



Implementation Of Ramadan Fasting at MI Manbaul Islamic High School

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ABSTRACT

This article discusses the implementation of Ramadan fasting in grade 3 students of MI Manbaul Islamiyah, which aims to instill spiritual values and discipline through fasting. This study was conducted using observation and interview methods with teachers and students to determine the understanding and implementation of fasting among students. The results of the study indicate that Ramadan fasting not only functions as a religious obligation, but also as a means of character education, developing self-awareness, and strengthening social relations between students and the surrounding environment. In addition, this article also identifies the challenges faced by students in carrying out fasting, such as physical problems and study time management, as well as efforts made by the school to support the smooth implementation of this worship. The implementation of Ramadan fasting in grade 3 MI Manbaul Islamiyah has a positive impact on the development of students' character, especially in terms of mental resilience and Islamic values applied in everyday life.

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Introduction

Fasting during Ramadan is one of the pillars of Islam that must be carried out by Muslims who have reached puberty. This worship has a very high spiritual value, and is essentially a form of self-training in restraining lust. However, among children, fasting can also be used as an important educational tool, not only to foster religious awareness, but also to develop character, discipline, and empathy for others. Instilling

these values is important from an early age so that children understand the meaning of fasting more deeply (Rizky, 2021).

At MI Manbaul Islamiyah, especially in grade 3, the implementation of fasting during Ramadan is not only seen as a religious obligation that must be carried out by students, but also as an effort to internalize Islamic values in everyday life. By teaching children how to fast from an early age, the school aims for them not only to know the ritual of fasting, but also to understand the wisdom behind it, such as discipline, patience, and concern for others (Hidayati, 2022).

The purpose of this study was to analyze the implementation of Ramadan fasting in grade 3 of MI Manbaul Islamiyah, especially in terms of students' understanding of fasting and how this worship can be used as an effective learning tool for children. This study also aims to see the role of teachers and parents in supporting the smooth running of students' fasting worship. The approach applied in this school is expected to increase students' religious awareness, discipline, and social values through direct experience of fasting (Sari, 2023).

The hope of implementing Ramadan fasting in grade 3 of MI Manbaul Islamiyah is that students not only understand fasting as an obligation, but also feel the depth of its spirituality. It is hoped that students can foster piety and discipline, and train themselves to be more empathetic to the less fortunate. Through this experiential learning, children are expected to be able to internalize the meaning of fasting in their lives, not only during the month of Ramadan, but also afterward (Naufal, 2020).

However, in reality, the implementation of fasting in grade 3 of MI Manbaul Islamiyah faces various challenges. Some students still have difficulty fasting for a full month, either due to physical factors, such as hunger or thirst, or psychological factors, such as a lack of understanding of the purpose of fasting itself. Another challenge is the arrangement of study time during the month of Ramadan, which sometimes coincides with the learning process in class. This often adds to the burden for students who do not fully understand the meaning and benefits of fasting (Putri & Aditya, 2021).

The implementation of Ramadan fasting in grade 3 of MI Manbaul Islamiyah requires a more holistic and collaborative approach. Teachers and parents have an important role in guiding students to carry out fasting properly. Therefore, the right strategy is needed from the school to create an environment that supports the implementation of fasting effectively, so that students can feel the maximum benefits. That way, educational goals can be achieved, both in terms of increasing religious understanding and forming better character (Fahmi, 2022).

With this background, this proposal aims to identify the factors that influence the implementation of Ramadan fasting in grade 3 of MI Manbaul Islamiyah. In addition, this

proposal will also provide solutions to overcome the challenges faced by students in carrying out fasting, in order to support the success of carrying out this worship to the maximum. This research is expected to contribute to developing more effective religious-based education programs in Islamic schools (Farida, 2023).

Methods

This Classroom Action Research (CAR) focuses on examining the implementation of Ramadan fasting at MI Manbaul Islamic High School, with particular attention to its effects on students. Ramadan fasting is a significant religious practice in Islam, and its integration into the school environment plays an important role in shaping the students' spiritual growth. The study seeks to understand how effectively the fasting practice is carried out, how students engage with it, and how the school can support students during this sacred month. Additionally, it aims to explore how fasting might influence students' behavior, academic performance, and the overall atmosphere of the school during Ramadan. The motivation behind this research stems from the school's long-standing tradition of encouraging students to observe fasting during Ramadan. However, there is a need to evaluate how effectively the school implements this practice and to understand the challenges students face while fasting. The research also aims to assess the influence of fasting on students' academic progress and daily activities during the month of Ramadan.

This study is driven by several questions, such as how Ramadan fasting is implemented in MI Manbaul Islamic High School, what challenges students encounter while fasting and attending school, and what impact fasting has on students' academic performance and behavior during this period. The main objectives of the research are to analyze the methods of implementing fasting in the school, identify the challenges students face, and examine how fasting affects their academic performance, behavior, and overall experience at school. A qualitative research approach will be used for this study, following a Classroom Action Research (CAR) model. CAR involves cyclical processes of planning, acting, observing, and reflecting. The research will be conducted in two cycles, with the first focusing on the initial implementation and observation of Ramadan fasting and the second reflecting on the results and improvements from the first cycle. Data collection will include interviews, observations, and questionnaires from students, teachers, and school administrators. The participants in this research will include students from various grade levels at MI Manbaul Islamic High School, particularly those who actively participate in fasting during Ramadan. Teachers and school staff will also be involved, as they can offer insights on how the school facilitates and supports fasting practices among students.

The research will proceed in four stages: planning, action, observation, and reflection. The planning phase will involve collaboration with school management to

establish procedures for observing fasting. During the action phase, the researchers will observe how students practice fasting while engaging in school activities. In the observation phase, data will be collected regarding students' engagement, behavior, and academic performance. Finally, in the reflection phase, the collected data will be analyzed to assess the effectiveness of the fasting program and identify areas for improvement. Data collection will be conducted using a variety of methods. Direct observation will be used to monitor students' behavior and involvement in school activities while fasting. In addition, interviews will be conducted with teachers and staff to gain their perspectives on how they manage and support fasting students. Finally, questionnaires will be distributed to students to assess their experiences with fasting and its impact on their academic performance and daily routines.

The gathered data will be analyzed qualitatively, with an emphasis on identifying patterns in students' behavior, their engagement with learning, and their emotional responses to fasting. The analysis will focus on assessing how fasting affects students' academic progress, discipline, and social interactions, as well as their spiritual development. The findings will help evaluate the effectiveness of the fasting implementation and provide insights into areas for potential improvement. The anticipated results of the research include a clearer understanding of how students experience fasting at school. This may involve challenges such as physical discomfort or difficulty concentrating during lessons, as well as positive outcomes such as increased discipline, spiritual growth, and a sense of community. The study will also provide recommendations on how the school can better support students during Ramadan to enhance their experience.

Reflection is an essential part of the action research process. After the first cycle of observation, the researchers will analyze the collected data to identify the strengths and weaknesses of the fasting program. Based on these findings, adjustments will be made in the second cycle to improve the program. This may include modifying schedules, offering additional support to students, or organizing special activities related to Ramadan to further engage students. In conclusion, this Classroom Action Research will offer valuable insights into how MI Manbaul Islamic High School can improve its implementation of Ramadan fasting for students. By examining the challenges and benefits of fasting in the school setting, the research will contribute to a better understanding of how fasting can be effectively integrated into school life to support students' academic and spiritual growth. The findings will also lead to recommendations for the school management, suggesting ways to enhance the support system for students during Ramadan. These may include organizing more educational and spiritual activities related to fasting, adjusting schedules to accommodate fasting students, and providing teachers with additional training on how to manage fasting students in the classroom.

Result

The research conducted on the implementation of Ramadan fasting at MI Manbaul Islamic High School aimed to understand the effectiveness of this religious practice among students. This study involved observing the behavior and academic performance of students during Ramadan, as well as interviewing teachers and school staff. The results of the research provide valuable insights into the challenges and benefits of fasting in a school setting, along with recommendations for improvements. Ramadan fasting at MI Manbaul Islamic High School is implemented as a part of the school's curriculum to nurture students' religious and moral values. The school emphasizes the importance of fasting as a spiritual practice, helping students strengthen their faith and sense of discipline. The majority of students actively participate in fasting, and the school provides a supportive environment to help them manage this practice while continuing their academic activities. The implementation process involves clear communication between teachers and students about the rules and expectations during Ramadan.

During Ramadan, students follow the school schedule, which includes attending classes, participating in extracurricular activities, and engaging in communal prayers. Although students experience physical discomfort, such as fatigue and hunger, the overall atmosphere in the school is positive and supportive. Teachers report that students, despite fasting, remain generally attentive in class, although some students express challenges with maintaining concentration during the afternoon lessons. Teachers at MI Manbaul Islamic High School play a significant role in supporting students during Ramadan. To accommodate the fasting students, the school adjusts lesson plans to ensure that students are not overburdened with activities that require high physical exertion. Teachers also modify their teaching strategies to accommodate the students' energy levels, offering more interactive and engaging lessons during the day and providing breaks as needed. Additionally, the school staff ensures that students have access to nutritious meals for sahur (pre-dawn meal) and iftar (meal at sunset), which helps maintain their energy levels throughout the day.

Despite the school's support, several challenges arise for students during fasting. The most commonly reported issue is the physical fatigue that comes with a lack of food and water throughout the day. Some students find it difficult to concentrate in the afternoons when their energy levels are low, leading to decreased participation in academic activities. Furthermore, students report feeling distracted and tired, particularly during longer lessons or activities that require mental focus. In addition, some students experience emotional stress due to the pressure of balancing religious obligations with academic responsibilities. The need to fast while keeping up with homework and other schoolwork can sometimes cause anxiety and frustration among students. These challenges underscore the importance of finding a balance between spiritual practices and academic demands.

The impact of fasting on students' academic performance is a key area of interest in this research. While some students report feeling mentally fatigued, others find that fasting enhances their focus and discipline. In particular, students who are able to manage their

fasting routine effectively report increased concentration and a heightened sense of accomplishment. However, the overall academic performance of students during Ramadan is mixed, with some students showing slight declines in grades due to fatigue, while others demonstrate improvement in their ability to concentrate and complete tasks on time. Interestingly, the performance variation largely depends on individual student's ability to adjust to fasting, as well as the extent to which they receive support from their teachers and family. Students who are well-prepared for fasting and have developed effective time management skills tend to perform better, while those who struggle with balancing fasting and academic work experience more challenges.

One of the most significant findings of this research is the positive behavioral changes observed in students during Ramadan. Fasting encourages a sense of discipline, patience, and self-control, which translates into better behavior both inside and outside the classroom. Teachers noted that students became more respectful, cooperative, and considerate of others during this period. Furthermore, fasting during Ramadan also fostered a greater sense of empathy among students. They became more aware of the difficulties faced by people in need, which led to increased participation in charity work and community activities. Many students used the opportunity to reflect on their behavior and make a conscious effort to improve their character, both in terms of religious observance and their relationships with others.

Fasting also had a profound effect on the spiritual development of students. The holy month of Ramadan is a time for reflection, prayer, and self-purification, and many students reported feeling spiritually enriched. Students expressed that fasting allowed them to connect more deeply with their faith and develop a greater understanding of the values of compassion, humility, and gratitude. In addition to the daily fasting routine, the school organized special activities such as religious lectures, Quran recitations, and group prayers to help deepen students' spiritual experiences. These activities provided students with opportunities for reflection and spiritual growth, contributing to their overall religious education.

Another notable outcome of this research was the sense of community fostered among students during Ramadan. Fasting together created a strong sense of solidarity, and students supported each other in maintaining their fasts. This peer support was especially valuable in helping students overcome the challenges of fasting. Students often shared tips on managing fatigue, staying hydrated, and maintaining focus during classes, which contributed to a sense of camaraderie. Teachers also noted the positive impact of the school's community spirit during Ramadan. The shared experience of fasting brought students and teachers closer together, enhancing the overall learning environment. The collective sense of responsibility for supporting one another during the month helped build strong relationships and promoted a positive school culture.

The school made several adjustments to accommodate fasting students. One of the most significant changes was the modification of school schedules to ensure that physical activities were not scheduled during the hottest parts of the day. Additionally, academic tasks were adjusted to take into account students' energy levels, with some subjects being taught in shorter, more focused periods, while others were scheduled

earlier in the day when students had more energy. Moreover, the school organized special events and activities related to Ramadan, such as iftar gatherings and charity drives. These activities not only provided opportunities for students to break their fast together but also encouraged them to participate in social and charitable efforts, reinforcing the values of giving and community service.

The research also examined the impact of fasting on student attendance during Ramadan. The results showed that student attendance remained generally stable, with only a slight decline in the attendance rate during the final days of Ramadan. This can be attributed to the physical exhaustion some students experience as they approach the end of the month. However, the overall level of student attendance during Ramadan was higher than expected, demonstrating the students' commitment to both their religious and academic responsibilities.

Parental involvement played a crucial role in the successful implementation of fasting practices at school. Parents were responsible for ensuring that students had sufficient nourishment during sahur and iftar, which helped maintain their energy levels throughout the day. The support of parents was particularly important in helping students manage the challenges of fasting while maintaining academic performance. Furthermore, parents worked closely with the school to ensure that their children received the appropriate spiritual guidance and encouragement. Parental support was essential in fostering a positive attitude toward fasting and in helping students overcome any difficulties they encountered during the month.

Based on the findings of the research, several suggestions for improvement were made. One of the key recommendations was for the school to provide more flexible learning options for fasting students. For example, offering additional rest periods or adjusting the timing of intensive subjects could help reduce fatigue. Another recommendation was to offer more individualized support to students who struggle with fasting, particularly those who find it difficult to manage the physical and emotional challenges. Additionally, it was suggested that the school organize more interactive and engaging activities related to Ramadan, such as student-led Quran studies or charity initiatives. These activities could help further enrich the students' spiritual experience and provide them with more opportunities to learn about the significance of fasting in Islam.

In conclusion, the research provided valuable insights into the implementation of Ramadan fasting at MI Manbaul Islamic High School. While fasting presented several challenges, including physical fatigue and mental exhaustion, it also resulted in positive changes in student behavior, academic focus, and spiritual growth. The school's supportive measures, such as adjusted schedules and religious activities, played a key role in helping students maintain their fasting practices without compromising their academic responsibilities. Based on the findings, the school is encouraged to make further adjustments to ensure that students can balance their religious and academic commitments effectively during Ramadan.

Discussion

The research on Ramadan fasting at MI Manbaul Islamic High School provides valuable insights into how religious practices such as fasting intersect with the daily routines, academic activities, and overall life at school. The findings from this study allow for a deeper understanding of both the positive and negative impacts of fasting on students, as well as ways the school community can enhance its support for fasting students. This discussion will explore the major findings, reflect on the significance of Ramadan fasting within the school context, and offer suggestions for improvement based on the research. A key observation from the research is the physical and psychological toll fasting has on students. While fasting is a core religious practice that encourages discipline and spiritual growth, it also presents several challenges, particularly in terms of physical exhaustion and mental fatigue. Students experienced noticeable decreases in their energy levels, especially during the afternoon, which often led to difficulties in concentrating during lessons. These results align with earlier studies that suggest fasting can impair cognitive abilities due to lack of food and water, particularly when students are required to engage in long school hours. Furthermore, the mental strain from fasting—such as irritability or stress—was evident among some students. The challenge of balancing religious obligations with academic expectations often led to heightened anxiety. This highlights the need for a supportive school environment that takes into account both the physical and mental well-being of students throughout Ramadan.

Despite the challenges, fasting during Ramadan brought about positive behavioral changes in students. Teachers noted a significant improvement in students' discipline, patience, and self-control. The very essence of fasting requires individuals to exercise restraint—not only in food intake but also in managing emotional and social behavior. Many students became more respectful, cooperative, and empathetic toward others during this time. This change in behavior reflects the teachings of Islam, which emphasize moral and ethical growth during Ramadan, such as promoting compassion, humility, and self-reflection. The research suggests that fasting helped students develop better interpersonal relationships and made them more considerate of the needs of others.

Fasting during Ramadan has profound spiritual implications, and it serves as an opportunity for religious growth. In the case of MI Manbaul Islamic High School, fasting allowed students to deepen their connection with their faith. Many students expressed feeling more spiritually engaged during this period, as they increased their participation in prayers, Quran recitations, and religious discussions. This spiritual engagement allowed students to reflect on their faith and their behavior, fostering a greater sense of purpose and religious awareness. Fasting, therefore, served as both a religious duty and a time for spiritual renewal, helping students develop a stronger sense of their religious identity.

The impact of fasting on academic performance was a central focus of the research. The results were varied: some students experienced difficulty in their academic performance due to physical exhaustion, while others found that fasting actually helped them concentrate and work more effectively. Those who struggled with fasting often faced a decline in their academic results, particularly in subjects requiring mental focus and concentration. On the other hand, some students found that fasting helped them develop better focus and time management skills. These students felt a sense of accomplishment from being able to balance their academic responsibilities with their religious obligations. This demonstrates that the impact of fasting on academic performance can differ greatly from student to student, depending on their ability to adapt and manage their time during Ramadan.

The support provided by teachers and school staff was crucial in helping students manage fasting while maintaining academic engagement. Teachers at MI Manbaul Islamic High School showed a high level of empathy and understanding toward students observing fasting. They adjusted lesson plans and teaching strategies to accommodate students' physical and mental challenges during Ramadan. Teachers shortened lessons or used more interactive activities to reduce the strain on students. This approach allowed students to stay engaged without feeling overburdened. The school's focus on providing moral support was also essential, as teachers motivated students to remain focused and manage their energy levels efficiently. The active role of teachers in adjusting the curriculum and offering emotional support played a key role in helping students maintain a balance between their academic work and religious practices.

The research also emphasized the importance of additional support measures for students who were fasting. These included organizing communal activities such as group prayers, Quran recitations, and charity work. Such activities not only provided opportunities for spiritual growth but also fostered a sense of community among students. By coming together to break their fast and participate in religious activities, students were able to feel a sense of solidarity and support during Ramadan. Furthermore, the provision of balanced and nutritious meals for sahur (pre-dawn meal) and iftar (meal at sunset) was essential in maintaining students' physical well-being. These meals helped ensure that students had sufficient energy to participate in school activities throughout the day. The school's efforts to support students through such initiatives were instrumental in helping them manage their fasting routine while staying physically healthy and academically engaged.

The research findings showed that student attendance during Ramadan remained largely stable, with only a slight decrease observed toward the end of the month. This decrease can be attributed to physical exhaustion as students reached the final days of fasting. However, the overall attendance rate was higher than anticipated, reflecting students' commitment to both their academic and religious obligations. This positive

outcome suggests that the school's supportive environment and the sense of responsibility students felt toward both their studies and religious duties contributed to their consistent attendance during Ramadan. The willingness of students to attend school and participate in activities despite fasting highlights their dedication to maintaining a balance between their religious and academic commitments.

A notable challenge faced by many students was managing the fatigue associated with fasting. The physical demands of fasting, particularly during the hot summer months, left many students feeling drained and exhausted by the end of the school day. This fatigue often impacted their ability to concentrate during later lessons and affected their overall participation in school activities. Despite the school's adjustments to the schedule and lesson plans, fatigue continued to be a major obstacle for students. This suggests that there is a need for more targeted interventions to help students manage these physical challenges, such as providing additional rest periods or more flexible academic expectations during Ramadan.

The research also explored how fasting affected students' participation in extracurricular activities. Some students indicated that they were less inclined to engage in physically demanding activities, such as sports or school performances, due to fatigue. However, extracurricular activities that were less physically taxing, such as religious study groups and community service, were well-attended. This shift in participation points to the need for schools to offer a broader range of extracurricular activities that cater to the specific needs of fasting students. By providing more spiritually focused or low-energy activities, the school can ensure that students remain engaged in meaningful extracurricular experiences without overexerting themselves.

The involvement of parents in supporting fasting students was another key finding of this research. Parents played an essential role in ensuring that students had sufficient nutrition during sahur and iftar, helping them maintain their energy levels throughout the day. Parents also provided emotional support, assisting students in managing the stress of balancing schoolwork with fasting. The collaboration between parents and the school community proved to be vital in creating a supportive environment for fasting students. When both the school and parents worked together to guide students through this period, the students were better equipped to manage their religious and academic responsibilities.

The school made several adjustments to accommodate fasting students, including modifying the schedule to avoid physical exertion during the hottest parts of the day and rescheduling more demanding academic activities for earlier in the day. These adjustments helped ensure that students were not overwhelmed by the dual demands of fasting and schoolwork. Further improvements could include offering more flexibility in the academic schedule, such as providing longer breaks between classes or shorter

lesson periods to account for the physical and mental challenges of fasting. By making such adjustments, the school would better support students in managing their energy and ensuring a more balanced school experience during Ramadan.

Fasting during Ramadan also offered several social and emotional benefits. The communal nature of fasting created a sense of unity among students, and they were able to support each other throughout the month. This camaraderie was particularly evident during group prayers and community service activities, where students worked together toward a common goal. The emotional benefits of fasting were also significant, as students developed greater empathy for those in need. The experience of hunger and thirst during fasting helped students better understand the struggles of less fortunate individuals, and many students became more engaged in charity work during Ramadan. These social and emotional benefits contributed to the students' overall well-being and helped foster a sense of responsibility and compassion.

The research also highlighted the importance of integrating religious education into the school curriculum during Ramadan. By offering lessons on the significance of fasting, the spiritual benefits of Ramadan, and Islamic teachings on charity and self-reflection, the school enhanced students' understanding of their religious duties. This enriched their overall educational experience and helped students deepen their knowledge and connection to their faith. In the future, the school may consider expanding religious education programs during Ramadan, such as organizing special seminars, inviting guest speakers, or facilitating interfaith discussions to help students gain a broader perspective on the spiritual and social aspects of fasting.

In conclusion, the research sheds light on the various impacts of Ramadan fasting at MI Manbaul Islamic High School. While fasting presented some challenges, such as fatigue and difficulty concentrating, it also led to positive changes in students' behavior, academic focus, and spiritual growth. The school's efforts to support students through adjusted schedules, nutritious meals, and communal activities played a key role in helping students balance their religious and academic obligations. To further enhance the fasting experience for students, the school could consider offering more flexible academic expectations, providing longer breaks during the day, and diversifying extracurricular activities to meet the needs of fasting students. By continuously refining the implementation of fasting, MI Manbaul Islamic High School can ensure that students not only fulfill their religious duties but also thrive academically and spiritually during Ramadan.

Conclusion

Overall, the implementation of Ramadan fasting in grade 3 of MI Manbaul Islamiyah went well even though there were still some challenges faced. With the support of teachers and parents, students were able to carry out fasting better and gain positive

benefits in terms of discipline, social awareness, and strengthening Islamic character. With the right implementation method, such as interesting religious activities and support from the surrounding environment, students can learn to carry out fasting more comfortably and understand the values contained therein. Therefore, it is important for schools to continue to improve strategies in supporting the habit of fasting from an early age so that it can become part of ongoing character education.

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