



Application Of Scaffolding Method in Improving Learning Outcomes of The Material on Resecting Parents At Mi Muhammadiyah Sidamulya

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ABSTRACT

This study aims to analyze the effectiveness of the Scaffolding method in improving learning outcomes on respecting parents in class 1 of MI Muhammadiyah Sidamulya, Kemranjen, Banyumas, Central Java. The Scaffolding method is applied by providing gradual guidance according to the level of students' understanding, so that they can understand the material more deeply. This study uses a qualitative and quantitative approach with data collection techniques through observation, interviews, and learning outcome tests before and after the implementation of the Scaffolding method. The results showed that the Scaffolding method significantly improved students' understanding of the concept of respecting parents. Students became more active in the learning process, were able to internalize moral values, and showed more positive changes in attitudes in everyday life. The increase in the average value of learning outcomes after the implementation of this method showed the effectiveness of the learning strategy used. In addition to having an impact on academic results, the Scaffolding method also contributes to the formation of students' character. With gradual guidance and motivation from teachers, students become more confident in expressing opinions, interacting with peers, and implementing an attitude of respecting parents in their social lives. In conclusion, the Scaffolding method is an effective learning strategy to improve students' understanding and attitudes towards the material of respecting parents. Therefore, this method can be an alternative in learning Civic Education (PKN) in elementary schools to instill moral values more deeply.

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Introduction

In the field of education, one of the key goals is not only to develop students' academic knowledge but also to nurture their character and moral values. Respect for parents is a fundamental value that plays a critical role in a child's overall development, both academically and socially. This value is especially important in the Islamic context, where respect for one's parents is deeply rooted in the teachings of the Quran and Hadith. At MI Muhammadiyah Sidamulya, it has been observed that although students are taught the importance of respecting their parents, many of them find it challenging to fully internalize and demonstrate this value in their everyday lives. The gap between understanding and applying this value is a concern for teachers and the school community, as it impacts students' character development. Respect for parents is a concept that, although understood in theory, is often not adequately reflected in students' behaviors, especially in their interactions with their parents at home. This gap between knowledge and practice presents a challenge for educators who are committed to instilling not just academic knowledge but also strong moral values in their students. At MI Muhammadiyah Sidamulya, teachers have recognized that merely conveying the importance of respecting parents in a theoretical manner is not enough to ensure that students will act accordingly in their daily lives. A more interactive and supportive approach to teaching this material is needed to help students internalize the value of respect in meaningful ways.

One promising approach to addressing this challenge is the scaffolding method, a teaching strategy that provides temporary support to students as they work through new concepts or tasks. The scaffolding method was first introduced by psychologist Jerome Bruner and has been widely adopted in various educational contexts. It involves providing students with a framework of support that helps them achieve a task they cannot complete independently. This support is gradually removed as students gain competence, allowing them to eventually perform the task on their own. The scaffolding method has been shown to be effective in helping students master new concepts, especially those that require the application of abstract ideas, such as character education. The scaffolding method offers an ideal framework for teaching values such as respect. It allows teachers to provide students with structured guidance in understanding the concept of respect for parents, and gradually release the responsibility to the students as they gain more confidence and understanding. Through a series of structured activities, such as role-playing, discussions, and problem-solving scenarios, students can practice respectful behavior in a safe and supportive environment, enabling them to internalize the value of respect and apply it in real-life situations.

At MI Muhammadiyah Sidamulya, it is crucial to implement teaching strategies that not only help students understand the importance of respecting their parents but also encourage them to demonstrate respectful behavior both inside and outside the

classroom. The scaffolding method, with its gradual release of support, could provide the ideal platform for this type of learning. By scaffolding the learning process, teachers can give students the tools and guidance they need to make meaningful connections between the material they are taught and their everyday behaviors. The school's goal is to create a learning environment where students are not only knowledgeable but also responsible and respectful individuals. Teachers at MI Muhammadiyah Sidamulya believe that the scaffolding method can help achieve this goal by providing the necessary support for students to develop their character and moral values, particularly in terms of respecting their parents. Given that students are at an age where they are forming lasting habits and values, it is essential to equip them with the skills and understanding to treat their parents with the respect they deserve.

This research aims to investigate the impact of applying the scaffolding method on improving students' learning outcomes concerning the material on respecting parents. It is expected that through this method, students will not only grasp the theoretical aspects of respect but will also demonstrate the value in their daily interactions with their parents. By offering varying levels of support and guidance, the scaffolding method will encourage students to apply what they have learned in real-world situations, leading to positive changes in their behavior and attitudes toward their parents. Previous studies have shown that scaffolding can be an effective method for teaching complex values, especially when the material requires students to move beyond theoretical knowledge and into practical application. Character education, such as teaching the importance of respecting parents, requires students to internalize abstract values and behaviors. The scaffolding method provides an excellent structure for helping students achieve this goal by offering a balance of support and independence.

The importance of character education in schools cannot be overstated. In a rapidly changing world, it is essential for schools to not only focus on academic achievements but also to help students become responsible, compassionate, and respectful individuals. By integrating character education into the curriculum, MI Muhammadiyah Sidamulya aims to develop students who are not only well-versed in academic subjects but also equipped with the moral compass to navigate the complexities of life. This research also seeks to contribute to the broader conversation on how to effectively teach values and moral lessons in schools. By applying the scaffolding method, the study will provide valuable insights into how this teaching strategy can be used to enhance the learning of respect, particularly in the context of family relationships. The findings may also offer implications for how other schools can adopt similar methods to improve character education.

The outcome of this research is expected to provide a clearer understanding of how the scaffolding method can be applied to improve students' learning outcomes on the material of respecting parents. It is hoped that the findings will not only benefit the

students at MI Muhammadiyah Sidamulya but also offer guidance for other schools looking to improve their character education programs. Ultimately, the goal is to create a generation of students who are not only academically capable but also respectful and responsible individuals who understand the importance of honoring and respecting their parents. In conclusion, the application of the scaffolding method at MI Muhammadiyah Sidamulya is a promising strategy to improve students' understanding and practice of respecting their parents. By gradually increasing the level of support, teachers can help students build a deeper understanding of the concept of respect, allowing them to internalize and apply this value in their daily lives. This approach holds significant potential for enhancing character education in the school and fostering positive behavior changes in students.

Methods

This research was conducted using a Classroom Action Research (CAR) approach, which emphasizes practical strategies to improve teaching practices and student learning outcomes. The research aimed to examine the effectiveness of the scaffolding method in improving students' understanding and application of the material on respecting parents. The study took place in two cycles, with each cycle consisting of four key stages: planning, action, observation, and reflection. The research design focused on the process of providing incremental support to students, which would gradually decrease as they gained more independence in demonstrating respectful behaviors toward their parents. In the planning phase, the teacher designed a set of activities that incorporated the scaffolding method to teach the concept of respecting parents. The teacher identified the essential components of the material that students needed to understand, such as verbal expressions of respect, helping parents with household tasks, and demonstrating appreciation for their parents' efforts. The teacher then created various activities that aligned with these objectives, such as role-playing exercises, group discussions, and storytelling. The activities were designed to provide students with hands-on opportunities to practice respecting their parents in different scenarios, fostering both understanding and skill development. The teacher also prepared visual aids and worksheets that would guide students through the key concepts, reinforcing their understanding of the material.

The next stage of the research was the action phase, where the scaffolding method was implemented in the classroom. Initially, the teacher provided strong guidance and support to students by modeling the behavior that represented respect for parents. The teacher demonstrated how students could express their respect through actions, such as helping parents with chores or showing appreciation in daily conversations. This was followed by structured role-playing activities where the students took on different roles, such as children and parents, in various everyday situations. The teacher closely

monitored the students' participation and offered verbal cues and suggestions to help them improve their performance and deepen their understanding. As students began to grasp the concepts and demonstrated some ability to apply the behaviors of respect, the teacher gradually reduced the level of support. In the second phase of the action, students worked in small groups to discuss and act out different scenarios where they could demonstrate respect for their parents. During this phase, students were encouraged to come up with their own examples of respectful behaviors, which were then shared with their peers. The teacher continued to observe and offer feedback when necessary, but the focus shifted toward allowing students to become more independent in their application of respectful behavior.

The observation phase was an ongoing part of the action stage, as the teacher continuously monitored students' participation and progress. The teacher observed how well students were able to understand and demonstrate respectful behaviors both during role-playing exercises and in their daily interactions with their peers. Additionally, the teacher took note of the students' reactions to the activities, their level of engagement, and any challenges they faced in understanding the material. The teacher also recorded any improvements in students' ability to act respectfully toward their parents and their ability to articulate their understanding of respect. In the reflection phase, the teacher analyzed the effectiveness of the scaffolding approach and considered what worked well and what could be improved for the next cycle. After Cycle 1, the teacher evaluated students' progress in demonstrating respectful behaviors, both in the classroom and at home, based on feedback from parents and observations in class. The teacher also reviewed the students' responses in discussions and role-playing activities, assessing whether the support provided was sufficient or needed to be adjusted for the second cycle.

Based on the observations and reflections from Cycle 1, the teacher made adjustments for Cycle 2. These adjustments included refining the activities, introducing new scenarios, and providing more opportunities for students to take on leadership roles within their groups. In Cycle 2, students were encouraged to work more independently and collaborate with their peers in solving problems and demonstrating respectful behavior. The teacher continued to offer support, but the level of guidance was further reduced, giving students more responsibility for their own learning and behavior. Throughout both cycles, the teacher gathered data to assess students' learning outcomes. This data was collected through a variety of methods, including informal interviews with students, observations during class activities, and feedback from parents. The teacher also used written reflections from students, in which they were asked to describe what respect for parents meant to them and how they could demonstrate this value in their everyday lives. The combination of these data sources

helped the teacher evaluate the effectiveness of the scaffolding method and its impact on students' ability to apply the concept of respecting parents.

The research also involved assessing the students' academic and behavioral progress over time. Pre- and post-assessments were conducted to evaluate students' understanding of the material before and after the implementation of the scaffolding method. These assessments included written tests, quizzes, and practical demonstrations of respectful behavior in class. By comparing the results of these assessments, the teacher was able to measure the improvement in students' learning outcomes and determine whether the scaffolding method had a positive effect on their ability to internalize and apply the value of respect. The reflection and evaluation of each cycle also provided valuable insights into the strengths and limitations of the scaffolding method. The teacher considered whether the activities were engaging enough, whether the students had enough opportunities to practice the material, and whether the level of support was appropriate for each student. The reflection phase was critical in ensuring that the scaffolding method was adapted to meet the diverse needs of the students, allowing the teacher to make informed decisions about how to further improve the learning experience.

In conclusion, the methodology employed in this Classroom Action Research was designed to provide a structured and reflective approach to teaching the material on respecting parents. Through the use of the scaffolding method, the teacher was able to gradually reduce the level of support provided to students, enabling them to internalize the value of respect and apply it in their daily lives. The cyclical process of planning, action, observation, and reflection allowed for continuous improvement and adaptation, ensuring that the research was responsive to the needs of the students and effective in achieving the desired learning outcomes.

Result

The results of the Classroom Action Research conducted at MI Muhammadiyah Sidamulya showed that the application of the scaffolding method had a significant positive impact on students' understanding and practical demonstration of the material on respecting parents. Throughout the two cycles of the research, there was a marked improvement in students' engagement, understanding, and the way they applied the concept of respect for their parents in real-life scenarios. In the first cycle, students initially displayed basic knowledge of the importance of respecting their parents. However, many struggled to translate this understanding into practical behaviors. The first cycle focused on introducing students to the concept of respect through teacher-led role-playing exercises, discussions, and examples. The teacher provided strong support and modeled respectful behaviors, and students were gradually encouraged to perform similar actions in the classroom. At this stage, the students' participation was generally

passive, with many hesitating to fully engage in the activities, and some showing discomfort in performing tasks like helping their parents with household chores. As the scaffolding method was implemented, students began to receive more guidance and practice through structured activities. The teacher provided feedback and scaffolded the students' learning by offering prompts and modeling how to show respect through actions, like saying please and thank you, and helping their parents without being asked. Although students initially faced challenges in demonstrating respect, there was a noticeable increase in their confidence and willingness to participate in the exercises. By the end of Cycle 1, the students began to show more awareness of the importance of respecting their parents, though they still required ongoing support from the teacher. The second cycle of the research showed even more promising results. In this cycle, the teacher reduced the level of support and allowed students to take on more responsibility for their learning. Students were given more opportunities to engage with the material independently, such as leading group discussions on how to show respect for parents, and creating their own scenarios where they could demonstrate respect. With less direct teacher involvement, students displayed more ownership of their learning and began to actively engage in the discussions and activities. A key observation in Cycle 2 was that students showed increased initiative in practicing respectful behaviors, both in the classroom and at home. Many students reported in interviews that they had started helping their parents more and had noticed positive reactions from their parents. These improvements were not only seen in role-playing exercises but were also reflected in the students' behaviors outside of school. Parents of several students also provided feedback, indicating that their children had become more considerate and helpful around the house, which indicated that the scaffolding method was transferring into real-life situations.

One of the most striking results was the improvement in students' ability to independently demonstrate respectful behaviors without prompting from the teacher. During the second cycle, students were able to perform more complex scenarios involving respect, such as helping parents in situations where the parents were busy or tired. The students were also able to discuss and explain their actions, showing a deeper understanding of why respect is important and how it can be demonstrated in various contexts. The data collected through assessments also demonstrated clear improvements in students' understanding of respect. In the pre-test, a majority of the students struggled to articulate what respect for parents meant beyond basic actions, such as saying sorry or thank you. However, in the post-test administered at the end of Cycle 2, students were able to provide more thoughtful responses, showing that they understood respect not only as an action but also as an attitude and an essential aspect of building positive relationships with their parents. Qualitative data, such as student reflections and interviews, further supported the quantitative findings. Many students expressed that they had learned a lot about respecting their parents and felt more

confident in showing appreciation and love for them. These reflections highlighted that students understood the deeper values behind respect, such as gratitude, empathy, and consideration, which helped them demonstrate respectful behaviors in their daily lives. Their feedback indicated that the scaffolding method provided them with a supportive learning environment where they felt comfortable practicing and internalizing these behaviors. In addition to the students' growth, the research also revealed the effectiveness of the scaffolding method as a teaching strategy. The gradual release of responsibility allowed students to build upon their prior knowledge and skills at their own pace. Initially, students required high levels of support from the teacher, but by the end of the second cycle, they were able to independently demonstrate and articulate respectful behaviors without much guidance. This shift in responsibility is a key characteristic of scaffolding and proved to be effective in this context.

Despite the overall positive outcomes, some students continued to need additional support. These students faced challenges when applying respect in more complex or emotionally charged situations, such as during disagreements with their parents. The teacher noted that while the scaffolding method had been effective for most students, further intervention might be necessary to address these more difficult scenarios. Future cycles could involve more specific strategies to help students navigate these complex situations where respect is harder to apply. The feedback from parents also demonstrated the positive impact of the scaffolding method on students' behavior at home. Several parents noted that their children had started to express more gratitude and were more willing to help with household chores. This feedback was consistent with the observations in class, where students began to actively practice respectful behaviors, not just as an academic exercise, but as part of their daily routines. The fact that the learning outcomes extended to the home environment suggests that the scaffolding method helped students internalize the value of respect for parents in a way that transcended the classroom.

The teacher also noticed a significant improvement in the overall classroom atmosphere. As students began to demonstrate more respect for their parents, there was a corresponding improvement in their interactions with their peers and the teacher. Students were more cooperative, more willing to listen to others, and displayed greater empathy toward their classmates. This positive shift in behavior indicates that teaching respect not only affected students' relationships with their parents but also contributed to a more positive and respectful classroom environment. In conclusion, the application of the scaffolding method in this research successfully improved students' understanding and practical demonstration of the value of respecting parents. Over the course of two cycles, students showed significant growth in their ability to apply respectful behaviors both inside and outside the classroom. The scaffolding method, by providing structured support and gradually reducing it, enabled students to gain

independence in demonstrating respect for their parents. This study highlights the potential of scaffolding as an effective teaching strategy for character education and moral development, providing valuable insights into how teachers can support students in internalizing and applying important values such as respect.

Discussion

The implementation of the scaffolding method in teaching the material on respecting parents at MI Muhammadiyah Sidamulya has proven to be an effective strategy in improving students' learning outcomes. As seen in the results, the gradual release of responsibility enabled students to move from dependent learners to more independent and confident individuals who could demonstrate respectful behaviors. This process aligns with Vygotsky's theory of the Zone of Proximal Development, which emphasizes the importance of support in helping learners reach their potential. Through scaffolding, students were able to internalize the value of respect for parents and apply it in their daily lives. The results also indicated that the scaffolding method was particularly effective in bridging the gap between theoretical understanding and practical application. Initially, students had difficulty translating the concept of respecting parents into real-life behaviors. The teacher's structured guidance, through role-playing and modeling, allowed students to practice these behaviors in a supportive environment. As the scaffolding was gradually removed, students demonstrated greater independence in performing respectful actions, which suggests that scaffolding provided them with the tools they needed to internalize the material.

Furthermore, the research highlighted the importance of gradual support in enhancing students' confidence and motivation. As students received more opportunities to engage independently, their self-esteem improved, and they began to take ownership of their learning. This is consistent with the principle of scaffolding, which emphasizes the need for teachers to provide initial support and then gradually release responsibility to the students. This progression fostered a sense of accomplishment in the students, motivating them to continue demonstrating respectful behavior, not only in the classroom but also at home. The positive feedback from parents further validates the success of the scaffolding method. Many parents reported that their children began to exhibit more respectful behaviors at home, such as helping with chores and showing more appreciation. This is an important finding, as it indicates that the material on respecting parents was not just learned as an academic concept but was internalized and practiced in students' daily lives. The transfer of classroom learning to the home environment suggests that the scaffolding method successfully helped students connect theory with practice, an essential aspect of character education.

Moreover, the scaffolding method allowed for differentiation in the classroom. While some students quickly grasped the material and demonstrated respect with

minimal support, others needed more time and additional guidance. The teacher's ability to provide varying levels of support helped ensure that all students could progress at their own pace. This individualized approach is one of the strengths of the scaffolding method, as it caters to the diverse needs of students and allows for personalized learning experiences. The role of peer interaction in this research was also significant. In the second cycle, when students were encouraged to take on more responsibility, group discussions and collaborative activities provided opportunities for students to learn from one another. Working in groups allowed students to share ideas, reflect on their actions, and provide mutual support, further reinforcing the concept of respect. Peer interactions fostered a collaborative learning environment, where students could develop social and emotional skills while also practicing the behaviors they had learned.

One limitation of this study, however, was that some students continued to struggle with applying respectful behaviors in complex or emotionally charged situations, such as during disagreements with their parents. While scaffolding helped most students gain a basic understanding of respect, more targeted strategies may be needed for students facing challenges in more difficult scenarios. Future research could focus on exploring additional scaffolding techniques or incorporate conflict resolution strategies to help students navigate these more challenging situations where respect might be harder to practice. Another challenge was that the level of support required for each student varied. While the gradual release of responsibility was effective for most, a few students continued to need considerable assistance even in the later stages of the cycles. These students may require more time or different strategies to fully internalize and apply the concept of respect. Therefore, future applications of the scaffolding method could involve more extensive individualized support for students who need it.

Additionally, the teacher's reflection and feedback were critical in ensuring the success of the scaffolding method. By continuously assessing students' progress and adjusting the level of support as needed, the teacher created a responsive learning environment. Reflection on each cycle allowed the teacher to make informed decisions about what worked well and what needed to be adjusted, ensuring that the scaffolding method remained effective throughout the research process. In conclusion, the application of the scaffolding method to teach the material on respecting parents at MI Muhammadiyah Sidamulya demonstrated positive results in improving students' learning outcomes. The gradual release of responsibility, along with structured support, helped students develop a deeper understanding of respect and allowed them to apply it in their everyday interactions. The success of this research highlights the potential of scaffolding as an effective method for teaching character education and moral values, particularly in fostering respect for parents. Future research could build on these

findings by exploring how scaffolding can be applied to other areas of character education and identifying strategies to further enhance its effectiveness.

Conclusion

This study revealed that the Scaffolding method plays an important role in helping students understand the concept of respecting parents. By providing guidance that is tailored to each student's level of understanding, they can more easily absorb these values in depth. Teachers can provide guidance in stages, starting from full assistance until students are able to understand the concept independently. Thus, students not only memorize the material, but are also able to apply the value of respecting parents in everyday life. In addition to improving cognitive understanding, this method also has an impact on the development of students' positive attitudes. With the support and motivation provided by teachers, students become more confident in expressing their opinions and are active in class discussions. They understand that respecting parents is not just an obligation, but part of the social values that need to be applied in community life. This attitude is then reflected in their daily behavior, such as speaking politely, appreciating parental advice, and showing gratitude for the attention given. Furthermore, the application of the Scaffolding method also encourages experiential learning, where students not only receive theory, but also get the opportunity to apply it in real life. Activities such as group discussions, role-playing, and reflective assignments help students understand how respecting parents can strengthen family relationships. Through this approach, learning becomes more meaningful and contextual, so that students can more easily internalize the values taught. Other findings show that the Scaffolding method also contributes to building students' social skills. With interactions in various learning activities, they learn to work together, listen to others' opinions, and understand different points of view. This helps students build empathy and increase their social awareness of the importance of respecting their parents and those around them. In addition, this method also increases parental involvement in their children's learning process. Students who understand the importance of respecting their parents tend to have more harmonious relationships at home. With better communication between students and parents, the educational process at home and at school becomes more aligned. This proves that the Scaffolding method not only has an impact in the classroom, but also has an impact on the students' social environment more broadly. With the various benefits that have been found in this study, the Scaffolding method can be an effective strategy in character education. The application of gradual guidance that is appropriate to the level of student development allows them to not only understand concepts academically, but also form better attitudes in everyday life. Therefore, this method is very relevant to be applied in learning Citizenship Education, especially in instilling moral and social values in elementary school students.

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