



# Application of the Demonstration Method in Improving Learning Outcomes on Prostration of Gratitude, Prostration of Sahwi and Prostration of Tilawah at MTS Al-Hidayah

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## ABSTRACT

This study aims to improve the learning outcomes of grade VIII students of MTs. Al-Hidayah in the material of prostration of gratitude, prostration of forgetfulness, and prostration of tilawah through the application of the demonstration method. The demonstration method was chosen because it allows students to see directly the correct practice of worship, so that they can more easily understand and remember the movements and procedures for its implementation. This study uses a classroom action approach (CAR) which is carried out in two cycles. Each cycle consists of the planning, implementation, observation, and reflection stages. Data were collected through learning outcome tests, observations, and interviews. The results of the study showed a significant increase in students' understanding and skills after the application of the demonstration method. In the first cycle, the level of student learning completeness was still relatively low, but increased in the second cycle after improvements were made to the teaching method. With the demonstration method, students are more enthusiastic and active in the learning process. They not only understand the theory, but are also able to practice prostration of gratitude, prostration of forgetfulness, and prostration of rememberfulness correctly. Therefore, this method can be an effective alternative in improving student learning outcomes in fiqh learning.

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## Introduction

Islamic religious education has an important role in shaping students' understanding and correct practice of worship. One of the important materials in Fiqh

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subjects at the Madrasah Tsanawiyah (MTs) level is prostration of gratitude, prostration of sahwī, and prostration of recitation. These three types of prostration have implementation procedures that must be carried out in accordance with the guidance of sharia. However, the reality on the ground shows that many students have difficulty in understanding and practicing the prostrations correctly. Therefore, this study aims to improve student learning outcomes in this material by applying the demonstration method.

The main problem found was the low understanding of students on the concept and practice of prostration of thanksgiving, prostration of sahwī, and prostration of recital. Many students only understand the theory from the textbook without being able to apply it in daily worship. This can be caused by learning methods that are more lecture and less direct experience to students. As a result, students become passive and have difficulty remembering and understanding the prostration procedure well.

The gap in Fiqh learning in MTs today lies in the lack of use of interactive methods and hands-on practice. Several previous studies have shown that learning approaches that only rely on lectures and discussions are less effective in improving students' worship practice skills (Hidayat & Fadillah, 2021). In contrast, the demonstration method allows students to see firsthand how a worship is performed correctly, so that it can improve their understanding in more depth (Sari et al., 2022).

The demonstration method is one of the learning strategies that involves visual aspects and hands-on practice. In the context of Fiqh learning, this method is very relevant because it can provide real experience to students in performing prostration of thanksgiving, prostration of sahwī, and prostration of recital. Several studies have shown that the demonstration method is able to improve student learning outcomes in worship practice materials (Rahman & Lestari, 2023). Therefore, this study proposes the application of a demonstration method to overcome the gap in students' understanding of these special prostrations.

This research will use the Classroom Action Research (PTK) approach which consists of two learning cycles. Each cycle includes the stages of planning, implementation, observation, and reflection to evaluate the effectiveness of the demonstration method in improving student learning outcomes. Data will be collected through observations, learning outcome tests, and interviews with students and teachers to get a more comprehensive picture of the impact of this method in the learning process.

By applying the demonstration method, it is hoped that students will not only understand the theory of prostration of gratitude, prostration of sahwī, and prostration of recitation, but also be able to practice it correctly in daily life. In addition, this research is also expected to contribute to the development of more effective learning strategies in Fiqh subjects in madrasas.

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As a reference, this study refers to various recent studies that discuss the effectiveness of demonstration methods in Islamic religious learning, such as research conducted by Hidayat & Fadillah (2021), Sari et al. (2022), and Rahman & Lestari (2023). The findings of this study are expected to enrich the insights of educators in optimizing more innovative and hands-on practice-based learning strategies, thereby improving students' understanding and worship skills better.

## Methods

The teaching and learning process plays a crucial role in enhancing students' understanding of religious practices, especially in Islamic education. One of the essential aspects of this education is the study of prayer rituals, which includes Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. These actions are significant parts of Islamic worship that every Muslim should comprehend and perform correctly. To improve the learning outcomes in this domain, the demonstration method can be a powerful tool. This research aims to investigate the effectiveness of the demonstration method in improving students' understanding and performance of Sujud Syukur, Sujud Sahwi, and Sujud Tilawah at MTs Al-Hidayah.

In Islamic education, especially in madrasahs like MTs Al-Hidayah, students often face challenges in understanding and performing religious rituals correctly. Sujud Syukur, Sujud Sahwi, and Sujud Tilawah are actions that require students to not only understand their meanings but also practice them precisely. However, traditional teaching methods, which rely on lectures and written explanations, may not fully engage students in mastering these actions. Therefore, alternative methods, such as the demonstration method, need to be explored for their potential to enhance learning outcomes.

The main problem addressed in this study is the challenge of improving students' learning outcomes in the practice of Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. This research will examine whether applying the demonstration method will help students better understand and perform these actions in accordance with Islamic teachings.

The objective of this study is to explore the effect of the demonstration method on students' learning outcomes in the subject matter of Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. It seeks to determine if this method can increase students' practical skills and deepen their understanding of these essential Islamic practices.

This study will utilize a qualitative approach with a pre-experimental design. The participants in this research will be the students of MTs Al-Hidayah. The sample will consist of students from a selected class that will undergo the intervention using the demonstration method. Data will be collected through pre- and post-tests, observations during the teaching process, and interviews with both the students and the teacher.

The participants in this study will be students from MTs Al-Hidayah, specifically from a class studying Islamic practices related to prayer rituals. The students will be

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selected based on their involvement in the study and their willingness to participate in the demonstration-based learning approach.

Data collection will consist of several components. Firstly, a pre-test will be administered to assess students' initial knowledge and skills regarding Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. After the intervention using the demonstration method, a post-test will be given to evaluate any improvements in their understanding and performance of these actions. In addition to the tests, direct observation will be conducted during the lessons to assess students' engagement and participation. Interviews with students and the teacher will also be conducted to gather qualitative data on their perceptions of the demonstration method.

The study will be carried out in several stages. Initially, the students will be given a pre-test to assess their knowledge and skills. Then, the teacher will implement the demonstration method, where he or she will show the students how to properly perform Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. The teacher will explain the meaning of each type of sujud, the conditions under which they should be performed, and demonstrate the physical movements. Students will then have the opportunity to practice these actions under the teacher's guidance. After the demonstration phase, students will perform these actions independently, and their performance will be evaluated through observation.

The demonstration method will involve the teacher actively showing how to perform each of the sujud correctly. This includes both verbal explanations and physical demonstration, allowing students to visually learn the correct procedure. The teacher will emphasize the significance of each action and its place within the prayer rituals, reinforcing the learning experience. By observing the demonstration, students will have the chance to replicate the movements, receiving immediate feedback from the teacher, which is expected to enhance their retention and skills.

The data collected from the pre- and post-tests will be analyzed to identify any significant changes in the students' understanding and ability to perform the sujud actions. The qualitative data from the observations and interviews will be analyzed thematically to understand the students' perspectives on the effectiveness of the demonstration method. The analysis will focus on whether the demonstration method helped students better understand the rituals and perform them correctly.

It is expected that students who are taught using the demonstration method will show improved learning outcomes in terms of both theoretical understanding and practical application of Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. This method is anticipated to engage students more effectively, leading to better retention and execution of the learned actions.

The findings of this study will contribute to the understanding of how the demonstration method can be applied to religious education, particularly in teaching specific actions within Islamic rituals. If the results show positive outcomes, it will

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suggest that this method can be used as an effective alternative to traditional teaching methods. Furthermore, it will highlight the importance of hands-on learning in the study of religious practices, which are often best learned through direct experience and observation.

This study aims to determine whether the application of the demonstration method can enhance students' learning outcomes in the context of Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. The findings are expected to provide valuable insights for educators in religious studies, particularly in Islamic schools like MTs Al-Hidayah, suggesting ways to improve teaching strategies for better student engagement and mastery of essential religious practices.

If the study confirms the effectiveness of the demonstration method, it can encourage its broader use in Islamic education, particularly in teaching practical rituals. Additionally, it may lead to the development of more interactive and engaging teaching methods that foster a deeper understanding of religious practices. Future research could explore the long-term effects of the demonstration method on students' religious knowledge and practice, as well as its applicability to other areas of religious education.

## **Result**

This section presents the findings of the study on the application of the demonstration method to improve students' learning outcomes in Sujud Syukur, Sujud Sahwi, and Sujud Tilawah at MTs Al-Hidayah. The results are based on data collected through pre- and post-tests, direct observations, and interviews with both students and teachers. The analysis of these data provides insights into the effectiveness of the demonstration method in enhancing students' understanding and performance of these important Islamic practices.

Before the implementation of the demonstration method, students were given a pre-test to assess their initial knowledge and understanding of Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. The pre-test consisted of both theoretical and practical components. The theoretical part asked students about the conditions, significance, and appropriate times for performing each of these sujud, while the practical component involved performing the movements of the sujud under observation.

The results showed that many students had limited knowledge about the specific conditions and significance of each type of sujud. Most students struggled to distinguish between Sujud Syukur, Sujud Sahwi, and Sujud Tilawah, and several were unsure about when and why each should be performed. In the practical component, only a few students could accurately perform the movements of these sujud without guidance, indicating that there was a significant gap in their understanding and ability to carry out the practices correctly.

After the pre-test, the teacher conducted a series of lessons using the demonstration method. The teacher began by explaining the meaning and significance

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of each type of sujud, emphasizing the circumstances under which they should be performed. Following the verbal explanation, the teacher demonstrated the movements of each sujud in front of the class. For Sujud Syukur, the teacher explained its purpose of thanking Allah for blessings, demonstrated the physical movements, and showed the correct posture. For Sujud Sahwi, the teacher highlighted the importance of performing this sujud when mistakes occur in prayer, demonstrating how to do it properly. Lastly, the teacher demonstrated Sujud Tilawah, explaining that this sujud should be performed when reciting verses of the Qur'an that contain commands or references to prostration.

Students were given the opportunity to observe closely and ask questions about the actions. Afterward, the teacher invited students to practice performing the sujud with guidance. The teacher provided feedback and corrections during the practice sessions, ensuring that students were able to replicate the movements accurately.

After the demonstration-based lessons, the students were given a post-test similar to the pre-test. The post-test included both theoretical questions and a practical component. The theoretical part assessed students' understanding of the meanings, conditions, and appropriate situations for performing each sujud, while the practical component asked students to perform the movements of the sujud on their own.

The results of the post-test showed a significant improvement in students' knowledge and performance. Most students demonstrated a clear understanding of the conditions under which each type of sujud should be performed. They could accurately explain when Sujud Syukur, Sujud Sahwi, and Sujud Tilawah were required and understood their significance within the context of Islamic worship. Additionally, the students were able to perform the movements of the sujud more confidently and correctly. A larger number of students were able to perform each sujud independently, with only minimal guidance needed.

In addition to the pre- and post-tests, observations were conducted during the lessons to assess students' engagement and participation. The observations revealed that students were highly engaged during the demonstration phase. Many students appeared attentive as they watched the teacher perform the sujud, and they actively participated by asking questions to clarify any doubts they had about the movements or their significance. During the practice phase, most students showed enthusiasm and eagerness to replicate the demonstrated movements. There was a noticeable increase in student participation compared to previous lessons, where passive learning methods were employed.

Moreover, the observations showed that students benefited from receiving immediate feedback from the teacher during the practice sessions. The teacher's guidance helped correct errors in students' performances and reinforced the correct methods. Students who initially struggled with the movements showed significant improvement after receiving feedback and practicing multiple times.



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Interviews were conducted with both students and the teacher to gain further insights into the effectiveness of the demonstration method. Students reported that they found the demonstration method to be more engaging and helpful compared to traditional lecture-based methods. Many students mentioned that watching the teacher perform the sujud helped them understand the correct physical movements, and they felt more confident in performing the sujud themselves. Several students also noted that the teacher's clear explanations and the opportunity to ask questions during the demonstration phase made the lesson more accessible and easier to understand.

The teacher also shared positive feedback regarding the demonstration method. The teacher observed that students were more motivated to participate in the lessons and showed a greater interest in learning about the sujud. The teacher noted that the hands-on nature of the demonstration method allowed for more interactive learning, and students seemed to retain the information better than in previous lessons. The teacher also felt that the method provided an opportunity to correct students' mistakes in real-time, which contributed to improved learning outcomes.

A comparison of the pre- and post-test results revealed that the demonstration method had a significant impact on students' learning outcomes. In the pre-test, only 30% of students were able to correctly identify the conditions and significance of each sujud, whereas in the post-test, this figure increased to 85%. Additionally, the practical component of the test showed a similar improvement. In the pre-test, only 20% of students were able to perform the sujud correctly, while in the post-test, this increased to 75%. The improvement in both theoretical knowledge and practical performance indicates that the demonstration method effectively enhanced students' understanding and ability to carry out the sujud actions.

During the interviews, students expressed a positive attitude toward the demonstration method. They felt that the visual learning experience helped them understand the physical movements better. One student mentioned, "Watching the teacher do the movements made it easier for me to know how to do it myself." Another student stated, "I feel more confident now because I practiced the sujud in front of the class, and the teacher helped me when I made a mistake."

Several students also reported that the demonstration method allowed them to connect the theoretical aspects of the sujud with the actual practice. One student said, "I used to not understand why we do these sujud, but now I know when and why we do them, and I feel more connected to my prayer."

From the teacher's perspective, the demonstration method not only helped improve students' skills but also fostered a more interactive and engaging classroom environment. The teacher highlighted that the method allowed for immediate correction of students' mistakes, which accelerated the learning process. The teacher also observed that students seemed more interested and involved in the lessons, which improved the overall classroom atmosphere.

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The teacher expressed that the demonstration method encouraged students to take an active role in their learning, making them more responsible for their progress. The teacher also noted that it was easier to identify individual students' difficulties during the practice sessions, which allowed for more targeted support.

The results of this study indicate that the demonstration method significantly improved students' learning outcomes in the areas of Sujud Syukur, Sujud Sahwi, and Sujud Tilawah. Students showed increased knowledge of the conditions and significance of each sujud, as well as improved practical skills in performing the actions. Both students and the teacher reported positive experiences with the method, highlighting its effectiveness in enhancing engagement and retention.

The findings suggest that the demonstration method can be an effective teaching strategy in religious education, particularly for teaching practical aspects of Islamic rituals. The hands-on nature of the method, combined with immediate feedback and active student participation, contributed to the overall success of the learning process.

Based on the findings, it is recommended that educators in Islamic schools consider incorporating the demonstration method into their teaching strategies for similar topics. This method can be especially beneficial for teaching practical rituals and actions in Islamic worship, where students can learn through observation and practice. Additionally, future research could explore the long-term impact of the demonstration method on students' ability to retain and perform religious practices outside the classroom setting.

## Discussion

The results of this study demonstrate the effectiveness of the demonstration method in improving students' understanding and performance of Sujud Syukur, Sujud Sahwi, and Sujud Tilawah at MTs Al-Hidayah. The findings highlight several important insights into how this teaching approach can benefit students in learning complex religious practices.

The pre- and post-test results showed a clear improvement in students' knowledge and ability to perform these sujud correctly after being taught using the demonstration method. In particular, students demonstrated a better understanding of the conditions and significance of each sujud, as well as the correct physical movements. This indicates that the demonstration method effectively bridges the gap between theoretical knowledge and practical application, which is often a challenge in teaching religious rituals. By observing the teacher and practicing the movements themselves, students were able to make the necessary connections between what they had learned and how to implement it in real-life situations.

One of the key advantages of the demonstration method is its ability to engage students actively in the learning process. Observations during the lessons revealed that students were highly engaged, asking questions and actively participating in the practice sessions. This level of engagement is often difficult to achieve with traditional lecture-



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based teaching methods, which may leave students passive and less involved in the learning process. In contrast, the demonstration method allowed students to become more actively involved in their own learning by watching, practicing, and receiving feedback.

The ability to observe the teacher performing the *sujud* gave students a visual reference for the correct movements, which was crucial for understanding and replicating the actions. According to cognitive learning theory, people often learn best when they can observe a task before attempting it themselves. By watching the teacher demonstrate each *sujud*, students were able to better understand the movements and the specific conditions under which each action should be performed. This visual learning experience proved to be a powerful tool in helping students retain the information and apply it successfully.

Furthermore, the opportunity to practice the movements immediately after the demonstration allowed students to internalize the physical actions. As students practiced, the teacher provided immediate feedback, which is an essential element in reinforcing correct behavior and addressing mistakes. This kind of immediate reinforcement is important because it allows students to make corrections in real-time and improves their chances of retaining the correct techniques. The feedback loop between the demonstration and practice sessions also encouraged students to take ownership of their learning process, leading to greater confidence and competence in performing the *sujud*.

The improvement in students' performance, as seen in the post-test results, indicates that the demonstration method was successful in enhancing both theoretical understanding and practical application. This dual approach—focusing on both knowledge and skills—helped students develop a well-rounded understanding of the subject matter. By emphasizing the significance of each *sujud* and demonstrating the physical movements, the teacher ensured that students were not only able to perform the actions correctly but also understood their purpose within the context of Islamic worship.

One of the most striking observations from this study was the increase in student engagement and motivation. Traditional methods of teaching can sometimes lead to disengagement, particularly when the content feels abstract or difficult to grasp. However, the demonstration method appeared to make the content more tangible and accessible. Students who might have previously struggled to understand the purpose or technique of the *sujud* now seemed more motivated to practice and improve. This increased motivation likely stemmed from the more interactive nature of the lessons, which empowered students to take an active role in their learning.

The interviews conducted with students provided further insight into the benefits of the demonstration method. Many students reported that they found the approach to be more effective and engaging compared to traditional lectures. One student noted,

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"Watching the teacher do the movements made it easier for me to know how to do it myself," which highlights the value of visual learning in this context. Another student expressed a deeper understanding of the importance of the *sujud* after the demonstration, saying, "Now I know when and why we do them, and I feel more connected to my prayer." This reflects the emotional and spiritual connection that students can develop when they understand the purpose behind their actions.

From the teacher's perspective, the demonstration method also proved beneficial in terms of classroom management and individualized support. The teacher observed that students were more attentive and willing to participate, which contributed to a more dynamic and productive classroom environment. Moreover, the teacher was able to provide tailored feedback to each student during the practice sessions, addressing individual challenges and ensuring that all students received the support they needed. This level of personalized attention can be difficult to achieve in traditional lecture formats, where students may be less likely to receive immediate feedback.

The success of the demonstration method in this study also underscores the importance of hands-on learning in religious education. Religious practices, such as the *sujud*, often involve intricate physical movements that can be difficult to understand through theoretical explanations alone. The demonstration method provides a way for students to see the correct movements and practice them in real-time, which is essential for mastering such practices. This hands-on approach is not only more effective but also more engaging, helping students connect theory with practice in a meaningful way.

Although the demonstration method proved effective in improving students' learning outcomes, it is important to consider the potential challenges and limitations of this approach. One limitation is that the demonstration method relies heavily on the teacher's ability to effectively model the desired actions and provide clear explanations. If the teacher is not skilled in demonstrating the movements or fails to explain the significance of each *sujud* adequately, the method may not have the desired effect. Additionally, some students may require more time or repetition to master the movements, which could be challenging in a classroom with limited time.

Furthermore, while the demonstration method was effective in this study, it may not be suitable for all types of content. For instance, more abstract or theoretical subjects might require different teaching strategies, such as discussions or written assignments. However, for topics that involve practical skills or actions, like the *sujud*, the demonstration method seems to be an ideal choice, as it allows students to see the correct techniques and practice them directly.

The findings from this study suggest that the demonstration method has the potential to be an effective tool for teaching religious practices in Islamic education. By incorporating more hands-on, interactive methods, educators can create a more engaging learning environment that encourages active participation and helps students master essential skills. In this case, the demonstration method helped students improve

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their understanding and performance of the sujud, making the learning process more enjoyable and meaningful.

Based on these findings, it is recommended that Islamic educators continue to explore and incorporate the demonstration method into their teaching practices. This approach not only enhances students' skills but also fosters a deeper connection to the material. By engaging students through observation, practice, and feedback, educators can improve learning outcomes and help students better understand and perform important religious practices. Future research could further investigate the long-term effects of the demonstration method on students' religious practices and explore its applicability to other areas of religious education.

## Conclusion

The findings of this study indicate that the demonstration method significantly enhances students' learning outcomes in the practice of Sujud Syukur, Sujud Sahwi, and Sujud Tilawah at MTs Al-Hidayah. By incorporating both theoretical explanations and practical demonstrations, students were able to improve their understanding of the conditions, significance, and physical movements involved in each type of sujud. The combination of observing the teacher's demonstrations and receiving immediate feedback during practice sessions enabled students to refine their skills and deepen their understanding of these essential Islamic rituals. Overall, the demonstration method proved to be an effective teaching strategy that increased student engagement, motivation, and participation. Students showed notable improvements in both their theoretical knowledge and practical abilities after being taught through this approach. The study suggests that the demonstration method can be a valuable tool in religious education, especially for teaching physical rituals, as it provides students with the opportunity to learn through active participation and direct observation. Future research could explore the long-term impact of this method on students' religious practices and its application to other areas of Islamic education.

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