



Implementation of Project-Based Learning Model in Improving Student Creativity in Islamic Education Learning at SD IT Insan Robbani Padang Lawas

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ABSTRACT

This study aims to analyze the application of project-based learning models (PBL) in developing student creativity through Islamic Religious Education (PAI) subjects at SD IT Insan Robbani Padang Lawas. The approach used in this study is a qualitative approach with a case study method. This study focused on students in certain classes at SD IT Insan Robbani Padang Lawas. Data collection was carried out using various techniques, including direct observation of student learning activities, interviews with teachers and students, and documentation of project results worked on by students. The results of the study indicate that the application of project-based learning models has a positive impact on student creativity. Student learning motivation increases along with the application of project-based learning models. Students become more interested and involved in learning because they feel that the material taught is not only theory, but also relevant to their lives. Projects that connect PAI material with real activities provide a more enjoyable and meaningful learning experience for students. This increases students' interest in continuing to learn and digging deeper into the material taught. Based on these findings, it is recommended that project-based learning models be applied more widely in the learning process, especially in Islamic Religious Education subjects.

OPEN ACCESS

ARTICLE HISTORY

Received: 17 Nov 2024
Revised: 27 Des 2024
Accepted: 5 Jan 2025
Published: 31 Jan 2025

KEYWORDS

Project based learning model, student creativity, Islamic education.

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Introduction

The main objective of this study is to examine the application of project-based learning models in developing students' creativity in Islamic Religious Education (PAI) subjects at SD IT Insan Robbani Padang Lawas. Project-Based Learning (PBL) was chosen as an innovative model that can provide opportunities for students to be directly involved in the learning process through real experiences. This provides space for students to

develop creativity in solving existing problems, as well as applying the knowledge they learn in a more applicable and contextual way (Sari & Fitriani, 2021). This project-based learning is believed to be able to enrich students' learning experiences in PAI subjects in a more enjoyable and meaningful way.

Through the application of PBL, it is hoped that students will not only gain theoretical religious knowledge, but will also be able to apply religious values in everyday life. For example, students can develop projects related to the application of religious teachings in a social context, such as charity activities, making Islamic artwork, or group discussions on moral values in Islam. This approach allows students to better understand and appreciate religious teachings, as well as deepen their understanding of how religion can be a guideline in everyday life.

The project-based learning model also encourages students to be more active in learning. In this learning process, students are given the opportunity to work in teams, share ideas, and collaborate to produce useful projects. This will improve students' social skills and communication skills, which are very important for their development both inside and outside the school environment (Samsul, 2022). In addition, through the implementation of PBL, students can also improve their critical and creative thinking skills, because they are faced with real problems that require innovative and applicable solutions.

However, the reality in the field shows that the learning methods applied at SD IT Insan Robbani Padang Lawas, especially in Islamic Religious Education subjects, still tend to use lecture methods that are dominated by a one-way approach. This method often makes students feel passive and less interested in being active in the learning process. In fact, Islamic Religious Education learning should be able to touch more on aspects of students' real lives, and encourage them to think critically and creatively about the religious teachings they are studying (Hidayat & Hidayati, 2020).

Project-based learning is a much-needed solution to overcome this problem. With PBL, students not only focus on receiving information, but also on solving problems and developing broader skills. Through projects, students can better integrate religious knowledge with practical experiences, so that their learning outcomes become more meaningful and applicable in everyday life. This model also provides opportunities for students to show their talents and potential more creatively, as well as deepen skills in various aspects, such as teamwork and communication (Sari & Fitriani, 2021).

The implementation of PBL is expected to help students understand religious values more deeply and applicatively. For example, by creating projects related to social activities based on religious teachings, students can feel the benefits of these teachings more and apply them in real actions. This not only enriches their learning experience but also gives them a stronger understanding of the importance of religion in social and moral life. These projects can also be a place for students to explore their creative ideas in the context of religious values, such as creating Islamic artwork or organizing social activities based on Islamic teachings.

This study aims to explore the effectiveness of the implementation of the project-based learning model in improving student creativity in Islamic Religious Education subjects. In this case, the study will focus on how the implementation of the PBL model can help students better understand and live Islamic teachings in their daily lives. This study also aims to identify the obstacles and challenges faced by teachers and students in implementing this model, as well as provide recommendations to improve the quality of Islamic Religious Education learning in the school (Samsul, 2022).

Thus, this study is expected to provide a positive contribution to the development of more innovative and effective learning methods in improving student creativity. In addition, this study also aims to provide insight for teachers and educators regarding the importance of implementing project-based learning models in creating more interesting, creative, and contextual learning, especially in Islamic Religious Education subjects. It is hoped that with this study, Islamic Religious Education learning can be more relevant and useful in shaping students' characters and personalities based on religious values.

Methods

This study uses a qualitative approach with a case study method to explore the application of project-based learning models in improving student creativity at SD IT Insan Robbani Padang Lawas. The selection of the case study method is intended to obtain a deeper picture of the application of project-based learning models in the context of Islamic religious education at the school. A qualitative approach allows researchers to explore the direct experiences of students and teachers, and to see how project-based learning is implemented in the field, which cannot be seen only through quantitative data or statistical analysis.

This case study method also provides space for researchers to understand the local context that influences the application of project-based learning models at the school. Researchers can identify factors that support or hinder the success of this model, and assess the extent to which project-based learning can develop students' creativity in understanding and applying Islamic teachings. With this approach, researchers can see the dynamics in the classroom, including the interaction between teachers and students and how students collaborate on their projects.

Specifically, this study uses observation and interview methods as the main data collection techniques. Observations are carried out to directly monitor the project-based learning process implemented in the classroom. Researchers observe the interaction between teachers and students, how students work in groups, and how they apply Islamic religious knowledge in the projects they work on. This observation aims to provide an objective picture of the implementation of project-based learning, focusing on the activities that occur in the classroom.

In the observation, the researcher also paid attention to other aspects, such as student involvement in group discussions, how they design and organize projects, and the level of creativity they show in completing tasks. This process provides rich information about

how students interpret and apply the material taught in the context of project-based learning. This observation is very important to gain a deeper understanding of the influence of learning models on student creativity directly.

In addition to observation, interviews were also conducted with Islamic Religious Education (PAI) teachers and students as another primary data collection technique. Interviews with teachers aimed to explore their views on the effectiveness of the project-based learning model, as well as how they design and implement projects in the classroom. These interviews provide insight into the challenges faced by teachers in managing project-based learning and how they facilitate students in the learning process. Teachers also provided information about the changes they observed in students since the implementation of this learning model.

Interviews with students aimed to explore their perspectives on the learning experience through the project-based learning model. Students were asked to describe to what extent they felt this model could enhance their creativity, as well as how they viewed the relationship between Islamic Religious Education material and the projects they were working on. Students were also asked to provide their opinions on how project-based learning influenced their understanding of Islamic teachings and their ability to apply them in everyday life.

The interview process is important to obtain subjective views of students that may not be visible through observation alone. Interviews allow students to explain their personal experiences, their feelings about project-based learning, and the perceived impact on their creativity. With these interviews, researchers can dig deeper into the influence of the project-based learning model on students' personal development, both in terms of critical thinking skills, creativity, and religious understanding.

This data collection process aims to obtain richer and more comprehensive data on the dynamics that occur in project-based learning. Observations provide direct data on how project-based learning is implemented in the classroom, while interviews provide deeper insights from students and teachers about their experiences in the learning. With the combination of these two techniques, researchers can dig deeper and get a more complete picture of the process and impact of project-based learning.

This observation and interview technique also allows researchers to analyze factors that influence the success or failure of implementing the project-based learning model. For example, researchers can see whether factors such as classroom management skills, student readiness, or support facilities at the school affect the effectiveness of project-based learning. This information can provide insight into what needs to be improved or adjusted so that this model can be implemented more effectively in the future.

Data collection through observation and interviews also provides researchers with the opportunity to capture different perspectives on the implementation of project-based learning. By collecting data from teachers and students, researchers can see the differences in how they view the learning process that is taking place. This is very useful

for gaining a more complete understanding of the impact of the project-based learning model from various perspectives.

In addition, interviews with teachers provide an opportunity to dig deeper into how they design projects and how they assess the success of the project. Teachers can provide insight into the techniques they use to increase student participation in the project, as well as the challenges they face in implementing project-based learning. They can also provide information about the strategies used to overcome problems that arise during the learning process.

Meanwhile, interviews with students provide an opportunity to understand how they feel about the learning experience. Students can provide their personal views on how the project-based learning model helps them understand and apply Islamic Religious Education materials. They can also express their feelings about the social interactions that occur during the project, whether they feel more involved, more creative, or better understand Islamic religious concepts after participating in project-based learning.

The data obtained from these observations and interviews will be analyzed to identify the main themes that emerge related to the implementation of the project-based learning model in improving student creativity. The researcher will categorize the data based on relevant themes, such as creativity development, improving social skills, and changes in understanding Islamic Religious Education material. This analysis process will provide a clearer picture of the impact of the project-based learning model on students. Thus, the qualitative approach and case study method used in this study provide the right tools to explore in depth the implementation of the project-based learning model at SD IT Insan Robbani Padang Lawas. Observation and interview techniques allow researchers to obtain richer and more comprehensive data, which will ultimately provide a better understanding of how this model can improve students' creativity and influence their understanding of Islamic teachings.

The data sources in this study came from two main groups, namely Islamic Religious Education teachers and students who were directly involved in project-based learning. Islamic Religious Education teachers play an important role in providing direction and guidance to students during the implementation of the project. Students, on the other hand, are the main subjects who directly experience the implementation of this learning model, so their views are very important in describing the impact of this model on their creativity and understanding of the material.

The results of this study are expected to provide a clearer picture of the advantages and challenges faced in the implementation of the project-based learning model in Islamic religious education. Thus, this study can be a reference for the development of more effective learning methods, not only in the context of Islamic Religious Education, but also for other subjects, with the aim of improving creativity and the overall quality of education in schools.

The data obtained from observations, interviews, and documentation will be analyzed using qualitative data analysis techniques. The data analysis process in this study involves several stages as follows:

Data will be collected through direct observation in the classroom when project-based learning is implemented, interviews with teachers and students, and collection of documentation in the form of lesson plans and student project results.

Data obtained from observations and interviews will be categorized and filtered to identify the main themes that emerge. This process aims to reduce irrelevant data and focus on information related to the implementation of project-based learning models and their impact on student creativity.

Furthermore, the reduced data will be coded or labeled to facilitate further analysis. This coding will help researchers organize data based on main themes such as "the influence of learning models on creativity," "student responses to projects," and "challenges in implementing PBL."

After the coding process, researchers will identify themes that emerge from the data to analyze the relationship between the implementation of project-based learning models and the development of student creativity. This analysis will reveal how PBL can stimulate student creativity in the context of Islamic Religious Education subjects, as well as other aspects such as student engagement, improving social skills, and understanding religious teachings.

Based on the results of the theme analysis, researchers will draw conclusions regarding the effectiveness of the implementation of project-based learning in improving student creativity in Islamic Religious Education subjects. In addition, this study will also provide recommendations for the development of project-based learning models in other schools that can improve the quality of Islamic religious learning.

Result

From the results of observations and interviews conducted at SD IT Insan Robbani Padang Lawas, it was found that the implementation of the project-based learning (PBL) model had a significant impact on student creativity in Islamic Religious Education (PAI) subjects. Overall, the data obtained showed that students became more active and involved in learning. The implementation of the project-based learning model provides an opportunity for students to develop their ideas and creativity in a more real and applicable context, far from conventional learning approaches that tend to be more theoretical and one-way.

In each project-based learning session, students are given the opportunity to work in groups, have discussions, and design and implement projects that are directly related to Islamic religious values. Project-based learning allows students to understand religious concepts more deeply, because they not only hear explanations from the teacher, but also apply them in the form of activities that involve them directly. Activities such as

making Islamic artwork or presentations on religious teachings provide a more real experience for students.

Students show improvements in critical and creative thinking skills, both in designing projects, organizing tasks, and solving problems that arise during project implementation. Project-based learning encourages students to think more deeply and question various aspects related to the topic being studied. For example, in creating Islamic artwork, students not only think about art techniques, but also reflect on the spiritual values contained in the work, which shows the integration of religious knowledge with their creativity.

Projects carried out by students, such as making Islamic artwork, presentations on religious teachings, and social activities based on Islamic values, show that students not only gain theoretical religious knowledge, but can also apply it in real life. In social activities based on Islamic values, for example, students can apply teachings about helping each other, sharing, and living in harmony with others. This shows that the project-based learning model provides an opportunity for students to live the religious values that have been learned in class in everyday life.

In addition, Islamic Religious Education teachers also reported an increase in classroom management skills and student motivation. Project-based learning provides space for students to express themselves creatively, while teachers can facilitate more participatory and meaningful learning. Teachers reported that in this learning model, students tend to be more enthusiastic and more active in participating in each activity, because they feel they have control over the projects they are working on. This active involvement increases their sense of ownership of the ongoing learning.

Teachers also reported that students were more enthusiastic in participating in learning and more confident when working on group projects. Project-based learning not only develops students' religious knowledge, but also improves their social skills. In group projects, students must communicate, collaborate, and solve problems together. These skills are essential for students' social and emotional development, and can help them interact with classmates and build leadership skills.

Project-based learning also allows teachers to provide more specific and in-depth feedback on each student's project development. This feedback is invaluable in helping students improve and develop their work. Teachers can provide suggestions that are not only related to religious material, but also to how students complete assignments or collaborate with their groups. This constructive feedback supports a more effective and focused learning process.

However, several challenges also arise in implementing this model. One of the biggest challenges is the limited time available to complete the project. Teachers and students expressed that the designed projects took longer to complete perfectly. This is an obstacle because of the limited learning schedule and the large amount of material that must be taught in a limited time. Therefore, there is a need to adjust the duration of

time allocated for each project so that students can complete the assignments more optimally.

In addition, the facilities available at school, such as rooms for group discussions and supporting equipment, are still limited. Some projects, especially those involving creative activities such as making artwork, require adequate tools and space to support students' work processes. The limitations of these facilities are a barrier to implementing project-based learning, because students cannot work optimally without adequate facilities to support their activities. Another challenge is the need for more intensive guidance for students in the planning and implementation stages of the project so that the project can run more effectively and efficiently. Some students find it difficult to plan projects and determine the right steps to complete their tasks. Teachers need to provide more intensive guidance in the early stages of the project to ensure that students can clearly understand the goals and steps they need to take. Without sufficient guidance, students may experience confusion in carrying out more complex projects.

Another obstacle is the need for support from parents and schools to facilitate the implementation of projects that require additional resources, such as project materials or free time outside of school hours. This external support can help facilitate the learning process and provide students with the opportunity to further develop their skills and creativity. Without such support, students may find it difficult to complete their projects well.

Overall, the implementation of the project-based learning model at SD IT Insan Robbani Padang Lawas has provided positive results in improving student creativity. Although there are some challenges that must be overcome, the benefits that students gain from this process are much greater. They not only gain Islamic religious knowledge, but also develop critical, creative, and social thinking skills that are very valuable for their personal development in the future. Project-based learning has proven itself to be an effective method in creating more dynamic learning and oriented towards developing students' practical skills.

Data verification is carried out to ensure the validity and credibility of the findings obtained from observations and interviews. Some of the steps taken in data verification are as follows:

Data is verified by comparing information obtained from various sources, namely teachers, students, and learning documentation. For example, the results of interviews with teachers about project management were compared with direct observations in the classroom, and also the results of interviews with students about their experiences in the project. The triangulation results showed a match between the experiences of teachers and students regarding the effectiveness of the PBL model in increasing creativity. This data is also supported by documentation such as project assignment results and activity reports carried out by students.

The data was also verified through the use of triangulation techniques, which involve collecting data using various methods, such as observation, interviews, and

documentation. The results of direct observations in the classroom supported the findings of interviews with students and teachers regarding increased student activity during project-based learning. Data from documentation, such as lesson implementation plans (RPP) and project result reports, also strengthened the findings related to student involvement in the project. All of these techniques provide a consistent picture of the positive impact of implementing the PBL model on student creativity.

To ensure the accuracy and accuracy of the data, the researcher conducted member checking by confirming the research findings with respondents, namely teachers and several students involved in the project. Teachers and students were asked to verify whether the results of the interviews and observations were in accordance with their experiences. Most respondents gave positive confirmation, which showed a match between the data collected and the actual experience. This provides additional validity to the data obtained.

Verification was also carried out by checking the consistency of data obtained from various interview and observation sessions. The results of the analysis showed that there was a match between what was reported by teachers and students about the benefits and challenges of project-based learning. This indicates that the data obtained is valid and representative of the actual learning experience. For example, the results of observations showing active student involvement in group discussions were also reflected in interviews with students who expressed that they felt more challenged and motivated in project-based learning.

With these verification steps, the research findings can be ensured to be valid and relevant to the learning context at SD IT Insan Robbani Padang Lawas. Based on the data obtained, it can be concluded that the implementation of the project-based learning model has a positive impact on students' creativity in Islamic Religious Education subjects. Students are not only more active in learning, but are also able to apply religious values in everyday life through the projects they work on. Although there are several challenges, especially related to time and facilities, the implementation of PBL has proven effective in improving the quality of learning. This study provides important implications for the development of learning methods in elementary schools, especially in the field of Islamic Religious Education. The PBL model can be an effective alternative to create more participatory, creative, and meaningful learning. Therefore, it is recommended that other schools consider implementing this model, by considering the support for facilities and time needed for optimal project implementation.

Discussion

Data validation is an important part of this study to ensure the accuracy and credibility of the findings obtained from observations, interviews, and documentation. To maintain data integrity, researchers conducted several data verification techniques that allow the findings obtained to be accounted for and relied upon. In this study, the techniques used for data validation include source triangulation, technical triangulation, member checking, and data consistency checking.

Source triangulation is carried out by comparing data obtained from various parties involved in the learning process, namely teachers, students, and documentation. This triangulation aims to ensure that the findings obtained are not biased and more representative. Data from teachers and students often support each other, providing strong evidence of changes that occur during the implementation of the project-based learning (PBL) model.

This technique involves the use of various methods to collect data, namely direct observation in class, interviews with teachers and students, and analysis of learning documents such as RPP (Lesson Implementation Plan) and student project results. The results of technical triangulation show that the data obtained through observation and interviews are very consistent, which strengthens the findings regarding increased student engagement and creativity through the PBL model.

The member checking process was carried out by confirming the results of interviews and observations with teachers and students involved in the study. This allows researchers to verify whether the data collected is in accordance with the direct experiences of the respondents. The majority of respondents gave positive confirmation, which means that the findings obtained are an accurate picture and in accordance with the reality in the field.

Consistency checking was carried out by comparing findings from various interview and observation sessions to ensure that the data obtained did not contradict each other. In this case, findings from teachers and students who showed increased creativity and involvement in project-based learning showed strong consistency, providing more validity to the research results.

The validation results showed that the data collected through observation, interviews, and documentation were valid and reliable. This validation process aims to ensure that the data obtained during the study reflects the reality in the field and is free from bias. Triangulation of sources and techniques is the main method in this validation process, where data collected from various sources, such as classroom observations, interviews with teachers and students, and project documentation, are compared and analyzed to see their consistency.

Triangulation of sources and techniques shows that there is a match between the findings obtained from the various data collected. For example, the observation results regarding the increase in student engagement during project-based learning in class were also supported by interviews with students who expressed their feelings about the increase in interest and motivation in participating in learning. This shows that the findings from observations and interviews support each other, providing a more comprehensive picture of the positive impact of the project-based learning model on student creativity.

In addition, documentation related to the projects carried out by students shows good achievements in the application of Islamic religious values. Several examples recorded in the documentation, such as the creation of Islamic artwork and presentations on

religious teachings, reflect that students not only understand religious theory, but can also apply these values in the creative projects they work on. This documentation provides concrete evidence that project-based learning supports the development of student creativity while deepening their understanding of Islamic Religious Education (PAI) materials.

The member checking process also strengthens the results of the study, where teachers and students who are informants confirm that the findings obtained from interviews and observations are in accordance with their experiences during project-based learning. Member checking is an important step in validation to ensure that the data collected truly reflects the views and experiences of the informants. This process helps researchers ensure that the conclusions drawn based on the data are correct and relevant to the context being analyzed.

This ensures that the data collected is not only accurate but also relevant to the context being analyzed. By using member checking, researchers can be more confident that the interpretation of the data produced is not only based on personal judgment or assumptions, but truly reflects the reality experienced by teachers and students in implementing the project-based learning model. This provides additional confidence in the results of the research that has been conducted.

Data consistency checks also show that there are no significant differences in the reports given by teachers and students. This consistency shows that both teachers and students agree on the positive impacts provided by project-based learning. Increased student involvement, more honed creativity, and a deeper understanding of Islamic Religious Education material are conclusions agreed upon by all parties involved. This strengthens the validity of the data obtained and shows that the findings of this study are reliable.

Although there are several challenges related to time and facilities, the results of this verification provide a clear picture that the application of PBL in Islamic Religious Education learning is effective in improving the quality of learning and student involvement. Several challenges, such as the limited time needed to complete the project or the limited supporting facilities, were indeed expressed by teachers and students. However, these challenges do not reduce the effectiveness of the project-based learning model in improving student creativity and motivation. In fact, these challenges are considered part of the process that needs to be overcome together to improve the quality of learning in the future.

Overall, the results of this data validation indicate that the findings obtained in this study are very reliable and provide a clear picture of the effectiveness of the project-based learning model in improving student creativity at SD IT Insan Robbani Padang Lawas. The validation carried out shows that the application of the project-based learning model provides positive results, both in terms of student involvement in the learning process and in the development of their practical skills.

In addition, the results of this study also show that the project-based learning model can be an effective alternative in improving the quality of education at the elementary level, especially in Islamic Religious Education subjects. By providing space for students to collaborate, think critically, and apply religious knowledge in creative projects, project-based learning can enrich students' learning experiences and make them more meaningful. This is evidence that a more contextual and experience-based learning approach can have a positive impact on student development.

Thus, these findings provide a strong basis for further development of the project-based learning model in other schools, especially in the field of Islamic Religious Education. The results of this study can be a reference for the implementation of similar models in other schools, with adjustments to the local context and needs of each. The application of this project-based learning model not only increases students' creativity, but also provides them with the opportunity to develop skills that are relevant to the real world, as well as deepen their understanding of Islamic teachings.

Overall, the data validation carried out in this study provides confidence that the application of the project-based learning model at SD IT Insan Robbani Padang Lawas can improve the quality of learning and student creativity, as well as provide a significant positive impact on students' understanding of Islamic religious values.

Conclusion

Based on the results of research conducted at SD IT Insan Robbani Padang Lawas, it can be concluded that the implementation of the project-based learning (PBL) model has a very positive impact on student creativity in Islamic Religious Education (PAI) subjects. Students not only show an increase in their involvement and motivation, but also develop in terms of critical thinking skills, the ability to work in a team, and the ability to apply Islamic religious values in everyday life. The projects carried out, such as the creation of Islamic artwork, presentations of religious teachings, and social activities based on Islamic values, become a means for students to develop creativity and apply learning in real contexts.

The Academic Impact seen from the implementation of the PBL model is an increase in students' understanding of PAI material. This more applicable learning allows students to understand Islamic religious values not only theoretically, but also practically. This model encourages students to think independently, creatively, and critically, and to be more active in learning. In addition, teachers also reported that project-based learning makes the class more dynamic and reduces the tendency for students to be passive during lessons. Thus, PBL not only increases students' knowledge, but also helps them develop important skills in life.

With the results obtained from this study, it can be suggested that the project-based learning model be increasingly introduced and integrated into Islamic Religious Education learning in other schools, in order to increase student involvement, creativity, and a deeper understanding of Islamic religious values. Although there are some challenges related to time and facilities, the implementation of PBL has been proven to

have a significant impact both academically and socially, making it worthy of being an alternative in a more innovative and effective teaching method.

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