



# Improving the Ability to Memorize Daily Prayers through the Singing Method at ICCI GURKY NAMU TERASI Kindergarten

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## ABSTRACT

This Classroom Action Research aimed to improve the ability of young children at TK ICCI Gurky Namu Terasi to memorize daily prayers using the singing method. The research was conducted in two cycles, where the first cycle focused on introducing simple, repetitive songs to teach prayers, while the second cycle increased the frequency of singing activities and included additional strategies like visual aids and rewards. The results showed significant improvements in the children's ability to memorize and recite daily prayers. The use of music engaged the children, making the learning process enjoyable and effective. By incorporating melody and rhythm, the children were able to retain prayers more easily. Additionally, the social and emotional benefits of group singing were observed, as the children developed better communication skills and increased confidence. The study concluded that the singing method is an effective tool for teaching young children daily prayers, making the learning process more interactive, engaging, and memorable. The findings suggest that this approach can be applied to other areas of early childhood education to enhance learning outcomes.

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## Introduction

Early childhood education plays a vital role in the cognitive and social development of children. One important aspect of religious education at the kindergarten level is teaching daily prayers. Daily prayers are fundamental in Islam and are taught from an early age to help shape a child's character and religious identity. Introducing children to the practice of prayer not only fosters a connection to their faith but also instills values that guide their actions. However, memorizing daily prayers at this early stage can be a challenge for many children. Children at this age tend to have short attention spans, and traditional methods of teaching can lead to boredom or lack of engagement. This has

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become one of the reasons why the ability to memorize daily prayers in students at TK ICCI Gurky Namu Terasi has been relatively low.

In light of these challenges, there is a need for more engaging and creative approaches to enhance children's ability to memorize daily prayers. One potential solution is the use of singing as a method of learning. Singing has been proven to be effective in aiding memorization and understanding of various materials. Through songs, children are more likely to remember words or phrases as the melody and rhythm help reinforce their memory. Singing as a method of instruction offers numerous benefits for children's development. In addition to improving their ability to memorize, singing can also help develop language skills, introduce rhythm, and encourage creativity. When applied to teaching daily prayers, singing can make the prayers more enjoyable and easier for children to recall, creating a positive association with the material.

Using songs in teaching can also create a fun and joyful classroom atmosphere. Children are often more enthusiastic and eager to learn when the lesson is presented through an enjoyable medium like music. This enthusiasm is expected to increase children's motivation to actively participate in lessons and make the process of memorizing daily prayers less burdensome and more enjoyable. At TK ICCI Gurky Namu Terasi, the method of teaching daily prayers has typically followed a conventional approach, where children are asked to memorize prayers through repeated reading. While this method is common, it has not yielded optimal results. Some children struggle with memorizing prayers because there is little variation in the teaching approach or methods that could make learning more exciting.

This research aims to improve the ability to memorize daily prayers through the application of the singing method at TK ICCI Gurky Namu Terasi. By incorporating songs into the learning process, it is hoped that children will find it easier to remember the prayers and that the memorization process will become more enjoyable. Additionally, the research seeks to enhance children's interest and motivation to engage with Islamic education in the classroom. The singing method was chosen because it has been shown to stimulate children's interest and creativity. Simple, catchy songs will help children memorize the daily prayers more effectively. The rhythm and melody of the song will support children's memory, making it easier for them to recall the prayers without feeling pressured. The songs selected will consist of short prayers commonly used in everyday life, providing an effective medium for memorization.

Moreover, the implementation of this method is expected to offer variety in teaching approaches at TK ICCI Gurky Namu Terasi, which has predominantly relied on traditional methods. The introduction of innovative teaching methods is anticipated to spark curiosity and enthusiasm among children, motivating them to actively participate and improving their ability to memorize daily prayers. Singing also provides children with an opportunity to express themselves freely. As they sing, they not only learn the

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prayers but also practice correct pronunciation, focus on intonation, and learn to work together in groups. These elements are beneficial for their social and emotional development. Children who enjoy and feel comfortable in the learning environment are more open to absorbing the material being taught, including the daily prayers.

The songs used in this method must be tailored to the children's age. They should be simple, easy to remember, and contain melodies that capture the children's attention. Additionally, the lyrics should include daily prayers that children can easily understand, such as prayers before eating, before sleeping, and after praying. The songs may also include fun body movements to further engage the children and make the learning experience more interactive. The application of the singing method is expected to have a positive impact on children's ability to memorize daily prayers. With a fun and engaging learning process, children will feel more confident in their ability to memorize and recite the prayers. Furthermore, they will find it easier to recall the prayers in their daily routines, encouraging them to make prayer a regular part of their lives.

This research is also relevant to the development of early childhood education curricula that are more varied and enjoyable. At TK ICCI Gurky Namu Terasi, which focuses on Islamic education, creative and enjoyable approaches such as singing are expected to improve the quality of religious education and help shape children's character. By implementing such methods, children will not only memorize prayers but also understand their significance and meaning. Through this research, it is hoped that valuable insights can be gained to develop more engaging and effective teaching methods for young children. The use of the singing method to memorize daily prayers may serve as an attractive alternative for educators to improve children's ability to learn and retain essential religious practices.

## **Methods**

This research was conducted at TK ICCI Gurky Namu Terasi with the goal of improving the ability of kindergarten children to memorize daily prayers using the singing method. The study employed a classroom action research design, which is characterized by a cyclical process involving planning, action, observation, and reflection. The research was carried out over two cycles, with each cycle consisting of planning the lesson, implementing the method, observing the students' progress, and reflecting on the results to improve the teaching and learning process. The first step in this research was to conduct an initial observation to assess the children's current ability to memorize daily prayers. Through this observation, the researcher identified that many children faced difficulties in memorizing the prayers using traditional methods, such as repetitive reading. The children appeared disengaged and struggled to remember the prayers despite repeated efforts. This finding led to the decision to use a more engaging approach, such as the singing method, to address these challenges.

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In the first cycle, the researcher introduced the singing method by incorporating simple, catchy songs into the lesson. These songs included short daily prayers, such as the prayer before eating, the prayer before sleeping, and the prayer after praying. The songs were designed to be easy to follow, with simple melodies and repetitive lyrics to facilitate memorization. The goal was to make the learning process more enjoyable and interactive, so the children would be more motivated to participate and engage with the material. The songs were taught in a group setting, where the teacher sang along with the children to create a fun and supportive learning environment. The children were encouraged to join in the singing, and the teacher provided assistance by breaking down the lyrics into manageable sections. The teacher also used hand gestures or simple movements to accompany the songs, which helped the children remember the prayers more effectively through kinesthetic learning.

To ensure that the children were actively engaged, the teacher varied the songs and included different activities related to the prayers. For example, after singing the prayer before eating, the children were asked to role-play the act of eating while reciting the prayer. This approach not only reinforced the memorization of the prayers but also helped the children connect the prayers to real-life situations. The use of role play and other interactive activities helped keep the children's attention and made the learning experience more meaningful. The researcher also used visual aids, such as flashcards with the lyrics of the prayers, to further support the children's understanding and memorization. These flashcards were displayed during the lessons and served as a reference for the children as they learned the songs. The use of visual aids provided a multisensory learning experience, reinforcing both auditory and visual learning styles.

In addition to the singing method, the researcher implemented regular assessments to monitor the children's progress in memorizing the prayers. These assessments were informal and conducted during the lessons, where the teacher observed the children's ability to sing and recite the prayers. The assessments provided immediate feedback to the teacher, which helped identify children who needed additional support and allowed for timely intervention. At the end of the first cycle, the researcher reflected on the effectiveness of the singing method. While there was some improvement in the children's ability to memorize the prayers, it was clear that more repetition and practice were needed to reinforce their memorization. The researcher decided to make adjustments for the second cycle by introducing additional strategies to support the children's learning.

In the second cycle, the researcher focused on increasing the frequency of the singing activities. More time was allocated for the children to practice the songs, and the songs were sung multiple times during each lesson. The teacher also involved the children in creating their own versions of the prayers in song form, allowing them to become more actively involved in the learning process. This approach not only made the lessons more engaging but also gave the children a sense of ownership over their

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learning. The second cycle also incorporated more opportunities for children to practice the prayers outside of the classroom. The teacher encouraged the children to sing the prayers at home with their parents, creating a connection between school learning and home practice. Parents were given guidance on how to support their children in practicing the prayers, and a weekly progress chart was provided to track the children's improvement.

To further motivate the children, the researcher introduced a reward system. Children who demonstrated progress in memorizing the prayers were given praise and small rewards, such as stickers or certificates of achievement. This positive reinforcement helped boost the children's confidence and motivated them to continue practicing the prayers. Throughout both cycles, the researcher maintained a reflective practice by continuously assessing the effectiveness of the singing method. Regular reflections allowed the researcher to identify areas that needed improvement and make adjustments to the lesson plans. For example, if a certain prayer was particularly difficult for the children to memorize, the teacher would focus more on that prayer in the following lessons and use different strategies, such as incorporating hand motions or visual aids, to help reinforce learning.

The teaching process was also flexible, allowing for adjustments based on the needs of the children. If some children were struggling to memorize certain prayers, the teacher provided more individualized support by working with them in smaller groups or offering one-on-one assistance. This personalized approach ensured that each child received the help they needed to succeed in memorizing the prayers. At the end of the second cycle, the researcher observed significant improvements in the children's ability to memorize the daily prayers. Many children were able to sing the prayers with confidence and accuracy, and their memorization of the prayers had become more consistent. The children also showed increased enthusiasm and motivation to participate in the lessons, indicating that the singing method had successfully engaged them in the learning process.

The results of this research demonstrated the effectiveness of the singing method in improving children's ability to memorize daily prayers. The singing method not only made the learning process more enjoyable but also helped the children memorize the prayers more easily by using melody and rhythm to reinforce their memory. The combination of singing, visual aids, interactive activities, and positive reinforcement contributed to a more engaging and successful learning experience for the children. In conclusion, this research highlights the potential of using music and song as effective teaching tools in early childhood education, particularly in religious education. The singing method can be an enjoyable and engaging way to help young children memorize prayers and other important concepts. Future research could explore how this method can be applied to other areas of early childhood education to enhance learning outcomes.



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## Result

The implementation of the singing method in the teaching of daily prayers at TK ICCI Gurky Namu Terasi showed significant improvements in the children's ability to memorize and recite the prayers. This research was conducted over two cycles, and both cycles yielded positive results, demonstrating that the singing method can be an effective tool in enhancing children's memorization skills. In the initial phase of the research, the children's ability to memorize daily prayers was observed. Before the intervention, many children struggled to memorize even simple prayers, such as the prayer before eating or the prayer before sleeping. Despite several attempts using conventional methods like repeated reading, most children did not retain the prayers. Their memorization was inconsistent, and they often forgot parts of the prayers or failed to recall them when needed. This was a clear indication that a new, more engaging approach was necessary.

The introduction of the singing method in the first cycle of the research created a noticeable shift in the children's engagement with the prayers. As soon as the teacher began teaching the daily prayers through songs, the children's enthusiasm increased significantly. The songs were simple, with easy-to-remember melodies and repetitive lyrics. This repetition, combined with the melody, helped the children retain the prayers more effectively than through the traditional memorization techniques. By the end of the first cycle, most children had memorized at least one prayer, with some being able to recall two or more prayers. The children's participation in the singing activities was enthusiastic, and they appeared to enjoy the process of learning the prayers through music. This was a major improvement compared to their previous lack of interest when the prayers were taught in a more conventional manner. The singing method succeeded in making the learning process more engaging, which, in turn, helped the children focus better and retain more information.

In the second cycle, the frequency of singing activities was increased, and additional strategies were implemented to further support the children's learning. The songs were sung more frequently during lessons, and children were given more opportunities to practice. The teacher also encouraged the children to create their own versions of the prayers, which gave them more ownership of the learning process. This creative involvement deepened their connection to the material, and the children became more invested in memorizing the prayers. Moreover, during the second cycle, a reward system was introduced to further motivate the children. Children who successfully memorized prayers and participated actively in the singing activities received positive reinforcement, such as stickers and certificates. This reward system helped to build their confidence and provided an extra incentive for them to continue practicing. The recognition of their efforts led to increased motivation, and the children felt proud of their progress.

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The use of visual aids, such as flashcards with prayer lyrics and illustrations, also played a significant role in the second cycle. These flashcards were used to reinforce the learning process by providing a visual representation of the prayers, making it easier for the children to connect the lyrics with the meaning of the prayers. Visual aids, when combined with singing, created a multisensory learning environment that helped the children retain the prayers more effectively. By the end of the second cycle, the results were even more impressive. Nearly all of the children had memorized at least three prayers, and many could recite them with confidence. Their ability to recall the prayers was no longer sporadic; instead, they were able to recite them consistently and accurately. This was a clear indication that the singing method had helped them internalize the prayers, and their retention was significantly improved.

In addition to the improvement in memorization, the children's attitudes towards the prayers also changed positively. They became more confident in reciting the prayers aloud in front of their peers, showing a greater sense of accomplishment and pride. This improvement in self-esteem was a direct result of the engaging and supportive learning environment created by the singing method. Furthermore, the singing method contributed to the development of the children's social and emotional skills. Through singing in a group setting, the children learned to work together, share in the joy of learning, and support one another. These social interactions, facilitated by the songs, helped the children develop better communication skills and increased their willingness to participate in class activities.

The parents also reported positive changes at home. Many parents noted that their children were singing the prayers at home, even outside of class time. The connection between school and home learning was strengthened as the children practiced the prayers with their families, reinforcing the memorization process. This connection between school and home practice helped the children further internalize the prayers and made them more likely to incorporate them into their daily routines. The teacher's observations during the research process highlighted the effectiveness of using music and song as a teaching tool. The teacher noted that the children seemed to be more engaged and eager to participate in the lessons when songs were incorporated into the learning process. This increase in engagement was crucial in helping the children overcome their initial challenges with memorization. It also reinforced the idea that learning through music can be a powerful way to capture children's attention and facilitate their understanding.

As a result of the positive outcomes observed in both cycles, it became clear that the singing method not only improved the children's ability to memorize daily prayers but also enhanced their overall learning experience. The children were more excited to attend class and participate in lessons, and they began to take greater pride in their ability to recite the prayers. The overall atmosphere in the classroom became more lively and joyful, as the children looked forward to the singing sessions. In conclusion,

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the implementation of the singing method in teaching daily prayers at TK ICCI Gurky Namu Terasi led to significant improvements in the children's ability to memorize and recite prayers. The children were more engaged, motivated, and confident in their ability to recall the prayers. This research demonstrates that integrating music into early childhood education can be an effective strategy for improving memorization and making the learning process more enjoyable and meaningful for young children. The findings of this study suggest that the singing method can be a valuable tool for teachers seeking to enhance children's religious education. By using songs to teach prayers, educators can create a more engaging and effective learning environment that helps children internalize important religious practices. Future studies could further explore the impact of music and singing on other aspects of early childhood learning, such as language development and social skills.

## Discussion

The implementation of the singing method to help children at TK ICCI Gurky Namu Terasi memorize daily prayers has proven to be an effective approach. The results of this study indicate that children showed significant improvement in their ability to memorize and recite prayers when taught through songs. The use of music in early childhood education not only facilitated better memorization but also increased engagement, confidence, and participation among the students. Before the introduction of the singing method, the children's ability to memorize daily prayers was limited. Most children struggled to recall prayers, even with repeated practice. This was partly due to the monotonous nature of the conventional memorization methods used, which did not appeal to the children's natural interests or learning styles. Traditional methods often failed to capture the attention of young children, especially those with shorter attention spans and a need for more dynamic learning environments.

The singing method addressed these challenges by tapping into children's love for music and rhythm. Music is a powerful tool in early childhood education, as it engages multiple senses and enhances memory through melody and repetition. The children's ability to memorize prayers improved significantly because the songs provided a fun and interactive way to learn. By associating the prayers with music, the children were more motivated and interested in the material, which resulted in increased participation and retention. One of the key findings from this study is that the singing method not only helped children memorize the prayers more effectively but also made the process enjoyable. The children became excited about the songs, eagerly participating in each session and looking forward to learning the next prayer. This positive emotional response to the learning process was crucial in motivating the children to continue practicing the prayers both in and outside of class. Another important aspect that contributed to the success of this method was the use of repetition in the songs. Young children often benefit from repetition when learning new information, as it helps



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reinforce concepts and improves retention. The repetitive nature of the songs allowed the children to familiarize themselves with the prayers over time, making the memorization process more accessible and less intimidating. Furthermore, the teacher's involvement in the singing sessions played a significant role in engaging the children. By singing along with the children and using hand gestures or body movements, the teacher made the learning experience more interactive and participatory. This active involvement encouraged the children to join in and reinforced the connection between the prayers and the actions they could associate with them.

The use of visual aids, such as flashcards with prayer lyrics and pictures, further enhanced the effectiveness of the singing method. The visual aids provided an additional layer of support, helping children to connect the words of the prayers with their meanings. This multisensory approach, combining auditory, visual, and kinesthetic elements, provided a well-rounded learning experience that catered to different learning styles and reinforced memory through multiple channels. The positive impact of the singing method extended beyond the classroom. Many parents reported that their children were practicing the prayers at home, singing them outside of class time. This connection between school and home learning was vital in reinforcing the children's memorization. By singing the prayers with their families, children were able to internalize the prayers more deeply, making them a regular part of their daily routines.

The reward system introduced in the second cycle of the study further contributed to the children's motivation. The use of praise, stickers, and certificates as rewards encouraged the children to work harder to memorize the prayers. Positive reinforcement is an essential component of early childhood education, as it helps build children's self-esteem and provides them with the confidence to continue learning. Another benefit of the singing method was the improvement in the children's social and emotional development. Singing in a group fostered a sense of community and cooperation, as the children worked together to learn the songs. This social interaction not only improved their communication skills but also helped them develop a sense of belonging in the classroom. The sense of achievement they gained from successfully memorizing and reciting the prayers further boosted their confidence and sense of accomplishment.

Additionally, the children's ability to recall the prayers consistently and confidently by the end of the study highlights the effectiveness of the singing method in enhancing memory retention. This finding supports the idea that music and rhythm can help children encode and retrieve information more easily, making it a valuable tool for teaching religious practices, such as daily prayers. The singing method also allowed for greater flexibility in teaching. The teacher was able to adapt the songs and activities based on the children's needs, providing more individualized support for those who were struggling with memorization. This personalized approach ensured that each child

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received the attention they required to succeed, which is a key element in early childhood education.

Although the singing method was effective, it is important to note that some children required more time and practice to fully memorize certain prayers. This is consistent with the understanding that children learn at different rates and may need varying levels of support. However, the overall progress made by the children in the study demonstrates that, with appropriate teaching strategies, even the most challenging tasks, such as memorizing prayers, can become more manageable and enjoyable for young children. The study also highlighted the importance of creating an engaging learning environment that stimulates children's interests and addresses their developmental needs. The singing method demonstrated that when children are actively engaged in the learning process and when their emotional and cognitive needs are met, they are more likely to succeed and retain information.

In conclusion, the findings of this study suggest that the singing method is an effective approach to improving children's ability to memorize daily prayers. The use of music, repetition, and interactive activities helped the children engage with the material in a fun and meaningful way. Furthermore, the method contributed to positive changes in the children's attitudes towards prayer, as well as improvements in their social, emotional, and cognitive development. The success of this approach at TK ICCI Gurky Namu Terasi offers valuable insights for educators seeking to enhance religious education for young children through creative and engaging methods. Future research could explore the use of music in teaching other aspects of early childhood education, such as language development and moral education.

## **Conclusion**

The research conducted at TK ICCI Gurky Namu Terasi has demonstrated that the singing method is an effective strategy for enhancing young children's ability to memorize daily prayers. By incorporating music into the learning process, children were able to engage more actively, retain information more effectively, and enjoy the memorization process. The positive results from this study highlight the power of music and rhythm in facilitating learning, particularly for young children who benefit from dynamic and interactive methods. The singing method provided several advantages over traditional memorization techniques. It made the learning process enjoyable, fostering a sense of excitement and motivation among the children. The use of repetition in the songs helped reinforce the prayers, making them easier to memorize. Additionally, the combination of auditory, visual, and kinesthetic elements created a multisensory learning environment that supported various learning styles, ensuring that children could absorb and retain the material more effectively. Throughout the research, the children showed significant progress in their ability to memorize daily prayers, with many children successfully memorizing multiple prayers by the end of the

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study. This was a clear indication that the singing method significantly improved their memorization skills. Furthermore, the children's increased participation and enthusiasm for learning demonstrated the positive impact of the method on their engagement and motivation. The singing method also had a positive influence on the children's social and emotional development. Singing in a group setting encouraged cooperation, communication, and a sense of community among the children. It also boosted their confidence, as they were able to recall and recite prayers with pride. The introduction of rewards and positive reinforcement further motivated the children and provided them with a sense of achievement. In addition to the improvements in memorization, the study also highlighted the importance of creating a supportive and engaging learning environment. The teacher's active involvement in the singing sessions and the use of visual aids and creative activities further enriched the learning experience. The flexibility of the singing method allowed for personalized support, ensuring that each child received the necessary attention and encouragement to succeed. Based on the findings of this research, it can be concluded that the singing method is a valuable tool for teaching daily prayers to young children in an engaging and effective manner. It not only enhanced their memorization skills but also contributed to their overall development in a fun and meaningful way. This approach offers a promising alternative to traditional methods of religious education and can be used to foster a deeper connection to faith in early childhood education settings. The success of this research at TK ICCI Gurky Namu Terasi suggests that other early childhood educators can benefit from incorporating music into their teaching practices. Future studies could explore the application of this method in other areas of learning, such as language acquisition and moral development, to further understand the potential benefits of using music as an educational tool in early childhood education.

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