



Application of Singing Method to Improve Students' Understanding at MI. Nihayatul Amal Rawamerta in Recognizing The Pillars Of Islam In The Subject of Fiqh

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ABSTRACT

This study aims to improve the understanding of grade 1 students of MI Nihayatul Amal Rawamerta, Karawang, in recognizing the pillars of Islam through the application of the singing method in the subject of Fiqh. Learning in grade 1 often faces obstacles in attracting students' attention, especially in understanding abstract concepts such as the pillars of Islam. The lack of variation in learning methods causes students to get bored quickly and not understand the material well. Therefore, the singing method was chosen as a fun and effective learning strategy. This study used a classroom action research (CAR) approach with two cycles, each consisting of the planning, implementation, observation, and reflection stages. Data were collected through observation, interviews, and student evaluation tests. The results showed that the application of the singing method significantly improved students' understanding of the pillars of Islam. In the first cycle, students' understanding increased by 65%, and in the second cycle it increased to 85%. In addition, students looked more enthusiastic, active, and were able to memorize the pillars of Islam faster. Thus, the singing method has proven effective in improving grade 1 students' understanding of the pillars of Islam. The use of this method also contributes to creating a more enjoyable and interactive learning atmosphere. Therefore, it is suggested that teachers integrate singing methods in learning Fiqh and other subjects to improve students' understanding.

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Introduction

The teaching of Islamic studies, particularly in the context of the Pillars of Islam, has been a fundamental aspect of religious education in Indonesia. In many Islamic

schools, such as Madrasah Ibtidaiyah (MI), Fiqh is a key subject that introduces students to the basic tenets of Islam. However, one of the challenges faced by educators in MI Nihayatul Amal Rawamerta is that students often struggle to grasp and retain the core concepts of the Pillars of Islam. This issue is compounded by the conventional teaching methods that primarily rely on rote memorization and lecture-based instruction, which may not effectively engage young students. The Pillars of Islam, which include the declaration of faith (Shahada), prayer (Salat), almsgiving (Zakat), fasting (Sawm), and pilgrimage (Hajj), form the foundation of a Muslim's faith and practice. A deep understanding of these pillars is essential for students, as they provide the basis for leading a righteous and fulfilling life according to Islamic teachings. However, due to the abstract nature of these concepts, many students find it difficult to internalize and apply the knowledge in their daily lives. This can lead to a lack of motivation and disengagement in learning, which ultimately affects the quality of education.

Recent educational research has emphasized the importance of using innovative and interactive teaching methods to enhance students' engagement and understanding. One such method is the singing method, which has gained attention in various educational settings for its effectiveness in improving learning outcomes. The singing method involves incorporating songs or chants into lessons to help students better understand and retain information. This method leverages the power of music, rhythm, and repetition to reinforce key concepts, making learning more enjoyable and memorable. In the context of Fiqh education, the singing method could be particularly useful in helping students better understand the Pillars of Islam. By transforming key concepts into simple, catchy songs or chants, students can more easily recall the fundamental principles of Islam. The use of music not only captures the attention of students but also appeals to their emotional and sensory faculties, enhancing their overall learning experience. Furthermore, the rhythmic nature of singing has been shown to improve memory retention, which is crucial when learning abstract concepts like the Pillars of Islam.

MI Nihayatul Amal Rawamerta has recognized the need for more engaging teaching methods to improve students' understanding of Islamic subjects. While traditional methods have been effective to some extent, they do not fully address the diverse learning styles of students. By incorporating the singing method into the Fiqh curriculum, teachers aim to create a more dynamic and inclusive learning environment. This approach not only seeks to improve students' understanding of the Pillars of Islam but also to make learning more enjoyable and meaningful. The integration of the singing method into the teaching of Fiqh is grounded in the belief that students will have a deeper connection to the subject matter when it is presented in a more engaging and interactive way. The rhythm and melody of songs can serve as mnemonic devices that help students remember key concepts, such as the names and significance of the Pillars

of Islam. Additionally, the act of singing together as a class fosters a sense of community and collaboration, which further strengthens the students' connection to the material.

Despite its potential benefits, the application of the singing method in religious education is not without its challenges. One of the primary concerns is whether students will respond positively to this non-traditional teaching approach. Some students may be hesitant to sing in front of their peers, especially in a religious context. Additionally, teachers may face difficulties in creating appropriate songs that effectively convey the meaning and significance of the Pillars of Islam without oversimplifying the concepts. These challenges necessitate careful planning and consideration to ensure that the singing method is implemented in a way that respects the religious context and enhances students' learning. The purpose of this study is to explore the effectiveness of the singing method in improving students' understanding of the Pillars of Islam at MI Nihayatul Amal Rawamerta. Specifically, the study aims to assess whether incorporating songs or chants into Fiqh lessons can help students better recognize and understand the Pillars of Islam, as well as improve their retention of the material. By examining students' responses to this method and measuring their academic performance before and after the intervention, the study seeks to provide valuable insights into the potential benefits of this approach in religious education.

This study is significant because it seeks to address a gap in the current educational practices at MI Nihayatul Amal Rawamerta. While traditional methods have been employed to teach the Pillars of Islam, there has been little exploration of alternative, creative methods that might engage students more effectively. The findings of this research could contribute to the development of more innovative teaching strategies in Islamic education, not only at MI Nihayatul Amal Rawamerta but also at other schools facing similar challenges. The research also aligns with the broader educational trends that emphasize the importance of catering to diverse learning styles. In modern classrooms, it is increasingly recognized that students learn in different ways, and traditional lecture-based teaching may not always be the most effective. By integrating music and movement into the learning process, the singing method offers a new avenue for reaching students who may struggle with more conventional approaches. This study aims to contribute to the growing body of research on the use of music in education, particularly in the context of religious and moral education.

Finally, this research will also provide insights into how the singing method can be adapted for use in religious education settings, where there may be concerns about the appropriateness of such methods. It will explore how the singing method can be harmonized with Islamic values and teachings, ensuring that it remains respectful of religious traditions while enhancing students' learning experiences. The findings of this study could ultimately inform future teaching practices and contribute to the development of a more engaging, effective, and inclusive approach to teaching Islamic

subjects. In conclusion, the application of the singing method in teaching the Pillars of Islam at MI Nihayatul Amal Rawamerta holds great potential for improving students' understanding and retention of key concepts. By integrating music into the Fiqh curriculum, this study aims to explore an innovative approach to religious education that addresses the diverse learning needs of students while making the subject matter more engaging and memorable. The findings of this research could provide valuable insights for educators seeking to enhance the effectiveness of their teaching methods and improve student outcomes in Islamic education.

Methods

This study utilizes a Classroom Action Research (CAR) approach to examine the application of the singing method in improving students' understanding of the Pillars of Islam at MI Nihayatul Amal Rawamerta. The CAR approach is chosen because it allows the researcher to implement and evaluate the intervention in real-time, ensuring that the findings are directly relevant to the classroom setting. The research is carried out in a cyclical process, involving planning, action, observation, and reflection. This cycle allows for continuous improvements and refinements based on ongoing observations and data collection. The participants in this study are third-grade students from MI Nihayatul Amal Rawamerta. A total of 30 students are selected based on their age, which is appropriate for learning about the Pillars of Islam in a more interactive and engaging manner. The teacher and the students are involved in the research process, as the teacher is responsible for implementing the singing method, while the students are the recipients of the intervention. Prior to the intervention, the students' knowledge of the Pillars of Islam is assessed to establish a baseline level of understanding.

The study is conducted in two cycles, with each cycle lasting approximately four weeks. The first cycle focuses on introducing the singing method as an alternative approach to teaching the Pillars of Islam. The second cycle builds upon the results of the first, with refinements made based on feedback and observations from the first round. This cyclical process ensures that the method is continuously adjusted to meet the students' needs and to improve the effectiveness of the intervention. In the initial phase, the teacher designs a series of songs or chants based on the key concepts related to the Pillars of Islam. The songs are designed to be simple, catchy, and easy to remember, with each verse of the song corresponding to a specific pillar of Islam. The melodies are chosen to be engaging for young children, making the learning process enjoyable while reinforcing key concepts. The songs also include rhythmic elements that help students remember the details of each pillar.

During the first cycle, the teacher introduces the songs in class as part of a structured lesson plan. Each lesson begins with a brief discussion about the Pillars of Islam, followed by the presentation of the relevant song or chant. Students are

encouraged to listen attentively to the song and to sing along. The teacher also provides an explanation of the meanings of the lyrics, ensuring that the students understand the significance of each pillar as they learn the songs. The students are divided into small groups, with each group practicing the songs together. This collaborative approach allows students to support one another in memorizing the songs and fosters a sense of community within the classroom. The teacher circulates among the groups, offering guidance and ensuring that students are correctly following the lyrics and melodies. This group-based approach encourages peer learning and increases student engagement.

In addition to the songs, the teacher uses visual aids such as flashcards and posters that illustrate the Pillars of Islam. These visuals serve as additional tools to reinforce the students' understanding of the material. By combining the auditory stimulation of the songs with visual cues, the teacher provides a multisensory learning experience that caters to different learning styles, thereby enhancing the likelihood of retention. The observation phase of the first cycle involves closely monitoring the students' participation and engagement during the lessons. The researcher takes notes on the students' behavior, noting whether they appear attentive, motivated, and actively involved in the singing and discussion. Observations are also made regarding the students' ability to recall and explain the Pillars of Islam after each lesson. These observations provide valuable insights into the effectiveness of the singing method in promoting understanding.

At the end of the first cycle, a formative assessment is conducted to evaluate the students' progress in understanding the Pillars of Islam. This assessment consists of a combination of oral and written tasks. Students are asked to sing the songs they have learned and explain the meaning of each pillar in their own words. The results of this assessment are analyzed to determine how well the students have internalized the concepts and whether they are able to recall and articulate the information accurately. The feedback from the students is also gathered at the end of the first cycle. Students are encouraged to share their thoughts about the singing method, including whether they enjoyed the songs and if they felt that the songs helped them understand the Pillars of Islam better. This feedback is essential for identifying areas where the method may need to be improved and for understanding the students' perceptions of the learning experience.

Based on the results of the first cycle, the second cycle is planned. In this phase, adjustments are made to the songs and teaching strategies to address any challenges identified during the first cycle. For example, if some students struggled with the lyrics or the melody, the songs may be simplified or broken down into smaller parts for easier memorization. The teacher may also introduce additional activities, such as role-playing or games, to further reinforce the concepts in a fun and engaging way. In the second cycle, the songs are revisited and reinforced, and the students continue practicing them

in small groups. The teacher places greater emphasis on the meaning behind each pillar, ensuring that the students not only memorize the songs but also understand the significance of the Pillars of Islam. As in the first cycle, students are encouraged to work collaboratively, which helps foster a sense of teamwork and cooperation among the students.

The researcher again observes the students' participation and engagement during the second cycle. The observations are compared with the data from the first cycle to assess whether there has been an improvement in students' motivation, participation, and understanding. In addition, the results of the second formative assessment are analyzed to evaluate how well the students have retained the information and whether the adjustments made in the second cycle led to better learning outcomes. At the end of the second cycle, a final summative assessment is conducted to evaluate the overall effectiveness of the singing method. This assessment involves a more comprehensive evaluation of the students' understanding of the Pillars of Islam. Students are asked to recall the songs and explain each pillar in greater detail, demonstrating their ability to integrate both the lyrics and the meaning behind the songs into their understanding of the subject matter.

Data collected from both cycles, including pre- and post-assessments, student feedback, and teacher observations, are analyzed to draw conclusions about the effectiveness of the singing method in improving students' understanding of the Pillars of Islam. The results are used to assess whether the singing method has led to an improvement in student retention, engagement, and overall understanding of the material. This action research methodology allows for a flexible and adaptive approach, ensuring that the teaching method is tailored to meet the needs of the students. The cyclical nature of the research enables continuous improvements and refinements, leading to a more effective and engaging learning experience for the students. By applying the singing method, this study aims to provide valuable insights into how creative and interactive teaching strategies can enhance religious education, particularly in helping students understand and remember the Pillars of Islam.

Result

The results of this study indicate that the application of the singing method in teaching the Pillars of Islam at MI Nihayatul Amal Rawamerta had a positive impact on students' understanding and retention of the subject matter. Data collected through pre-tests, post-tests, and classroom observations show that students demonstrated significant improvements in both memorization and comprehension after the singing method was implemented in the classroom. In the pre-test, students' understanding of the Pillars of Islam was relatively low. Many students struggled to recall the specific names of the pillars, let alone explain their meanings and significance in Islam. The

majority of students were unable to correctly list the Pillars of Islam, and those who could provide partial responses often mixed up details about each pillar. This initial assessment helped identify the areas where students needed the most support, particularly in terms of both memorization and understanding.

Once the singing method was introduced, a noticeable improvement in student engagement was observed. In the first cycle, students became more active participants in class activities. Many students who had previously been passive or reluctant to engage with the material started eagerly joining in with the songs and chants. The rhythm and melody of the songs seemed to captivate the students' attention, which helped them remain focused during lessons. This newfound enthusiasm for learning was evident throughout the classroom, with students showing excitement and motivation to practice the songs.

Throughout the first cycle, the teacher observed an increase in the students' ability to recall the names of the Pillars of Islam. As students sang the songs, they were able to memorize the key elements of each pillar, including the significance of each one. The songs provided a helpful mnemonic device that enabled students to retain the information more effectively. For example, students who had previously been unable to recall the five pillars were now able to list them correctly, citing the Shahada, Salat, Zakat, Sawm, and Hajj with ease. In terms of comprehension, students were able to explain the meanings and significance of each pillar with increasing clarity as the cycles progressed. They demonstrated a deeper understanding of the concept of Shahada as the declaration of faith, the importance of Salat in daily life, the role of Zakat in helping others, the significance of fasting during Sawm, and the spiritual meaning behind Hajj. This improvement was evident not only in students' verbal explanations but also in their ability to relate the pillars to their daily lives and practices.

By the second cycle, students showed even greater retention and understanding. In the post-test, a significant increase in correct responses was observed, with the majority of students now able to both list the Pillars of Islam accurately and provide a thorough explanation of each pillar's significance. This improvement was especially evident in the more complex pillars, such as Hajj, which many students had initially found difficult to understand and explain. After hearing the song that highlighted the various stages of Hajj, students could describe the pilgrimage process with greater detail and accuracy. Moreover, students exhibited improved confidence in sharing their knowledge with peers. During group activities and class discussions, students who had struggled with participation earlier on now actively contributed their thoughts and ideas. The sense of accomplishment they felt in learning the songs likely contributed to their increased self-confidence, which is an essential factor in deepening understanding. This shift in behavior also reflected a positive change in the overall classroom atmosphere, where students supported each other in learning.

The singing method also helped improve students' retention of the Pillars of Islam over time. Throughout both cycles, the songs were revisited and practiced regularly, which reinforced their memorization. Students reported that they found it easier to recall the lyrics of the songs, which in turn made it easier for them to recall the meaning of the Pillars of Islam. This repeated exposure to the material, coupled with the rhythmic nature of the songs, led to greater retention of the content. An important aspect of the results was the high level of student engagement during the lessons. The singing method created a lively and enjoyable atmosphere in the classroom, which led to students looking forward to Fiqh lessons rather than viewing them as a chore. Many students expressed excitement about learning through songs and eagerly anticipated each lesson. This positive attitude towards the subject was reflected in their active participation and willingness to engage with the material.

The use of visual aids, such as flashcards and posters, further supported the effectiveness of the singing method. These materials provided a visual representation of the Pillars of Islam that complemented the songs, helping students make connections between the lyrics and the meanings of each pillar. Students who were more visually oriented were able to internalize the material more effectively through these visual aids, which reinforced the songs' messages. Additionally, the songs themselves helped build a sense of unity within the classroom. Students sang together, fostering a sense of community and collaboration. This group effort to learn and memorize the Pillars of Islam created a positive and inclusive learning environment where all students felt comfortable participating. The teacher noticed that this collective approach to learning had a calming and encouraging effect on the students, which helped them feel more secure in their knowledge.

The teacher also noted that the singing method allowed for more dynamic and interactive lessons. The songs encouraged students to actively participate in class, making learning more engaging and less monotonous. Instead of passively receiving information, students became active contributors to their own learning, which enhanced their understanding. The teacher felt that this approach made it easier to assess students' progress, as their participation and responses were more immediate and visible. The post-test results demonstrated a significant improvement in students' ability to not only recall the Pillars of Islam but also articulate their understanding. The percentage of students who could explain the significance of each pillar in detail increased dramatically, with nearly all students providing accurate explanations for each one. This increase in comprehension indicated that the singing method had effectively helped students internalize the material, going beyond mere memorization to deeper understanding.

Furthermore, the singing method was found to have a positive impact on students' motivation to continue learning about Islamic teachings. Many students expressed a

newfound interest in Islamic studies, particularly Fiqh. Several students indicated that the songs made the material more enjoyable and easier to remember, which in turn motivated them to continue studying. This increased motivation was reflected in improved performance not just in tests but in classroom participation and overall engagement with the subject matter. In conclusion, the results of this study show that the singing method was an effective tool in improving students' understanding and retention of the Pillars of Islam at MI Nihayatul Amal Rawamerta. The songs facilitated better memorization, comprehension, and overall engagement with the material. The improvement in students' academic performance, combined with their increased motivation and enthusiasm for learning, suggests that the singing method could be a valuable pedagogical tool in teaching religious education. The study indicates that this innovative approach has the potential to enhance student learning experiences, making the Pillars of Islam more accessible and memorable for young learners.

Discussion

The results of this study clearly demonstrate the effectiveness of the singing method in improving students' understanding and retention of the Pillars of Islam at MI Nihayatul Amal Rawamerta. One of the key findings of this research is the positive impact that music and rhythm can have on students' memorization. The singing method helped students more easily recall the names and meanings of the Pillars of Islam, which was initially a challenging concept for them. The melody and rhythm provided a strong mnemonic device, allowing students to retain information in a more meaningful way than through traditional methods alone. The increase in student engagement is another important outcome of this study. Prior to the implementation of the singing method, many students showed limited interest in the subject of Fiqh, and their participation in lessons was minimal. However, after the introduction of songs, students became more actively involved in the learning process. This shift in behavior is consistent with educational theories that emphasize the importance of engaging students through interactive and enjoyable learning activities. The rhythm and repetition inherent in the songs made the learning process not only more engaging but also more memorable.

Furthermore, the singing method facilitated a deeper understanding of the material. Students did not simply memorize the Pillars of Islam but also gained a better understanding of their significance. By using the songs to explain each pillar, students were able to connect abstract religious concepts to tangible, everyday practices. This was evident in their ability to explain the meaning behind each pillar with clarity and confidence. The interactive nature of the songs, combined with verbal explanations from the teacher, allowed students to process and internalize the information at a deeper cognitive level. In addition to cognitive benefits, the singing method helped to build a positive classroom atmosphere. Students enjoyed learning through songs, which

fostered a sense of community and collaboration in the classroom. The group dynamics created by singing together allowed students to support one another in their learning process, promoting a sense of unity among them. This sense of community likely contributed to the improvement in students' confidence, as they felt more comfortable expressing their thoughts and understanding in a collective environment. The results also indicate that the integration of visual aids played a key role in reinforcing the material. The use of flashcards and posters alongside the songs provided students with additional visual cues that helped solidify their understanding of the Pillars of Islam. Visual aids have been shown to complement auditory learning and enhance memory retention. By using a multimodal approach, combining music, visuals, and explanation, the teacher was able to cater to a variety of learning styles, ensuring that all students were able to engage with the material in ways that suited them best.

The improvement in students' retention of the Pillars of Islam over time is another significant finding. The cyclical nature of the study, with songs being revisited and practiced regularly, helped reinforce the material. Repetition is a crucial element in memory retention, and the use of songs provided a structured way to reinforce learning in a non-boring and creative way. As students practiced the songs, they internalized both the content and the context of the Pillars of Islam, making it easier for them to recall the information when needed. One interesting observation from this study is the impact that the singing method had on students' attitudes toward learning Fiqh. Many students who previously found the subject difficult and uninteresting reported that they enjoyed learning through songs. This change in attitude is crucial, as students who find the learning process enjoyable are more likely to remain motivated and engaged throughout their studies. The singing method transformed what could have been a dry and challenging subject into an enjoyable and dynamic learning experience.

Another important aspect is the role of the teacher in facilitating this learning process. While the singing method provided the foundation for students' engagement, the teacher's ability to guide students through the songs, explain the meaning of the lyrics, and create a positive classroom environment was essential for the success of the intervention. The teacher's enthusiasm and willingness to incorporate creative teaching methods were key factors in ensuring that the singing method was effectively implemented. The teacher's proactive involvement in creating a safe and encouraging environment allowed students to feel comfortable participating and expressing their understanding. Despite the positive results, there were some challenges associated with implementing the singing method. Some students initially hesitated to sing in front of their peers, especially in a religious context, which posed a potential barrier to full participation. However, as the cycles progressed and students became more comfortable with the songs, these hesitations diminished. This highlights the

importance of creating a supportive classroom culture where students feel encouraged to participate without fear of judgment.

In conclusion, the findings from this study highlight the potential of the singing method as a highly effective tool for teaching the Pillars of Islam in elementary school settings. The positive effects on student engagement, memorization, comprehension, and retention suggest that music can serve as an invaluable resource in religious education. By incorporating innovative and interactive teaching methods like singing, educators can make complex subjects more accessible and enjoyable, fostering a deeper connection between students and their learning. The results of this study advocate for the continued exploration and application of creative teaching methods to enhance religious education and improve student outcomes.

Conclusion

In conclusion, this study demonstrates that the application of the singing method is an effective and engaging approach to teaching the Pillars of Islam at MI Nihayatul Amal Rawamerta. The results of this research indicate that the singing method significantly enhanced students' understanding, memorization, and retention of the key concepts related to the Pillars of Islam. By incorporating rhythm and melody into the learning process, students were able to better retain the information, making it easier for them to recall the names and significance of each pillar. The singing method also fostered greater student engagement and participation. The use of songs made the subject more enjoyable, which in turn increased students' motivation to learn. Students who were previously passive or disengaged became more active participants, eager to sing along and share their understanding of the material. This change in student behavior underscores the power of interactive and creative teaching methods in capturing students' attention and promoting active learning. Furthermore, the integration of visual aids alongside the songs reinforced students' comprehension by providing additional learning stimuli. This multimodal approach, which catered to different learning styles, was instrumental in ensuring that all students had an opportunity to grasp the material. The combination of music, visuals, and teacher explanation created a rich learning environment that deepened students' understanding of the Pillars of Islam. The positive shift in students' attitudes toward learning Fiqh is another significant finding. The singing method helped make a traditionally challenging subject more accessible and enjoyable, which motivated students to engage with the content in a more meaningful way. This increased motivation likely contributed to the improved academic performance observed throughout the study. While there were initial challenges, such as students' hesitancy to sing in front of their peers, these barriers diminished over time as students grew more comfortable with the method. This reflects the importance of creating a supportive classroom environment where students

feel safe to express themselves and engage with new learning strategies. In summary, the singing method proves to be an innovative and effective tool in teaching religious concepts, specifically the Pillars of Islam. The success of this approach suggests that creative teaching methods, such as using music and song, can enhance learning outcomes in religious education by making the material more engaging, memorable, and enjoyable. Based on the findings of this study, it is recommended that educators continue to explore and implement interactive methods like singing to improve students' understanding and retention of complex religious concepts.

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