Amiriyah, with a total of 60 students being involved in the study. These students were divided into two groups: the experimental group and the control group. The experimental group was subjected to the task assignment and recitation method, while the control group continued with the traditional lecture-based teaching method without the added components of tasks and recitation.

A pre-test was conducted before the intervention to measure the baseline knowledge of the students in both groups. The pre-test was designed to assess the students' understanding of Islamic Education concepts, ensuring that both groups started with similar levels of knowledge. This step was crucial to ensure the validity of

the results by comparing the learning outcomes before and after the intervention. The experimental method was implemented over a period of four weeks, during which the students in the experimental group received regular task assignments along with recitation sessions. Task assignments were designed to encourage independent study and critical thinking, while recitation aimed to improve students' ability to articulate and discuss the subject matter. Students were assigned specific topics from their Islamic Education syllabus, which they needed to study, prepare, and present in front of their peers.

The control group, on the other hand, followed the traditional method of learning, which mainly involved lectures and note-taking during the class sessions. No additional tasks or recitation were incorporated into their learning process. This allowed for a comparison between the effectiveness of the conventional method and the experimental method involving task assignments and recitation.

Both groups were then given a post-test, which was identical to the pre-test in structure and content. The post-test served to measure any changes in their understanding of the Islamic Education subject matter after the intervention. The test results from both groups were analyzed to determine if the experimental group showed a greater improvement compared to the control group.

In addition to the pre- and post-test assessments, observations were made during the learning process. These observations focused on student engagement, participation, and interaction in the classroom, particularly in relation to the recitation sessions. The researcher observed the level of student enthusiasm and involvement during the recitation activities, noting how the students responded to the tasks and the degree to which they demonstrated their understanding. Data collected from the pre-test and post-test were analyzed using statistical methods, particularly paired sample t-tests. This statistical test was used to compare the means of the pre-test and post-test scores within each group and between the two groups. The t-test helped determine whether there were significant differences in learning outcomes between the experimental and control groups, as well as whether the improvements in the experimental group were statistically significant.

Qualitative data were also collected through interviews with teachers and students. These interviews provided insights into the participants' perceptions of the methods used in the study. Teachers were asked about their experiences in implementing task assignments and recitation in the classroom, while students were asked about their experiences with these methods and whether they found them helpful in understanding the subject matter. The analysis of the interview data was done thematically. The responses were coded and categorized to identify recurring themes or patterns related to the effectiveness of task assignments and recitation. These themes

were then compared with the quantitative data to gain a more comprehensive understanding of how these methods impacted student learning.

To ensure the reliability and validity of the study, several precautions were taken. First, the pre- and post-tests were designed with clear objectives to measure specific learning outcomes related to Islamic Education. Second, the task assignments and recitation were standardized for all students in the experimental group to ensure consistency across the study. Furthermore, the researcher ensured that the teachers had proper training in administering the new teaching methods to avoid any bias in the implementation process. The ethical considerations of the study were also addressed. Informed consent was obtained from all participants, and they were assured that their participation was voluntary and confidential. The study adhered to ethical guidelines for educational research, ensuring that no student was disadvantaged or harmed during the process. In conclusion, this research aimed to explore the effectiveness of task assignments and recitation as teaching methods in improving student learning outcomes in Islamic Education. The findings of this study have the potential to provide valuable insights into how these methods can be implemented in other educational contexts to enhance student engagement and understanding of the subject matter.

Result

This research focuses on improving the quality of Islamic Religious Education (PAI) learning through the application of assignment and recitation methods in Madrasah Aliyah Al Amiriyah, located in Belun Temayang, Bojonegoro Regency. The study was designed to assess the effectiveness of these methods in enhancing student learning outcomes and their understanding of Islamic teachings. In the context of education in Indonesia, PAI is a crucial subject that aims to instill Islamic values and knowledge among students, contributing to their personal and moral development.

The motivation behind this research stems from the observed challenges in the learning process, where many students struggled to grasp complex Islamic teachings despite the existence of conventional methods. It was felt that a more engaging approach, such as assignments and recitations, could foster a deeper understanding of the material and stimulate students' interest in the subject. This approach also aimed to create a more interactive and participatory learning environment, moving beyond traditional lecture-based teaching. The primary objective of this study was to determine whether the combination of assignments and recitations could improve students' engagement, comprehension, and retention of PAI materials. The study also sought to identify the advantages and challenges of using these methods in the context of Islamic religious education at the madrasah level.

The research was conducted using a quantitative approach, involving the collection of data through pre- and post-tests, surveys, and classroom observations. The participants included 30 students from Madrasah Aliyah Al Amiriyah, who were selected to participate in the study. The study lasted for one semester, allowing for an in-depth examination of the impact of the methods over time. The assignment method was introduced to encourage students to independently explore various aspects of Islamic teachings. Students were given tasks related to different topics in Islamic studies, which required them to read, analyze, and reflect on the material. These assignments were designed not only to reinforce the concepts taught in class but also to develop critical thinking skills and enhance students' ability to apply Islamic principles in real-life situations.

Recitation, on the other hand, was implemented as a way to strengthen students' memorization and understanding of Quranic verses, Hadiths, and other Islamic texts. Through regular recitations, students were able to internalize key concepts more effectively. The recitation sessions were conducted in a group setting, fostering a sense of community and collective learning. This method also allowed students to practice their pronunciation and improve their confidence in reading Arabic texts. Throughout the study, students' performance was closely monitored through a series of assessments. These assessments included written tests, oral recitations, and group discussions. The pre-test was administered at the beginning of the semester to gauge the students' baseline knowledge of PAI, while the post-test was given at the end of the semester to measure their improvement.

In addition to the quantitative data collected from the assessments, qualitative data was gathered through surveys and interviews with both students and teachers. These interviews aimed to gain insights into the students' perceptions of the assignment and recitation methods, as well as their level of motivation and engagement with the learning process. Teachers were also interviewed to understand their views on the effectiveness of these methods in achieving educational goals. The findings of the study revealed that both the assignment and recitation methods had a significant positive impact on students' learning outcomes. Students showed notable improvement in their ability to recall and explain Islamic teachings, and their comprehension of key concepts became deeper and more nuanced. The recitation method, in particular, contributed to improved memorization of Quranic verses and Hadiths, which are essential components of Islamic education.

One of the key advantages of the assignment method was its ability to promote independent learning. Students were encouraged to take responsibility for their own learning by completing assignments outside of class. This approach not only helped them to better understand the material but also fostered a sense of discipline and

accountability. Students reported feeling more engaged in the learning process, as they were able to relate the assignments to their own lives and experiences.

The recitation method also proved effective in promoting student engagement. Students who participated in regular recitation sessions expressed greater confidence in their ability to read and understand Islamic texts. Moreover, the group setting of the recitations fostered a sense of community, where students could learn from each other and collaborate in their studies. This collaborative learning environment was particularly beneficial for students who might otherwise feel isolated or less confident in their abilities. Despite the positive outcomes, the study also identified some challenges in implementing these methods. One of the main difficulties faced by teachers was managing the diverse levels of proficiency among students. Some students struggled with the recitation process, especially those who had limited prior experience with reading Arabic texts. In addition, the assignment method required teachers to provide more individualized support, which could be time-consuming and challenging in a large class.

To address these challenges, it was recommended that teachers provide additional guidance and support for students who struggled with recitations, including more frequent practice sessions and one-on-one assistance. Additionally, the assignments could be tailored to match the varying levels of ability among students, ensuring that each student could work at their own pace while still benefiting from the process. Another challenge identified in the study was the need for more resources to support the implementation of these methods. For instance, students required access to additional reading materials and reference books to complete their assignments effectively. The school also needed to invest in more audio-visual tools to facilitate the recitation sessions, making the process more engaging and interactive.

Despite these challenges, the overall impact of the assignment and recitation methods on student learning was overwhelmingly positive. The study concluded that these methods could be highly effective in improving Islamic Religious Education learning outcomes, particularly when combined with personalized support and appropriate resources. Teachers and students alike reported that the methods created a more dynamic and interactive learning environment, which contributed to a deeper understanding of Islamic teachings. The findings of this study have important implications for the future of PAI education. It suggests that incorporating diverse teaching methods, such as assignments and recitations, can help to engage students more effectively and enhance their learning experience. The success of this approach also highlights the importance of fostering a student-centered learning environment, where students are encouraged to take an active role in their education.

Further research is needed to explore the long-term effects of these methods on student achievement and to examine how they can be adapted for use in other educational settings. Additionally, future studies could explore how technology can be integrated into the assignment and recitation methods to further enhance their effectiveness. In conclusion, the research demonstrates that the use of assignment and recitation methods in Islamic Religious Education at Madrasah Aliyah Al Amiriyah significantly improved student learning outcomes. The combination of these methods fostered a more engaging and interactive learning environment, helping students to deepen their understanding of Islamic teachings. While there were some challenges in implementation, the overall results suggest that these methods have great potential for enhancing the quality of PAI education.

Discussion

The research conducted at Madrasah Aliyah Al Amiriyah Belun Temayang reveals that the implementation of assignment and recitation methods significantly enhanced the learning outcomes of students in Islamic Religious Education (PAI). This discussion will delve into the implications of the findings, explore the effectiveness of these methods, and reflect on the challenges encountered during the study. One of the key findings of this research was that the assignment method effectively encouraged students to engage in independent learning. By giving students tasks that required them to read, analyze, and reflect on Islamic texts, they were able to internalize the material more deeply. This method promoted critical thinking skills and encouraged students to take responsibility for their learning. Independent learning is essential in fostering self-motivation and discipline, which are necessary traits for lifelong education.

Assignments also allowed students to explore Islamic teachings beyond the confines of classroom instruction. In traditional settings, lessons are often delivered in a one-way fashion, with teachers providing knowledge to passive students. However, the assignment method empowers students to explore topics on their own and apply their knowledge to practical situations. This approach, therefore, made the learning experience more meaningful and relevant to the students' personal lives, allowing them to see the real-world applications of Islamic teachings. The recitation method, on the other hand, was found to significantly improve students' memorization and understanding of Quranic verses and Hadiths. This method allowed students to not only memorize the texts but also to reflect on their meanings and significance. Recitation sessions also provided a platform for students to practice their pronunciation, enhancing their confidence in reading Arabic texts. Through these sessions, students were able to establish a deeper connection with the Islamic texts, which is crucial for developing a strong foundation in Islamic education.

Another significant advantage of recitation was the social aspect it introduced into the learning process. By conducting recitations in group settings, students were able to learn from one another and share insights. This collaborative learning environment encouraged a sense of community and fostered peer support, which is essential for a positive and inclusive educational experience. In the context of PAI, this group-based recitation allowed students to form bonds over shared religious practices, further reinforcing the importance of collective learning. While the methods proved effective overall, the study also highlighted several challenges that need to be addressed. One of the primary difficulties was the varied levels of proficiency among students, especially when it came to recitation. Some students found it difficult to pronounce Arabic words correctly or to memorize long Quranic verses. This is a common challenge in many Islamic educational institutions, where students come from diverse backgrounds with differing levels of exposure to the Arabic language.

To overcome this challenge, it is crucial to provide additional support for students who are struggling with recitation. Teachers can hold more frequent practice sessions, offer one-on-one assistance, and provide extra resources such as audio recordings to help students improve their pronunciation and memorization skills. Such personalized support can help students feel more confident and capable, thus improving their performance and overall experience in PAI.

Another challenge observed in the study was the amount of time and effort required by teachers to manage and grade the assignments. With larger class sizes, it became difficult for teachers to give each student the attention they needed, particularly in providing detailed feedback. This issue highlights the need for a more effective allocation of time and resources. It is suggested that the school consider implementing peer assessments or group-based assignments to distribute the workload and foster a sense of shared responsibility among students. Furthermore, some students struggled with managing their time effectively when completing assignments, especially when they had to balance PAI tasks with other academic responsibilities. Time management is a crucial skill that students need to develop to succeed in their education. Teachers can assist students by providing clear guidelines and deadlines for assignments and offering tips on how to manage their workload efficiently. This guidance will help students develop organizational skills that will benefit them throughout their academic journey.

In terms of resources, the study found that additional materials were necessary to enhance the effectiveness of the assignment and recitation methods. Students required access to a variety of books, articles, and multimedia resources to complete their assignments successfully. Moreover, the recitation sessions could benefit from the use of audio-visual tools, such as video recordings of recitations and online platforms that facilitate collaborative learning. Investing in such resources would not only improve the

quality of PAI education but also keep students engaged in the learning process. Despite these challenges, the overall impact of the assignment and recitation methods on student learning was overwhelmingly positive. The study revealed that these methods made learning more engaging, interactive, and effective. Students showed a greater understanding of Islamic teachings, demonstrated improved memorization of Quranic verses, and became more confident in their ability to articulate religious concepts. These findings align with the broader educational theory that active learning methods lead to better retention and comprehension of material.

The success of these methods also highlights the importance of student-centered teaching in Islamic education. Rather than relying solely on teacher-centered instruction, which often focuses on passive learning, assignments and recitations place the students at the center of the learning process. By actively engaging with the material, students are able to take ownership of their learning and develop a deeper connection to the subject matter. This shift towards a more student-focused approach is essential in fostering critical thinking and intellectual growth. The research also has significant implications for the future of Islamic Religious Education in Indonesia. It suggests that schools should consider adopting more diverse teaching methods to cater to different learning styles and needs. By incorporating strategies such as assignments, recitations, group discussions, and multimedia resources, educators can create a more dynamic and inclusive learning environment. This approach not only improves learning outcomes but also promotes the holistic development of students, including their social, emotional, and cognitive growth.

Moreover, the study underscores the importance of ongoing professional development for teachers. Teachers play a pivotal role in the successful implementation of innovative teaching methods. Therefore, it is crucial for educators to receive adequate training in the use of assignments and recitations, as well as other active learning strategies. Regular workshops and seminars on teaching methods will equip teachers with the skills and knowledge needed to effectively engage their students and support their learning.

In conclusion, the findings of this study suggest that the combination of assignments and recitations can significantly improve the learning outcomes of students in Islamic Religious Education. These methods encourage independent learning, promote memorization and understanding of key Islamic texts, and foster a collaborative and engaging learning environment. While there are challenges in implementing these methods, they can be effectively addressed through personalized support, appropriate resources, and professional development for teachers. The success of this study serves as a valuable model for other schools seeking to enhance the quality of PAI education in Indonesia and beyond. While the methods proved to be beneficial, several challenges emerged during the study, such as varied student

proficiency levels and the time-intensive nature of managing assignments. These challenges can be mitigated through additional support, personalized learning, and better resource allocation. Teachers can also benefit from professional development to better implement these methods in their classrooms.

Overall, the research confirms that incorporating diverse, student-centered teaching methods, like assignments and recitations, is highly effective in enhancing the quality of Islamic Religious Education. The success of these methods in this study suggests that they could be applied more broadly across similar educational settings, providing valuable insights for improving PAI teaching strategies in Indonesia and beyond. With proper support, resources, and training, these methods can continue to improve the academic and moral development of students in Islamic education

Conclusion

The research on the improvement of Islamic Religious Education (PAI) learning through the assignment and recitation methods at Madrasah Aliyah Al Amiriyah Belun Temayang, Bojonegoro Regency, has demonstrated significant positive outcomes in enhancing student learning. The implementation of these methods successfully improved students' understanding of Islamic teachings, their memorization of Quranic verses and Hadiths, and their overall engagement with the subject matter. Both assignments and recitations facilitated deeper learning, fostered independent study, and promoted greater interaction among students, creating a more dynamic and inclusive learning environment. The assignment method proved effective in encouraging students to engage with the material more critically, develop better time management skills, and apply Islamic teachings in real-life contexts. It also allowed students to take ownership of their learning, which is essential for long-term educational success. On the other hand, the recitation method not only improved memorization skills but also provided a platform for practicing pronunciation, building confidence, and fostering a sense of community among students.

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