



# Teacher Professionalism and Its Relationship with Student Learning Achievement in Fiqh Subject at MAS Nurul Haq Rite

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## ABSTRACT

This study investigates the relationship between Fiqh teacher professionalism and student learning achievement at MAS Nurul Haq Rite, Ambalawi District, Bima Regency. Teacher professionalism is defined as the expertise, authority, and quality of a Fiqh teacher's work, encompassing their competence in planning, subject matter mastery, teaching implementation, and assessment skills. Student learning achievement is measured by academic outcomes reflected in grades. Employing a mixed-methods approach combining library research and field research, data was collected through questionnaires administered to randomly selected 10th and 11th-grade students, as well as through observation, interviews, and documentation studies. The collected data was analyzed using the product moment formula and the coefficient of determination to assess the correlation and contribution of teacher professionalism to student learning outcomes. The research findings demonstrate a positive and significant relationship between Fiqh teacher professionalism and student learning achievement at the studied institution. Statistical analysis reveals that teacher professionalism accounts for 50% of the variance in student learning achievement in Fiqh. This indicates that the level of a Fiqh teacher's professionalism is a substantial determinant of student academic success in this subject, while the remaining 50% of the variance is influenced by other factors not explored in this study. These results underscore the critical role of teacher professionalism in fostering improved learning outcomes in Islamic jurisprudence.

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## Introduction

Learning achievement is the result of learning achieved after going through the teaching and learning process. Learning achievement can be shown through the value given by a teacher from the number of fields of study that have been studied by students. Every learning activity certainly always expects to produce maximum learning. In the process of achieving it, learning achievement is greatly influenced by various factors. One of the

main factors that greatly influences the success of learning is the presence of teachers. Given that the presence of teachers in the teaching and learning process is very influential, it is only natural that the quality of teachers must be considered. In an effort to improve the quality of education, the main aspect that is determined is the quality of teachers. For this reason, the initial effort made in improving the quality of education is the quality of teachers. The qualifications of teacher education are in accordance with the minimum requirements determined by the requirements of a professional teacher. The professional teacher in question is a qualified, competent teacher, and a teacher who is desired to bring learning achievement and is able to influence the student teaching and learning process which will later result in good student learning achievement.

Kamal Muhammad 'Isa stated: "that teachers or educators are true leaders, wise guides and directors, producers of figures and leaders of the community". The definition of a teacher according to Law No. 14 of 2005 concerning Teachers and Lecturers, namely as stated in Chapter I General Provisions article 1 paragraph (1) as follows: "a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in elementary and secondary education". Furthermore, Moh Uzer Usman in his book *Becoming a Professional Teacher* defines that: "a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability". Another opinion was put forward by Asrorun Ni'am sholeh in a book entitled *Building Teacher Professionalism*, stating that: in the education process, teachers not only carry out the function of transferring knowledge (transfer of knowledge), but also function to instill values (values) and build character (character building) of students in a sustainable manner. In Islamic terminology, teachers are termed *murabby*, one root word with *rabb* which means God. So, the function and role of teachers in the education system is one manifestation of the divine nature. The position of a teacher is so noble that God in the sense of *rabb* identifies Himself as *rabbul'alam* "The Great Teacher", "Teacher of the entire universe". For that reason, the first obligation imposed on every servant as a student of "The Great Teacher" is to learn, to seek knowledge. After that, everyone who has knowledge has an obligation to teach it to others. Thus, the teaching profession is an obligation that is a manifestation of worship. As a consequence, whoever hides knowledge has stepped into the abyss of hellfire.

Responding to what has been stated by Arorun Ni'am Shaleh, the author understands that the teaching profession is a job that has noble and worship values. Teaching is an obligation for everyone who has knowledge. Furthermore, considering that teaching is an obligation for everyone who has knowledge, it is only right for those who do not convey their knowledge to be sinful for themselves. Conceptually, teacher

performance according to the Department of Education and Culture and Johson, as quoted by Martimis Yamin includes three aspects, namely; (a) professional ability, (b) social ability, and (c) personal ability. Realizing the importance of professionalism in education, Ahmad Tafsir defines professionalism as an understanding that teaches that every job must be done by a professional person.

However, looking at the existing reality, the existence of professional teachers is very far from what is aspired to. The proliferation of low-quality schools gives a signal that professional teachers are just a discourse that has not been evenly realized in all education in Indonesia. This raises concerns not only from academics, but also from laypeople who comment on the irregularities in education and existing teaching staff. This fact has inspired academics, so they have formulated a way to improve teacher qualifications through empowerment and improving teacher professionalism from training to instructions so that teachers have a minimum educational qualification of a bachelor's degree (S1). The new problem is that teachers only understand these instructions as a formality to meet administrative needs. So that the competence of professional teachers in this case is not a top priority. With this understanding, contributions to students are less noticed and even neglected.

Another problem found by the author is that the lack of teaching staff in an educational institution also provides an opportunity for a teacher to teach something that is not in accordance with his expertise. So that the impact on students as students does not get maximum learning results. In fact, these students are the targets of education that are formed through guidance, role models, assistance, training, maximum knowledge, skills, skills, values, good attitudes from a teacher. So only with a professional teacher can this be realized in its entirety, so that it will create conditions that raise awareness and seriousness in the teaching and learning process. Thus, what is conveyed by a teacher will affect the learning outcomes. Conversely, if the above is not realized properly, it will result in student dissatisfaction in the teaching and learning process. The incompetence of a teacher in delivering teaching materials will indirectly affect learning outcomes. Because the learning process cannot only be achieved with courage, but the main factor is the competence that exists in a teacher's personality. The limitations of teacher knowledge in delivering material both in methods and other supporting learning materials will affect learning.

Looking at the discourse above, it is very clear that teacher professionalism can affect learning achievement, based on the discourse in the field, the author wants to prove whether the achievements in society regarding the problem of teacher professionalism are true or vice versa, by conducting a study. Based on the author's assumption, in general, the condition of the existing school still has teachers who are not professional. The competence of teachers in the school fully meets the criteria as desired by the requirements for professional teachers. Therefore, the government is

holding a teacher certification program in requiring teachers to have a minimum educational qualification of S1 according to their respective fields. Based on the background of the problem above, the author is interested in conducting research and discussing it in the form of a thesis entitled "Teacher Professionalism and Its Relationship with Student Learning Achievement in Fiqh Subjects at MAS Nurul Haq Rite, Ambalawi District, Bima Regency, 2023/2024 Academic Year". The reasons the author took this thesis title are: First, the author is very interested in the discussion related to the problem of teacher professionalism. Because the author believes that teacher professionalism in education greatly influences the teaching and learning process.

Second, the author argues that one of the causes of the failure of education in Indonesia is the low level of teacher professionalism. Therefore, the author wants to know the justification of this assumption through direct research at MAS Nurul Haq Rite, Ambalawi District, Bima Regency. Third, starting from a case in the Ambalawi area related to the government's instruction in equalizing the qualification standards of teaching staff to a minimum of S1. The author sees that the instruction was responded to by teaching staff only as an administrative fulfillment without paying attention to improving the quality or level of professionalism in the teaching and learning process. Thus, the author is interested in conducting research on whether the teaching staff of MAS Nurul Haq Rite are teachers who prioritize the level of professionalism or not. Fourth, the existence of teaching staff who teach not in accordance with their educational background will have an impact on the quality of education. The author wants to know whether the teaching staff at MAS Nurul Haq Rite experience the same problem or not. Therefore, the author chose MAS Nurul Haq Rite as a place to test whether there is a significant relationship between teacher professionalism and student learning achievement at MAS Nurul Haq Rite.

## Methods

This research was conducted at MAS Nurul Haq Rite, Ambalawi District, Bima Regency. The research was conducted from August 26 to September 2, 2024. In this study, the author tested teacher professionalism and its relationship with student learning achievement in the Fiqhi subject at MAS Nurul Haq Rite, Ambalawi District, Bima Regency. In this study, the population was all students of MAS Nurul Haq Rite in the 2023/2024 Academic Year, totaling 166 people. The sample was taken randomly (Random Sampling). Through this study, the author took a sample of 24% of the population, namely 40 people, with 20 men and 20 women. A research instrument is a tool used to measure natural and social phenomena that are observed.<sup>58</sup> The research instrument is a questionnaire guideline, such as researchers directly distributing questionnaires to students, while the observation guidelines are identification of

schools, identification of the development of Islamic religious education learning, and documents on the conditions of the research location.

The research instrument is a tool used to measure natural and social phenomena that are observed.<sup>58</sup> The research instrument is a questionnaire guideline such as researchers directly distributing questionnaires to students, while the observation guidelines are school identification, identification of the development of Islamic religious education learning, and documents on the condition of the research location. To collect data obtained in this study, the author used several research instruments, including: This questionnaire was given to students to obtain information about the professional abilities possessed by teachers in the teaching and learning process. The questionnaire was made with a Likert model that has four possible answers with an even number of these intended to avoid the tendency of respondents to be hesitant and not have a clear answer. The preparation of the teacher competency questionnaire refers to aspects of teacher ability (teacher professionalism competency) which consists of 25 items with the following details: As a scientific method, observation is usually interpreted as systematic recording of the phenomena being investigated. This observation was carried out to obtain data on school conditions or a description of the research location carried out at MAS Nurul Haq Rite.

The interviews conducted by the researcher were to obtain more in-depth data and to compare the data obtained through the questionnaire. The interview was conducted with the Principal. The researcher sought data on student learning achievement, namely report card scores in the fiqh subject for the odd semester of 2023/2024. Data analysis techniques are a method used to describe the information or data obtained so that the data can be understood not only by the person who collected the data, but also by others. The steps taken are as follows: In data processing, the first thing that must be done is editing. This means that all questionnaires must be examined one by one regarding the completeness and correctness of filling out the questionnaire so as to avoid errors and mistakes. After going through the editing stage, the author then gives a score to the questions in the questionnaire. The next step is the calculation of the existing score results. Because this study is to see if there is a correlation between teacher professionalism and student learning achievement, the formula used is the "r" product moment. The formula is as follows. Then provide an interpretation of the product moment correlation index number "r" with a rough or simple interpretation, namely by matching the calculation with this number of the product moment correlation index "r".

## Result

Overview of the Professionalism Level of Teachers at MAS Nurul Haq Rite, Ambalawi District, Bima Regency. The total number of teachers at MAS Nurul Haq Rite, Ambalawi

District, Bima Regency is 19 people with educational backgrounds and duties and positions carried out at MAS Nurul Haq Rite, Ambalawi District, Bima Regency, including the following. From the table above, there are 2 fiqh teachers at MAS Nurul Haq Rite, Ambalawi District, Bima Regency who are graduates of a Bachelor's degree (S1) in Islamic Religious Education. After the total score is divided by the number of respondents (2415: 40), the result obtained is 60,375. Thus, the average score for the professionalism level of Fiqh teachers at MAS Nurul Haq Rite, Ambalawi District, Bima Regency is quite good. From table 3, it is known that the total score of students' answers can be classified as follows.

So, the level of professionalism of Fiqh teachers according to students' opinions is considered moderate, namely between 51-75, as many as 38 students. Student learning achievement is taken from the list of student grades in the grade book (Legger), the learning achievement taken by the author is the student's report card score in semester 2 of the 2023/2024 academic year as follows: The total score of the Fiqh study field of students at MAS Nurul Haq Rite, Ambalawi District, Bima Regency studied was 2970. After the total score of 2970 was divided by the number of respondents, which was 40 people, the average score of students at MAS Nurul Haq Rite, Ambalawi District, Bima Regency in the Fiqh study field was 74.25. Thus, the average score of student learning achievement in the Fiqh study field of MAS Nurul Haq Rite, Ambalawi District, Bima Regency is quite good. So the level of student learning achievement in Fiqh lessons is considered moderate, namely between the classification of 70-79 as many as 21 students. The Relationship between Teacher Professionalism in the Field of Fiqh Studies and Student Learning Achievement.

To test the data between the teacher professionalism questionnaire scores in the field of Fiqh studies and student learning achievement, the two variables are first correlated, as in the table below: From the calculation above, it turns out that the correlation number between Variable X and Variable Y is 0.710, meaning that the correlation is positive. To see the interpretation of the product moment correlation index number roughly or simply, it is located at 0.70 -0.90, which means that the correlation between Variable X and Variable Y is a strong or high correlation. Furthermore, to find out whether the relationship between Variable X and Variable Y is significant or not, the "r" of the calculation results is compared with the "r" table. Before comparing them, the "df" or "db" is first searched for with the formula  $df = N - nr$ . Based on the table, the students studied or who were the research samples here were 40 people. Thus  $N = 40$ . The variables whose correlation is sought are variable X and variable Y; so  $nr = 2$ . So by referring to the formula above, we can easily obtain the df, namely:  $df = 40 - 2 = 38$ . With a "df" of 38, consulted with the "r" value table, both at a significance level of 5% and at a significance level of 1%.



By looking at "rt" the following results are obtained: 1) At a significance level of 5% = 0.304. 2) At a significance level of 1% = 0.393 It turns out that "rxy" or "ro" is greater than the "r" table or "rt" both at a significance level of 5% and 1%, namely ( $0.710 > 0.304 / 0.393$ ). Thus the null hypothesis (H<sub>0</sub>) is rejected, while the alternative hypothesis is accepted. This means that there is a positive and significant correlation between teacher professionalism in the field of Fiqh studies and student learning achievement. Then, to find out how big the relationship between the two variables is, it can be calculated using the coefficient of determination formula, namely:  $KD = r^2 \times 100\%$ .  $KD = r^2 \times 100\% = (0.710)^2 \times 100. = 0.50 \times 100\% = 50\%$ . From the results of these calculations, it can be concluded that student learning achievement is determined or influenced by teacher professionalism by 50%. So the other 50% is determined by other factors.

## Discussion

The pivotal role of teachers in shaping student learning outcomes is a well-established principle in educational research. Among the various factors influencing student academic success, teacher professionalism stands out as a particularly significant determinant. Teacher professionalism, in its essence, encompasses the multifaceted attributes and competencies that characterize an effective and dedicated educator. It extends beyond mere subject matter knowledge to encompass pedagogical skills, classroom management abilities, a commitment to continuous professional development, and a deep understanding of the students' learning needs. In the specific context of Islamic education, the professionalism of Fiqh teachers plays a crucial role in fostering a comprehensive understanding and appreciation of Islamic jurisprudence among students. This discussion delves into the intricate relationship between teacher professionalism and student learning achievement in the subject of Fiqh at MAS Nurul Haq Rite. The term "teacher professionalism" as applied to Fiqh educators encompasses a range of competencies. Firstly, it includes a profound and nuanced understanding of the Fiqh curriculum and its underlying principles. A professional Fiqh teacher possesses a deep mastery of the subject matter, enabling them to present complex legal concepts with clarity and accuracy, while also connecting them to relevant textual sources and contemporary applications. Secondly, pedagogical competence is paramount. This involves the ability to design and implement engaging and effective teaching strategies that cater to diverse learning styles and promote active student participation. Professional Fiqh teachers utilize a variety of instructional methods, moving beyond rote memorization to encourage critical thinking, problem-solving, and the application of Fiqh principles in practical scenarios. Furthermore, classroom management skills are integral to teacher professionalism. An effective Fiqh teacher can create a conducive and supportive learning environment that fosters respect, discipline, and a genuine interest in the subject matter. This involves establishing clear expectations, managing student behavior effectively, and creating a classroom culture where students feel comfortable

asking questions and engaging in thoughtful discussions about Fiqh-related issues. Moreover, a commitment to continuous professional development is a hallmark of a professional educator. Fiqh teachers who actively seek opportunities to enhance their knowledge and skills through workshops, seminars, and further studies are better equipped to provide high-quality instruction and adapt to evolving educational trends and student needs.

The concept of "student learning achievement" in Fiqh refers to the academic outcomes attained by students in this specific subject. It is typically measured through various assessment methods, including tests, assignments, projects, and overall grades. High learning achievement in Fiqh indicates that students have not only acquired knowledge of Islamic legal principles but also developed the ability to understand, analyze, and apply these principles effectively. This goes beyond mere memorization of rules and encompasses a deeper comprehension of the rationale and wisdom behind Islamic legal rulings. The relationship between teacher professionalism and student learning achievement in Fiqh is posited to be a positive and influential one. Highly professional Fiqh teachers, with their strong subject matter knowledge, effective pedagogical skills, and ability to create a positive learning environment, are more likely to foster greater understanding and academic success among their students. Their ability to present the subject matter in an engaging and relevant manner, encourage critical thinking, and provide effective feedback can significantly impact students' motivation to learn and their ability to grasp complex Fiqh concepts. Conversely, a lack of professionalism, characterized by inadequate subject knowledge, ineffective teaching methods, or poor classroom management, may hinder student learning and lead to lower academic achievement in Fiqh.

The findings of the study conducted at MAS Nurul Haq Rite, which revealed a positive and significant correlation between Fiqh teacher professionalism and student learning achievement, provide empirical support for this relationship. The fact that teacher professionalism accounted for a substantial 50% of the variance in student learning achievement underscores the significant impact that professional Fiqh teachers can have on their students' academic success. This suggests that investing in the professional development and support of Fiqh teachers is a crucial strategy for enhancing the quality of Islamic education and improving student outcomes in this vital subject. The remaining 50% of the variance in student learning achievement that was not attributed to teacher professionalism indicates the presence of other influencing factors. These factors could include student-related variables such as prior academic ability, motivation, and learning styles, as well as school-related factors such as the availability of resources, the overall school climate, and parental involvement.

While these factors undoubtedly play a role in student learning, the significant contribution of teacher professionalism highlights the indispensable role of effective



teaching in fostering academic success in Fiqh. In conclusion, teacher professionalism is a critical determinant of student learning achievement in Fiqh at MAS Nurul Haq Rite. The study's findings underscore the importance of ensuring that Fiqh teachers possess the necessary knowledge, skills, and commitment to effectively guide and support their students' learning journey. Investing in teacher training, professional development opportunities, and creating a supportive environment for teachers are essential steps in enhancing teacher professionalism and ultimately leading to improved academic outcomes for students in the field of Islamic jurisprudence. The dedication and expertise of professional Fiqh teachers are instrumental in shaping future generations' understanding and appreciation of Islamic law.

Building upon the established understanding of the significant correlation between Fiqh teacher professionalism and student learning achievement at MAS Nurul Haq Rite, it is crucial to delve deeper into the specific aspects of teacher professionalism that contribute most effectively to enhanced student outcomes. The four key categories of teacher competence identified in the initial study – the ability to plan effective teaching and learning programs, a thorough mastery of the subject matter, the skill to implement and manage the learning process effectively, and the capacity to assess student progress – each play a distinct yet interconnected role in shaping student success in Fiqh. The ability of a Fiqh teacher to meticulously plan engaging and relevant teaching and learning programs is foundational to effective instruction. This involves a deep understanding of the curriculum objectives, the diverse learning needs of students, and the ability to translate complex Fiqh concepts into accessible and meaningful learning experiences. Professional Fiqh teachers carefully design their lessons, selecting appropriate teaching strategies, resources, and activities that promote active student participation and critical thinking. They also thoughtfully sequence learning activities to build upon prior knowledge and facilitate a progressive understanding of Islamic legal principles. This proactive and well-structured approach to lesson planning creates a roadmap for student learning, maximizing their engagement and comprehension.

A thorough mastery of the Fiqh subject matter is, without question, a cornerstone of teacher professionalism in this discipline. Professional Fiqh teachers possess a deep and nuanced understanding of Islamic legal principles, their historical context, the different schools of thought, and their contemporary applications. This comprehensive knowledge base allows them to answer student questions accurately, address misconceptions effectively, and provide rich and insightful explanations. Furthermore, their mastery extends beyond mere factual recall to encompass the ability to critically analyze different legal opinions and articulate the underlying rationale behind various rulings. This depth of knowledge instills confidence in students and positions the teacher as a credible and authoritative source of information. The ability of a Fiqh teacher to implement and manage the teaching and learning process effectively is

crucial for translating well-planned lessons and deep subject knowledge into meaningful student learning. This involves employing a variety of engaging teaching strategies that cater to different learning styles, fostering a positive and inclusive classroom environment, and effectively managing student behavior to maximize learning time. Professional Fiqh teachers utilize interactive discussions, group activities, case studies, and real-world examples to make the subject matter relevant and engaging. They also possess strong communication skills, enabling them to explain complex concepts clearly and patiently, and to facilitate meaningful dialogue among students.

Finally, the capacity of a Fiqh teacher to assess student progress effectively is essential for monitoring learning, providing timely feedback, and adapting instruction to meet individual student needs. Professional Fiqh teachers utilize a range of assessment methods, both formative and summative, to gauge student understanding and identify areas where further support is needed. They provide constructive feedback that helps students identify their strengths and weaknesses and guides their future learning. Moreover, they use assessment data to inform their instructional decisions, adjusting their teaching strategies and providing differentiated support to ensure that all students have the opportunity to succeed. The significant contribution of teacher professionalism to student learning achievement in Fiqh, as highlighted by the 50% variance accounted for in the study at MAS Nurul Haq Rite, underscores the profound impact that competent and dedicated Fiqh teachers can have on their students' academic trajectories. This finding reinforces the notion that investing in the quality of Fiqh teachers is not merely a matter of professional development but a fundamental imperative for enhancing the overall quality of Islamic education and fostering a deeper understanding of Islamic jurisprudence among students.

Furthermore, the remaining 50% of the variance in student learning achievement that was attributed to other factors highlights the complex and multifaceted nature of educational outcomes. While teacher professionalism exerts a substantial influence, student-related factors such as prior knowledge, motivation, learning styles, and engagement outside the classroom also play significant roles. Additionally, school-level factors such as the availability of resources, the curriculum design, the school climate, and the level of parental involvement can also impact student learning in Fiqh. Therefore, while the study at MAS Nurul Haq Rite clearly demonstrates the critical link between Fiqh teacher professionalism and student learning achievement, it also underscores the importance of adopting a holistic approach to educational improvement. Efforts to enhance student outcomes in Fiqh should not solely focus on teacher development but should also address student-related and school-related factors that can either support or hinder learning.

A comprehensive strategy that addresses all these interconnected elements is most likely to yield sustainable and significant improvements in student achievement. In

conclusion, the professionalism of Fiqh teachers is a powerful predictor of student learning achievement in this crucial subject. The competencies encompassing effective planning, deep subject matter mastery, skillful implementation of instruction, and the ability to assess student progress are all vital components of teacher professionalism that contribute significantly to student success. The findings from MAS Nurul Haq Rite serve as a compelling reminder of the indispensable role that qualified and dedicated Fiqh teachers play in shaping students' understanding and appreciation of Islamic jurisprudence. Continued investment in teacher professional development and a holistic approach to educational improvement are essential for maximizing student learning outcomes in Fiqh and fostering a generation of knowledgeable and engaged Muslim citizens.

## Conclusion

From the results of the research that has been conducted, the following conclusions can be drawn: 1) From the students' answers regarding the professionalism of teachers in the field of Fiqh, most students think that the Fiqh teachers of MAS Nurul Haq Rite, Ambalawi District, Bima Regency are at a moderate level. Meanwhile, according to the opinions of some other students, teachers have a low level of professional competence. Thus, according to the existing data, the professionalism of teachers in the field of Fiqh at MAS Nurul Haq Rite, Ambalawi District, Bima Regency is at an average of moderate or quite good; 2) The average value of the Fiqh learning achievement of grade 10 and 11 students of MAS Nurul Haq Rite, Ambalawi District, Bima Regency is classified as quite good or moderate; 3) There is a significant positive correlation between the professionalism of teachers in the field of Fiqh and the Fiqh learning achievement of students of MAS Nurul Haq Rite, Ambalawi District, Bima Regency. The professionalism of teachers can influence the learning achievement of students by 50%. The other 50% is influenced by other factors.

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