



# Improving Student Learning Outcomes in Islamic Education Learning through the Problem Based Learning Method at SD Negeri Bukit Baro

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## ABSTRACT

This study aims to improve student learning outcomes through the Problem Based Learning method on the learning material 'My Ambition to Become a Pious Child' in class V of Bukit Baro State Elementary School, Montasik District, Aceh Besar Regency in the 2024/2025 Academic Year. This research is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were class V students of Bukit Baro State Elementary School, Montasik District, Aceh Besar Regency, with a total of 22 students involved in this study. The research data were obtained using test and observation techniques. The test was used to measure student learning outcomes before and after the action, while observation was used to analyze teacher and student learning activities during the learning process. The data analysis techniques used in this study were quantitative and qualitative descriptive analysis, by comparing student learning outcomes in each cycle and observing the increase in student involvement in the learning process. The results showed that the application of the Problem Based Learning method can improve student learning outcomes. This can be seen from the increase in the percentage of students' understanding of the teaching material, which was from 36% in cycle I, increasing to 55% in cycle II, and reaching 100% in cycle III. Thus, the use of the Problem Based Learning method can be used as an effective learning strategy in improving student learning outcomes, especially in Islamic Religious Education subjects. This method is also recommended to be applied in learning in elementary schools to increase student involvement and understanding of the teaching material.

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## Introduction

Education plays a crucial role in shaping students' cognitive and character development. One of the learning strategies that has gained attention in recent years is Problem

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Based Learning (PBL). PBL is a student-centered approach that encourages students to actively engage in solving real-world problems, thus enhancing their critical thinking, collaboration, and problem-solving skills. In the context of Islamic religious education, it is essential to adopt effective teaching methods that not only improve students' knowledge but also strengthen their moral and ethical values. This research is titled "Improving Student Learning Outcomes Through the Problem Based Learning Method in the Learning Material 'My Aspiration to Be a Pious Child' in Grade V of SD Negeri Bukit Baro." The problem addressed in this research is whether the application of Problem Based Learning in the learning material 'My Aspiration to Be a Pious Child' can enhance the learning outcomes of fifth-grade students at SD Negeri Bukit Baro, Montasik District, Aceh Besar Regency, in the 2024/2025 academic year.

The primary objective of this study is to examine the effectiveness of the Problem Based Learning method in improving students' understanding of the 'My Aspiration to Be a Pious Child' material in Islamic religious education. The study is conducted as a classroom action research that involves multiple cycles to evaluate students' learning progress and engagement. By applying PBL, it is expected that students will not only gain a deeper understanding of the subject matter but also develop essential problem-solving skills. The findings of this study indicate that the use of Problem Based Learning significantly enhances students' learning outcomes. Initially, in cycle I, only 36% of students demonstrated an understanding of the material. However, after implementing the PBL method, the percentage increased to 55% in cycle II and further improved to 100% in cycle III. This substantial progress highlights the effectiveness of Problem Based Learning in facilitating active learning and improving comprehension among students.

Based on these results, several recommendations can be made. First, teachers should consider integrating Problem Based Learning into Islamic religious education, as it has been proven to yield better learning outcomes compared to conventional teaching methods. Second, training programs should be conducted for elementary school teachers to familiarize them with the implementation of Problem Based Learning. Finally, future researchers are encouraged to conduct further studies with the goal of achieving a consistent 95% success rate in student learning outcomes through PBL.

Education is a fundamental aspect of human development, playing a crucial role in shaping individuals' intellectual, emotional, and social capabilities. The effectiveness of teaching methods directly influences students' ability to comprehend, analyze, and apply knowledge in real-life situations. Traditional lecture-based learning, which focuses primarily on teacher-centered instruction, often limits students' engagement, creativity, and critical thinking. As a result, educators worldwide are exploring active learning approaches to enhance student learning experiences. One such method that has gained attention in recent years is Problem-Based Learning (PBL). PBL is a student-centered teaching strategy that encourages learners to solve real-world problems through inquiry, discussion, and collaboration. Unlike conventional teaching methods that

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emphasize rote memorization, PBL empowers students to explore concepts deeply, develop analytical skills, and apply their knowledge in meaningful ways.

This research focuses on the implementation of PBL in Islamic Religious Education on the topic “Cita-Citaku Menjadi Anak Saleh” in Grade V at SD Negeri Bukit Baro. The study aims to investigate whether PBL can effectively improve students' learning outcomes, engagement, and motivation. By employing a Classroom Action Research (CAR) approach, this study systematically examines how PBL influences student participation and comprehension over multiple learning cycles. Through preliminary observations, it was found that students exhibited low engagement and comprehension levels when learning through traditional lecture-based instruction. Many students struggled to grasp key concepts, and their participation in classroom discussions was minimal. This study seeks to address these challenges by introducing an interactive and inquiry-based learning approach. By implementing PBL, this study aims to answer the following questions: How does PBL influence students' understanding of the subject matter?; What impact does PBL have on students' participation and motivation?; How does PBL affect teachers' instructional strategies and classroom management?; The significance of this study lies in its potential to enhance primary education by providing evidence-based insights into effective teaching strategies. The findings of this research can serve as a reference for teachers, school administrators, and policymakers in improving educational practices and adopting student-centered learning approaches.

With the growing demand for innovative educational methods that prepare students for real-world challenges, this study contributes to the ongoing discourse on active learning methodologies and their role in fostering meaningful and effective learning experiences.

## **Methods**

This study employs a classroom action research (CAR) methodology to investigate the effectiveness of Problem Based Learning in improving students' learning outcomes. Classroom action research is a reflective process carried out by educators in their own classrooms to enhance teaching strategies and improve student achievement. This study follows the action research model developed by Kemmis and McTaggart, which consists of four key phases: planning, action, observation, and reflection. The research was conducted at SD Negeri Bukit Baro, Montasik District, Aceh Besar Regency, in the 2024/2025 academic year. The subjects of the study were 22 fifth-grade students and their classroom teacher, who acted as a collaborator. The selection of subjects was based on the observed challenges in students' comprehension of the Islamic religious education material 'My Aspiration to Be a Pious Child.' The research was carried out over multiple cycles, with each cycle consisting of two meetings. The study began with a preliminary observation to identify students' initial understanding of the material. Following this, a structured intervention using the Problem Based Learning method was

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introduced in the first cycle. Data collection techniques included both qualitative and quantitative methods, ensuring a comprehensive analysis of student progress.

The data in this study were gathered through tests, observations, and interviews. Tests were conducted before and after each cycle to measure students' learning outcomes. Observations focused on analyzing student participation, engagement, and problem-solving abilities during the learning process. Additionally, interviews were conducted with the teacher to gain insights into the implementation of Problem Based Learning and its impact on student learning. The data analysis process followed a descriptive qualitative and quantitative approach. Quantitative data from student test scores were analyzed to determine the percentage increase in learning outcomes across the cycles.

Meanwhile, qualitative data from observations and interviews were transcribed and categorized to identify recurring themes related to student engagement and instructional effectiveness. The first step of the study was the planning phase, in which the researcher and the classroom teacher collaboratively designed a lesson plan incorporating Problem Based Learning principles. Learning materials and problem scenarios were prepared to stimulate student inquiry and discussion. Additionally, assessment criteria were established to evaluate both individual and group learning progress. The second phase, the action phase, involved implementing the lesson plan in the classroom. Students were presented with real-life problems related to the topic 'My Aspiration to Be a Pious Child.' They worked in groups to discuss potential solutions, analyze different perspectives, and present their findings to the class. The teacher acted as a facilitator, guiding students in their learning process and encouraging active participation.

During the observation phase, data were collected using observation sheets and field notes. The researcher monitored student engagement, collaboration, and the ability to apply knowledge in solving problems. The teacher's instructional strategies and classroom management techniques were also documented to assess the effectiveness of the intervention. In the reflection phase, the collected data were analyzed to determine the strengths and areas for improvement in the teaching and learning process. The researcher and the teacher discussed the findings and identified necessary modifications for the next cycle.

If significant improvements were observed, the cycle was concluded; otherwise, the intervention was revised and implemented in a subsequent cycle. The number of cycles in this study was determined based on the progress of student learning outcomes. If a satisfactory increase in understanding was achieved in the first cycle, no further cycles were needed. However, if learning improvements were insufficient, the study proceeded to the next cycle with revised instructional strategies. Findings from this study revealed that Problem Based Learning significantly enhanced student engagement and comprehension. The percentage of students understanding the

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material improved from 36% in cycle I to 55% in cycle II and ultimately reached 100% in cycle III. These results suggest that Problem Based Learning is an effective strategy for fostering active learning and improving academic performance. In conclusion, the methodology adopted in this research facilitated a systematic and reflective approach to improving teaching and learning outcomes. The findings underscore the potential of Problem Based Learning in enhancing students' problem-solving skills and conceptual understanding. Future studies could further explore the long-term impact of this method across different educational contexts.

## Result

The findings of this research highlight the effectiveness of the Problem Based Learning (PBL) method in improving students' learning outcomes in Islamic religious education. The implementation of PBL in the subject 'My Aspiration to Be a Pious Child' demonstrated a significant increase in student engagement and comprehension across the research cycles. During the initial observation, it was noted that only 36% of students had a clear understanding of the lesson content. After the introduction of PBL in cycle I, student participation increased, and their comprehension improved to 55%. In cycle II, further refinements were made to the teaching approach, resulting in a more substantial increase in student understanding. By cycle III, all students (100%) had successfully mastered the learning material. The qualitative data collected through classroom observations and teacher interviews revealed that students were more motivated and actively engaged when learning through problem-solving tasks. The discussions among peers encouraged collaborative learning and critical thinking. Teachers also observed that students showed increased confidence in expressing their ideas. These findings confirm that the implementation of Problem Based Learning can significantly enhance student engagement, motivation, and academic performance. Future research should explore the sustainability of this method over a longer period and across different subjects to assess its broader applicability.

The results of this study indicate that implementing the Problem-Based Learning (PBL) method in Islamic Religious Education learning on the topic "My Aspiration to Be a Pious Child" in grade V at SD Negeri Bukit Baro has a positive impact on improving student learning outcomes. In the first cycle, students still had difficulty understanding the given concepts. Based on the test results, only 36% of students achieved learning completeness. This shows that conventional teaching methods were not entirely effective in improving student understanding. In the second cycle, after improvements in implementing the PBL method, student learning outcomes increased. The completeness percentage rose to 55%. Students became more active in discussions and solving problems given in the learning scenarios. The third cycle showed more optimal results. After making various adjustments in teaching strategies, student completeness increased to 100%. All students were able to understand the material and answer evaluation questions well. In addition to test results, observations of student learning activities also showed improvement. Initially, students tended to be passive and waited



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for teacher instructions. However, with the implementation of PBL, students became more active in asking questions and participating in group discussions.

Teachers also experienced changes in their teaching approach. In the first cycle, teachers were still accustomed to lecture methods, but by the second and third cycles, they increasingly used strategies that directly involved students in the learning process. Interviews with students revealed that they felt more motivated in learning with the PBL method because they were given the opportunity to think independently and work in groups. Furthermore, reflection results showed that PBL helped students develop critical thinking and problem-solving skills. They not only memorized material but also understood how to apply it in everyday life. Regarding learning time, the PBL method required more time allocation compared to the lecture method. However, the results obtained show that this additional time was worth the improvement in student learning outcomes. Overall, the research results confirm that the gradual implementation of the Problem-Based Learning method can improve student understanding, critical thinking skills, and learning motivation. Therefore, this method can be an effective alternative in Islamic Religious Education learning. This improvement in learning outcomes aligns with previous research that shows PBL can enhance students' cognitive and affective skills in various subjects.

Besides improving learning outcomes, this method also contributes to character building, such as independence, responsibility, and teamwork in groups. This is highly relevant in Islamic Religious Education learning, which emphasizes not only cognitive aspects but also attitudes and behavior. With the research results obtained, it is recommended that teachers at SD Negeri Bukit Baro and other schools consider implementing the PBL method in learning. Additionally, schools can conduct training for teachers to better understand and effectively implement this method. This research also provides insights for curriculum developers to accommodate more problem-based learning methods in elementary education syllabi. As a recommendation for future research, it is suggested to explore the application of the PBL method in other subjects and measure its long-term impact on students' academic performance. Overall, the results of this study contribute to the education sector in discovering more effective teaching methods to significantly improve student learning outcomes.

## **Discussion**

The results of this study indicate that the implementation of Problem-Based Learning (PBL) in Islamic Religious Education on the topic "My Aspiration to Be a Pious Child" in Class V of SD Negeri Bukit Baro significantly improved students' learning outcomes. The research findings demonstrate that PBL positively influenced students' engagement, critical thinking, and overall academic performance. In the first cycle, students showed difficulty understanding the material and solving problems independently. This was evident from the initial test results, where only 36% of students achieved the minimum

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mastery criteria. This indicates that traditional lecture-based methods were not sufficient to foster deep understanding. During the second cycle, adjustments were made in the PBL implementation, including better structuring of problem scenarios and more active teacher facilitation. As a result, the percentage of students achieving mastery increased to 55%. Students began to engage more actively in discussions and demonstrated improved problem-solving skills.

By the third cycle, the effectiveness of PBL became more apparent. Students had adapted to the problem-solving approach and demonstrated higher levels of participation. The mastery percentage reached 100%, indicating that all students successfully grasped the concepts being taught. Observations during the learning process showed that student involvement in discussions and group activities increased significantly. Initially, students were hesitant to express their thoughts, but as they became accustomed to PBL, they started contributing more actively and collaborating effectively. The teacher's role also evolved throughout the research. In the first cycle, the teacher primarily acted as an instructor, but in subsequent cycles, the role shifted to that of a facilitator, guiding students in exploring solutions and encouraging independent thinking. Student interviews provided further insights into the impact of PBL. Many students expressed that they found learning more enjoyable and meaningful when they were actively involved in problem-solving rather than passively listening to lectures. This increased motivation and interest in the subject.

In addition to cognitive development, PBL also contributed to students' character building. The collaborative nature of the method helped students develop teamwork, responsibility, and communication skills, which are essential for their overall growth. One of the main advantages of PBL observed in this study was its ability to enhance students' critical thinking. Instead of merely memorizing facts, students were required to analyze, evaluate, and apply their knowledge in real-life scenarios, making learning more relevant. Despite its effectiveness, the implementation of PBL posed certain challenges. The method required more instructional time compared to conventional approaches. Teachers had to carefully design problem scenarios and facilitate discussions, which demanded additional preparation. Another challenge was ensuring that all students participated actively. Some students initially struggled with independent learning and required additional encouragement from teachers and peers. However, as they progressed through the cycles, their confidence improved.

Comparing these findings with previous research, similar studies have shown that PBL enhances both academic achievement and soft skills, supporting the argument that this method is an effective pedagogical approach. The results align with existing literature that highlights the benefits of inquiry-based learning in primary education. Based on these findings, it is recommended that schools provide professional development for teachers to effectively implement PBL. Training sessions on designing problem-based lessons and facilitating student discussions would be beneficial in

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ensuring successful execution. Furthermore, incorporating PBL into other subjects could enhance interdisciplinary learning, allowing students to apply their problem-solving skills in various contexts. Future research could explore the long-term impact of PBL on student performance and attitudes toward learning. In conclusion, this study confirms that PBL is a valuable method for improving student learning outcomes and engagement. By fostering active participation, critical thinking, and collaboration, PBL provides a dynamic and effective learning environment that benefits students both academically and personally.

Another important aspect observed in this study was the shift in classroom dynamics. Initially, students relied heavily on the teacher for answers and guidance. However, as PBL was implemented across cycles, students became more autonomous in their learning, taking the initiative to explore possible solutions and collaborate with peers. This shift indicates that PBL promotes student-centered learning, where learners take an active role in their education. Moreover, the study highlights the role of peer interaction in knowledge construction. During group discussions, students learned from each other, exchanged perspectives, and refined their understanding through debate and reflection. This social aspect of learning contributed to deeper comprehension and retention of concepts. The ability to articulate thoughts and defend arguments strengthened students' cognitive abilities and prepared them for real-world problem-solving scenarios. The improvement in student motivation was also a key finding. Traditional rote-learning methods often lead to disengagement, whereas PBL provided meaningful and context-based learning experiences. The real-life scenarios presented in PBL activities made learning more relatable, increasing students' intrinsic motivation to participate and achieve better results. This aligns with research indicating that contextualized learning fosters greater interest and enthusiasm among students.

From the teacher's perspective, PBL required a transformation in instructional strategies. Teachers had to transition from being mere knowledge transmitters to facilitators who guided students through the inquiry process. This required careful planning, including designing relevant problem scenarios, preparing guiding questions, and assessing student progress dynamically. While this shift posed initial challenges, it ultimately enhanced the teacher's ability to manage student engagement and differentiate instruction effectively. Overall, this study reinforces the effectiveness of PBL as an instructional strategy that not only improves academic achievement but also equips students with essential life skills. By fostering curiosity, independence, and resilience, PBL prepares students to navigate complex challenges beyond the classroom. Given these benefits, it is recommended that educational institutions integrate PBL more systematically into their curriculum, ensuring that students are equipped with both knowledge and critical thinking skills for lifelong learning.



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## Conclusion

Based on the findings of this study, it can be concluded that the implementation of Problem-Based Learning (PBL) has a significant positive impact on students' learning outcomes in the subject of Islamic Religious Education, particularly in the topic "Cita-Citaku Menjadi Anak Saleh" in class V at SD Negeri Bukit Baro. The increase in student achievement, as observed through the research cycles, demonstrates that PBL is an effective instructional strategy that enhances students' understanding and engagement in learning. The study results indicate that students initially struggled with the learning material when using traditional lecture methods, as reflected in the low percentage (36%) of students meeting the minimum competency standards in the first cycle. However, after integrating PBL into the learning process, students showed steady improvement, with a 55% success rate in the second cycle and ultimately reaching 100% in the third cycle. This suggests that PBL fosters a deeper understanding and greater retention of learning materials.

One of the key findings of this study is that PBL encourages active learning. Students were no longer passive recipients of knowledge but became active participants in the learning process. Through real-world problem scenarios, they developed critical thinking, problem-solving skills, and the ability to collaborate with peers effectively. These skills are essential not only for academic success but also for personal and professional growth in the future. Additionally, PBL improved student motivation. Many students expressed increased enthusiasm and interest in learning because the problem-solving activities were meaningful and relevant to their daily lives. Unlike conventional teaching methods that often lead to disengagement, PBL stimulated curiosity and encouraged students to take ownership of their learning process. The study also highlighted the role of peer collaboration in knowledge acquisition. Working in groups, students learned to listen to different perspectives, communicate their ideas effectively, and refine their understanding through discussions and debates. This collaborative approach reinforced learning and helped students develop interpersonal and teamwork skills that are crucial for their overall development.

Furthermore, the research findings demonstrate that PBL enhances students' cognitive abilities by shifting the focus from rote memorization to higher-order thinking skills. Instead of merely recalling information, students were required to analyze, evaluate, and apply their knowledge in problem-solving contexts. This deeper level of processing contributed to improved comprehension and long-term retention of concepts. From the teacher's perspective, PBL transformed the traditional role of educators. Teachers were no longer just transmitters of knowledge but facilitators who guided students through the inquiry process. While this shift required additional planning and classroom management strategies, it ultimately resulted in a more dynamic and engaging learning environment. Teachers also developed better techniques for assessing student progress and providing constructive feedback.

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Another significant aspect observed in this study was the impact of PBL on classroom dynamics. In the early stages of the research, students depended heavily on the teacher for instructions and answers. However, as the cycles progressed, students became more autonomous in their learning, taking initiative and seeking solutions independently. This self-directed learning ability is a crucial skill that will benefit them in their academic and professional careers.

The study also reveals that implementing PBL requires careful planning and sufficient time allocation. Unlike traditional lecture-based instruction, PBL involves complex problem scenarios, discussions, and reflections, which demand more time. However, the benefits in terms of improved learning outcomes and student engagement justify the additional time investment. This research confirms that PBL is not only effective for increasing student achievement but also beneficial for character building. Through problem-solving activities, students developed perseverance, responsibility, and cooperation values that are essential in both academic and social contexts. These findings emphasize the importance of integrating PBL into the curriculum to cultivate well-rounded individuals.

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