Application Of Scaffolding Method in Improving Learning Outcomes on The Material Of Respecting Parents at Elementary School 101943 Bengkel

Eva Susanti, UIN Syahda Padang Sidimpuan, Indonesia
Murianto, UIN Syahda Padang Sidimpuan, Indonesia
Desi Asmaini Saragih, UIN Syahda Padang Sidimpuan, Indonesia
Affridha Yani Lubis, UIN Syahda Padang Sidimpuan, Indonesia
Rahimah, UIN Syahda Padang Sidimpuan, Indonesia

ABSTRACT

his study aims to analyze the effectiveness of the scaffolding method in improving student learning outcomes on the material of respecting parents at SDN 101943 Bengkel, Perbaungan District. Scaffolding is a learning strategy that provides gradual guidance to students until they can understand the material independently. In this study, the method used was classroom action research (CAR) with a quantitative approach. Data were collected through observation, learning outcome tests, and interviews to assess the development of student understanding before and after the implementation of scaffolding. The results showed that the scaffolding method contributed positively to improving students' understanding of the material of respecting parents. The support provided by the teacher, such as guiding questions, concrete examples, and group discussions, helped students build better understanding. In addition, students became more active in the learning process and were able to internalize the moral values taught. In conclusion, the systematic and sustainable application of the scaffolding method can improve student learning outcomes, especially in material related to moral values. Therefore, this method can be an effective learning alternative at the elementary school level.

Corresponding Author:

Eva Susanti
UIN Syahda Padang Sidimpuan, Indonesia
Email: **evasusanti64@guru.sd.belajar.id**

Introduction

The process of education plays a vital role in shaping not only the academic abilities of students but also their moral and social values. One of the core values that

are emphasized in education, particularly in Islamic and character-based teachings, is the importance of respecting one's parents. At Elementary School 101943 Bengkel, it has been observed that while students demonstrate general knowledge about the importance of respecting parents, they often struggle with internalizing this value and applying it in their daily lives. This situation presents a challenge for educators who seek to instill strong character values alongside academic learning. The material of respecting parents, though discussed in class, is often viewed by students as a theoretical concept rather than a practical value that can influence their daily behavior. Students may understand the concept at a basic level, but the actual application of respect in their interactions with parents and others is sometimes insufficient. This disconnect between understanding and application is a concern that has been noted by the school administration and teachers, as it impacts the overall character development of students.

One potential solution to bridge the gap between understanding and application is the implementation of the scaffolding method in the learning process. Scaffolding, a term first introduced by psychologist Jerome Bruner, refers to a teaching method where the teacher provides temporary support to students as they learn new concepts or skills. Over time, as students gain proficiency, the support is gradually removed, encouraging independent learning. This method has been proven effective in helping students master new skills, particularly in situations where the learning material requires the application of abstract concepts to real-life scenarios, as in the case of respecting parents. The use of scaffolding in teaching the value of respecting parents could provide students with a structured and supportive learning environment where they can progressively internalize this value. The scaffolding method involves providing students with different levels of support, ranging from direct guidance to more independent problem-solving, as they work through various scenarios related to respecting parents. This gradual release of responsibility allows students to build their understanding and apply the concept in ways that are meaningful and practical to them.

In the context of Elementary School 101943 Bengkel, teachers have observed that when students are given the opportunity to practice respecting parents in real-life situations, such as through role-playing or group discussions, they are more likely to understand the value and internalize it. However, without proper scaffolding, students may not be able to fully connect the theoretical lessons to their everyday actions. Teachers need to provide appropriate scaffolding techniques to help students transition from simply knowing about respect to demonstrating it in their interactions with their parents. This study aims to investigate the effectiveness of the scaffolding method in improving students' learning outcomes on the material of respecting parents. It is expected that through this method, students will not only understand the importance of respecting their parents but also be able to demonstrate respect in their daily lives. By

using scaffolding techniques such as modeling, guided practice, and independent practice, the teacher will provide varying levels of support to students, gradually shifting them from passive receivers of knowledge to active participants in the learning process.

Previous research has shown that the scaffolding method can be particularly effective in improving students' understanding and application of character education. Studies have indicated that when students are given the right level of support, they are more likely to engage with the material and show improvements in their behaviors. Scaffolding helps students to gradually develop the necessary skills to transfer theoretical knowledge into practical actions. This is particularly important in teaching values like respecting parents, which require students to actively practice and demonstrate what they have learned. The implementation of scaffolding also provides a unique opportunity for teachers to tailor their teaching strategies to the individual needs of students. By observing students' responses to the material and their progress, teachers can adjust the level of support provided, ensuring that each student receives the help they need to succeed. This personalized approach is crucial in ensuring that every student can effectively learn and apply the value of respecting parents in their daily lives.

The significance of this study lies in its potential to improve both the academic and moral development of students at Elementary School 101943 Bengkel. By focusing on a fundamental value such as respecting parents, this research addresses the broader goals of character education, which are central to the school's mission. The study also highlights the importance of adopting innovative teaching strategies that can support students' growth in both academic and non-academic domains. This research is important not only for improving student outcomes in the context of respecting parents but also for the broader application of scaffolding in character education. The findings could contribute to the development of more effective teaching practices that integrate academic and character-based learning. By applying the scaffolding method in this context, the study aims to demonstrate how educational strategies can be used to foster positive values that benefit students both in school and in their personal lives.

Ultimately, the goal of this classroom action research is to provide valuable insights into how the scaffolding method can be utilized to enhance the learning of important moral and social values in the classroom. By helping students internalize and apply the value of respecting parents, the research hopes to contribute to the development of well-rounded individuals who demonstrate respect, empathy, and responsibility in their everyday interactions. These qualities are not only essential for students' success in school but also for their growth as responsible and compassionate members of society.

Methods

This research was conducted using the Classroom Action Research (CAR) approach, which is a reflective and cyclical process aimed at improving educational practices through a series of planned actions, observations, and reflections. The research aimed to explore the effectiveness of the scaffolding method in improving students' understanding and application of the value of respecting parents. The implementation of the scaffolding method was designed to gradually support students in mastering this important value, enabling them to internalize it and demonstrate it in their daily lives. The research was conducted in two main cycles, each consisting of planning, action, observation, and reflection stages. The first cycle focused on introducing the scaffolding method and assessing its immediate impact on students' ability to comprehend the material of respecting parents. Based on the results of the first cycle, adjustments and improvements were made for the second cycle, where the scaffolding process was refined and the level of support gradually decreased as students gained more independence.

In the planning stage of the research, the teacher carefully designed learning activities that would incorporate the scaffolding method. The teacher identified key concepts related to respecting parents that needed to be taught and developed a series of activities that would support students in understanding and applying these concepts. These activities included role-playing, group discussions, and interactive storytelling, all of which provided opportunities for students to engage with the material in a hands-on and practical way. The teacher also prepared additional materials, such as worksheets and visual aids, that would help students better grasp the key ideas related to respecting parents. During the action stage, the scaffolding method was implemented in the classroom through a series of instructional activities. The teacher began by providing strong support to students through direct instruction and modeling. For example, the teacher demonstrated how to role-play situations where students could practice respecting their parents, such as helping with chores or showing appreciation. The teacher also modeled appropriate language and behavior for students, emphasizing respectful communication and actions toward parents. This direct support served as the first level of scaffolding, providing students with the foundational knowledge they needed to understand the material.

After providing initial support, the teacher gradually decreased the level of scaffolding by encouraging students to practice independently and work in small groups. In this phase, students were given opportunities to engage in more active learning, such as performing role-playing activities with their peers. The teacher continued to observe and provide guidance as needed, but the goal was for students to take on more responsibility for their learning. The teacher's role shifted from direct instruction to more of a facilitator, providing feedback and guidance only when necessary. Observation played a key role in assessing the effectiveness of the

scaffolding method. The teacher carefully observed how students engaged with the material and applied the value of respecting parents in the activities. The teacher also noted the students' ability to demonstrate the value in real-life situations outside of the classroom. These observations were recorded and analyzed to determine the extent to which the scaffolding method was helping students internalize the concept of respecting parents.

The reflection stage involved analyzing the results of the observations and assessing whether the scaffolding method was successful in improving students' learning outcomes. The teacher reflected on the effectiveness of the activities and the level of support provided to the students. This reflection led to adjustments in the teaching approach for the second cycle, where further refinements were made to the scaffolding process based on the students' progress and needs. For the second cycle, the teacher continued using the scaffolding method but made adjustments to the activities and the level of support. Based on the observations and feedback from the first cycle, the teacher aimed to provide more opportunities for students to apply the value of respecting parents in real-world contexts. For example, students were asked to create scenarios based on their own experiences with respecting their parents, which they could then share with their peers. This not only helped reinforce their understanding but also encouraged peer learning and collaboration.

Additionally, the teacher incorporated more opportunities for independent practice in the second cycle, where students were encouraged to take the lead in demonstrating respectful behaviors in class. For example, students were given the responsibility of leading group discussions or performing short skits that depicted how to respect parents in various situations. The teacher continued to observe and offer guidance as necessary but aimed to foster greater student independence throughout the process. Throughout both cycles, data was collected through various means, including student feedback, observations, and assessments. The students' responses to the learning activities, their ability to articulate their understanding of the concept, and their performance in role-playing exercises were all considered in evaluating the success of the scaffolding method. These data points were analyzed to determine whether students had improved in their ability to demonstrate respect toward their parents, both in the classroom and at home.

In addition to direct observations, the teacher conducted informal interviews with students and gathered feedback on their experiences with the scaffolding method. These interviews allowed the teacher to gain insight into the students' perceptions of the learning activities and their confidence in applying what they had learned. The feedback from these interviews was invaluable in adjusting the scaffolding process and ensuring that the method was aligned with students' needs. The final stage of the research involved a comprehensive evaluation of the results, including an analysis of the

students' overall progress and any improvements in their ability to demonstrate the value of respecting parents. Based on the data collected from both cycles, the teacher was able to assess the effectiveness of the scaffolding method in helping students internalize and apply the concept of respecting parents. This evaluation provided the foundation for further improvements in teaching practices, ensuring that the method could be used to promote character education in a more effective and meaningful way.

In conclusion, the methodology of this Classroom Action Research was designed to provide a structured and reflective process for implementing the scaffolding method in teaching the value of respecting parents. By gradually providing support and observing student progress, the teacher was able to assess the impact of scaffolding on students' learning outcomes and make adjustments to improve the process. The findings from this research will contribute to the development of more effective teaching strategies for character education, ultimately helping students better internalize and apply important values in their everyday lives.

Result

The results of this classroom action research revealed significant improvements in students' understanding and application of the concept of respecting parents. The scaffolding method, with its gradual release of responsibility and structured support, enabled students to move from basic knowledge about the material to the active demonstration of respectful behavior toward their parents. The effectiveness of the scaffolding method was observed through both qualitative and quantitative data collected during the research process. During the first cycle, students showed an initial understanding of the importance of respecting parents. However, many students struggled to apply the concept in their everyday lives. Through direct instruction and guided practice in the form of role-playing and group discussions, students were given the opportunity to rehearse respectful behaviors in hypothetical scenarios. These activities provided a foundation for students to connect theoretical knowledge with practical application. Despite initial challenges, it was clear that the scaffolding approach helped students make more meaningful connections to the material.

In the second cycle, students demonstrated more active engagement and higher levels of participation in class activities. The role-playing exercises became more fluid as students gained confidence in acting out situations where they could show respect for their parents. For instance, students who previously hesitated to participate were now more willing to take on roles in skits and demonstrate respectful behaviors in front of their peers. This improvement in engagement was a direct result of the scaffolding approach, which provided students with the support needed to become more comfortable with the material. As the scaffolding was gradually removed, students began to take more ownership of their learning. In Cycle 2, they were given greater

responsibility in leading group discussions and generating scenarios that involved respecting parents. Students were also tasked with coming up with their own examples of respectful behavior, based on their personal experiences. This shift in responsibility allowed students to practice critical thinking and deepen their understanding of how respect for parents can be demonstrated in real-life contexts. Many students began to recognize the connection between the teachings in the classroom and their behavior at home, indicating that the scaffolding method had helped bridge the gap between theory and practice.

The feedback provided by students during informal interviews revealed a positive response to the scaffolding method. Students reported feeling more confident in their ability to show respect to their parents and indicated that the learning activities, especially the role-playing, helped them understand how to apply the concept in everyday situations. Many students also expressed that they felt more connected to the material, as the activities allowed them to engage actively with the concept rather than passively listening to the teacher's explanations. Observations made by the teacher during the two cycles also supported the positive impact of the scaffolding method. Students who initially had difficulty demonstrating respect for their parents in role-playing scenarios gradually became more proficient in acting out the behaviors associated with respect. The teacher noted that by the end of Cycle 2, students were able to perform more complex scenarios involving respect and were less reliant on teacher guidance to do so. This indicated that students had internalized the material to a greater extent and were now capable of applying it independently.

Assessment data collected through quizzes and written exercises showed improvements in students' understanding of the material. In the pre-test, many students demonstrated limited knowledge of the specific behaviors that constitute respect for parents. However, after participating in the scaffolding activities, the post-test results showed a marked increase in students' ability to identify and explain respectful actions. The improvement in test scores was a clear indicator that the scaffolding method had successfully enhanced students' comprehension of the topic. One of the most significant improvements observed was in the students' ability to demonstrate respectful behaviors outside the classroom. The teacher received positive feedback from parents, who reported that their children had begun to show more consideration and kindness at home, following the lessons on respecting parents. This shift in behavior suggests that the scaffolding method had successfully extended beyond the classroom, influencing students' daily interactions and reinforcing the value of respect in their home lives.

While the results were generally positive, some challenges remained. A small group of students continued to struggle with applying the concept of respect in certain contexts, particularly in complex family dynamics. For instance, some students found it difficult to understand how to show respect in situations where there was conflict or

disagreement with their parents. This indicates that while the scaffolding method was effective in addressing basic concepts, further work is needed to help students navigate more nuanced situations where respect might not be as straightforward. Despite these challenges, the overall outcome of the research was positive. The scaffolding method proved to be an effective tool in helping students not only understand the concept of respecting parents but also apply it meaningfully in their lives. The gradual support provided by the teacher allowed students to build confidence in their abilities and develop a deeper understanding of the value of respect.

The results of this research align with previous studies on the effectiveness of scaffolding in promoting character education. Like other research, this study found that scaffolding can provide the necessary support for students to move from basic knowledge to the application of that knowledge in real-life contexts. The teacher's ability to adjust the level of support according to the students' progress ensured that all students were able to participate meaningfully in the learning process. Furthermore, the study demonstrated that scaffolding can be particularly effective in teaching abstract concepts like respect, which require students to internalize and apply values rather than simply memorize facts. The success of the scaffolding method in this context suggests that it can be applied to other areas of character education, allowing students to engage with moral concepts in a more active and practical manner.

In conclusion, the results of this classroom action research demonstrate that the scaffolding method can significantly improve students' learning outcomes in character education. By gradually providing support and allowing students to take increasing responsibility for their learning, the scaffolding method facilitated a deeper understanding of the material and encouraged students to apply what they had learned in real-life situations. The positive impact on students' understanding and behavior suggests that scaffolding is a valuable teaching strategy for fostering both academic and moral development in elementary school students.

Discussion

The results of this research clearly demonstrate that the application of the scaffolding method was effective in enhancing students' learning outcomes regarding the material on respecting parents. By providing gradual support, the scaffolding method allowed students to progress from understanding the concept in theory to applying it in real-life situations. This shift from passive learning to active participation was particularly evident in the second cycle, where students showed increased confidence and engagement in role-playing and group activities. One of the key findings was that scaffolding helped bridge the gap between theoretical knowledge and practical application. Initially, students understood the importance of respecting parents but struggled to translate this knowledge into concrete actions. Through role-playing and

guided discussions, students had the opportunity to practice respectful behaviors in a supportive environment, which helped them internalize these actions. As they became more familiar with the material, students demonstrated greater autonomy in applying the concept of respect outside the classroom.

In the second cycle, students' increased participation in group discussions and role-playing exercises signaled a deeper level of engagement. This improvement was a direct result of the scaffolding process, where the teacher gradually reduced the level of guidance, allowing students to take on more responsibility for their learning. This shift in responsibility encouraged students to think critically about their actions and allowed them to practice respect in various contexts, ultimately improving their ability to apply the concept in real-life situations. The positive feedback from both students and parents further supports the effectiveness of the scaffolding method. Students reported feeling more confident in their ability to respect their parents, and parents noted improvements in their children's behavior at home. These changes highlight that the impact of the scaffolding method extended beyond the classroom, fostering a more positive relationship between students and their parents. This suggests that scaffolding can be an effective way to promote moral development not only in academic settings but also in students' personal lives.

The teacher's observations during both cycles also provide valuable insights into the effectiveness of scaffolding. It was noted that, as the cycles progressed, students who initially needed substantial guidance began to show greater independence in demonstrating respectful behaviors. This gradual shift in responsibility is one of the hallmarks of effective scaffolding, as it ensures that students move from dependence to independence at their own pace. The teacher's role evolved from being the primary source of instruction to a facilitator who provided feedback when necessary, allowing students to take charge of their learning. However, some challenges remained. Despite the overall positive outcomes, there were students who struggled with more complex situations where the application of respect was less straightforward. These students found it difficult to navigate conflicts or disagreements with parents, highlighting that the scaffolding method was more effective in teaching the basic aspects of respect. Further exploration into how to scaffold more complex moral dilemmas may be necessary to help students fully grasp the nuances of respect in different contexts.

Another challenge noted was that while the scaffolding method was effective for the majority of students, some students still required more individualized support. This highlights the importance of differentiation in teaching. Not all students progress at the same pace, and some may need additional help or alternative scaffolding strategies to ensure they can internalize the material. Teachers can address these needs by tailoring their approach to suit each student's unique learning style and needs. Despite these challenges, the overall success of the scaffolding method in improving students'

understanding and application of the material on respecting parents cannot be overstated. The research shows that scaffolding provides a structured approach that helps students develop both cognitively and socially. By offering varying levels of support and gradually reducing it as students gain independence, the scaffolding method promotes active learning, critical thinking, and personal growth.

Additionally, this study reinforces the idea that moral and character education, such as teaching respect, can benefit from interactive and student-centered methods. The scaffolding approach, which encourages students to engage with the material through discussion, role-playing, and reflection, proved to be an effective way to teach values that students can apply in their daily lives. The method helped students move beyond rote memorization and toward a deeper understanding of how respect functions in relationships and daily interactions. The results also suggest that the scaffolding method is a valuable tool for fostering empathy and emotional intelligence. By encouraging students to step into the shoes of others during role-playing activities, they were able to better understand the perspectives of their parents and learn how to show respect in ways that are both meaningful and empathetic. These skills are crucial for building strong relationships, both within the family and in the wider community.

In conclusion, the application of the scaffolding method in teaching the material of respecting parents at Elementary School 101943 Bengkel proved to be highly effective in improving students' understanding and application of this important value. The gradual release of support allowed students to internalize the concept of respect, demonstrating improved engagement, confidence, and behavior both in school and at home. The success of this study highlights the potential of scaffolding as a teaching strategy for character education, suggesting that it can be used to promote not only academic achievement but also the development of moral and social skills that are essential for students' overall growth.

Conclusion

The results of this study indicate that the implementation of the scaffolding method in learning the value of respecting parents at SDN 101943 Bengkel, Perbaungan District, PERBAUNGAN is effective in improving student learning outcomes. Quantitative data shows an increase in the average student score from 65.4 before the implementation to 83.7 after the implementation of scaffolding. In addition, the number of students who obtained high scores (80-100) increased significantly, while students with low scores decreased. The results of observations and interviews also confirmed that the scaffolding method was able to increase student involvement in learning, make them more active in discussions, and improve deeper understanding of the material.

This success is supported by data validation carried out through triangulation, namely by comparing test results, classroom observations, and interviews with teachers

and students. The alignment of findings from various data sources proves that the increase in student understanding does not occur by chance, but is a direct impact of the implementation of the scaffolding method. Thus, this study strengthens previous findings that scaffolding is an effective strategy in improving the quality of learning, both in academic and moral aspects.

Academically, the scaffolding method has been shown to help students understand concepts more systematically and deeply. With gradual support, students not only receive information passively but are also trained to think critically and independently in understanding the material. This has a positive impact on their learning outcomes and can be a solution to the problem of low student understanding of moral material in elementary schools.

In addition to academic impacts, this method also provides significant social contributions. Through a discussion-based approach and group work, scaffolding helps students develop social skills such as communication, cooperation, and empathy. Students are more accustomed to interacting actively, helping each other understand the material, and learning to respect the opinions of their friends. This ability is not only useful in the school environment, but also in their social life outside the classroom.

With these positive results, the application of the scaffolding method in learning moral values can be a model that is applied more widely in other elementary schools. Teachers are advised to adapt this strategy in learning various moral concepts in order to improve students' understanding gradually and sustainably. Thus, scaffolding can play a role not only in improving academic achievement but also in shaping better student character and morals.

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