



# Improving Students' Reading Ability in Q.S Al-Ma'un through Listening Team Strategy at SD Negeri 101013 Situnggaling

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## ABSTRACT

The main problem in this study is how to improve the reading ability of Q.S al-Ma'un through the listening team strategy in grade V students of SDN No. 101013 Combined with Classroom Action Research (PTK). The limitation of the problem in the discussion discussed is how to improve the reading ability of Q.S al-Ma'un through the listening team strategy at SDN No. 101013 Situnggaling. The purpose of this study is to explain how to improve student learning outcomes in reading Q.S al-Ma'un in the subject of Islamic Religious Education grade V at SDN No. 101013 Situnggaling. In this discussion, the author uses the classroom action research method. PTK is a research activity that seeks to improve the quality of the learning process and outcomes through a cyclical action based on the teacher's in-depth scrutiny of the problems that occur and believes that they will get the best solution for students in their own classroom environment. In the first cycle, students who have not completed or have not reached the KKM are 50% while students who have completed their studies are 50%. The average student learning outcome in the first cycle was 78.33. Based on the results of the test, in this first cycle the success of the research has not been achieved because students have reached the minimum level of completeness set  $\leq 80\%$ . In Cycle II, students have achieved 83.33% learning completion. The average student learning outcomes in cycle II have reached 83.5. This shows that Islamic Religious Education using the Listening Team Strategy has been successful because the minimum level of completeness of student acquisition is 80%.

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## Introduction

National education functions to develop abilities and shape the character and civilization of the nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings with noble character, health, creativity, independence and become democratic and responsible citizens". Educational institutions are the most important forum in producing quality educational outputs, ready to face the development of science and technology and able to face the challenges of globalization and information flows. Educational institutions in Indonesia

have the duties and responsibilities of society in achieving the National Education Goals stated in Law No. 20 of 2003:" From the above quote, it can be understood that education based on the Law and Pancasila is carried out by the Indonesian people in order to create quality human resources, faith and devotion to God Almighty. To create the ideals and goals of education, various educational institutions ranging from kindergarten to higher education were established, both managed by the Ministry of Religion and the Education Office.

In educational institutions, teachers are the component that has the greatest contribution in achieving educational goals because teachers are educators. Educators "are members of society who are in charge of guiding, teaching and training students". In the process of teaching and learning interaction, the teacher is the one who gives the lesson and the student is the one who receives the lesson. In educating students, knowledge, skills, and skills as teachers are needed. Without all of this, it is impossible for the teaching and learning interaction process to run conducive. This is where competence in the sense of absolute ability is needed by teachers in implementing.

Because teachers are professional jobs, a teacher must be able to design learning properly. One of the teachers' professionalism is to use learning strategies, including the team listening strategy. With the existence of a listening team learning strategy, it will activate students in the teaching and learning process so that students are able to maximize their abilities, and are able to compete in an active, effective and intelligent role in improving their abilities. In order for the implementation of listening team learning to be implemented with maximum results, it is necessary to have a balance of various components such as curriculum, teachers, facilities, and environment that supports the teaching and learning process. To get optimal results, it is also necessary to make efforts by teachers to activate students in the teaching and learning process without exception in the subjects of Islamic Religious Education and Ethics. Therefore, one of the efforts made by teachers is with the listening team learning strategy. With this strategy, it is hoped that students can work together in a group form. The cooperation that occurs will make students active in the learning process both physically, intellectually, emotionally and skills, so that conducive learning conditions are created. The listening team strategy is a learning strategy of "cooperation in groups, which is divided into four groups, between the answering group, the listening group and the concluding group".

## **Methods**

This research method is classroom action research. Classroom action research is designed to solve problems that are applied directly in the classroom or the world of work. PTK is a research activity that seeks to improve the quality of the learning process and outcomes through a cyclical action based on the teacher's in-depth scrutiny of the

problems that occur and believes that they will get the best solution for students in their own classroom environment. According to Kurt Lewin in Kunandar, Class Action Research is a series of steps consisting of four stages, namely planning, action, observation and reflection. And according to Ebbut in Kusnandar, Classroom Action Research is a systematic study of efforts to improve the implementation of educational practices by a group of teachers by carrying out actions in learning, based on their reflections on the results of these actions.

From the definition of Class Action Research above, three principles can be deduced, namely: (1) the participation of the researcher in a program or activity; (2) there is a goal to improve the quality of a program or activity through classroom action research; (3) there are actions to improve the quality of a program or activity. PTK characters are; (1). PTK is reflective, meaning that PTK begins with the process of contemplating the impact of learning that has been carried out, (2). PTK is carried out by the perpetrator, (3). PTK is carried out to improve the quality of learning, (4) PTK is carried out systematically, planned with a self-aware attitude, (5). PTK is situational and contextual.

In the implementation of PTK, it begins with diagnosing problems, namely teachers' awareness to feel and find problems that interfere and hinder the achievement of learning goals. These problems have a negative impact on the process and learning outcomes of students or the implementation of school programs. Classroom action research is different from formal research in general. The focus and research component of classroom action is focused on the classroom or teaching and learning process that occurs in the classroom and not on classroom input, such as syllabus and materials. PTK must be focused on the things that are happening in the classroom. The definition of class in PTK is not only limited to classes that are actively carrying out the teaching and learning process in a closed room, but can also occur when students are carrying out activities outside the classroom, such as when students are on a field trip, in the laboratory, in the garden or in other places.

SDN No. 101013 Situnggaling is an educational institution that was established in 1955, since the establishment of SDN No. 101013 Situnggaling has had state status. SDN No. 101013 Situnggaling which is located in Ulu Mamis Situnggaling Village, Saipar Dolok Hole District, North Sumatra Province. Geographically located in a rural area, which is 50 Km from the center of South Tapanuli city (Sipirok) with an estimated 2 hours by motorized vehicle. Vision: "To make schools that are quality and trusted in the community in improving the quality of education, and educating the nation's children." The mission of SDN No. 101013 Situnggaling was made in order to achieve a vision that focuses on the dimensions of the Pancasila Student Profile, as follows: 1) Carry out learning effectively so that all students develop optimally; 2) Fostering the spirit of excellence intensively to all school residents to achieve achievements in education and

the skills and potential they have; 3) Organizing education with character in accordance with religious values, ethics and culture of the community by following the development of the globalization era; 4) Creating a school that is safe, orderly, beautiful, clean and fosters a sense of family.

The number of teachers and employees on duty at SDN No. 101013 Situnggaling is as many as 10 people, all of whom consist of all the school community who are directly or indirectly involved in the teaching and learning process. Educational facilities and infrastructure are one of the educational systems that affect the success or failure of an educational process. The existence of a school reflects the progress of that school. In addition to a good curriculum and educated by teachers who are professional in their respective fields, facilities and infrastructure are very important main components to support the expected educational goals, without adequate facilities and infrastructure, education will not provide maximum results, in general the facilities and infrastructure at SDN No. 101013 Situnggaling are as follows: The curriculum is an educational component that must be paid more attention than other components, because the curriculum is a learning experience that will be given to children. Because the Curriculum is a set of learning program planning, learning experiences and subject arrangements. For this reason, the curriculum used at SD Negeri 101021 Situnggaling is the Independent Curriculum for grades 1, 2, 4, and 5, while grades 3 and 6 still use KTSP.

## Result

After analyzing the students' ability to read the Qur'an, it was found that the ability to read Q.S al-Ma'un in Islamic Religious Education Lessons before the action was carried out was relatively low with an average of 59.91 with the category of inability. During the learning process that the researcher observed, there were several things that needed special attention, including: (1) students still could not read several verses of the Quran well, one of which was Q.S I-Ma'un, (2) students still lack focus on the subject matter and the teacher's information during the learning process. (3) teachers are less able to motivate and stimulate students' ideas because they only use conventional methods such as lecture and assignment methods, and (4) students achieve practice scores in Islamic Religious Education are still low, which are as follows: The table above explains that students who have completed their studies or have reached KKM are only 25%, while those who have not reached KKM are 66.66%, meaning that class V classical completeness is only 25%. This is not in accordance with the ideal Minimum Completeness Criteria that have been set in the Independent Curriculum at SDN No. 101013 Situnggaling. Students are said to have achieved minimum completeness if a class is said to have completed their learning, at least 80% of students have achieved KKM. The actions taken to overcome the problems that occur in learning to read Q.S al-Ma'un in the subject of Islamic Religious Education at SDN No. 101013 Situnggaling, as

well as to improve the learning process and the ability to interpret and memorize short verses including Q.S al-Ma'un, are carried out in two cycles.

Each cycle consists of four stages, namely: (1) action planning, (2) action implementation, (3) observation and interpretation and (4) analysis and reflection of actions. In the planning or preparation stage of this action, what is done is as follows: 1) Prepare a learning plan, with the purpose of learning to read Q.S al-Ma'un in accordance with the correct Makhraj and tajwid; 2) Prepare package books; 3) Providing supportive learning media such as; 4) Prepare a Video on how to read Q.S al-Ma'un. Action in cycle I on September 17, 2023 and meeting II on September 30, 2023. Learning to read Q.s al-Ma'un cycle I takes place in two meetings, for two hours of lessons or for 70 minutes. Steps Listening Team is a strategy that slightly changes the method of lectures and Q&A to improve reading and answering skills.

interpreting the Quran. The teacher divides the students in groups of up to 4 students and each group has its own role: as a questioner, a group that agrees, a group that disagrees and a group that gives examples. After the teacher divides the group, the teacher asks the questioner group to ask 2 questions about what they have just learned. After the questioner group asked the 2 questions asked, the group that agreed on the task asked which points they agreed on. (All members of this group who agree must indeed agree with the points they are going to make. And also they have to say the reason why this group agrees) The teacher asks the students of the disagreeing group whose tasks are the same as the agreeing group to state the points that this group does not agree with. The teacher asked the group of examples to provide specific examples or applications of the material that the teacher had given earlier. Observation activities were carried out during learning to read Q.S al-Ma'un using the Listening Team Strategy. Observation is focused on the situation of learning implementation, activities carried out by teachers and activities carried out by students during learning with the Listening Team Strategy (listening team). In this research activity, the teacher of Islamic Religious Education subjects acted as researchers and observers acted as passive participants who made observations from the back table that had been provided previously. However, occasionally observers are also in front of the class to document teaching and learning activities using this Listening Team Strategy.

Observations that are carried out continuously from the beginning to the end will influence actions in formulating the next actions. The results of these observations will then be reflected for the next action. Observation of actions by observers who are in charge of observing student activities in learning. Observers in carrying out their actions are assisted by observation sheets marked with checklist marks. Based on the data in table 6 above, it can be illustrated that the teacher's activities in learning by using the Listening Team Strategy (listening team) with the alternative answer "Yes" and "No", the results for the answer "Yes" were obtained 5 times with a percentage of 55.56% and for



the answer "No" 4 times with a percentage of 44.44%. Teacher activity in this cycle is in the "adequate" classification at an interval of 56%-65%. (55.56% rounded to 56%). At the beginning of the lesson, the teacher opens the lesson by saying a greeting, then continues by checking the student's attendance. All 12 students of class V attended the lesson. Teachers provide opportunities for students to prepare for learning today. After the students began to calm down, the teacher conveyed the learning objectives, which were to recite Q.S al-Ma'un in accordance with the correct Tajweed and Makhraj. Then the teacher asked where Q.S al-Ma'un was revealed and the teacher also asked Azbabul nuzul this surah.

The learning process was observed using an observation sheet on student participation during learning with the Listening Team Strategy (listening team). The table above shows that in the first cycle the level of student activity began to develop, it can be seen that 18.42% of students had attention and concentration in the first cycle of the first meeting, which increased to 25.00% in the second meeting. Student independence has also increased. In the first cycle, the first meeting of the student independence was 21.05% and in the second meeting 25.44%. And student activity in the first cycle of the first meeting was only 21.27% of active students. In the second cycle, meeting II increased to 22.81% of students who were active in learning. The above happened because the students. I am not used to using the Listening Team Strategy, because I have been used to the lecture method. At the stage of presenting the material, the teacher delivered material on Q.S al-Ma'un which includes reading and interpreting and understanding the content of Q.S al-Ma'un. The teacher also explained the activities that will be carried out with the help of student handbooks and other supporting media.

During the delivery of the material, only a few students took notes of the teacher's explanation, many students also just listened, there were also students who seemed to look out of class and talk to their classmates, so that monotonous learning was an active teacher. When the teacher asked the disciples to recite Q.S al-Ma'un, not a single student wanted to point a hand. After a pause for a while, a student looked shy and raised his hand to read Q.S al-Ma'un as told by his teacher earlier, after this student read Q.S al-Ma'un,. The teacher also gave this student the opportunity to carry out what the teacher told him to do. Because this student has dared to express his opinion, the teacher also rewards him by applauding and saying good for you. After that, the teacher gives the child the opportunity to ask questions that they don't understand, but none of the students ask. Students seem afraid to ask questions, and there are also some students who seem indifferent to the material presented by the teacher. The Implementation Stage of Learning Activities uses the Listening Team Strategy.

Since no students responded and asked, the teacher began to divide them into groups namely the questioner group, the agreeing group, the disagree group and the group that gave examples. Seeing the teacher dividing them into four groups, some

students asked why we were divided into four groups with different tasks, some just stood and sat without any reaction, and some were confused and indifferent. The next activity is for the teacher to introduce the Listening Team Strategy to the students. The teacher explained why they were divided into groups. The group of questioners is to recite Q.S al-Ma'un in front of their friends. The group that agrees with the work is to approve or consider correctly what the questioner group has read in front of their friends, while the group that disagrees, does not agree with what the questioner group and the example group reads is to give the correct example of how to read and Q.S al-Ma'un is right and good. When the teacher introduces this way of working in groups, the students look excited and enthusiastic.

The interest of students can be seen from the number of students who ask questions about the implementation of this group practice, what activities will be carried out during this practice and what punishment will be given if they cannot read well. The next stage is, teachers carry out learning using the Listening Team Strategy (listening team), the teacher tells them to sit according to their respective groups. Then each group discussed together about the tasks that had been shared earlier with their group. To make the Listening Team more attractive, teachers give time limits to students when reading memorization. At this early stage, the group disagrees who cannot complete their work. At this early stage, the students could not meet the time limit that the teacher had provided to demonstrate their reading, because they did not listen to the teacher's explanation, and the students spent almost 30 minutes just to recite Q.S al-Ma'un.

The next activity is that the teacher carries out reflection and asks students in groups to read their readings slowly, and friends from the other group follow the reading of the questioner group by looking at the guidebook and giving opinions on whether they agree as a group agree or disagree as a group that disagrees. After that, the teacher explained again about the child's reading as a whole, and the teacher praised all students who were able to do this Listening Team well and motivated the group who could not complete their tasks well. At the end of the learning students with the guidance of the teacher make a conclusion about the implementation of Listening Team learning. The teacher conducts follow-up in the form of a dialogue about students' opinions on the learning that has just been carried out. The table above shows that students who have not completed or have not reached the KKM are 50%, while students who have completed their studies are 50% only. The average student learning outcome in the first cycle is 78.33. Based on the results of the test, in this first cycle, the success of the research has not been achieved. However, when compared to before the implementation of the research, there was a considerable increase in learning outcomes.

In the pre-research, the classical completeness was 25%, but in the first cycle it became 50%, meaning that there was an increase of 25%. The increase in the completeness of this class occurs because students construct their own knowledge and are willing to collaborate with their friends so that students understand the material instead of remembering the material. Conditions like this will increase students' absorption of learning materials, this increase in absorption will have an impact on the progress of solving test questions. Classical completeness has not been achieved because classical completeness is still 50%, observing the various shortcomings found in this first cycle, it needs to be followed up again with a second study in the second cycle. The results of the reflection are used as the basis for revising the learning scenario in the next cycle. The implementation of the second cycle will be held on August 5, 2024 by holding two meetings.

In this second cycle, the basic competencies that are planned for students to master are reading and writing Q.S al-Ma'un indicators; (1) Reading Q.S al-Ma'un, (2) Writing Q.S al-Ma'un, including: Making learning planning/learning screenings in accordance with the Basic Competencies that will be implemented by accommodating the shortcomings in cycle I. 1) Improvement of planning carried out in cycle II, especially in the division of time and shifts of students in determining who will read and who will interpret. Time planning needs to be replanned because in the first cycle the time planning is not precise so that the time allocation is mostly used for discussions of who reads first and who will interpret, the group agrees on how to agree, the group disagrees on how to explain the group disagrees and the group gives examples of which of them will give an example; 2) Make instruments used for the assessment of learning outcomes and observations in cycle II; 3) Announce the material to the students and ask the students to look for books or other sources that are relevant to the Q.S al-Ma'un material

The implementation of cycle II actions begins on July 27, 2024 for the first meeting, and on August 5, 2024 for the 2nd meeting. The implementation of cycle II uses the following action scenario strategies: The implementation of learning begins with class attendance by the teacher. The teacher then reminded the assessment method that would be used. The teacher gives an apperception. Motivation is carried out by relating the subject matter with examples of daily life. Motivation is carried out by teachers by giving several questions to students and teachers explaining the steps of learning activities. The teacher explains the topic of the material to the students, the teacher chooses in each group to be the spokesperson for reading, listening, agreeing, disagreeing and setting an example for Q.s al-Ma'un. Each group received a task that had been shared with them. One group is assigned as a group that will recite Q.s al-Ma'un well. The second group works as a group that agrees with what has been read and interpreted by the questioner group. The group that disagreed with the work of



refuting or blaming what had been read and interpreted by the group of questioners. Meanwhile, the group that gives examples of how to read and interpret Surah Al-Lahab properly and correctly. Before the listening team carried out their work, the teacher invited the students to say short yells led by the teacher. Then only students

carry out this listening team in groups. The closing of the learning includes activities including: the teacher and the students conclude the learning material, then the teacher reflects by asking the students' impressions of the lessons that have been followed. The teacher gave an assignment to meter the next meeting. At the end of the 3rd meeting, the closing activity was carried out by giving a written learning test. Based on the data in table 9 above, it can be illustrated that the teacher's activities in learning using the Listening Team Strategy (listening team) with an alternative answer of "Yes" and "No", the results for the answer "Yes" were obtained 8 times with a percentage of 88.89% and for the answer "No" 1 time with a percentage of 11.11%. Teacher activity in this cycle is in the "very good" classification at the interval of 80%-100%. The learning process was observed using observation sheets on student participation during learning with the Listening Team strategy.

The table above shows that in cycle II the level of student activity began to develop, this can be seen that 24.56% of students had attention and concentration in cycle II of meeting I, and increased to 29.17% in meeting II. Student independence also increased, namely in the first cycle of the first meeting the student independence was only 22.37%, but in the second cycle of the second meeting it increased to 30.70%. Likewise, in the second cycle of the second meeting the second meeting was only 19.52% but in the second cycle the second meeting increased to 28.29% of active students. The increase in the qualification of students' cooperative skills is caused by several factors, including: (1) students are starting to get used to using the Listening Team (listening team) in learning, so that when the learning process takes place students no longer look confused, (2) in this second cycle the teacher looks closer to the students so that it is easier to motivate the students, (3) the interaction between the teacher and the student is more intense. Students are more courageous to express their opinions or ask questions to the teacher. Teachers are also happy to always accompany students in every learning process.

Table 11 shows that students who do not complete their studies are 8.33%. Cooperative skills. The average student learning outcomes in the second cycle of research success have reached the standard of completeness. The achievement of this classical completeness is due to the improvement in the quality of learning as shown by the harmonious interaction between teachers and the active participation of students in learning. Based on the results of observations, the results of the analysis of the final test of the cycle, and informal interviews with students, in cycle II the following learning reflections were obtained. The advantages or benefits found in the implementation of this second cycle of actions include: 1) Students' cooperative skills are increasing. This

happens because teachers are increasingly incentivized to accompany and motivate students in learning activities; 2) Students actively participate in following the Listening Team Strategy (listening team) in learning. This can be seen from the improvement in the qualification of students' cooperative skills. In this second cycle, students have achieved high quality in basic and intermediate cooperative skills in learning; 3) Student learning outcomes have increased, and in the second cycle this classical has been achieved. Students have achieved KKM by 83.33%. Student-oriented learning is demonstrated by the active involvement of students during the learning process. Students construct and build their knowledge through cooperation with their peers. The interaction between teachers and students, and between students and students is increasingly harmonious. Based on the results of the reflection of the second cycle, it can be concluded that the performance indicators of this action research which states that this research is said to be successful if 80% of students achieve KKM or complete their learning has been achieved. This is shown by the classification determination in this second cycle of 83.33%.

## Discussion

As stated in the description of cycle II above, the increase in students' cooperative skills qualification is caused by several factors, including: (1) students begin to get used to using the Listening Team Strategy (listening team) in learning, so that when the learning process takes place students no longer look confused, (2) teachers are more intensive in accompanying and motivating students, (3) interaction between teachers and students, and between students is getting more intense. Students are more courageous to express opinions or ask questions to the teacher, and also students are more courageous to fatten their opinions with their friends so that learning seems more lively. Student learning outcomes from the cognitive aspect that describe the absorption of material by students are measured by learning outcome tests or cycle tests. Test scores determine the completeness of student learning. In this study, classical completeness has been achieved in the second cycle, which is 80%, meaning that 83.33% of students have reached the KKM or have completed their studies.

In detail the increase in each cycle as shown in table 13 below: Table 14 above shows that in cycle I the classical completeness was only 50%, in cycle II it increased to 83.33%, meaning there was an increase of 33.66%. Based on this percentage, there is an increase in learning outcomes caused by an increase in the learning process. Students actively participate in the classroom. In the learning process, students' cooperative skills develop. In addition, students have the opportunity to build and construct their knowledge. Meanwhile, teachers play the role of facilitators and student guides. The knowledge gained by building their own knowledge will settle for a long time in the minds of students and make it easier for students to absorb the material. students'

attitudes towards Islamic Religious Education learning Listening Team Strategy (listening team) Students' attitudes towards Islamic Religious Education (PAI) learning with Listening Team Strategy (listening team) are generally positive. Based on the results of informal interviews with students, students feel relaxed in learning but students also feel worried that PAI material is not completed, because the Listening Team Strategy (listening team) takes a lot of time. Teachers also feel comfortable in teaching even though they have to guide students in learning. Some students complained that there were students who felt embarrassed in reading and interpreting in front of their friends.

## Conclusion

Based on the research that has been carried out, the use of the Listening Team method in Q.S al-Ma'un material obtained in grade V students of SDN No. 101013 Situnggaling has increased, namely: 1) Cycle I, students who have not completed or have not reached KKM are 33.33% while students who have completed their studies are 66.66%. The average student learning outcome in the first cycle was 77.5%. Based on the results of the test, in this first cycle the success of the research has not been achieved because students have reached the minimum level of completeness set  $\leq 80\%$ ; 2) Cycle II, students have achieved 91.66% learning completeness. The average student learning outcomes in cycle II have reached 83.66%. This shows that Islamic Religious Education using the Listening Team Strategy has been successful because the minimum level of completeness of students is  $\geq 80\%$ .

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