



Development of Creed and Moral Material at MTs Al Fath Lape: A Research and Development

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ABSTRACT

This study aims to explore and develop Islamic Religious Education (PAI) material in the field of Aqidah Akhlak at MTs Al Fath Lape class VIII and analyze its contribution to the development of academic, spiritual, and moral students. Aqidah Akhlak is an important aspect in education that not only forms an understanding of Islam but also builds character and attitudes in accordance with Islamic teachings. This study uses a qualitative approach with observation, interview, and documentation study methods to obtain relevant data. The results of the study indicate that a good understanding of the Aqidah Akhlak material contributes to increasing students' spiritual awareness, strengthening moral values, and building discipline and responsibility that have a positive impact on their academic achievement. In addition, innovative and contextual teaching methods have been proven to be able to increase students' interest in learning and understanding of religious values that can be applied in everyday life. Thus, it is necessary to develop a more effective curriculum and learning strategy so that the Aqidah Akhlak material can continue to have a significant impact on forming a generation that is moral, intelligent, and responsible.

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Introduction

Islamic Religious Education (PAI) has a strategic role in shaping the personality of students who have noble character, are knowledgeable, and believe in Allah SWT. One important aspect in PAI is the subject of Akidah Akhlak which aims to instill values of faith and shape character based on Islamic teachings. According to Zuhdi (2021), education based on faith and morals is very important in shaping students who are not only academically superior but also have high morality in their daily lives.

At the Madrasah Tsanawiyah (MTs) level, Akidah Akhlak is one of the subjects that plays a role in shaping students' personalities. This learning is expected to provide a deep understanding of the concept of monotheism, as well as build attitudes and behaviors

that are in accordance with Islamic teachings. However, in reality, not all students are able to understand and internalize the values of faith and apply them in their daily lives (Rahman, 2022).

This study aims to explore and develop the Akidah Akhlak material at MTs Al Fath Lape class VIII and analyze its contribution to the academic, spiritual, and moral development of students. By understanding the role of this material, it is hoped that more effective learning strategies can be found in improving the understanding and practice of the values of akidah and morals. According to Hasanah (2023), innovative and contextual learning methods are needed so that religious material can be well received by students.

Although the Akidah Akhlak subject has been taught systematically, several studies have shown that there are still obstacles in its implementation in schools. One factor that influences the effectiveness of learning is the method used by educators. Many teachers still use conventional lecture methods that are less interesting to students, resulting in low interest in learning (Suryani, 2021).

In addition, the influence of technological developments and the social environment is also a challenge in shaping students' character. According to research by Maulana (2022), uncontrolled exposure to social media and digital culture can hinder the formation of Islamic character in students. This shows that learning Akidah Akhlak needs to be adjusted to the challenges of the times in order to be more relevant and effective.

The hope of this study is to find a solution to increase the effectiveness of learning Akidah Akhlak at MTs Al Fath Lape. With a more innovative and experience-based learning strategy, students are expected to be able to more easily understand and practice the values of faith and morals in their lives (Fauziah, 2023).

As a concrete step, this study proposes the development of a more contextual Akidah Akhlak curriculum and the application of project-based learning methods and interactive discussions. According to research conducted by Nugroho (2020), project-based learning methods can increase student involvement in understanding and applying religious values in real life.

In addition, the role of teachers in providing good role models is also a key factor in the success of learning Akidah Akhlak. A study conducted by Aisyah (2021) shows that students tend to absorb the values of faith and morals more easily if they see direct examples from teachers and a supportive school environment. Therefore, it is important for schools to create an educational ecosystem based on Islamic values.

It is hoped that this research can contribute to the development of a more effective and applicable Akidah Akhlak learning strategy. With a more innovative approach, this learning will not only have an impact on students' cognitive understanding, but also shape their character and morality in more depth (Hakim, 2022).

In conclusion, strengthening Akidah Akhlak learning at MTs Al Fath Lape is very much needed to improve the academic, spiritual, and moral quality of students. Through a more contextual and innovative approach, it is hoped that this material can be more

effective in shaping the character of students based on Islamic values and being able to face the challenges of the times well (Rizki, 2023).

Islamic Religious Education (PAI) has an important role in shaping students' character so that they have good morals in accordance with Islamic teachings. One of the main components in PAI is the subject of Akidah Akhlak, which aims to instill values of faith and build strong morals in everyday life. Through this learning, it is hoped that students can understand the principles of correct akidah and apply them in their daily attitudes and behaviors. However, in practice, not all students are able to internalize these values well, so that various problems are still found in the application of Islamic morals among students (Suryani, 2021).

One of the main challenges in learning Akidah Akhlak is the teaching method which is still conventional and less interesting for students. Many teachers still apply the one-way lecture method which results in low interaction between educators and students. This has an impact on students' lack of understanding of the material being taught and their minimal involvement in the learning process (Maulana, 2022). The lack of innovation in delivering material also makes students less motivated to explore the values of faith and morals in everyday life.

In addition, the influence of the social environment and technological developments are also major challenges in shaping students' character. According to Rizki (2023), rapid technological advances, especially in the use of social media and the internet, have a significant impact on students' morality and spirituality. Uncontrolled access to information can affect their way of thinking and behavior, so that in some cases, the moral values taught in schools conflict with what they see and consume in the digital world. Therefore, a more adaptive strategy is needed in learning Akidah Akhlak in order to face the challenges of the times.

Based on these problems, it is necessary to develop a more effective and relevant Akidah Akhlak learning method with current conditions. One strategy that can be applied is the project-based learning method and interactive discussion. According to Nugroho (2020), the project-based learning method can increase student involvement and help them understand the concept of akidah and morals in the context of real life. Through this approach, students are given the opportunity to engage in activities that encourage them to think critically, discuss, and apply the values of akidah and morals directly in everyday life.

In addition to project-based methods, the use of more varied learning media is also needed to increase the effectiveness of learning Akidah Akhlak. The use of technology in the form of learning videos, simulations, and interactive digital platforms can help students better understand the material in a more interesting and easy-to-understand way (Hasanah, 2023). By integrating technology into learning, students can be more interested in exploring Akidah Akhlak material and applying these values in their lives.

In addition to developing learning methods, the role of teachers as role models is also a key factor in the success of learning Akidah Akhlak. Aisyah (2021) emphasized that

students more easily absorb the values of faith and morals if they see real examples from teachers and a supportive school environment. Therefore, teachers not only act as teachers, but also as role models who reflect Islamic values in their daily lives. A conducive school environment based on Islamic values can also help students to more easily apply the teachings of Akidah Akhlak in their lives.

With the renewal of learning methods and strengthening the role of educators, it is hoped that the Akidah Akhlak material can be more effective in shaping students' character. In addition to improving cognitive understanding, a more interactive and innovative approach can also help students practice Islamic values consistently in their lives. This is in line with Fauziah's research (2023), which states that learning based on experience and real practice is more effective in shaping the character and morals of students.

Through this research, it is hoped that more innovative and contextual learning strategies will be found so that Akidah Akhlak can be more effective in shaping students' character and improving their academic, spiritual, and moral qualities. With a more adaptive approach to the challenges of the times, learning Akidah Akhlak is not only a subject taught in class, but also a guideline in students' daily lives. This will help them become individuals who are more faithful, have noble morals, and are able to face various challenges in the modern era with strong Islamic values.

It is hoped that through this research, learning Akidah Akhlak can be more effective in shaping the character of students who have noble morals, are disciplined, and responsible. In addition, learning developed with innovative methods will increase students' understanding and interest in learning Islamic material. According to Maulana (2022), learning methods that are interesting and relevant to everyday life can help students better understand and practice religious teachings in their social lives.

Although the subject of Aqidah Akhlak has been taught in schools, in reality there are still many students who have difficulty in understanding and applying the values of aqidah and morals in their lives. Several studies have shown that the low effectiveness of learning is caused by teaching methods that are still conventional and less interactive (Suryani, 2021). In addition, the influence of the social environment and technological developments are also major challenges in shaping students' morals. Research by Rizki (2023) shows that uncontrolled use of digital media can reduce students' spiritual and moral awareness, so a learning strategy that is more adaptive to current conditions is needed.

Based on this reality, this study proposes the development of a more innovative and experience-based Aqidah Akhlak learning method. One strategy that can be applied is the project-based learning method and interactive discussion, which according to Nugroho (2020) can increase student involvement and help them understand the concept of aqidah and morals in the context of real life. In addition, the role of teachers as role models in shaping students' character must also be strengthened, as suggested by Aisyah (2021), that effective learning does not only depend on the material taught but also on the examples given by educators. Through this research, it is hoped that

solutions will be found that can improve the quality of Akidah Akhlak learning at MTs Al Fath Lape so that it has a positive impact on students' academic, spiritual, and moral development. The implementation of more contextual and innovative learning strategies will help students understand and practice Islamic values in their daily lives.

Methods

This study uses a qualitative approach with a descriptive analytical method to deeply understand the contribution of Akidah Akhlak material to the academic, spiritual, and moral development of students at MTs Al Fath Lape class VIII. This method was chosen because it allows researchers to explore and describe phenomena in depth based on the experiences and perceptions of students, teachers, and other related parties (Sugiyono, 2021). Data collection techniques used include observation, in-depth interviews, and documentation studies to obtain a more comprehensive picture of the effectiveness of Akidah Akhlak learning.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from class VIII students of MTs Al Fath Lape, Akidah Akhlak subject teachers, and the principal of the madrasah through interviews and observations. Meanwhile, secondary data were obtained from various literature, scientific journals, textbooks, and related documents that support the research, such as the Akidah Akhlak learning curriculum, syllabus, and learning modules (Hasanah, 2022).

Data analysis was carried out using thematic analysis techniques, namely identifying, grouping, and interpreting patterns or themes that emerge from the data that has been collected. This analysis process consists of several stages, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2020). After the data is collected, the first step is to reduce the data by sorting information that is relevant to the focus of the research. Then, the organized data is presented in the form of a narrative or systematic description. The last stage is drawing conclusions based on the findings obtained, which are then linked to relevant theories in order to provide a deeper understanding of the phenomenon being studied.

With this systematic research method, it is hoped that the results of the study can provide broader insights into the effectiveness of Akidah Akhlak learning and offer innovative strategies in improving the academic, spiritual, and moral quality of students at MTs Al Fath Lape.

Result

The results of this study indicate that the Akidah Akhlak material has a significant contribution to the academic, spiritual, and moral development of students at MTs Al Fath Lape class VIII. Based on interviews with teachers and students, it was found that students' understanding of the values of akidah and morals increased after the implementation of project-based learning methods and interactive discussions. However, the main challenges that are still faced are the lack of variation in learning media and limited time in teaching the material in depth. In addition, the influence of

the external environment, such as social media and socializing, are also factors that influence the application of moral values in everyday life (Maulana, 2022). Based on observations made in this study, it was found that the project-based learning method was able to increase student involvement in the learning process by up to 75% compared to the conventional lecture method. This is in line with the results of teacher interviews which stated that students were more active in asking questions, discussing, and working on assignments when given projects that were relevant to their lives. Meanwhile, interactive discussion-based learning also contributes to building student understanding, with 85% of students finding it easier to understand the concept of faith and morals when the material is linked to their real experiences (Hasanah, 2023).

From an academic perspective, the results of the evaluation conducted after the implementation of the project-based learning method showed an increase in students' average scores. Before this method was implemented, the average score of students in the Faith and Morals exam was 72.5, while after it was implemented, the average score increased to 80.3. This shows that a more active and contextual approach helps students understand and remember the material better.

From a spiritual perspective, this study found that after a more applicable learning approach, 78% of students admitted to performing worship more often, such as praying on time, reading the Qur'an, and doing daily dhikr. Interviews with teachers showed that experiential learning helped students better understand the importance of Islamic teachings in their daily lives.

From a moral perspective, observations of student behavior at school showed an increase in the application of moral values. Before the implementation of the project-based learning method, only 60% of students consistently showed polite and courteous behavior towards teachers and peers. However, after the implementation of the method, this figure increased to 83%, indicating that a learning method that is more relevant to real life can have a positive impact on the formation of students' character. However, this study also revealed several challenges faced in implementing this method. One of the main obstacles is the limited time given for the Aqidah Akhlak subject, which is only about 2 hours of lessons per week. Teachers admit that this duration is still not enough to teach the material in depth and provide opportunities for students to reflect and discuss more intensively.

In addition to time constraints, the lack of variety of learning media is also an obstacle in increasing the effectiveness of teaching. The results of the questionnaire showed that 65% of students felt that the material given was more interesting when using digital media such as videos or interactive simulations, but teachers still rarely use it due to limited facilities at school. This shows the need for innovation in the use of technology to improve students' understanding and interest in learning Akidah Akhlak. To support the results of this study, the following is a table that describes the main findings in this study:

Aspect	Aspect Before Implementation of Interactive Method (%)	After Implementation of Interactive Method (%)
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Aspect	Aspect Before Implementation of Interactive Method (%)	After Implementation of Interactive Method (%)
Student involvement in learning	50%	75%
Ease of understanding the material	60%	85%
Average score of the Creed and Ethics exam	72.5	80.3
Consistency of student worship	65%	78%
Application of morals in daily life	60%	83%

By looking at this data, it can be concluded that the implementation of project-based learning methods and interactive discussions has a significant impact on students' academic, spiritual, and moral development. However, there are still several challenges that need to be overcome, such as time constraints and the lack of use of more varied learning media. Therefore, this study recommends that schools can provide more support in terms of learning time and access to more modern learning media.

Thus, this study confirms that more innovative and contextual learning of Akidah Akhlak can help students internalize Islamic values in their lives. Through the right strategy, this learning not only contributes to students' academic achievement but also shapes their character and personality to be more in accordance with Islamic teachings amidst the challenges of modern developments.

Data obtained from observations show that around 75% of students are more active in the learning process when using more interactive methods compared to conventional lecture methods. Interviews with teachers revealed that the use of technology such as learning videos and digital platforms can increase students' understanding by up to 80% compared to only using textbooks (Hasanah, 2023). In addition, the results of the questionnaire given to students showed that 85% of students found it easier to understand the material on faith and morals when learning was linked to real events in everyday life.

To ensure data validity, this study used source and method triangulation techniques. Source triangulation was carried out by comparing data obtained from interviews with teachers, students, and related documents such as syllabuses and student learning outcomes. Meanwhile, method triangulation was carried out by combining the results of observations, interviews, and questionnaires to obtain more accurate and in-depth data (Miles & Huberman, 2020). In addition, re-checking was carried out by asking for confirmation from respondents regarding the results of their interviews to ensure that the interpretations made by the researchers were in accordance with what they meant.

With this verification approach, the research findings become more credible and can be used as a basis for designing more effective Akidah Akhlak learning strategies to improve students' academic, spiritual, and moral quality.

Discussion

The results of this study indicate that project-based learning methods and interactive discussions in the subject of Akidah Akhlak provide a positive contribution to the academic, spiritual, and moral development of students at MTs Al Fath Lape class VIII. This improvement can be seen from student involvement in learning, their understanding of the material, and changes in behavior that are better in everyday life. In line with Nugroho's research (2021), interactive learning methods can increase student motivation and participation, so that understanding of religious concepts becomes deeper.

However, this study also revealed several challenges that are still faced in implementing this method, such as limited learning time and the lack of use of more varied digital media. Teachers feel that the duration of three hours of lessons per week is still not enough to teach the material in depth, especially to involve students in more complex reflective discussions. Another challenge is the lack of technological facilities in schools, which causes the use of digital media in learning to be less than optimal. This is reinforced by Rizki's research (2023), which states that the use of technology in religious learning can increase student understanding by up to 80%, but infrastructure constraints are often an obstacle to its implementation.

To ensure the accuracy and validity of the data in this study, several verification steps were carried out, namely:

1. Source Triangulation: Data were obtained from various sources, such as classroom observation results, interviews with teachers and students, and analysis of curriculum and syllabus documents. The results from these various sources were compared to ensure data consistency.
2. Method Triangulation: This study used various data collection methods, including observation, interviews, and questionnaires. The results of each method were compared to see if there was a match between the findings from the various data collection techniques.
3. Member Checking: After the interview was conducted, the interview transcript was reconfirmed with the respondents to ensure that the researcher's interpretation of their answers was appropriate.
4. Repeated Data Analysis: The data obtained were analyzed in several stages using the methods of data reduction, data presentation, and drawing conclusions. This process was carried out in stages to avoid interpretation bias.

The results of the validation process indicate that the data obtained are quite credible and have a high level of consistency. Some of the main validated findings are as follows:

1. Increased Student Engagement: Based on observations and questionnaires, student engagement increased from 50% to 75% after the interactive learning method was implemented.

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2. Ease of Understanding Material: Based on the results of the questionnaire, 85% of students found it easier to understand the material when using the project-based method compared to conventional methods.
 3. Behavioral Change: Interviews with teachers and observations showed that after the implementation of this method, 83% of students were more consistent in applying moral values in their daily lives.
 4. Increased Academic Score: Based on exam data, the average student score increased from 72.5 to 80.3 after the project-based learning method was implemented.

With these validation results, it can be concluded that the findings in this study are quite reliable and can be the basis for designing a more effective Akidah Akhlak learning strategy in the future. To improve the effectiveness of learning, schools need to consider improving technology-based learning facilities and adjusting the duration of learning so that students can gain a deeper understanding of the material being taught.

The implementation of project-based learning methods and interactive discussions contributed to improving students' academic outcomes in the Akidah Akhlak subject. With a more active approach, students not only understand the material theoretically but can also relate it to real situations in everyday life. This is evident from the increase in students' average scores, indicating that this method is more effective than conventional methods. In addition, increasing student involvement in discussions and reflections also has a positive impact on their critical thinking skills in understanding religious concepts.

From a social aspect, increasing students' understanding of the values of faith and morals has an impact on the formation of their character in social life. Students who better understand the concept of morals tend to be more polite in interacting with teachers, peers, and parents. In addition, an increase in the spiritual aspect, such as increasing awareness to carry out worship more consistently, shows that more interactive and applicable learning methods can help students internalize religious values more deeply.

In addition, the social impact of this study is also seen in how students begin to apply the values of honesty, responsibility, and concern for others in their daily lives. With increasing students' moral awareness, it is hoped that they can become better individuals in the school, family, and community environments, as well as become a generation that has noble morals in facing the challenges of the modern era.

Conclusion

This study shows that the application of project-based learning methods and interactive discussions in the subject of Akidah Akhlak has a positive impact on the academic, spiritual, and moral development of students at MTs Al Fath Lape class VIII. This method increases student involvement in learning, strengthens their understanding of the concept of akidah and akhlak, and helps them apply Islamic values in everyday life.

However, there are still several challenges, such as limited time in learning and the lack of use of digital media that can support students' understanding in more depth.

To optimize the results of learning Akidah Akhlak, further support is needed in terms of providing more varied learning media and increasing the duration of learning so that students have more time to understand and discuss the material in more depth. With innovation and improvements in learning methods, it is hoped that the subject of Akidah Akhlak can be more effective in shaping students' character and morals in accordance with Islamic teachings. Improved Student Understanding: After the application of the interactive method, 85% of students found it easier to understand the Akidah Akhlak material compared to the conventional lecture method. Higher Student Engagement: Students were more active in discussions and completing project-based assignments, with engagement levels increasing from 50% to 75%. Positive Behavior Change: As many as 83% of students showed an increase in the application of moral values, such as being more polite to teachers and peers. Academic Improvement: The average score of the Akidah Akhlak exam increased from 72.5 to 80.3, indicating that the interactive method contributed to better academic understanding. Implementation Constraints: Time constraints and lack of use of technology are still obstacles in optimizing Akidah Akhlak learning.

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