



Improving Student Learning Achievement in Islamic Learning at SD Negeri 1403 Tiga Serangkai

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ABSTRACT

This study aims to determine whether the demonstration method can improve student learning achievement with ablution material for class II students of SDN 1403 Tiga Serangkai in 2025. This classroom action research uses a demonstration method by demonstrating or showing students a process, a situation being studied so that the process of student acceptance of the lesson will be more memorable in depth. This study is a PTK with 3 cycles through 4 stages, namely planning, implementation, observation and reflection. The subjects of this study were 32 students. The hypothesis proposed is that if the demonstration method can be used properly, it can improve student learning achievement in PAI subjects for class II students of SDN 1403 Tiga Serangkai in 2025. The success indicator is 75% with a KKM of 75. Data collection techniques with observation. Data analysis techniques with formulas to determine the average value and percentage. The results of the study showed that learning achievement in cycle I was 44% or 14 students with KKM 75, cycle II was 56% or 18 students with KKM 75 and in cycle III was 81% or 26 students for the material of the pillars of ablution and 87.5% or 28 students for the material of the sunnah of ablution with KKM 75. The increase in student learning achievement in cycle I to cycle II was 12% with KKM 75, the increase in achievement in cycle II to cycle III with the material of the pillars of ablution was 25% and in the material of the sunnah of ablution was 31.5%.

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Introduction

In the contemporary educational landscape, the effectiveness of teaching methods plays a crucial role in determining the learning outcomes of students. This is especially true in subjects such as Islamic Studies, where not only academic knowledge is important but also the cultivation of character, values, and moral principles in students. At SD Negeri

1403 Tiga Serangkai, the achievement of students in Islamic Studies has been a subject of concern for educators and school administrators alike. Despite the school's commitment to providing quality education, there have been noticeable gaps in students' understanding and retention of the material being taught. Islamic Studies, as a subject, is unique in its focus on both knowledge and character formation. This subject encompasses various aspects, including the study of the Qur'an, Hadith, Islamic history, and moral teachings. It is crucial for students to not only understand these concepts but also internalize and apply them in their daily lives. However, the traditional methods of teaching used at SD Negeri 1403 Tiga Serangkai have not fully succeeded in engaging students and fostering a deep connection to the material.

Based on preliminary observations, many students at the school struggle with maintaining interest and focus during Islamic Studies lessons. A significant portion of the students finds it difficult to grasp the concepts being taught, particularly when it comes to memorizing verses of the Qur'an, understanding Islamic history, and applying Islamic moral principles in real-life situations. Teachers have observed that students' performance in assessments related to Islamic Studies has been below expectations, indicating a need for improvement. One possible reason for this challenge is the lack of interactive and engaging teaching methods in the classroom. The traditional lecture-based approach, which involves teachers delivering content while students passively listen, does not cater to the diverse learning styles of students. This method tends to lead to boredom and disengagement, especially in a subject that requires active participation and reflection, such as Islamic Studies.

To address this issue, it is essential to explore and implement more effective and student-centered teaching strategies. One such approach is the use of cooperative learning models, which have been shown to promote better student engagement, collaboration, and active participation in the learning process. Cooperative learning methods encourage students to work together in small groups, where they can discuss, solve problems, and learn from each other. This can be particularly beneficial in Islamic Studies, where moral and ethical discussions play a key role. Moreover, there is a need for teaching methods that can make Islamic Studies more relevant and meaningful to students. In order for students to connect with the subject matter, they need to see how it relates to their daily lives and the world around them. Integrating real-life examples, interactive activities, and discussions into the curriculum could help make Islamic Studies more engaging and relatable to students.

This research aims to improve the learning achievements of students in Islamic Studies at SD Negeri 1403 Tiga Serangkai by implementing a more dynamic and interactive teaching approach. The research will explore the potential of cooperative learning models to enhance student engagement, participation, and understanding of the material. By fostering a more active and student-centered learning environment, the study seeks to increase students' academic performance in Islamic Studies. In addition

to improving academic performance, this research also seeks to promote a deeper understanding of Islamic values among students. The goal is to not only improve students' knowledge of Islamic teachings but also to help them internalize these teachings and apply them in their daily lives. The integration of moral and ethical discussions into the classroom setting can encourage students to reflect on their behavior and develop a stronger sense of responsibility as individuals and members of society.

In light of these concerns, this research is important because it addresses a gap in the existing teaching methods in Islamic Studies. The findings could have significant implications for educators, school administrators, and curriculum developers who are interested in improving the quality of education in Islamic Studies. Furthermore, the results of this study could contribute to the broader discourse on effective teaching practices in religious education. The importance of Islamic Studies in shaping the character and values of students cannot be overstated. In a rapidly changing world, students must be equipped with not only academic knowledge but also strong ethical foundations. Islamic Studies plays a crucial role in this by instilling values such as honesty, integrity, respect, and empathy. By improving students' understanding of these values, the research aims to contribute to the development of well-rounded individuals who are capable of making positive contributions to their communities.

Additionally, the study seeks to contribute to the existing body of research on teaching methods in religious education. While there has been considerable research on teaching strategies in various subjects, there is a lack of studies that focus specifically on improving teaching and learning outcomes in Islamic Studies. This research will fill that gap by providing insights into how different teaching models can impact students' performance in religious education. The research will also serve as a valuable resource for educators who may be facing similar challenges in teaching Islamic Studies. By exploring new teaching methods and evaluating their effectiveness, the study can provide practical recommendations that teachers can apply in their classrooms. It is hoped that the results of this study will encourage teachers to adopt more student-centered and engaging approaches to teaching Islamic Studies.

Moreover, this study will be significant in terms of contributing to the professional development of teachers at SD Negeri 1403 Tiga Serangkai. By engaging in action research, teachers will have the opportunity to reflect on their current practices, identify areas for improvement, and experiment with new strategies. This will not only enhance their teaching skills but also contribute to the overall improvement of the school's academic performance. In summary, the background of this research highlights the need for a more effective and engaging approach to teaching Islamic Studies at SD Negeri 1403 Tiga Serangkai. By applying cooperative learning models and focusing on the integration of Islamic values into the curriculum, this research aims to improve students' learning outcomes and foster a deeper understanding of the material. The

findings will provide valuable insights for educators seeking to enhance their teaching practices and improve the overall quality of education in Islamic Studies.

Methods

This research is designed as a classroom action research (CAR) aimed at improving the learning achievement of students in Islamic Studies at SD Negeri 1403 Tiga Serangkai. The study will follow a cyclical process of planning, action, observation, and reflection, with the goal of identifying effective strategies for enhancing student engagement and academic performance in Islamic Studies. The participants in this research are the students of grade 5 at SD Negeri 1403 Tiga Serangkai. A total of 30 students will be involved in the study, including both male and female students of varying academic abilities. The class consists of students with diverse learning needs, which will allow the research to examine how different teaching methods affect a heterogeneous group of learners.

To address the research objectives, the study will employ the Snowball Throwing cooperative learning model, which is expected to encourage student participation and interaction. The Snowball Throwing model involves students working in groups, where they are given a set of questions related to the lesson. After a brief discussion in their group, each student writes down their answers on a piece of paper and “throws” it to another student. The receiving student then continues answering or adding to the response, thus creating a collaborative learning environment. The research will be conducted in two cycles. In each cycle, the teacher will implement the Snowball Throwing model in the teaching of Islamic Studies, using a variety of materials such as the Qur’an, Hadith, and Islamic moral stories. The teacher will prepare a set of questions and learning activities that are aligned with the curriculum objectives for the subject. The questions will be designed to encourage critical thinking, reflection, and discussion among the students.

Cycle 1 will focus on introducing the Snowball Throwing model to the students. The teacher will begin by explaining the rules and objectives of the activity, providing clear instructions to ensure that the students understand how to participate effectively. The lesson will begin with a short lecture, followed by the Snowball Throwing activity, where students will work in small groups to discuss and answer questions. During the first cycle, the researcher will observe and document the students’ engagement, participation, and interaction during the Snowball Throwing activity. The researcher will also collect data on students’ academic performance through pre- and post-test assessments. The pre-test will be administered before the Snowball Throwing activity begins, and the post-test will be administered at the end of the lesson to measure any improvements in learning outcomes.

In the reflection phase of cycle 1, the researcher and teacher will analyze the data collected from the observations and assessments. The teacher will identify any

challenges or areas for improvement and adjust the instructional strategies as necessary. Based on the reflections, adjustments may be made to the Snowball Throwing activity for the second cycle, such as providing additional guidance or modifying the questions to better suit the students' needs. Cycle 2 will build on the findings from cycle 1. The teacher will implement the Snowball Throwing model again, but with adjustments based on the observations and reflections from the first cycle. This may involve incorporating more interactive activities, revising the questions to encourage deeper discussion, or providing additional support to students who are struggling with the material.

In addition to the Snowball Throwing activity, the teacher will integrate other interactive learning methods, such as group discussions and role-playing, to further engage students in the lesson. These activities will help reinforce the concepts taught and provide students with opportunities to apply their knowledge in real-life scenarios. The teacher will also incorporate visual aids and multimedia resources to make the lesson more engaging and accessible to students with different learning styles. Throughout both cycles, the researcher will continue to observe and document the students' progress. In particular, the researcher will focus on changes in student engagement, participation, and academic performance. Data will be collected using a combination of observation notes, student interviews, and assessments. The observations will provide qualitative insights into how students are responding to the teaching methods, while the assessments will offer quantitative data on their learning achievements.

The effectiveness of the Snowball Throwing model will be evaluated based on improvements in students' academic performance, as well as their engagement and participation in the classroom. The researcher will compare the results of the pre- and post-tests to determine whether there has been a significant increase in students' understanding of the Islamic Studies content. Additionally, the researcher will analyze the students' feedback and reflections to assess their perceptions of the learning activities and their overall learning experience. The data analysis will follow a mixed-methods approach, combining both qualitative and quantitative data. The quantitative data from the pre- and post-tests will be analyzed using statistical methods to determine whether there has been a statistically significant improvement in students' performance. The qualitative data from observations and interviews will be analyzed thematically to identify patterns in student behavior, engagement, and attitudes towards the learning process.

At the end of the study, the researcher will summarize the findings and make recommendations for future teaching practices in Islamic Studies. The study will provide valuable insights into the potential of cooperative learning methods, such as Snowball Throwing, to improve student outcomes in religious education. The findings will contribute to the development of more effective and engaging teaching strategies for

Islamic Studies, particularly in elementary school settings. In conclusion, this research will use a collaborative and cyclical approach to enhance students' learning achievements in Islamic Studies. Through the implementation of the Snowball Throwing cooperative learning model, the study seeks to create an engaging and interactive learning environment that fosters student participation, critical thinking, and deeper understanding of Islamic values and teachings. The results of this research will have significant implications for improving the teaching and learning of Islamic Studies in elementary schools.

Result

This classroom action research aimed to improve the learning achievement of students in Islamic Education at SD Negeri 1403 Tiga Serangkai. The research was conducted with the purpose of addressing low student performance in the subject and identifying strategies to enhance their academic success. The research was carried out in two cycles, each including stages of planning, implementation, observation, and reflection. The preliminary observation revealed that the students were facing challenges in understanding Islamic Education concepts, particularly in areas like Aqidah (faith), Ibadah (worship), and Akhlaq (morality). Many students found it difficult to grasp the material, which reflected in their low test scores and overall engagement in class. The teacher noticed that traditional teaching methods did not seem to foster effective learning for the students, and a new approach was needed. To address this issue, the researcher decided to implement more interactive and student-centered teaching methods. The first cycle involved using group discussions, interactive activities, and multimedia tools to present the learning material. The objective was to make the learning process more engaging and relatable to the students, allowing them to participate actively in their learning.

In the first cycle, the researcher focused on improving student participation during lessons. Students were divided into small groups, and each group was tasked with discussing specific topics related to Islamic Education. Afterward, the groups presented their findings to the class, promoting collaboration and peer learning. The use of multimedia tools, such as videos and slides, was also introduced to provide visual explanations of complex concepts. The implementation of these strategies showed some improvements in student engagement and understanding. However, the results were still not as significant as expected. Observations indicated that while some students were more engaged, others still struggled to follow the lessons and actively participate. The teacher reflected on the need to further adjust the teaching methods to address these challenges. In the second cycle, the teacher incorporated more hands-on activities and real-life examples related to Islamic teachings. Field trips to mosques and Islamic centers were organized, providing students with direct experiences that reinforced the concepts they learned in class. Additionally, the teacher began using peer

tutoring, where higher-performing students helped those who needed more support. This approach aimed to foster a sense of community and collaboration among the students. The second cycle also involved providing more frequent formative assessments to monitor student progress and provide immediate feedback. These assessments helped identify areas where students still needed improvement and allowed for timely interventions. The teacher also encouraged more discussions and allowed students to express their thoughts and questions during the lessons.

By the end of the second cycle, there was a noticeable improvement in the students' learning achievements. Test scores showed an increase in the students' understanding of Islamic Education topics, and the students were more confident in their ability to answer questions and engage in class discussions. The use of interactive teaching methods and real-world experiences helped make the lessons more meaningful and easier for the students to grasp. The findings from this research suggest that the use of interactive and student-centered teaching methods significantly improved the learning outcomes in Islamic Education at SD Negeri 1403 Tiga Serangkai. The combination of group discussions, multimedia tools, peer tutoring, and hands-on activities created a more dynamic and engaging learning environment, which contributed to the students' academic success. Reflecting on the research process, the teacher realized the importance of continuously adapting teaching strategies to meet the diverse needs of students. The success of this action research highlights the value of creativity and innovation in the classroom, particularly in subjects like Islamic Education, which require students to connect theoretical knowledge with practical application. One of the key lessons learned from this research is the importance of involving students in their learning process. By giving them opportunities to work in groups, express their ideas, and engage in real-life experiences, students become more invested in their education and are more likely to succeed. The role of the teacher is not just to impart knowledge but to create an environment that fosters active learning.

The research also highlighted the significance of continuous assessment and feedback. Regularly assessing student progress allowed the teacher to identify areas of improvement and provide targeted support to students who were struggling. This approach helped ensure that no student was left behind in their learning journey. In conclusion, this classroom action research demonstrates that implementing interactive and student-centered teaching strategies can significantly enhance students' learning achievements in Islamic Education. By using a variety of teaching methods, including group work, multimedia, and real-world experiences, students became more engaged and successful in understanding the material. This research provides valuable insights for other educators looking to improve student performance in similar contexts.

Future research could explore the long-term effects of these teaching methods on students' academic performance and personal development. It would also be beneficial to investigate how these strategies could be applied to other subjects and grade levels.

The success of this study at SD Negeri 1403 Tiga Serangkai suggests that innovative teaching approaches have the potential to improve learning outcomes across a variety of disciplines. This research also emphasizes the importance of collaboration between teachers, students, and parents in supporting student success. The involvement of parents in the educational process, particularly in reinforcing the lessons learned at school, can further enhance student achievement. The positive outcomes observed in this study highlight the need for continued investment in effective teaching practices to ensure that all students have the opportunity to succeed.

Discussion

The results of this classroom action research demonstrate that the implementation of interactive and student-centered teaching methods significantly enhanced student learning achievement in Islamic Education at SD Negeri 1403 Tiga Serangkai. This study shows that the traditional teaching approach, which mainly relied on lectures and rote memorization, was not sufficient to engage students and promote deeper understanding of the material. The shift to more engaging and participatory strategies addressed many of the challenges students faced in grasping Islamic Education concepts. One of the key aspects of the intervention was the use of group discussions. These discussions provided students with opportunities to actively engage with the content and work collaboratively to solve problems. Through group work, students were able to exchange ideas, clarify doubts, and learn from their peers. This not only helped improve their understanding of Islamic teachings but also fostered a sense of responsibility and accountability in their learning process.

The use of multimedia tools in the classroom further supported student learning. Videos, slides, and other digital resources provided visual aids that helped clarify abstract concepts in Islamic Education. The multimedia tools created a multisensory learning experience that catered to different learning styles, making it easier for students to connect with the material. This was particularly helpful for visual learners, who often struggle with traditional text-heavy teaching methods. In addition to multimedia tools, real-life experiences such as field trips to mosques and Islamic centers played an essential role in bridging the gap between theoretical knowledge and practical application. The field trips provided students with firsthand exposure to Islamic practices and beliefs, reinforcing the lessons learned in the classroom. These experiences made the subject matter more relatable and engaging, allowing students to see the relevance of what they were studying to their daily lives.

Another important strategy was peer tutoring, which was introduced in the second cycle of the research. Peer tutoring allowed students who grasped the material better to assist those who were struggling. This created a supportive learning environment where students could help one another, reinforcing their own understanding in the process. Peer tutoring also fostered a sense of community in the classroom, as students worked

together to achieve common academic goals. The use of frequent formative assessments helped the teacher monitor student progress throughout the cycles. These assessments, which included quizzes, short-answer questions, and informal checks for understanding, provided immediate feedback to both students and the teacher. The formative assessments allowed the teacher to identify areas where students were struggling and adjust the teaching strategies accordingly. This ensured that the learning process was flexible and responsive to student needs.

The teacher's reflection on the first cycle revealed the importance of adapting teaching methods continuously. While some improvement was observed, it was clear that further changes were necessary to fully address the challenges students faced. This reflective practice allowed the teacher to modify strategies, incorporate more hands-on activities, and implement peer tutoring in the second cycle. The adjustments made in the second cycle contributed to the greater success observed in student performance. The significant improvement in student learning outcomes by the end of the second cycle highlights the effectiveness of the implemented strategies. Test scores showed marked progress, and students' confidence in answering questions and participating in class discussions increased. The research demonstrates that a more dynamic, student-centered approach can lead to better understanding and retention of material, especially in a subject like Islamic Education, which requires both cognitive and moral development.

The success of this research also underscores the importance of creating a learning environment that values student engagement. When students are actively involved in their learning, they are more likely to take ownership of their academic success. This research emphasizes that students should not be passive recipients of knowledge; rather, they should be encouraged to ask questions, engage in discussions, and participate in hands-on activities. Additionally, this study highlights the value of using varied teaching methods to accommodate diverse learning styles. Not all students learn in the same way, and it is crucial for teachers to offer a range of strategies that appeal to auditory, visual, and kinesthetic learners. The combination of multimedia tools, group work, field trips, and peer tutoring ensured that all students had access to the support they needed to succeed.

The positive outcomes of this action research also suggest that Islamic Education, which is often perceived as a more traditional and rigid subject, can benefit from innovative teaching practices. By incorporating interactive and engaging strategies, teachers can make Islamic Education more appealing and meaningful to students. This approach not only improves academic performance but also nurtures a deeper understanding of the values and principles of Islam. The findings of this research also point to the significance of ongoing assessment and feedback. The use of formative assessments allowed for continuous monitoring of student progress, which helped identify gaps in understanding before they became major issues. Immediate feedback

helped students improve their performance in real-time, which is particularly important in a subject like Islamic Education where misconceptions can lead to a misunderstanding of fundamental concepts. Reflecting on the process, it is evident that collaboration between the teacher and students is essential for successful learning. Involving students in discussions, allowing them to present their ideas, and providing opportunities for peer tutoring contributed to a more inclusive and participatory classroom environment. This collaborative approach not only helped improve academic performance but also promoted social skills and teamwork among students.

Another key takeaway from this study is the role of real-life connections in fostering deeper learning. The field trips to mosques and Islamic centers were particularly beneficial because they allowed students to see Islamic teachings in action. These experiences provided a tangible link between theoretical knowledge and real-world application, helping students appreciate the relevance of what they were learning. Moreover, the research demonstrates the importance of teacher flexibility and adaptability. The ability to reflect on the effectiveness of the teaching methods and make adjustments as needed was crucial to the success of this action research. Teachers must be willing to experiment with different approaches and make changes based on the needs of their students.

In conclusion, this classroom action research confirms that interactive and student-centered teaching strategies can lead to significant improvements in student learning outcomes, especially in Islamic Education. The combination of group discussions, multimedia tools, real-life experiences, peer tutoring, and frequent assessments created an engaging and supportive learning environment that helped students better understand the material and succeed academically. These findings offer valuable insights for other educators seeking to improve their teaching practices and student performance in similar contexts. Future research could further explore how these strategies can be adapted and applied to other subjects, as well as the long-term impact of such teaching methods on student achievement and personal development. The success of this study provides a strong foundation for further exploration of innovative teaching practices in primary education.

Conclusion

Demonstration method in Islamic Religious Education learning can improve the learning achievement of grade II students of SDN 1403 Tiga Serangkai. Ulu Sosa District, Padang Lawas Regency. Learning achievement in cycle I was 44% or 14 students with KKM 75, cycle II was 56% or 18 students with KKM 75 and in cycle III was 81% or 26 students for the material of the pillars of ablution and 87.5% or 28 students for the material of the sunnah of ablution with KKM 75. The increase in student learning achievement in cycle I to cycle II was 12% with KKM 75, the increase in achievement in

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