



Implementation of The Demonstration Method In Improving The Whudu Practice Skills of Grade 1 Students at MIS Al-Khoeriyah Cibarengkok Cariu, Bogor Regency

Winda Sukarsih¹, MI Al Khoeriyah Cibarengkok, Indonesia

Waridin², MA Al-Ikhlash Jambar, Indonesia

Windi Yantika³, MIS Tegalpanjang, Indonesia

Wawan Setiawan⁴, MIS Nurullah, Indonesia

Winda Febrianti⁵, MI Manbaul Islamiyah, Indonesia

ABSTRACT

This article aims to determine the effectiveness of the use of demonstration methods in improving students' ablution skills in the Fiqh subject) at MIS Al-Khoeriyah Cibarengkok Cariu. This article uses the Classroom Action Research (CAR) method involving 30 Class I students. The CAR used is the Hopkins Model which includes several stages: Introduction, Planning, Action, Observation and Reflection. This CAR consists of two Cycles, and each Cycle consists of one session. In each Cycle, researchers collect data through observation techniques, documentation, assessment instruments and field notes. The results showed that Class I students succeeded in improving their ablution practice skills. In Cycle I, students' ablution skills only reached 41%. After reflection and continued to Cycle II, students' skills increased to 88% or increased by 47% compared to Cycle I. It can be concluded that the use of the demonstration method in Cycle I and Cycle II succeeded in improving students' ablution practice skills, thus providing a positive impact on the learning of each individual.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

KEYWORDS

demonstration
methods ,learning
outcomes, whudu
skills, Classroom
Action Research (CAR)

Corresponding Author:

Winda Sukarsih

MI Al Khoeriyah Cibarengkok, Indonesia

Email: windasukarsih19@gmail.com

Introduction

Education is the process of changing the attitudes and behavior of a person or group of people with the aim of making humans more mature through teaching and training efforts. In the Great Dictionary of the Indonesian Language (KBBI), education is defined as a way or act of educating. More broadly, education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed for themselves, society, and the nation (Nurkholis, 2013).

The Father of Indonesian National Education, Ki Hajar Dewantara, defines Education as

"guidance in the life of the growth of children". This means that education guides all the natural powers that exist in children, so that they grow into humans and members of society who can achieve the highest Fiqh of safety and happiness. Education is a humanistic process known as humanization of humans. Therefore, we must be able to respect the basic rights of every human being. Students, however, are not machines that can be controlled at will. Students are a generation that we must support and protect in every reaction to change towards adulthood, so that they can become independent human beings who think critically and have commendable morals (Nurkholis, 2013).

Fiqh is a planned and practical approach in directing the development of students, so that Islamic values can truly take root in them. The main goal is to guide these children to seek the Fiqh of perfection as individuals who are strong in faith, behave well, have noble morals, and provide benefits to society, religion, and the country (Heriyani, 2022).

The peak of Fiqh learning in the context of learning activities is the realization of teaching objectives. FIQIH is given to students in various formal educational institutions and is an integral part of the curriculum. FIQIH is a compulsory subject at all levels of education. One of the concepts taught in FIQIH is the practice of ablution. Ablution is considered an essential first step in carrying out structured worship, because ablution is required as one of the requirements in carrying out various worships, including prayer and other worship (Heriyani, 2022).

Ablution is one of the sacred activities before performing prayer. However, there are still many students who do not know the pillars, sunnah and procedures for ablution correctly. When students simulate ablution, they still seem confused about the placement of obligatory and sunnah ablution movements, so that their ablution is classified as imperfect. To ensure that students have adequate skills and competencies in the practice of ablution, it is necessary to apply effective methods in the learning process. This aims to ensure that students are able to perform ablution properly and orderly, and are able to say the ablution prayer fluently. Therefore, it is important for students to undergo training and get used to practicing ablution from an early age, as preparation for them in facing the obligation of worship when studying Fiqh as adults (mukallaf).

Based on observations at MIS Al-Khoeriyah Cibarengkok Cariu, data was obtained on the lack of learning about good and correct ablution skills for students. However, this does not apply to students who also study at non-formal institutions, such as Diniyyah Takmiliyyah Awaliyah (DTA) and study the Koran. The majority of students who attend MIS Al-Khoeriyah Cibarengkok are more skilled in ablution. This is because they are taught specific religious education, so they can easily perform ablution. Meanwhile, students who only attend MIS Al-Khoeriyah Cibarengkok only receive minimal religious education, so that when performing ablution, they are still hesitant. In an effort to overcome this problem, the researcher tried to conduct Classroom Action Research (CAR) to improve students' ablution skills through the demonstration method.

Methods

The research conducted at MIS Al-Khoeriyah Cibarengkok Cariu is in the form of Classroom Action Research (CAR). Namely, various learning research in the classroom context carried out by teachers to solve learning problems; improve the quality and outcomes of learning; and try new things in learning. CAR has its own characteristics that distinguish it from other types of research, including: the problems raised are problems faced by teachers in the classroom, and the existence of certain techniques to improve the teaching and learning process in the classroom (Munjiarti, 2023).

The definition of CAR can be seen from its three constituent words. First, Research is an activity of observing an object by using certain methods and implementations to obtain information and data that can improve the quality of learning. Second, Action is an object of activity that is deliberately carried out with a specific purpose, which is in the form of a series of activity cycles for students. Third, Class. In the context of CAR, class is not related to the concept of classroom, but in a more specific sense, namely a group of students who at the same time receive the same lesson from the same teacher.

Classroom Action Research (CAR). is a qualitative research, although the data collected can be quantitative, where the description is descriptive in the form of words. The researcher is the first instrument in collecting data. The process in CAR is as important as the product. The CAR design used in this study is the spiral system CAR with the Hopkins Model. The Hopkins Model consists of several steps: Introduction, Planning, Action, Observation and Reflection. From Reflection, Planning, Action, Observation, then Reflection are arranged. And so on, so that the CAR flow forms a spiral (Munjiarti, 2023). The following is a description of the Hopkins CAR Model:

CAR is conducted in 2 cycles. If the evaluation results in Cycle I are still incomplete, improvements will be made in Cycle II. Reflection on Cycle I is conducted to determine the steps for improvement in Cycle II. Before entering Cycle I, a Preliminary Stage is conducted which includes problem identification: (1) Before starting CAR, the researcher plans the formulation of the problem, objectives, and prepares an action plan, including the development of research instruments and learning materials. (2) Activities and observations include actions taken by the researcher to build students' conceptual understanding and observe the results or effects of the application of learning methods. (3) Reflection stage. The researcher evaluates and considers the results or effects of the

actions taken based on the observation sheet filled out by the observer. The results of this reflection become the basis for revising the observation design that will be carried out in the next cycle. The instruments used in this CAR consist of: First, Syllabus. Namely a set of learning plans used to manage the class and assess learning outcomes. The syllabus has 2 categories, namely the Learning Implementation Plan (RPP) and the Teaching Module. Both are learning tools used as teacher guidelines in teaching and are compiled for each material. CAR uses the Teaching Module as a learning guideline in teaching and is compiled for each Cycle consisting of Basic Competencies (KD), indicators of learning outcomes, learning objectives, learning activities, and evaluation.

Second, Student Worksheets (LKS) and Learning Package Books: To assist the process of collecting data.

Third, Observation Sheet for Teaching and Learning Activities and Observation Sheet for Processing the Learning Demonstration Method: To observe the teacher's ability to manage learning.

Fourth, Observation Sheet for Student and Teacher Activities: To observe the activities of students and teachers during the learning process.

Fifth, Formative Test. This test is compiled based on learning objectives. This formative test is given at the end of each Cycle. The form of questions given is multiple choice (objective) totaling 5 questions.

To determine the effectiveness of a method in learning activities, data analysis is needed. This CAR uses a qualitative descriptive analysis technique, namely a research method that is descriptive of reality or facts according to the data obtained, with the aim of determining the learning achievements of students. As well as to obtain student responses to learning activities and record student activities during the learning process.

Result

Researchers use the demonstration method in learning ablution practices. According to Muhibbin Syah, the demonstration method is a teaching method by demonstrating objects, events, rules, and the sequence of carrying out an activity, either directly or through teaching media that are relevant to the topic or material being presented (Sutiban, 2021). In addition, the demonstration method is a teaching method that shows how something happens. The goal is for students to have the experience of seeing, hearing and being able to imitate. According to Huda, with the demonstration method, students can observe carefully what is happening, how the process is, what materials are needed, and what the results are. This means that the demonstration method provides a stimulus for students to learn independently. The demonstration method has several important stages: formulating the skills to be achieved in the Fiqh subject, determining and testing equipment, determining procedures and duration, giving students the opportunity to comment, asking students to note important things, and determining a plan for assessing student progress. Before teaching with this method, all needs must be well prepared. Each teaching method has its advantages and disadvantages, including the demonstration method. The advantages of the

demonstration method include: making teaching clearer and more concrete; focusing students' attention; directing the learning process; improve understanding and memory; and make teaching more interesting. This method also encourages students to observe and adjust theory to reality, and correct mistakes through concrete examples.

However, the demonstration method has disadvantages. Among others: requires special teacher skills; availability of adequate facilities; thorough preparation; and quite a long time. In addition, the difficulty in seeing the object being demonstrated and the limitations of objects that can be demonstrated are also obstacles, especially if the teacher does not master the subject matter.

According to Djamarah, the demonstration method avoids verbalism and stimulates students to actively observe and try for themselves. Meanwhile, according to Fathurrahman, the disadvantages of the demonstration method are that it is less efficient if the media is inadequate; high costs; large manpower requirements; and ineffective if students are not active.

Based on these advantages and disadvantages, the researcher draws the conclusion that the advantages of the demonstration method outweigh its disadvantages. The demonstration method is a fun learning method, if the teacher masters the method. Thus, students will find it easier to understand if taught through the demonstration method.

This PTK is carried out with 2 Cycles. Cycle 1 was implemented on April 25, 2024 and Cycle 2 on May 2, 2024. In the context of FIQIH, the application of the demonstration method has the potential to help students integrate information obtained from various sources, such as reading, listening, and writing, so as to form a solid unity of understanding. The demonstration method can improve students' learning skills, familiarize them with independent learning, and overall contribute to improving FIQIH learning outcomes (Sucipto, 2017).

The CAR conducted by the researcher consists of the following stages:

a. Introduction

At this stage, the researcher identified the problems that existed in the object school of observation, namely MIS Al-Khoeriyah Cibarengkok Cariu. Before starting the research, the researcher formulated the problems, objectives, and prepared an action plan that included the development of research instruments and learning materials.

The preliminary flow for identifying problems is: conducting interviews with FIQIH teachers at MIS Al-Khoeriyah Cibarengkok Cariu by asking about problems in FIQIH learning, especially those that need to be improved. At this preliminary stage, the researcher identified problems that could be fixed and needed to be improved in learning FIQIH material in class 1 of MIS Al-khoeriyah Cibarengkok Cariu, namely ablution skills.

The following are the results of the problem identification: (1) Students do not know and memorize the prayers before and after ablution. (2) Students do not know the difference between fardhu (pillars) and sunnah ablution. (3) Students do not understand the correct procedure for ablution. (4) When practicing ablution, students are still mistaken and not in accordance with the correct ablution procedures. (5) Lack of coaching and learning practices.

From the problems above, the researcher made these problems the objectives of the research. Namely to improve understanding of ablution material and correct ablution skills, so that students are trained and can practice ablution in everyday life.

In addition, the researcher offers several solutions to solve these problems: (1) Increase students' knowledge and understanding of ablution material. (2) Train ablution practices directly to improve students' ablution skills. (3) Use the demonstration method as an effort to improve students' ablution skills. (4) Get students used to ablution through routine supervision at home. and (5) Give awards to students as appreciation, so that they are more enthusiastic about learning and worshiping consistently.

Furthermore, the researcher chose the demonstration method as a suitable learning method to improve students' understanding and skills in ablution, and made an action plan, including research instruments and learning devices during the research.

b. Planning Stage

Cycle I was implemented on April 30, 2024 and the actions taken were: Creating a Teaching Module, preparing Learning Media in the form of animated videos for children about ablution, and a Pre-test.

The Teaching Module and Learning Media were used for the Fiqh delivery session on ablution material, while the Pre-test was conducted to measure the level of students' abilities before the material was presented to Fiqh.

Before the research began, students took a Pre-test by demonstrating ablution. After that, the researcher explained to the students about the procedures for practicing ablution and provided an overview of the steps for implementing it. After that, students practiced ablution accompanied by the researcher, so that students could focus more on ablution. When the ablution practice was complete, students

took a Post-test in the form of evaluation questions related to the ablution learning material.

c. Action Stage (Acting)

At this stage, the researcher divided students into three groups to carry out learning with a model. Each student will one by one describe the interaction process that focuses on the individual. The researcher paid special attention to understanding the students' needs and abilities in more depth, so that they could guide them according to their level of understanding and development. After the individual demonstration stage was

completed, the ablution demonstration was continued by each group in turn, as part of practical learning. Through this direct ablution practice, students could observe and practice each step or procedure of ablution guided and corrected by the researcher when demonstrating. However, at the Cycle 1 action stage, there were still some students who forgot and made mistakes regarding the order of ablution movements, and even still looked at and focused on their friends.

d. Observation (Observing)

Based on the results of the researcher's observations during the implementation of learning in Cycle I which includes student behavior in paying attention to the Fiqh presentation of material by the researcher, the implementation of ablution practices, and student understanding obtained from the results of the post-test. From all the data obtained in Cycle I, the researcher assessed that the majority of students still did not understand and were not able to practice ablution correctly, so that it was not in accordance with the planning that had been made. Therefore, the researcher made a re-planning as well as possible to get the appropriate results and improve in the Cycle II stage.

e. Reflection (Reflecting)

Based on the results of observations in Cycle I which showed that the majority of students did not understand and were not able to perform ablution correctly, the learning process at this stage was not yet appropriate, so that students had not completed the planning that had been made. In Cycle I, there were several things that needed to be fixed for Cycle II, so the researcher designed the action again, so that there would be an increase in Cycle II in accordance with the provisions designed.

The things that need to be improved from Cycle I and to be implemented in Cycle II include: (1) repeating the ablution material, including the procedure for ablution through the singing method, so that students can easily remember the order of ablution. (2) When singing the ablution clap, students demonstrate ablution appropriately and correctly. (3) Students repeat the ablution prayer and after together. (4) Students practice ablution again directly (5) Students watch videos about ablution and things that invalidate ablution. These are all efforts that must be made during the Cycle II action, so that it is hoped that the results will be appropriate and improved. Namely, many students have completed

Based on the test results in Cycle I on the implementation of ablution learning with the demonstration method in Class 1 consisting of 30 students, the test score data includes practice before understanding the material and before the application of the demonstration method; as well as test results after the application of the demonstration method. The results of the study indicate that the demonstration method has a positive impact on improving students' ablution skills. There is an increase in students' understanding of the material taught, which is indicated by the level of learning completion that increases from Cycle I to Cycle II, namely from 41% to 88%. In Cycle II, the overall level of student learning completion has been recorded Fiqh.

Table 1. Cycle I & Cycle II Completion Results

N o	Nama	L/P	Siklus 1	Ket.	Siklus 2	Ket.
1	ADNAN SULAEMAN	L	65	TT	75	T
2	AGAM ABDILAH PRATAMA	L	88	T	95	T
3	ANDIKA PRATAMA	L	88	T	88	T
4	ANGGA KURNIAWAN	L	60	TT	75	T
5	AQILA MAULIDA	P	68	TT	80	T
6	AZIS RAHMATULLOH	L	70	T	75	T
7	FEBRI SEPTIANO	L	85	T	88	T
8	HAIDAR MALIK HARIYANTO	L	60	TT	70	T
9	IBRAHIM FAKHRI AL AYUBI	L	55	TT	85	T
10	KEYSHA AURELIA FITRIANI	P	88	T	95	T
11	M. AGIS MAULANA	L	88	T	90	T
12	M. RAMLAN AL RASID	L	50	TT	75	T
13	M. YUSUP ERLAGA SAPUTRA	L	85	T	90	T
14	MARINAH AULIA	P	85	T	90	T
15	MOCH. SALMAN ALFARISI	L	88	T	90	T
16	MUHAMAD ADNAN RM	L	85	T	90	T
17	MUHAMAD ARFAN RASYID	L	60	TT	75	T
18	MUHAMAD RIZKY M	L	68	TT	75	T
19	MUHAMAD ALWI ASSEGAP	L	78	T	80	T
20	MUHAMAD FATHUR	L	65	TT	75	T
21	MUHAMAD ILHAM KADAFI	L	88	T	90	T
22	NABILA HASNA AMIRA	P	55	TT	80	T
23	NUR AZIZAH	P	60	TT	75	T
24	RAKA	L	68	TT	80	T
25	RENI AULIA	P	50	TT	80	T
26	RIYAN	L	55	TT	75	T
27	SAMAIRA FILZAH ELIYA	P	65	TT	80	T
28	SITI SALMA FUJIYANTI	P	65	TT	65	TT
29	SITI SYIFA U ROHMAH	P	65	TT	60	TT
30	SITI SOPIAH	P	65	TT	60	TT

Average score	70	80
Number of Completed	12	27
Number of Incomplete	18	3
Percentage	41% (T), 59% (TT)	88% (T), 12% (TT)
Passing grade	70	70

Keterangan:

- T= Completed
- TT= Incomplete
- KKM= Passing grade

Discussion

Based on the research results, the implementation of research in Cycle I showed that there were still many students who did not understand the material on ablution, prayers before and after ablution, and were not yet skilled in practicing ablution properly and correctly. According to Bloom, understanding is a person's ability to understand or comprehend something, after something is known and remembered (Munjiarti, 2023). Students can be said to understand something if they can answer and explain the material using everyday language.

Meanwhile, skills are the ability to do something quickly and perfectly (Hariyadin, 2021). Skills can be said to be competent and successful if they are accustomed to and trained seriously according to their abilities.

The implementation of ablution learning in Cycle I actions includes: providing ablution material, demonstrating ablution, the correct procedure for ablution by demonstrating ablution movements, and mentioning the names of ablution movements in sequence. Furthermore, the researcher asked the students to practice ablution in turns. Then a Post-test sheet was given as an evaluation of the implementation of Cycle I.

Cycle I was carried out in one meeting with a time allocation of 2x35 minutes. In Cycle I, there were several stages that had not been implemented properly, which had an impact on learning completeness. With several obstacles faced in Cycle I, it is hoped that in Cycle II, it can be implemented optimally.

Based on Table 1, in the implementation of Cycle I, out of 30 students in Grade 1, 18 students (59%) did not complete (TT), while 12 students (41%) completed (T). While in Cycle II, out of 30 students in Grade 1, only 3 students (12%) did not complete (TT) and 27 students (88%) completed (T) the Fiqh subject. Thus, the implementation of Cycle II showed an increase in students' understanding and skills in the ablution material using the demonstration method.

The study proved that the demonstration method carried out by the researcher had an impact on increasing students' ablution skills by 47%. That is, from 14 students who did not complete Cycle 1, it increased to 30 students who completed Cycle 2. This means that there are 16 students who experienced an increase in understanding and ablution skills.

Conclusion

The improvement of students' understanding and ablution skills, from Cycle I to Cycle II, is because students are accustomed to the Hopkins Model which encourages them to be active during the learning process in class. The success of improving the understanding and ablution skills of Class 1 students at MIS Al-Khoeriyah Cibarengkok Cariu through the application of this demonstration method, can be distributed to other Islamic educational institutions that experience similar obstacles.

References

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69.
<https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- 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, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.

-
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- 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.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.

-
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084.
<https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

