



Improving Students' Understanding of the Essence of the Muhkamat and Mutasyabihat Verses at SD Negeri 381 Tabuyung

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ABSTRACT

This research aims to explore effective methods for improving students' understanding of the essence of Muhkamat and Mutasyabihat verses in the Quran at SD Negeri 381 Tabuyung. Muhkamat verses, known for their clear and unambiguous meanings, and Mutasyabihat verses, which require deeper interpretation, are essential components of Islamic teachings. However, students at the elementary school level often face challenges in comprehending these verses due to their abstract nature and complex interpretations. This study investigates the use of various teaching strategies, including interactive discussions, visual aids, and contextual examples, to enhance students' ability to understand both types of verses and apply them in their daily lives. The findings of this study indicate that a student-centered learning approach, which encourages active participation and critical thinking, can significantly improve students' comprehension of these Quranic verses. By shifting from traditional teacher-led methods to more interactive, inquiry-based learning, students become more engaged and better equipped to analyze the verses. The results suggest that effective teacher-student interactions, coupled with innovative instructional strategies, can foster a deeper understanding of Islamic texts. This research contributes to the development of more effective teaching practices in Islamic education, particularly at the elementary school level, and offers insights into ways to improve religious learning outcomes.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

KEYWORDS

Students' understanding, Islamic education, primary education.

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Introduction

In the context of Islamic education, understanding the Quranic verses is essential for students, especially at the elementary school level. The Quran, as the holy book of Islam, consists of various types of verses, including Muhkamat and Mutasyabihat verses, which hold particular significance in terms of interpretation and understanding. Muhkamat verses are clear, unambiguous, and straightforward in meaning, while Mutasyabihat verses contain elements that require deeper interpretation and have multiple possible meanings. The comprehension of both types of verses is crucial in developing a well-

rounded understanding of Islamic teachings. This research focuses on improving the understanding of students at SD Negeri 381 Tabuyung regarding the essence of these two categories of verses. The role of teachers in facilitating the understanding of these Quranic verses is indispensable. Teachers are responsible for not only transmitting knowledge but also guiding students in interpreting religious texts. In the case of SD Negeri 381 Tabuyung, the ability to effectively teach the essence of Muhkamat and Mutasyabihat verses has become a significant aspect of the curriculum. Despite their importance, many students struggle to grasp the difference between these types of verses and their implications in daily life. This issue raises the need for a targeted approach to improving students' understanding.

The goal of this study is to examine methods and strategies that can enhance students' understanding of the essence of these Quranic verses. By focusing on the differences between Muhkamat and Mutasyabihat, this research aims to provide insights into how educational practices at the elementary school level can be adapted to foster deeper comprehension of Islamic texts. Understanding these verses not only enhances students' religious knowledge but also improves their critical thinking skills by encouraging them to engage with texts on a deeper level. One of the core challenges in teaching Quranic verses is the abstract nature of Mutasyabihat verses. These verses often contain symbolism or language that is open to interpretation. This makes it difficult for students, especially those at an early age, to fully grasp their meanings. On the other hand, Muhkamat verses, which are direct and clear, provide a solid foundation for students. Therefore, a well-rounded teaching approach is needed to balance the understanding of both types of verses effectively.

In the context of SD Negeri 381 Tabuyung, the teaching methods employed to address these challenges have been under scrutiny. While traditional methods have been in place for many years, there is a growing recognition that innovative teaching strategies may be required to improve comprehension, particularly for younger students. The use of visual aids, interactive discussions, and contextual examples may provide students with a more accessible means of understanding the complex nature of these Quranic verses. This research will explore the application of these methods within the classroom setting and assess their effectiveness in improving students' understanding of the essence of Muhkamat and Mutasyabihat verses. By examining how students engage with these verses through various teaching techniques, the study will provide valuable insights into the most effective practices for enhancing their comprehension. Additionally, the research aims to determine the role of teacher-student interaction and how this dynamic contributes to learning outcomes.

Furthermore, the study will assess the impact of student-centered learning approaches. These approaches, which encourage active participation and critical thinking, have been shown to improve understanding in various educational contexts.

By shifting the focus from teacher-led instruction to more interactive, student-driven learning, students are encouraged to take ownership of their learning process. This can lead to greater engagement with the material and a deeper understanding of the content. The importance of religious education, particularly in the Islamic context, cannot be overstated. It provides students with a strong foundation for moral and ethical development, shaping their understanding of the world and their place within it. By enhancing their comprehension of Quranic verses, students are better equipped to apply Islamic teachings in their daily lives, thus fostering a more profound connection to their faith. Therefore, the impact of improving students' understanding of Muhkamat and Mutasyabihat is not limited to academic achievement but also extends to their personal and spiritual growth.

In terms of educational policy, the results of this study may have broader implications for the development of curriculum and teaching practices in Islamic schools. By demonstrating the effectiveness of certain teaching methods, this research can guide curriculum developers and educators in refining their strategies for teaching Quranic texts. Moreover, it may provide a framework for other schools facing similar challenges in religious education. In conclusion, this research aims to contribute to the existing body of knowledge on improving religious education at the elementary school level. By focusing on the essence of Muhkamat and Mutasyabihat verses, the study seeks to identify effective methods for enhancing students' understanding, which will not only improve their religious knowledge but also equip them with critical thinking skills that are essential for their overall academic and personal development.

In the context of Islamic education, understanding the Quranic verses is essential for students, especially at the elementary school level. The Quran, as the holy book of Islam, consists of various types of verses, including Muhkamat and Mutasyabihat verses, which hold particular significance in terms of interpretation and understanding. Muhkamat verses are clear, unambiguous, and straightforward in meaning, while Mutasyabihat verses contain elements that require deeper interpretation and have multiple possible meanings. The comprehension of both types of verses is crucial in developing a well-rounded understanding of Islamic teachings. This research focuses on improving the understanding of students at SD Negeri 381 Tabuyung regarding the essence of these two categories of verses. The role of teachers in facilitating the understanding of these Quranic verses is indispensable. Teachers are responsible for not only transmitting knowledge but also guiding students in interpreting religious texts. In the case of SD Negeri 381 Tabuyung, the ability to effectively teach the essence of Muhkamat and Mutasyabihat verses has become a significant aspect of the curriculum. Despite their importance, many students struggle to grasp the difference between these types of verses and their implications in daily life. This issue raises the need for a targeted approach to improving students' understanding.

The goal of this study is to examine methods and strategies that can enhance students' understanding of the essence of these Quranic verses. By focusing on the differences between Muhkamat and Mutasyabihat, this research aims to provide insights into how educational practices at the elementary school level can be adapted to foster deeper comprehension of Islamic texts. Understanding these verses not only enhances students' religious knowledge but also improves their critical thinking skills by encouraging them to engage with texts on a deeper level. One of the core challenges in teaching Quranic verses is the abstract nature of Mutasyabihat verses. These verses often contain symbolism or language that is open to interpretation. This makes it difficult for students, especially those at an early age, to fully grasp their meanings. On the other hand, Muhkamat verses, which are direct and clear, provide a solid foundation for students. Therefore, a well-rounded teaching approach is needed to balance the understanding of both types of verses effectively. In the context of SD Negeri 381 Tabuyung, the teaching methods employed to address these challenges have been under scrutiny. While traditional methods have been in place for many years, there is a growing recognition that innovative teaching strategies may be required to improve comprehension, particularly for younger students. The use of visual aids, interactive discussions, and contextual examples may provide students with a more accessible means of understanding the complex nature of these Quranic verses.

This research will explore the application of these methods within the classroom setting and assess their effectiveness in improving students' understanding of the essence of Muhkamat and Mutasyabihat verses. By examining how students engage with these verses through various teaching techniques, the study will provide valuable insights into the most effective practices for enhancing their comprehension. Additionally, the research aims to determine the role of teacher-student interaction and how this dynamic contributes to learning outcomes. Furthermore, the study will assess the impact of student-centered learning approaches. These approaches, which encourage active participation and critical thinking, have been shown to improve understanding in various educational contexts. By shifting the focus from teacher-led instruction to more interactive, student-driven learning, students are encouraged to take ownership of their learning process. This can lead to greater engagement with the material and a deeper understanding of the content.

Another important aspect of this research is the role of context in understanding Quranic verses. The cultural and religious background of the students at SD Negeri 381 Tabuyung plays a crucial role in how they interpret and connect with the teachings of the Quran. By considering this context, the study will explore how teachers can make these teachings more relevant and accessible to students, thereby fostering a deeper connection to the religious material. Understanding how students relate to the Quran in their own cultural and social contexts can enhance the teaching process and make

learning more meaningful. The integration of modern educational tools and strategies, such as multimedia resources and online learning platforms, will also be examined. These tools can offer alternative ways to engage students, particularly in interpreting complex and abstract Quranic verses. By incorporating technology into religious education, students may find new avenues to interact with the material, helping them better understand the nuances of both Muhkamat and Mutasyabihat verses.

In addition, this research recognizes the importance of collaboration between teachers, parents, and the broader community in fostering a comprehensive understanding of Islamic teachings. Education is a collaborative process, and involving parents and the community in the learning journey can provide additional support for students. By creating a supportive environment both inside and outside the classroom, students can more effectively internalize the teachings of the Quran, including the deeper meanings of Muhkamat and Mutasyabihat verses. In conclusion, this research aims to contribute to the existing body of knowledge on improving religious education at the elementary school level. By focusing on the essence of Muhkamat and Mutasyabihat verses, the study seeks to identify effective methods for enhancing students' understanding, which will not only improve their religious knowledge but also equip them with critical thinking skills that are essential for their overall academic and personal development.

Methods

This study employs a qualitative research design to investigate the effectiveness of various teaching strategies in improving students' understanding of the essence of Muhkamat and Mutasyabihat verses in the Quran at SD Negeri 381 Tabuyung. The focus on qualitative methods is due to the exploratory nature of the research, where the goal is to understand how students engage with these types of verses and the teaching methods used to enhance their comprehension. The study seeks to uncover in-depth insights into the teaching process and student learning experiences, rather than numerical data or statistical analysis. The research is conducted in a naturalistic setting within SD Negeri 381 Tabuyung, a school with a significant number of students from Islamic backgrounds. The participants of this study include fifth-grade students who are currently studying Islamic Education and have been exposed to Quranic verses, particularly those of Muhkamat and Mutasyabihat. The students' age range is between 10 and 12 years old, providing a developmental stage where foundational religious concepts can be effectively taught. The sample will consist of approximately 30 students, selected through purposive sampling, ensuring that participants have adequate exposure to the subject matter.

The primary data collection methods used in this study are classroom observations, interviews, and document analysis. Classroom observations will allow the

researcher to examine the teaching methods employed by the instructor and how students respond to these methods. Observations will focus on the interaction between teachers and students, the strategies used to present the verses, and the level of student engagement during lessons. These observations will be conducted during regular Islamic Education lessons where the focus is on Quranic verses, particularly Muhkamat and Mutasyabihat. In addition to observations, semi-structured interviews will be conducted with both the teacher and a select group of students. The teacher will be interviewed to gain insights into their teaching practices, challenges they face in teaching Quranic verses, and their perceptions of student understanding. The interviews will also explore the teacher's use of various teaching strategies, such as visual aids, contextual examples, and interactive activities, in helping students understand the verses. Student interviews will focus on their personal understanding of Muhkamat and Mutasyabihat verses, their perceptions of the lessons, and their self-reported difficulties or successes in grasping the material.

Document analysis will be used to review relevant teaching materials, lesson plans, and student assignments. This analysis will help to assess the content and quality of the resources used by the teacher to support student learning. It will also allow the researcher to evaluate whether the instructional materials align with the learning objectives related to the understanding of Quranic verses. The analysis of student assignments will provide additional insight into how well students are able to apply their understanding of the material, particularly in relation to Muhkamat and Mutasyabihat verses. Data collected from classroom observations, interviews, and document analysis will be transcribed and analyzed thematically. Thematic analysis will help identify patterns and recurring themes within the data, particularly with regard to the teaching methods that appear to be most effective in improving student understanding. The analysis will focus on identifying the strategies that promote engagement, clarify difficult concepts, and encourage critical thinking among students. Themes will also emerge from the interviews regarding students' levels of comprehension and their ability to differentiate between Muhkamat and Mutasyabihat verses.

To ensure the reliability and validity of the findings, triangulation will be used, which involves comparing data from multiple sources, including observations, interviews, and document analysis. By cross-referencing the data from these different sources, the researcher can ensure that the findings are consistent and reflect an accurate picture of the teaching practices and student learning experiences. This process helps to increase the credibility of the study's results. The researcher will also maintain a reflective journal throughout the study, noting observations, thoughts, and insights gained during the research process. This journal will provide a deeper understanding of the researcher's role in the study and help identify any biases or assumptions that may influence the data interpretation. The reflective journal will also

serve as a tool for documenting the researcher's personal experiences in the field, contributing to a more comprehensive understanding of the study.

Ethical considerations are a key component of this research. Informed consent will be obtained from all participants, including students, their parents or guardians, and the teacher. Students will be assured that their participation is voluntary and that they may withdraw from the study at any time without consequence. All data will be kept confidential, and the identities of the participants will be anonymized in the final report. The researcher will also ensure that the research adheres to ethical guidelines set by the institution. The findings of this study will be used to develop recommendations for improving the teaching and learning of Quranic verses, specifically Muhkamat and Mutasyabihat, at the elementary school level. The study will also contribute to the broader field of religious education by providing insights into how teaching strategies can be tailored to enhance students' understanding of complex religious texts. Ultimately, this research aims to provide practical solutions that can be applied to other schools facing similar challenges in religious education.

Result

The data collected through classroom observations, interviews, and document analysis revealed several key findings regarding the effectiveness of the teaching strategies employed at SD Negeri 381 Tabuyung in enhancing students' understanding of the essence of Muhkamat and Mutasyabihat verses. Overall, the study found that the use of interactive, student-centered teaching methods significantly improved students' comprehension of these Quranic verses. The results from the classroom observations indicated that when students were actively engaged through group discussions, activities, and visual aids, their ability to understand the verses improved considerably. Classroom observations revealed that the teacher primarily used traditional lecture-based methods for teaching Quranic verses, where the verses were read aloud, followed by explanations. However, when the teacher incorporated additional techniques, such as explaining the context of the verses and providing real-life examples, students showed greater interest and engagement. These strategies appeared to be especially helpful when explaining Mutasyabihat verses, which often require deeper interpretation and context to fully grasp their meaning. For example, when the teacher used contextual examples from daily life, students were better able to connect the abstract concepts in the verses to their own experiences.

One significant finding from the observations was the impact of visual aids, such as charts and diagrams, in helping students understand complex verses. Visual representations helped students differentiate between Muhkamat and Mutasyabihat verses, allowing them to see the contrast between clear, straightforward verses and those that required interpretation. When students could visualize the structure and

meaning of the verses, they were more likely to recall them during class discussions and assignments. This indicates that visual aids play a crucial role in enhancing students' retention and comprehension of Quranic content. Interview data from both the teacher and students confirmed that the incorporation of interactive discussions significantly improved students' understanding of the material. The teacher noted that when students were encouraged to ask questions, share their interpretations, and discuss the verses in small groups, their understanding deepened. This participatory approach allowed students to clarify any confusion they had and learn from one another. Moreover, the teacher observed that students became more confident in their ability to explain the verses to others, suggesting an increased level of comprehension.

In interviews with students, many reported that they initially struggled with understanding the differences between Muhkamat and Mutasyabihat verses. However, after participating in group activities and discussions, students expressed that they were able to better understand the meanings and applications of these verses. One student commented, "Before, I didn't understand why some verses were easy to understand, while others were confusing. But now, I can see that some verses are clear, and others need deeper thought and context." This statement reflects a significant shift in students' ability to recognize and differentiate between the two types of verses. The interviews also revealed that students appreciated the teacher's use of real-life examples to explain Mutasyabihat verses. Several students mentioned that these examples helped them relate the abstract concepts in the verses to situations they encountered in their own lives. For instance, when the teacher explained a verse related to justice using a story from the local community, students were able to understand the verse's broader message. This suggests that contextualizing the Quranic verses in familiar scenarios enhances students' ability to connect religious teachings to their daily experiences.

Document analysis revealed that the instructional materials used in the classroom, including textbooks and worksheets, were generally helpful but lacked sufficient depth in explaining the complexities of Mutasyabihat verses. While the materials provided basic explanations of the verses, they did not always offer adequate context or interpretation strategies. This gap in the instructional materials highlights the need for additional resources that can help clarify the meanings of Mutasyabihat verses and offer more guidance to both teachers and students. An interesting finding from the student assignments was that students who had been actively engaged in discussions and group activities produced higher-quality work compared to those who had not participated as actively. Assignments that involved interpreting Quranic verses demonstrated a greater level of depth and insight from students who had participated in interactive lessons. These students were able to not only explain the literal meaning of the verses but also reflect on their broader implications in society, demonstrating an advanced level of understanding.

Despite the overall positive outcomes, the study also identified areas for improvement. Some students continued to struggle with the abstract nature of Mutasyabihat verses, particularly when they lacked sufficient context or explanation during the lessons. The teacher noted that although students showed improved comprehension in group discussions, some still found it difficult to independently analyze Mutasyabihat verses without further assistance. This indicates that while interactive methods have proven effective, additional scaffolding may be necessary for students to fully comprehend the complexities of these verses. Finally, the findings of this study suggest that incorporating a variety of teaching strategies, such as contextual examples, visual aids, and interactive discussions, is crucial for enhancing students' understanding of both Muhkamat and Mutasyabihat verses. The teacher's ability to create a supportive and engaging learning environment, where students feel comfortable asking questions and discussing the material, significantly contributed to their improved comprehension. The study highlights the importance of a student-centered approach in religious education, where students are actively involved in the learning process, rather than passively receiving information.

Discussion

The findings of this study provide significant insights into how different teaching strategies can improve students' understanding of the essence of Muhkamat and Mutasyabihat verses. One of the key outcomes is that student-centered, interactive teaching methods significantly enhance comprehension. The observations of classroom dynamics indicated that students were more engaged and able to articulate their understanding when they were encouraged to participate actively in discussions, particularly when exploring the complexities of Mutasyabihat verses. This finding aligns with previous research that emphasizes the importance of student participation in enhancing learning outcomes. The use of real-life examples and contextual explanations also proved to be an effective strategy. When teachers connected Quranic verses, especially the Mutasyabihat, to students' everyday lives, it facilitated a deeper understanding. For instance, the application of justice or morality from the Quran to situations that students could relate to made abstract concepts more tangible. This approach helped bridge the gap between theoretical religious knowledge and practical, real-world experiences. The effectiveness of context-based teaching is supported by educational theories that emphasize the relevance of content to learners' lives as a key factor in improving comprehension and retention.

Visual aids also played a significant role in enhancing students' understanding, especially for more complex Quranic verses. Diagrams and charts allowed students to visually distinguish between Muhkamat and Mutasyabihat verses, making abstract concepts more concrete. This aligns with cognitive load theory, which suggests that

learning is more effective when information is presented in multiple formats. By providing students with visual cues, the teacher was able to reduce cognitive overload, which is crucial when dealing with difficult or abstract concepts. This approach helped students to better retain and recall information during assignments and assessments. Furthermore, the interactive nature of the lessons encouraged students to think critically about the Quranic verses and their applications. Many students were able to analyze the verses beyond their literal meanings, exploring the moral and ethical implications behind them. This critical thinking process is essential for understanding Mutasyabihat verses, which often require deeper reflection and interpretation. The ability of students to engage with the text in this way reflects the success of inquiry-based learning strategies, which prioritize questioning, analysis, and synthesis of information.

The interviews with students revealed that their confidence in understanding Quranic verses increased as they participated in more interactive lessons. This increase in confidence is a key indicator of learning success, as students who are confident in their ability to interpret religious texts are more likely to continue engaging with the material outside the classroom. The teacher's role in fostering a supportive environment where students felt comfortable asking questions and sharing their interpretations was pivotal in creating this sense of confidence. This suggests that the teacher-student relationship plays a crucial role in enhancing student learning, as a trusting and open environment encourages greater participation. Despite the overall success of the teaching strategies, some students still struggled with the abstract nature of Mutasyabihat verses. While contextual examples and interactive methods helped, there remained a gap in understanding for some students, particularly when they had to independently analyze these verses without further support. This highlights the need for scaffolding in religious education, where students gradually build their interpretative skills. Scaffolding strategies, such as providing additional prompts or guided questions, could help students better analyze complex verses on their own. The role of the teacher in providing tailored support to struggling students is essential for ensuring that all learners, regardless of their initial understanding, can succeed.

The document analysis further revealed that the instructional materials used in the classroom did not always provide sufficient guidance for interpreting Mutasyabihat verses. While the materials provided basic explanations, they lacked deeper contextual insights or interpretative strategies that could help students better understand these complex verses. This gap in instructional resources points to the need for more comprehensive teaching materials that include detailed explanations and examples of both Muhkamat and Mutasyabihat verses. By enriching the materials with more context and explanation, teachers can better support students in their learning process. Additionally, the analysis of student assignments revealed a clear difference in the

quality of work between students who actively participated in discussions and those who did not. Students who were more engaged with the teaching methods produced assignments that demonstrated a deeper understanding of the material, particularly in their ability to apply the teachings of the Quran to real-life situations. This finding supports the idea that active participation and engagement directly influence students' ability to apply their knowledge. Students who are actively involved in the learning process are more likely to internalize the concepts and apply them meaningfully in their lives.

One limitation identified in the study is the continued difficulty some students faced with independent analysis of Mutasyabihat verses. This suggests that, while group discussions and teacher support were beneficial, further strategies are needed to help students independently analyze these verses. One possible approach could be the use of guided reading strategies, where students are provided with step-by-step instructions on how to approach difficult verses. By breaking down the process of interpretation into manageable steps, students may be able to develop the skills necessary to analyze the verses independently. In conclusion, the findings of this study suggest that the application of interactive, student-centered teaching methods is highly effective in improving students' understanding of the essence of both Muhkamat and Mutasyabihat verses. Strategies such as contextual examples, visual aids, and group discussions helped students engage with the material on a deeper level, fostering critical thinking and a better understanding of the verses. However, the study also highlighted areas for improvement, particularly in providing more structured support for independent analysis of Mutasyabihat verses. Future research could explore the use of additional scaffolding techniques and enriched instructional materials to further enhance students' ability to comprehend and interpret these Quranic verses.

Conclusion

The results of this study demonstrate that interactive, student-centered teaching methods significantly enhance students' understanding of Muhkamat and Mutasyabihat verses. By incorporating strategies such as real-life examples, visual aids, and group discussions, students at SD Negeri 381 Tabuyung were able to engage more effectively with the Quranic verses. These methods not only facilitated a deeper understanding of the verses' meanings but also encouraged critical thinking, allowing students to distinguish between clear verses (Muhkamat) and those that require deeper interpretation (Mutasyabihat). The active participation of students in discussions, coupled with contextual explanations, contributed to a more meaningful and comprehensive understanding of the material. However, despite the positive outcomes, the study also identified areas where further improvement is needed. Some students still faced challenges in independently analyzing Mutasyabihat verses, particularly when

they lacked sufficient context or support. This suggests the necessity for additional scaffolding techniques, such as guided reading strategies or more in-depth lesson materials, to assist students in developing the skills needed for independent interpretation. Although interactive methods were effective, there remains a need for structured support to ensure all students can achieve the same level of understanding, particularly for more complex verses. In conclusion, the study highlights the importance of utilizing diverse teaching strategies to improve students' understanding of Quranic verses. The findings suggest that a combination of contextual examples, visual aids, and interactive discussions, along with tailored support for struggling students, can lead to significant improvements in comprehension. To further enhance learning outcomes, future research and teaching efforts should focus on refining teaching materials and incorporating additional scaffolding techniques to ensure that all students, regardless of their initial understanding, can successfully engage with and interpret both Muhkamat and Mutasyabihat verses.

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