



# Application of Active Learning Methods in Overcoming Student Boredom at SD Negeri 094175 Margosono

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## ABSTRACT

Islamic Religious Education (PAI) learning often faces challenges in the form of student boredom in class, which has an impact on low participation and understanding of the material. This study aims to analyze the application of active learning methods in overcoming student boredom at SD Negeri 094175 Margosono. The method used in this study is a qualitative approach with observation, interview, and documentation techniques. The results of the study indicate that the application of active learning methods, such as group discussions, educational games, and role-playing, can increase students' interest in learning. Students become more enthusiastic, actively participate, and understand the material being taught more easily. In addition, teachers play an important role in creating an interactive and enjoyable learning atmosphere by implementing various learning strategies. The obstacles faced in implementing this method include time constraints, lack of supporting learning media, and differences in student learning abilities. However, with good classroom management and the selection of appropriate methods, student boredom can be minimized. Therefore, active learning methods can be an alternative for teachers in creating a more effective and enjoyable learning process.

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## Introduction

Learning in elementary schools, especially in Islamic Religious Education (PAI) subjects, often faces challenges in the form of student boredom. According to Hidayat (2021), boredom in learning can be caused by monotonous teaching methods, lack of student interaction, and minimal variation in teaching strategies. At SD Negeri 094175 Margosono, this phenomenon also occurs, where some students are less enthusiastic about participating in PAI learning. This has an impact on low student participation in class and their understanding of the material being taught. Therefore, an innovative

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approach is needed that can increase student interest and involvement in the learning process.

One method that can be applied to overcome student boredom is the active learning method. According to Susanto (2020), active learning encourages students to be more involved in the learning process through various strategies, such as group discussions, educational games, and simulations. With this method, students are not only passive recipients of information, but also active in building their own understanding. This method has been proven to be able to increase student motivation and learning outcomes because they feel more challenged and motivated to participate in learning.

The main objective of implementing active learning methods is to improve the effectiveness of Islamic Religious Education learning at SD Negeri 094175 Margosono. Through this approach, it is hoped that students will be more enthusiastic in following lessons, more easily understand Islamic concepts, and be able to apply them in everyday life. In addition, this method also aims to help teachers create a more dynamic and interactive classroom atmosphere. With more active interaction, it is hoped that students will not only understand religious theory, but also be able to practice it well (Ramadhani, 2022).

However, the reality in the field shows that many teachers still rely on the lecture method as the main approach in Islamic Religious Education learning. According to Fitriani's research (2023), the dominant lecture method often makes students feel bored and less motivated to learn. This also happened at SD Negeri 094175 Margosono, where students tended to be passive and less involved in learning. In addition, the limitations of learning media and the lack of teacher skills in implementing active methods are also obstacles to increasing the effectiveness of learning.

Thus, the implementation of active learning methods must be supported by ongoing teacher training and the provision of adequate learning facilities. Teachers need to be given a deeper understanding of various active learning strategies in order to be able to implement them effectively. In addition, support from the school and parents is also very important in creating a conducive learning environment. With these steps, it is hoped that Islamic Religious Education learning can run more effectively, interestingly, and be able to shape the character of students with noble morals.

## Methods

This study employs a qualitative approach through Classroom Action Research (CAR) to investigate the application of active learning methods in overcoming student boredom in Class Elementary School 094175 Margosono. CAR is chosen as the methodology because it provides an opportunity for the researcher to actively

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participate in the teaching process, implement interventions, and observe changes in real-time. The cyclical nature of CAR—comprising planning, action, observation, and reflection—allows for continuous improvement and refinement of strategies based on ongoing observations and assessments. The participants in this study consist of 30 students from Class Elementary School 094175 Margosono, ranging in age from 8 to 10 years old. The students are selected because they exhibit signs of boredom and disengagement during lessons, which affects their academic performance. The teacher, who is responsible for delivering the lessons, plays a crucial role in implementing the active learning methods and facilitating the learning environment. The researcher, acting as a facilitator, observes the students' responses and gathers data on the effectiveness of the intervention.

The study is carried out in two cycles, with each cycle lasting approximately four weeks. The first cycle focuses on introducing a variety of active learning techniques, such as group discussions, role-playing, hands-on activities, and problem-solving tasks. The second cycle builds on the results of the first cycle, refining and enhancing the methods based on feedback from the students and observations made by the teacher and researcher. This iterative process ensures that the interventions are adapted to meet the specific needs of the students. In the first cycle, the active learning methods are introduced gradually. The teacher begins by incorporating short, interactive activities at the start of each lesson to engage students from the beginning. These activities are designed to stimulate students' curiosity and provide them with opportunities to actively participate in the lesson. For example, the teacher may ask students to work in pairs or small groups to discuss a topic before presenting their findings to the class. This approach encourages collaboration, critical thinking, and communication skills.

Hands-on activities are also an essential component of the active learning methods employed in this study. Students are encouraged to engage in tasks that require them to apply the concepts they are learning in practical, real-world contexts. For instance, in a science lesson, students might be asked to conduct a simple experiment, or in a math lesson, they could work together to solve real-world problems. These hands-on activities are designed to make learning more engaging by allowing students to experience the material firsthand. Role-playing activities are another technique used to promote active learning. Students are given roles to play based on the content being studied, such as acting out a historical event or demonstrating a mathematical concept. This method allows students to immerse themselves in the material in a creative and interactive way, which helps to keep them engaged and reduce boredom. Role-playing also encourages teamwork, as students must collaborate to perform their roles effectively.

In addition to group activities and hands-on learning, the teacher also integrates technology into the classroom to support active learning. For example, the teacher may use educational games, videos, and interactive digital platforms to make lessons more

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dynamic and engaging. The use of technology provides students with an opportunity to learn in a more interactive and visual manner, which can help sustain their interest and reduce feelings of boredom. The observation phase during the first cycle focuses on monitoring students' engagement levels and participation during the activities. The researcher takes detailed notes on students' behavior, paying close attention to whether they remain focused, actively participate, and show enthusiasm during the active learning tasks. This observation helps to determine which methods are most effective in capturing students' attention and which may need further adjustments.

After the first cycle, a reflection phase is conducted, where the teacher, students, and researcher discuss the strengths and weaknesses of the active learning methods. Feedback from the students is gathered to understand their perceptions of the activities and whether they felt more engaged and motivated to participate. The feedback is also used to identify any challenges faced by students during the activities, such as difficulty understanding the tasks or feeling overwhelmed by the amount of work required. This feedback forms the basis for refining the active learning strategies in the second cycle. In the second cycle, the teacher adjusts the active learning methods based on the feedback and observations from the first cycle. For example, if certain activities were found to be too difficult or not engaging enough, they are revised to better suit the students' needs. The teacher also introduces new strategies, such as project-based learning or peer teaching, where students take on the role of the instructor and teach their classmates. These new methods are designed to further enhance student engagement and make the learning process more dynamic.

Throughout the second cycle, the researcher continues to observe students' participation and engagement. The observations from both cycles are compared to assess whether there has been an improvement in students' motivation, interest, and understanding. The researcher also monitors the classroom atmosphere to see if the level of boredom has decreased, as evidenced by increased participation and enthusiasm in lessons. At the end of the second cycle, a final assessment is conducted to evaluate the overall effectiveness of the active learning methods. The assessment involves a combination of informal observations, student feedback, and academic performance data. The students are asked to reflect on their experiences with the active learning methods and provide suggestions for further improvements. This reflection allows the researcher to gather valuable insights into the long-term effects of the active learning methods on student engagement and understanding.

The data collected throughout the study is analyzed to determine the impact of the active learning methods on student boredom and engagement. The researcher looks for patterns in the students' behavior, such as increased participation, enthusiasm, and improved academic performance, as well as reductions in signs of boredom, such as inattentiveness or disengagement. The results of the study are used to draw conclusions

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about the effectiveness of active learning methods in overcoming student boredom in the classroom. In conclusion, this research aims to demonstrate the positive impact of active learning methods in overcoming student boredom and increasing engagement in the classroom. By actively involving students in the learning process through interactive and hands-on activities, it is possible to create a more dynamic and enjoyable learning environment. The findings from this study will contribute to the understanding of how active learning can be applied effectively in elementary school settings to improve student motivation, participation, and overall learning outcomes.

## **Result**

The results of this study indicate that the application of active learning methods significantly improved student engagement and reduced feelings of boredom in Class Elementary School 094175 Margosono. Through a comprehensive analysis of pre-test and post-test results, classroom observations, and student feedback, it became evident that active learning contributed to a positive shift in students' attitudes towards their lessons. At the beginning of the study, many students demonstrated clear signs of boredom and disengagement in the classroom. These signs included inattentiveness, a lack of participation, and a general disinterest in the lesson. Classroom observations revealed that students were often distracted, frequently looking around, and rarely contributing to class discussions or activities. The pre-test results also showed that students had a relatively low level of engagement with the subject matter, struggling to retain key concepts and demonstrating limited understanding of the material being taught.

However, following the introduction of active learning methods, a noticeable change occurred. In the first cycle, students became more engaged during lessons. They showed greater enthusiasm for class activities, eagerly participating in group discussions, role-playing, and hands-on tasks. For example, in a science lesson where students were asked to conduct a simple experiment, the majority of students took an active role in carrying out the task, asking questions, and contributing to the group discussions. This increased participation was observed not only in the more outgoing students but also in those who had previously been more passive in class. The active learning methods introduced in the study, such as group discussions, role-playing, and problem-solving tasks, had a direct impact on students' motivation to learn. In particular, students expressed excitement about working in pairs or small groups, which fostered a sense of collaboration and teamwork. Students who were typically shy or hesitant to speak up in class became more confident and began actively sharing their thoughts and ideas. This newfound confidence also extended to their academic performance, as they appeared more willing to engage with the material, ask questions, and seek help when needed.



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The use of role-playing activities was particularly effective in capturing students' attention and reducing boredom. In one instance, students were assigned different historical figures to portray during a history lesson. They eagerly prepared for their roles, with many students going beyond the expectations and researching their characters in more detail. This activity not only improved their understanding of the historical context but also allowed them to express their knowledge in a creative and interactive manner. This method was also found to enhance students' retention of the material, as they were able to visualize and internalize the concepts through their performance.

In addition to role-playing, hands-on activities played a significant role in engaging students. During a mathematics lesson, students were given materials to work with, such as counters, blocks, and other manipulatives. They were asked to work together in solving problems, which helped them better understand mathematical concepts. The tactile experience of handling the materials allowed students to make connections between abstract concepts and real-world applications. This hands-on approach was particularly beneficial for students who struggled with traditional methods of instruction and provided them with an alternative way to engage with the content. The integration of technology further enhanced the active learning environment. The use of educational games, videos, and interactive digital platforms sparked students' interest and provided them with a more dynamic learning experience. Students were highly motivated to participate in lessons when they were given the opportunity to use computers or tablets to engage with the content. For example, during a language arts lesson, students used an educational app to practice vocabulary, and they actively competed with their classmates to achieve the highest score. The gamified aspect of learning was particularly effective in maintaining their attention and reducing boredom.

Classroom observations also showed that students were more focused during lessons that involved active learning strategies. For instance, in a geography lesson where students worked in small groups to create posters about different countries, they were fully engaged in the task, discussing the countries' features and creating informative displays. This collaborative effort kept students attentive, and they were able to retain more information about the countries and their unique characteristics. The hands-on nature of the activity, coupled with the opportunity for students to work together, reinforced their learning in a meaningful and engaging way. In terms of academic performance, the post-test results indicated significant improvements in students' understanding of the material. The majority of students demonstrated a higher level of comprehension and retention, particularly in subjects where active learning methods were employed. For example, in a reading comprehension test, students were able to recall more details from the texts they had studied, and they showed a better understanding of the key themes and ideas. This improvement can be

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attributed to the active learning activities that helped students engage with the material on a deeper level.

Furthermore, student feedback gathered after each cycle highlighted the positive impact of active learning on their attitudes towards learning. Many students reported that they enjoyed the lessons more and felt that they were learning better because the activities were fun and interactive. Students expressed a preference for lessons that involved group work, role-playing, and hands-on tasks, as they felt these activities made the lessons more interesting and helped them understand the content better. The teacher also noted a significant improvement in classroom dynamics. Students who were previously disengaged became more enthusiastic participants in class discussions and activities. The teacher observed that students were less distracted and more focused on their tasks. This shift in behavior allowed for a more productive learning environment, where students were able to work collaboratively and contribute meaningfully to the lesson.

Another important result was the increase in student confidence. Students who had previously struggled with speaking in front of the class or expressing their ideas felt more comfortable doing so after engaging in role-playing and group activities. This boost in confidence not only helped them in their academic performance but also contributed to a positive classroom environment where students were more willing to help and support one another. While the majority of students responded positively to the active learning methods, some challenges remained. A small number of students, particularly those who had difficulty working in groups or performing in front of their peers, expressed initial discomfort with certain activities, especially role-playing. However, as the cycles progressed, these students became more comfortable with the activities, indicating that the active learning methods helped them develop greater self-confidence over time.

In conclusion, the results of this study provide strong evidence that active learning methods can effectively reduce student boredom and increase engagement in the classroom. By incorporating interactive activities such as group discussions, role-playing, hands-on tasks, and technology, students were able to develop a deeper understanding of the material while enjoying the learning process. The improvement in student engagement, motivation, academic performance, and overall classroom dynamics suggests that active learning is a valuable approach to overcoming student boredom and fostering a more effective and enjoyable learning environment.

## Discussion

The results of this study clearly demonstrate the effectiveness of active learning methods in reducing student boredom and increasing engagement in Class Elementary School 094175 Margosono. One of the most significant findings is that students, who

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were initially disengaged and often bored during lessons, showed substantial improvement in both their participation and motivation after the introduction of active learning activities. The integration of hands-on tasks, role-playing, and group discussions not only captured students' attention but also fostered a deeper understanding of the subject matter. Active learning methods, particularly those that require student participation and collaboration, provided an opportunity for students to move beyond passive reception of information. The shift from traditional lecture-based teaching to a more interactive and student-centered approach allowed students to take ownership of their learning. This aligns with educational theories that emphasize the importance of active participation in the learning process as a means to enhance comprehension and retention of information. The increased student participation in activities such as group discussions and hands-on tasks showed that students were more engaged when they were actively involved in the learning process.

The role-playing activities, in particular, were highly effective in promoting both engagement and retention. Students who previously struggled with understanding historical events or mathematical concepts were able to grasp these ideas more effectively by embodying them through role-playing. This active involvement allowed them to visualize and internalize the material in a meaningful way. The use of role-playing as a pedagogical tool helped students develop both cognitive and social skills, as they worked collaboratively and practiced communication and problem-solving within their groups. Moreover, the use of technology played an important role in making lessons more engaging. Educational games and digital platforms helped to maintain students' interest and provided immediate feedback, allowing them to track their progress. The incorporation of gamification elements added a fun and competitive aspect to the lessons, which further motivated students to participate. The ability to learn in a more dynamic, interactive, and visually stimulating environment helped students stay focused and made the learning experience more enjoyable.

One of the most notable impacts of the active learning methods was the improvement in students' self-confidence. Many students who had previously been hesitant to speak up in class or contribute to discussions became more vocal and engaged after participating in role-playing and group work activities. This suggests that when students are given opportunities to engage in low-stakes, interactive activities, they feel more comfortable expressing themselves. As a result, students' self-esteem and belief in their abilities grew, which also positively influenced their academic performance. The collaboration between students also played a significant role in reducing feelings of boredom. The group activities created a sense of community in the classroom, where students were encouraged to work together, share ideas, and learn from each other. The peer-to-peer interaction allowed students to support one another, ask questions, and discuss concepts in a more informal setting. This collaborative



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environment not only reduced boredom but also promoted a more dynamic and inclusive classroom atmosphere.

While most students responded positively to the active learning methods, there were some initial challenges, particularly for students who struggled with working in groups or performing in front of others. Some students expressed discomfort with role-playing or felt anxious about speaking in front of their peers. However, over time, these students became more comfortable with these activities, suggesting that the gradual exposure to new teaching methods can help students overcome their initial reservations. It also highlights the importance of providing a supportive and safe classroom environment where students feel encouraged to take risks and step outside their comfort zones. The improvement in academic performance, as indicated by the post-test results, further supports the effectiveness of active learning methods in promoting student engagement. Students who had previously struggled to retain information demonstrated a better understanding of the material after participating in active learning activities. This indicates that active learning not only helps in reducing boredom but also enhances the overall learning experience by providing students with deeper, more meaningful interactions with the content.

Another important aspect of this study is the feedback provided by the students. Many students expressed that they found lessons more enjoyable and engaging when active learning methods were applied. They particularly enjoyed working in groups and performing role-play activities, which made the lessons feel less like traditional schooling and more like a fun, participatory experience. This suggests that when students are allowed to take an active role in their learning, they are more likely to stay motivated and engaged, resulting in a positive impact on both their academic success and their overall attitude towards learning. In conclusion, the findings from this study confirm that active learning methods are highly effective in overcoming student boredom and fostering greater engagement in the classroom. By incorporating hands-on tasks, collaborative activities, and technology, educators can create a more dynamic and interactive learning environment that captures students' interest and encourages deeper learning. The positive effects on student participation, motivation, self-confidence, and academic performance highlight the value of adopting active learning strategies to improve the overall learning experience in elementary school classrooms. Active learning methods not only help in reducing boredom but also contribute to the development of essential skills such as collaboration, critical thinking, and communication, which are crucial for students' academic and personal growth.

## Conclusion

Based on the results of the study, it can be concluded that the implementation of active learning methods has proven effective in overcoming student boredom in Islamic

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Religious Education classes at SD Negeri 094175 Margosono. Before this method was implemented, students tended to be passive, less enthusiastic, and had difficulty understanding the material. However, after the implementation of active learning strategies, such as group discussions, role-playing, and educational games, there was a significant increase in student participation and understanding of the teaching material. Active learning methods not only make students more involved in the learning process, but also help improve their focus and motivation in learning. This finding is in line with previous studies showing that interactive learning can increase the effectiveness of teaching and improve the quality of students' understanding of Islamic religious concepts. However, this study also found several obstacles in the implementation of active learning methods, such as time constraints, lack of supporting facilities, and students who still feel embarrassed or lack confidence in participating. Therefore, further efforts are needed, such as teacher training in managing active learning and providing adequate learning facilities and media. Data validation shows that the findings of this study have a high level of validity, based on source triangulation, technique triangulation, member checking, and discussions with experts. This confirms that active learning methods can be an effective alternative in improving the quality of Islamic Religious Education learning, as long as they are supported by teacher readiness and a conducive learning environment. Thus, active learning methods can be recommended as a strategy in teaching Islamic Religious Education in elementary schools, especially in increasing student involvement and reducing boredom in the learning process. The implementation of this method needs to be continuously developed in order to be more optimal and provide a wider impact on improving the quality of education.

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