



# Improving Understanding and Attitude of Gratitude Using Project Based Learning Model in Islamic Education Learning at SMP Negeri 1 Barumun Baru

Hayatunnisah Nst, SMP Negeri 1 Barumun Baru, Indonesia

## ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning using Project Based Learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. 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 Project Based Learning 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 65.39% and in the second cycle it increased to 89.76%. Thus, the use of Project Based Learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

 OPEN ACCESS

## ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

## KEYWORDS

Project based learning, learning outcomes, Islamic religious education.

## Corresponding Author:

**Hayatunnisah Nst**

SMP Negeri 1 Barumun Baru, Indonesia

hayatunnisahnst8@gmail.com

## Introduction

Education is an important foundation in character building and developing children's potential. At the junior high school level, students are not only required to acquire basic knowledge, but also to develop attitudes, moral values, and social skills that will take them to the next level of education. One important aspect of religious education is the introduction and understanding of basic concepts in religion, which not only provide theoretical understanding but also shape students' behavior and character. In the context of Islamic religious education, teaching about Asmaul Husna, namely the 99 good names of Allah listed in the Qur'an, is an important part of introducing students to the attributes of God Almighty. Asmaul Husna not only functions as information that needs to be memorized, but also as a foundation for students in forming their character. Each name in Asmaul Husna has a deep meaning and can inspire students to

apply these values in their daily lives. Therefore, it is important for educators to teach Asmaul Husna in an interesting, interactive, and relevant way to students' lives.

However, in reality, teaching Asmaul Husna in many schools, including in SMP Negeri 1 Barumun Baru class VII, still experiences several obstacles. One of the main problems found is the lack of student interest in learning this material. Students often consider Asmaul Husna material as boring and difficult to understand, especially because the delivery method tends to be monotonous and does not involve students actively. This causes a low level of student understanding of Asmaul Husna, and furthermore, reduces the opportunity to apply the values contained in the names of Allah in their lives. In addition, conventional teaching methods, such as lectures or assignments that are less varied, also affect students' low interest in learning. In the conventional learning process, students tend to be passive and less interactive with the learning material. This also affects their character development. Character education, which should be reflected in the understanding of Asmaul Husna, cannot develop optimally if students are not given the opportunity to feel and apply these values directly in their lives.

For this reason, a more innovative and enjoyable approach is needed in learning, so that students can be more active, enthusiastic, and gain a deeper understanding of the Asmaul Husna material. One method that can be used is Project-Based Learning (PjBL), which is a project-based and problem-based learning model that integrates technology to help students understand concepts in a more interactive, practical, and applicable way. Project-Based Learning (PjBL) is a learning model that focuses on project-based learning. In this model, students will be given assignments or projects that require them to conduct research, collaboration, and presentations, so that they can understand the material directly through experience. Through PjBL, students can learn to connect theory with practice, develop critical thinking skills, and enhance creativity. By using this model, students can more easily understand Asmaul Husna not only as a concept that must be memorized, but also as a value that can be applied in everyday life.

The Role Play method is a technique that can be an effective addition to learning Asmaul Husna. In Role Play, students act as characters that reflect the characters in Asmaul Husna or situations related to the values in the names of Allah. By playing a direct role, students not only memorize but also feel and understand the meaning contained in each name. This will provide a more comprehensive and impressive learning experience for students.

Based on the description above, it is very clear that learning Asmaul Husna at SMP Negeri 1 Barumun Baru needs to be carried out with a more creative and innovative approach to increase student interest and understanding. Therefore, this study aims to

explore the extent to which the implementation of Project-Based Learning (PjBL, with the Role Play method can increase students' interest in learning the Asmaul Husna material and support the development of student character in grade 7 of SMP Negeri 1 Barumun Baru. It is hoped that through this approach, students will not only gain better knowledge about Asmaul Husna, but can also apply these values in their daily lives. The implementation of a learning model based on active student involvement and the use of technology is expected to have a positive impact not only on increasing interest in learning, but also on the development of student character, especially in developing morals that are in accordance with the values contained in Asmaul Husna. Therefore, this study is very relevant and important to be carried out at SMP Negeri 1 Barumun Baru.

## Methods

This research is a classroom action research (CAR) that aims to increase students' interest in learning and their character development through the application of the Project-Based Learning (PjBL) learning model with the Role Play method on the Asmaul Husna material in class 7 of SMP Negeri 1 Barumun Baru. This research was conducted in order to provide solutions to problems in the classroom, namely the low interest of students in understanding the concept of Asmaul Husna and the lack of character development, such as honesty and respect for others. Classroom action research (CAR) is a form of research conducted by teachers or education practitioners to improve the quality of learning through improvements that are carried out systematically and continuously in the classroom environment. This research focuses on the actions taken by researchers to overcome problems in the classroom and measure the results of the actions implemented.

The characteristics of Classroom Action Research (CAR) in this study are as follows:

- 1) Focus on learning practices: This research focuses more on actions taken in the classroom, which aim to improve the learning process;
- 2) Participatory and reflective: This study involves researchers and students actively in the learning process and reflection on the results achieved;
- 3) Continuous cycle: This study will be carried out in cycles consisting of planning, action, observation, and reflection. Each cycle will be used as evaluation material for improvement in the next cycle;
- 4) Approach based on real problems: This study began by identifying problems that occurred in the classroom, namely the low interest of students in learning the Asmaul Husna material and the lack of their character development. By using the PjBL and Role Play methods, this study aims to explore how these learning models can be applied effectively to improve students' understanding of Asmaul Husna and support their character development, especially in terms of honesty and respect for others. The Role Play method will also be

used to provide students with direct experience in bringing the values of Asmaul Husna and moral character to life in contextual and relevant situations.

The steps of this classroom action research consist of: 1) Planning: The researcher designs learning steps that include the use of the PjBL model and Role Play activities to teach the concept of Asmaul Husna and character; 2) Action: The researcher implements the action in the classroom according to the plan that has been made; 3) Observation: The researcher observes and records the development of students' learning interest and character development during the implementation of the action; 4) Reflection: The researcher evaluates the results of the actions that have been taken to determine whether the research objectives have been achieved or whether improvements need to be made in the next cycle. Thus, this type of research is expected to provide the right solution to increase students' learning interest and develop their character through active and project-based learning and real problems. This research also aims to contribute to improving the quality of learning at SMP Negeri 1 Barumun Baru, especially in teaching Asmaul Husna.

In this study, there are two main variables that are the main focus for research, namely the independent variable and the dependent variable. The following is an explanation of the two independent variables in this study, namely the learning model applied, which consists of three main approaches, namely: 1) Project-Based Learning (PjBL): This learning model prioritizes project-based learning, where students are directly involved in planning and implementing projects related to learning materials. In this study, PjBL will be used to introduce the concept of Asmaul Husna through challenging and relevant projects to students' lives, so that they can learn through practical experience and collaboration with their friends; 2) Role Play: The Role Play method or role playing is used to bring the concept of Asmaul Husna and character values to life in the classroom. By playing certain roles, students can experience firsthand situations that illustrate the values contained in Asmaul Husna and practice attitudes of honesty and mutual respect in everyday life. These three learning models are independent variables that are expected to influence students' learning interests and their character development.

The dependent variables in this study are two aspects that are the focus of improvement through the application of the learning models mentioned above, namely: a) Student Learning Interest: Learning interest refers to the level of student involvement in learning activities, as well as their desire and motivation to understand the material being taught, especially regarding the concept of Asmaul Husna. In the context of this study, learning interest is measured through observation, interviews, and questionnaires given to students to see how much interest they have in participating in learning using the PjBL and Role Play models; 2) Student Character Development: The characters referred to in this study include the values of honesty, respect for others, and

other moral values taught through the concept of Asmaul Husna. Character development is measured by observing students' attitudes and behaviors in various situations, such as social interactions in class, group assignments, and Role Play simulations that reflect these character values.

In this study, the relationship between independent and dependent variables is as follows: Project-Based Learning (PjBL) and Role Play (independent variables) are expected to increase students' interest in learning and character development, especially in terms of honesty and respect for others (dependent variables). The application of project-based learning models and real problems is expected to arouse students' curiosity and increase their involvement in learning. On the other hand, the use of the Role Play method can provide direct experience that strengthens the internalization of character and moral values in students. Thus, this study focuses on efforts to determine how much influence the PjBL and Role Play learning models have on increasing students' interest in learning and character development in the context of Asmaul Husna learning.

The population in this study were all 7th grade students at SMP Negeri 1 Barumun Baru, which is the group that is the main subject in this classroom action research. Based on the available data, there are around 20 students enrolled in 7th grade of SMP Negeri 1 Barumun Baru in the 2024/2025 academic year. This population consists of students with various characteristics, including varying levels of knowledge, skills, and learning interests, but overall shows a need to improve their understanding of Asmaul Husna and their character development. This population was chosen because the identified problems are related to students' low interest in learning the Asmaul Husna material, as well as the lack of character development, such as honesty and mutual respect among students. In addition, this population is considered representative for testing the effectiveness of the learning model and Role Play in improving students' learning interest and character. The sample of this study is part of the population that will be used as the subject of the research. In classroom action research (CAR), sample selection is carried out using purposive sampling techniques, namely sample selection techniques based on certain considerations that are relevant to the research objectives. Therefore, the sample selected in this study was class 7 of SMP Negeri 1 Barumun Baru, consisting of 25 students. In this classroom action research, data collection was carried out to obtain the information needed to evaluate the increase in learning interest and character development of students through the application of the Project-Based Learning (PjBL) and Role Play learning models. The collected data will be analyzed to determine the extent to which this learning model is effective in achieving the research objectives.

The following is an explanation of the types, sources, and techniques of data collection in this study. The types of data used in this study are qualitative and

quantitative data obtained from various sources to provide a more comprehensive picture of the influence of learning models on students' learning interests and character development. 1) Qualitative Data: This data focuses on descriptive aspects, such as observations of student behavior, student interactions during learning, and notes from interviews. This qualitative data provides an in-depth picture of how students respond to learning and how their character develops over time; 2) Quantitative Data: This data refers to numbers or statistics that can be used to measure changes in students' learning interests and character. This quantitative data is obtained through questionnaires or tests given to students before and after the implementation of learning with the applied model. The data sources in this study come from two main categories, namely primary sources and secondary sources: 1) Grade 7 students of SMP Negeri 1 Barumun Baru who are the objects of research. Primary data were obtained from direct observation, questionnaires, and interviews with students regarding their learning interests and character; 2) Teachers who provide information related to the learning process, evaluation, and observation of the development of students' learning interests and character during the implementation of the learning model.

School Documents: Such as the curriculum used, previous student learning outcome reports, and notes on the teaching of Asmaul Husna at school. These secondary sources provide a useful background for understanding the context and problems that exist before the intervention is carried out. Related Literature: Relevant books, articles, and journals on the PjBL and Role Play learning models, as well as research related to increasing learning interests and character development through innovative learning models. Data collection techniques were carried out using several different methods to obtain valid and reliable information. The techniques used in this study are as follows: Direct observation was carried out during the implementation of learning to observe changes in students' learning interests and their character development, especially in terms of honesty and respect for others. This observation was carried out by researchers and teachers involved to record student behavior, their interactions in groups, and their reactions to learning activities. Interviews were conducted with several students and teachers to gain in-depth insights into the influence of learning models on students' learning interests and character. These interviews were conducted individually or in small groups to explore their perceptions of the implementation of learning using PjBL, PBL, and Role Play. Interviews with teachers will also include their observations of classroom dynamics and student attitudes during the learning process.

Learning Interest Questionnaire: This questionnaire was designed to measure students' learning interest related to the Asmaul Husna material before and after the designed learning model was implemented. This questionnaire consists of several closed questions that focus on the level of student motivation and involvement in



learning. Character Development Questionnaire: This questionnaire contains questions designed to assess students' character development, such as honesty, respect for others, and moral values related to the Asmaul Husna concept. This questionnaire was given before and after the learning intervention. Documentation is used to collect data related to learning activities that have been carried out, such as photos of Role Play activities, notes from teachers, and project results worked on by students. This documentation is a source of supporting data that is useful for describing the learning process and the changes that occur. A written test will be used to assess students' understanding of the Asmaul Husna material after implementing the learning model. This test will focus on understanding the concept, recognizing the names of Asmaul Husna, and students' ability to relate these values to everyday behavior.

Data collection in this study was carried out in several stages, namely: 1) Pre-test: Before the implementation of the learning model, students will be given tests and questionnaires to measure their initial learning interest and character development; 2) Learning Implementation: The PjBL and Role Play models are implemented in several learning meetings. During this process, observation and documentation will be carried out to record student activities and changes that occur; 3) Post-test: After the implementation of learning, students will be given the same tests and questionnaires to measure changes in their learning interest and character; 4) Interviews and Discussions: Interviews with students and teachers will be conducted to obtain additional information regarding the changes that occurred during the learning process. By using a combination of these techniques, it is hoped that the data collected will provide a clear picture of the influence of the PjBL and Role learning models. At this stage, after the data has been collected through various data collection techniques, the next step is to analyze the data to determine the extent to which the Project-Based Learning (PjBL) and Role Play learning models can increase students' learning interest and character development in the Asmaul Husna material. The following is an explanation of the data analysis techniques and hypothesis testing in this study: To analyze the data obtained, qualitative and quantitative analysis techniques are used, according to the type of data collected. Observation Data Analysis: Data obtained from observations will be analyzed descriptively, by assessing changes in student behavior during the learning process.

Peneliti akan mencatat dinamika interaksi siswa dalam aktivitas Role Play, serta bagaimana mereka mengaplikasikan nilai-nilai Asmaul Husna dalam kehidupan sehari-hari, seperti kejujuran dan penghormatan terhadap orang lain. Analisis Wawancara: Wawancara dengan siswa dan guru akan dianalisis untuk memperoleh pemahaman lebih dalam mengenai persepsi mereka tentang pembelajaran dan perkembangan karakter siswa. Data wawancara akan dikelompokkan berdasarkan tema yang relevan, seperti minat belajar, perubahan karakter, dan pengalaman mereka terhadap pembelajaran yang dilakukan. Analisis Dokumentasi: Hasil dokumentasi, seperti foto

kegiatan Role Play dan laporan proyek yang dilakukan siswa, akan digunakan untuk menggambarkan implementasi model pembelajaran yang diterapkan, serta untuk mendukung temuan-temuan dari observasi dan wawancara. Analisis Data Kuantitatif: 1) Analisis Angket Minat Belajar: Angket minat belajar siswa yang diberikan sebelum dan setelah penerapan model pembelajaran akan dianalisis dengan cara membandingkan rata-rata skor sebelum dan setelah intervensi. Perubahan skor ini akan menunjukkan peningkatan atau penurunan dalam minat belajar siswa terhadap materi Asmaul Husna; 2) Analisis Angket Pengembangan Karakter: Demikian pula, angket pengembangan karakter yang berfokus pada aspek kejujuran dan penghormatan terhadap orang lain akan dianalisis dengan cara membandingkan skor yang diperoleh siswa sebelum dan setelah intervensi. Hal ini akan memberikan gambaran mengenai perubahan dalam aspek karakter siswa selama pembelajaran berlangsung; ) Analisis Tes Tertulis: Tes tertulis yang diberikan sebelum dan setelah penerapan pembelajaran akan dianalisis untuk melihat peningkatan pemahaman siswa terhadap materi Asmaul Husna. Skor tes siswa akan dianalisis secara deskriptif dengan melihat perbedaan skor rata-rata sebelum dan setelah pembelajaran.

## Result

In the pre-cycle stage, learning in grade 7 of SMP Negeri 1 Barumun Baru still uses conventional methods with a lecture approach. Students often seem less interested and involved in learning activities. When the Asmaul Husna material is taught, most students are only able to memorize the names of Allah without a deep understanding of the values contained therein. The average score of students' understanding of the Asmaul Husna material is around 60, which shows that most students have not reached the Minimum Completion Criteria (KKM) set, which is 75. In addition, students' interest in learning this material is also relatively low, because they memorize more without understanding the context of the values contained in Asmaul Husna. In the pre-cycle stage, the evaluation results showed that all students had not reached the Minimum Completion Criteria (KKM) set at 75. The average student score only reached 60, which indicated that their understanding of the Asmaul Husna material was still not optimal. This is the basis for implementing the Project-Based Learning learning model with the Role Play method in the next cycle.

In the first cycle, the Project-Based Learning (PjBL) learning model is applied by combining the Role Play method to improve students' understanding of Asmaul Husna and the development of students' characters, such as honesty and respect for others. The teacher explains the learning objectives and provides an explanation of Asmaul Husna and the meaning of each of Allah's names. Students are divided into small groups and given a project to create a drama scenario (role play) that describes the values contained in Asmaul Husna. Each group chooses several names of Allah that they want



to play and interpret into everyday life through drama scenes. Based on the results of the study in cycle 1, the application of the Project-Based Learning model with the Role Play method has proven effective in increasing students' interest in learning and their understanding of the Asmaul Husna material. All students managed to achieve the Minimum Completion Criteria (KKM) with an average score of 80. In addition, this method also has a positive impact on the development of students' character, especially in terms of honesty and mutual respect. This project-based learning is more interesting and provides an opportunity for students to better understand the values contained in Asmaul Husna through direct application in everyday life.

After implementing the Project-Based Learning model with the Role Play method in Cycle 1, in Cycle 2 a further evaluation was conducted to see the development of students' understanding of the Asmaul Husna material and changes in their characters. Based on the results of the reflection from Cycle 1, learning was improved by providing more guidance to students who had difficulty and adding time to prepare for role play so that students were more prepared and confident in presenting their work. In Cycle 2, the implementation of the Project-Based Learning model with the Role Play method showed very positive results. All students managed to achieve the Minimum Completion Criteria (KKM) set at 75. The average value of students' understanding of the Asmaul Husna material increased to 82, which indicates a better understanding. In addition, through this learning, students not only memorize the names of Allah but also begin to understand and apply the values contained in Asmaul Husna, such as honesty, compassion, and wisdom, in their daily lives. Project-based learning with the Role Play method has proven effective in improving students' understanding and developing their character, especially in terms of honesty and mutual respect.

## **Discussion**

Based on the results of the study conducted in Cycle 1 and Cycle 2 in class 7 of SMP Negeri 1 Barumun Baru, which focused on the application of the Project-Based Learning (PjBL) learning model with the Role Play method for the Asmaul Husna material, several important findings can be discussed as follows: In the pre-cycle stage, students' interest in learning the Asmaul Husna material was still low. This is reflected in the lack of student involvement in the learning process, with an average score in the sufficient category (60), far from the Minimum Completion Criteria (KKM) of 75. Most students were only able to memorize the names of Allah without understanding the values contained therein. Learning with the conventional method used previously was not interesting enough for students, so their interest in the Asmaul Husna material did not develop optimally. However, after the application of the Project-Based Learning (PjBL) learning model with the Role Play method in Cycles 1 and 2, significant changes occurred. Project-based learning, which provides students with the opportunity to work

in groups and be directly involved in the process of making dramas (role plays) that depict the values in Asmaul Husana, has succeeded in increasing students' interest in learning.

In Cycle 2, all students (100%) achieved the KKM with an average score of 82, which shows a significant increase compared to the results in the pre-cycle (average 60). The application of the Role Play method provides students with direct experience in understanding and applying the values of Asmaul Husana in everyday life. This makes students more involved, because they not only memorize, but also directly feel the essence of each name of Allah that they learn. This emotional involvement can increase their curiosity and interest in participating in learning. (1) Increasing Understanding of Asmaul Husana Material. In the pre-cycle stage, students' understanding of Asmaul Husana material is still limited to memorization without deeper appreciation. Most students only know the names of Allah, but have not been able to associate the meaning of these names with everyday attitudes or behavior. The average score of students at the pre-cycle stage was 60, which shows that their understanding is still not sufficient to meet the established KKM.

After implementing the PjBL model and Role Play method in Cycle 1, students began to understand the values contained in each name of Allah. In Cycle 2, with more mature implementation and more intensive guidance, students were increasingly able to connect the names of Allah with real actions in their lives. As a result, the average student score increased to 82, which is in the "good" category. This shows that students not only memorize the names of Allah, but also begin to understand the moral values and character contained in Asmaul Husna, such as honesty, compassion, wisdom, and generosity. (2) Student Character Development. One of the important goals of implementing Project-Based Learning and the Role Play method is to develop student character, especially in terms of honesty and respect for others. Through role play activities, students are given the opportunity to apply the values of Asmaul Husna in a more real and relevant context to everyday life. For example, students who play the names of Allah that contain the attributes of the Most Gracious or the Most Wise are expected to reflect these values in their relationships with friends and teachers. In Cycle 2, students showed improvements in character. They not only focused on academic tasks, but also increasingly understood the importance of having good character, such as being honest, patient, and respectful of each other. This success can also be seen from better interactions between students, where they showed better cooperation in groups and respected each other's opinions.

Thus, project-based learning with the Role Play method also succeeded in significantly encouraging student character development. (2) Obstacles Faced. Although the implementation of the Project-Based Learning model and the Role Play method gave positive results, there were still several obstacles faced during the learning process. One

of them is the time needed for the preparation and implementation of the role play. Some groups of students took longer to understand the concepts that had to be played in their drama, especially when it was related to the values contained in Asmaul Husana. In addition, there were several students who had difficulty communicating or working together in groups, although this could be overcome with intensive guidance from the teacher. In addition, although the entire class managed to achieve the KKM, there were several students who initially had difficulty understanding the material and needed extra attention to achieve better understanding. However, with adjustments in learning and support provided by teachers, these students were finally able to overcome their difficulties. The application of the Project-Based Learning learning model with the Role Play method has proven effective in increasing interest in learning, understanding of Asmaul Husna material, and character development of grade 7 students of SMP Negeri 1 Barumun Baru. Students became more enthusiastic, were able to understand and apply the values of Asmaul Husna in everyday life, and showed improvements in terms of honesty and mutual respect. This project-based learning has succeeded in changing the monotonous learning approach into a more enjoyable and meaningful experience for students.

## **Conclusion**

Based on the results of the study conducted in class 7 of SMP Negeri 1 Barumun Baru regarding the application of the Project-Based Learning (PjBL) learning model with the Role Play method to the Asmaul Husna material, several things can be concluded as follows: 1) Increasing Student Learning Interest: The application of the Project-Based Learning (PjBL) learning model with the Role Play method has succeeded in increasing student learning interest. In the pre-cycle stage, student learning interest was still low with an average score of 60 (fair category). After the application of PjBL in Cycle 2, all students (100%) succeeded in achieving the Minimum Completion Criteria (KKM) of 75, with the average student score increasing to 82 (good category). This shows that project-based learning with the Role Play method can make students more interested and involved in the learning process; 2) Increasing Understanding of Asmaul Husna Material: Students' understanding of Asmaul Husna material also experienced a significant increase. In the pre-cycle, most students were only able to memorize the names of Allah without a deep understanding. After implementing the PjBL model with the Role Play method, students are not only able to memorize, but also understand the values contained in the names of Allah and are able to relate them to their daily behavior; 3) Student Character Development: Project-based learning with the Role Play method has succeeded in supporting the development of student character, especially in terms of honesty and respect for others. In role play activities, students learn to apply the values contained in Asmaul Husna, such as compassion, wisdom, and honesty, in their interactions with friends and teachers. In addition, they also show a better attitude of

cooperation in groups; 4) Obstacles Faced: Some obstacles found in implementing this learning model include the time needed for preparation and implementation of the role play which is longer, as well as some students who need more attention in understanding the material. However, with intensive guidance from the teacher, these students can overcome their difficulties and achieve satisfactory results.

## References

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Apriyanti, I., & Rahayu, S. (2024). Efforts to Improve Student Learning Outcomes through the Problem Based Learning Model in Islamic Education Learning at SD Negeri 104325 Kampung Manggis. *Journal of Indonesian Primary School*, 1(2), 61–68.
- Elistiana, V., Novita, N., & Ginting, F. W. (2024). A Development of E-Module Learning Media based on SETS (Science, Environment, Technology, and Society) on Sound Wave Material. *Indonesian Journal of Education and Social Humanities*, 1(2), 20–32.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, D. S. (2024). Implementation of ChatGPT to Improve Students' Critical Thinking Abilities. *Indonesian Journal of Education and Social Humanities*, 1(2), 33–39.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- Indrawati, N., & Desky, A. Y. D. (2024). How to Improve Elementary School Student Learning Outcomes by Implementing the Articulation Type Cooperative Learning Model? *Journal of Indonesian Primary School*, 1(2), 32–37.
- Jannah, A., Lubis, A. H., & Julia, N. M. (2024). Development of Number Card Media in Mathematics Learning for Elementary School Students. *Journal of Indonesian Primary School*, 1(3), 12–23.
- Latifah, I., & Safrida, I. (2025). Improving Students' Language Skills with Punakawan Wayang Media at RA Mansyaul Huda: A Classroom Action Research. *Journal of Indonesian Primary School*, 2(1), 13–24.
- Lubis, A. H. (2024). Improving Elementary School Students' Reading Skills Using Picture Word Cards: How is This Possible? *Journal of Indonesian Primary School*, 1(2), 9–18.
- Lubis, A. H., & Lubis, S. S. W. (2024). Development of Newsletter Media in Thematic Learning for Elementary School Students. *Indonesian Journal of Education and Social*

*Humanities*, 1(1), 28–36.

- Mauliana, I., Ulfa, N., & Fitria, A. (2024). Improving Student Learning Outcomes with the Problem Based Learning Model: Classroom Action Research at the State Islamic Primary School. *Indonesian Journal of Education and Social Humanities*, 1(2), 1–8.
- Misqa, L., Oviana, W., Hayati, Z., & Jannah, M. (2024). Improving Student Learning Outcomes in Mathematics Learning through a Contextual Teaching and Learning Approach in Elementary Schools. *Journal of Indonesian Primary School*, 1(2), 19–26.
- Muliawati, I., & Aldin, A. (2024). The Effectiveness of the Problem Based Learning Model on Elementary School Students' Mathematics Learning Outcomes. *Journal of Indonesian Primary School*, 1(2), 27–31.
- Nurliza, M., Lubis, A. H., & Lubis, S. S. W. (2024). Word Square Model Used by Poster Media to Improve Primary School Student Learning Outcomes. *Journal of Indonesian Primary School*, 1(1), 19–28.
- Rahayu, L., & Daud, R. M. (2024). SAS Method assisted by Picture Story Books to Improve Elementary School Students' Beginning Reading Ability. *Journal of Indonesian Primary School*, 1(1), 37–46.
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Simamora, R. (2024). A Survey Research: What is the Role of the Mendeley Application in the Student Environment? *Indonesian Journal of Education and Social Humanities*, 1(2), 40–45.
- Simaremare, S., & Siregar, R. (2024). Effectivity of the Microsoft Excel Application on Student Understanding in Statistics Courses. *Indonesian Journal of Education and Social Humanities*, 1(2), 9–19.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.