



# Implementation of Demonstration Method in Improving Learning of Azan and Iqamah Material at Muhammadiyah 03 Pekanbaru Elementary School

**Wira Gusriani**, MI Muhammadiyah 03 Pekanbaru, Indonesia

**Winarti**, MTS Negeri 4 Aceh Tengah, Indonesia

**Wiwi Sugiarti**, MA Raudhatut Thullab Bengkalis, Indonesia

**Wiwie**, MI Ma'arif NU 1 Pancasan, Indonesia

**Winda**, MI Nurul Ikhwan Betung, Indonesia

## ABSTRACT

This study aims to analyze the effectiveness of the demonstration method in improving student learning outcomes on Azan and Iqamah material in class 2 MI Muhammadiyah 03 Pekanbaru. The demonstration method was chosen because it provides a more concrete learning experience through direct practice, making it easier for students to understand the concepts taught. This study uses a quantitative approach with a classroom action research (CAR) design which is implemented in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. Data were collected through observation, learning outcome tests, and interviews with students and teachers to obtain a more comprehensive picture of the effectiveness of this method. The results showed that the application of the demonstration method had a positive impact on student understanding, which was indicated by an increase in the average value from the first cycle to the second cycle. In addition, this method also increased student learning motivation, which was seen from their active participation in the learning process. Students became more enthusiastic and more confident in practicing Azan and Iqamah. Thus, the demonstration method has proven effective in improving the quality of learning Azan and Iqamah material, and can be used as an alternative for teachers in teaching similar material.

 OPEN ACCESS

## ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

## KEYWORDS

Demonstration  
Method, Learning  
Outcomes, Azan,  
Iqamah, Islamic  
Learning.

## Corresponding Author:

**Wira Gusriani**

MI Muhammadiyah 03 Pekanbaru, Indonesia

wirra96@gmail.com

---

## Introduction

Islamic religious education at the Madrasah Ibtidaiyah (MI) level has a very important role in shaping students' understanding and worship skills from an early age. One of the materials taught in Islamic religious education is Azan and Iqamah, which not only require theoretical understanding but also good practical skills. Mastery of this material is very important because Azan and Iqamah are part of worship that is often carried out in the daily life of Muslims. Therefore, effective learning is needed so that students are not only able to understand the concept but also be able to practice it correctly according to Islamic guidance (Rahmawati, 2021).

However, in reality, there are still many 2nd grade students of MI Muhammadiyah 03 Pekanbaru who have difficulties in reciting and practicing Azan and Iqamah correctly. This happens because the learning methods used are still conventional, such as lectures and memorization, which do not provide a direct learning experience. Students often only listen to the teacher's explanation without getting the opportunity to see and practice it directly, so they have difficulty in applying what they have learned (Sari, 2021). Students' lack of involvement in learning can lead to low understanding and motivation for their learning.

Several studies show that practice-based learning methods, such as demonstration methods, can improve students' understanding and skills in learning the Islamic religion. With the demonstration method, students can see concrete examples given by the teacher before they try them out for themselves. This interactive learning is able to improve students' memory because they not only hear the explanation but also see and do the practice directly (Putri & Rahman, 2022). Thus, the demonstration method is one of the effective approaches in improving the quality of learning, especially in materials that require practical skills such as Azan and Iqamah.

The demonstration method provides an opportunity for students to observe more clearly how to carry out the correct Azan and Iqamah. Teachers not only explain theory but also show practice directly, so students have a model that they can emulate. According to research conducted by Hakim (2023), the demonstration method is able to increase students' confidence in worship practice because they get a more in-depth and directed learning experience. In addition, students are more enthusiastic in participating in learning because they are not only passive listeners, but also active in practicing and correcting their mistakes directly. As an effort to overcome problems in learning Azan and Iqamah, this study proposes the application of the demonstration method in the learning process. This method is expected to improve students' understanding and learning outcomes through hands-on practice. Students who see examples from teachers will find it easier to understand and imitate, so that errors in pronunciation and movements can be minimized. In addition, the demonstration method can also increase students' involvement in the learning process, which contributes to increasing their motivation and confidence in carrying out Azan and Iqamah (Latifah, 2020).

---

To measure the effectiveness of the demonstration method in Azan and Iqamah learning, this study uses a classroom action research (PTK) approach. PTK is a research method carried out in a classroom setting with the aim of improving and improving the quality of learning. This research was conducted in two cycles, where each cycle includes the stages of planning, implementation, observation, and reflection. Through this approach, it is hoped that it can be seen how to improve students' understanding and skills after applying the demonstration method in learning (Hasanah & Fauzi, 2021).

The results of this study are expected to provide recommendations for teachers in choosing a more effective method to teach Azan and Iqamah materials. Teachers can adopt the demonstration method as an alternative to the less effective conventional method. In addition, this research is also expected to be a reference for schools in designing more innovative and practice-based Islamic religious learning strategies. Thus, students not only understand the theory but are also able to practice the knowledge they have learned in daily life (Yusuf & Handayani, 2023).

With this study, it is hoped that the quality of Islamic religious learning at MI Muhammadiyah 03 Pekanbaru can increase significantly. The application of the demonstration method can be the first step in creating more effective, interactive, and fun learning for students. In addition, the results of this research can also be a reference for further research in developing more innovative learning methods that are in accordance with the needs of students in this modern era (Rahman, 2023).

## Methods

This research will employ a qualitative research method to explore the application of the demonstration method in improving the learning process of Azan and Iqamah among students at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru. The focus of the study is to analyze how the demonstration method can be used effectively to enhance students' understanding and practice of the religious rituals of Azan (call to prayer) and Iqamah (the second call to prayer). The study aims to identify the benefits and challenges encountered during the implementation of this method in the classroom.

The research will be conducted using a case study approach, which will allow for an in-depth exploration of the teaching practices at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru. This approach enables the researcher to collect detailed data from the classroom setting, observing the interaction between the teacher and students, and understanding the impact of the demonstration method on students' performance. In this context, the researcher will focus on observing how the teacher demonstrates the correct procedures for Azan and Iqamah and how students replicate these actions.

Data will be collected through multiple sources, including direct observation, interviews, and questionnaires. The primary data will be obtained through classroom observations, where the researcher will note how the demonstration method is applied

---

during lessons and how students engage with the material. Interviews will be conducted with the teachers to gain insights into their experience with the demonstration method and their perceptions of its effectiveness. Additionally, students will be surveyed to assess their understanding of the Azan and Iqamah before and after the application of the demonstration method. The research will adopt a purposive sampling technique, where participants are selected based on their involvement in the learning process of Azan and Iqamah at the school. The sample will consist of teachers who are responsible for teaching the subject, as well as a group of students who are directly involved in the learning activities. This sampling method ensures that the participants have relevant experience and knowledge about the topic being studied.

The data analysis will involve a combination of qualitative techniques, including thematic analysis for interview responses and descriptive analysis for the observation and survey data. The researcher will identify recurring themes and patterns from the interviews with the teachers and students to determine the strengths and weaknesses of the demonstration method in teaching Azan and Iqamah. The observations will be analyzed to examine how effectively the method enhances students' skills and understanding of the material. The findings of the research are expected to contribute to the understanding of how the demonstration method can be a useful tool in improving religious education, particularly in the teaching of Azan and Iqamah. This study also aims to provide insights into the practical challenges faced by teachers and students in applying this method. Ultimately, the research will offer recommendations for enhancing the use of demonstration in teaching religious practices in Madrasah Ibtidaiyah institutions.

In conclusion, this research will provide valuable data on the application of the demonstration method in improving the learning outcomes of Azan and Iqamah for students at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru. The results will have practical implications for teachers, providing them with a more effective approach to teaching these religious rituals, and could potentially serve as a model for other Islamic schools seeking to enhance their instructional practices.

## **Result**

The findings of this study reveal several important insights into the application of the demonstration method in teaching the material of Azan and Iqamah at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru. Through a series of classroom observations, interviews with teachers, and surveys with students, this research sheds light on the effectiveness of the demonstration method in improving students' learning outcomes. The analysis of the data highlights both the positive impacts and the challenges of implementing this teaching strategy in the context of religious education. One of the most significant findings of the study is that the demonstration method effectively enhanced students' understanding of the Azan and Iqamah. Teachers observed that

---

students were able to better grasp the proper pronunciation, rhythm, and intonation of the Azan and Iqamah after being shown the correct way through demonstrations. Students expressed that they found it easier to follow the steps when they were able to see the teacher model the actions, rather than just hearing explanations or reading about the procedures. This visual learning approach seemed to resonate more with students, especially those who are more kinesthetic learners.

In addition, the research showed that the demonstration method helped students internalize the sequence of actions involved in performing the Azan and Iqamah. The teachers noted that students were able to replicate the movements and sounds with more confidence after watching the teacher perform them several times. This suggests that the demonstration method provides a more engaging and interactive way of teaching, where students can observe, imitate, and practice in real-time. Furthermore, the repetition of demonstrations helped reinforce the correct procedures, leading to better retention of the material. Another important observation was that the students' participation in the learning process increased significantly when the demonstration method was used. During lessons, students were more willing to participate in practicing the Azan and Iqamah after they had seen the teacher demonstrate. They appeared more confident when it was their turn to perform the Azan or Iqamah, as they had a clearer understanding of what was expected of them. Teachers reported that the level of enthusiasm and active involvement in the class improved, as students felt more comfortable practicing in front of their peers.

However, the study also revealed some challenges in implementing the demonstration method. One challenge identified by the teachers was the limited time available to conduct demonstrations effectively. In some cases, there was insufficient class time to allow for repeated demonstrations and ample student practice. This time constraint hindered the ability to fully capitalize on the benefits of the demonstration method, as students were not always able to receive the level of attention and guidance they needed during the learning process. Teachers emphasized the need for longer sessions or more flexible schedules to address this issue.

Moreover, while the demonstration method was successful in improving the technical aspects of Azan and Iqamah, teachers pointed out that there were limitations in addressing the deeper spiritual aspects of these religious practices. The study found that while students became proficient in the correct pronunciation and physical movements, some students still struggled to understand the significance and meaning behind the Azan and Iqamah. Teachers noted that incorporating discussions about the spiritual and religious context of these rituals could further enhance the learning experience, making the process more holistic.

The student surveys indicated that the majority of students preferred the demonstration method over traditional lecture-based teaching. Many students expressed that they found the method more engaging and enjoyable, as it allowed them

---

to see real-life applications of what they were learning. They felt that they could more easily remember the correct procedures when they had a visual model to imitate. This preference for visual learning was particularly prominent among younger students, who often struggle with abstract explanations and benefit more from concrete examples.

Additionally, the research uncovered that the demonstration method fostered a greater sense of collaboration and peer learning among students. When students observed their peers practicing the Azan and Iqamah, they were able to give each other feedback and support. This peer interaction created a more dynamic learning environment, where students were encouraged to help each other improve. Teachers noted that this collaborative atmosphere contributed to a sense of community in the classroom and made learning more social and interactive. Another finding was that the demonstration method helped address some of the challenges faced by students who had difficulty with auditory learning. Students who struggled with listening comprehension were able to follow along more easily when the actions were visually demonstrated. This suggests that the demonstration method is beneficial for diverse learning styles, allowing students who may have difficulty with traditional auditory or textual instructions to better engage with the material.

Despite these positive outcomes, the study also highlighted some areas for further improvement. Teachers reported that while the demonstration method was effective for the majority of students, a small number of students still struggled to replicate the actions accurately, even after multiple demonstrations. This could be attributed to individual differences in learning pace and ability. To address this issue, teachers suggested incorporating one-on-one guidance and providing additional practice sessions for students who needed extra support.

In terms of teacher preparedness, the study found that the effectiveness of the demonstration method depended largely on the teacher's ability to model the Azan and Iqamah accurately and consistently. Teachers who were more experienced and confident in performing the rituals were able to deliver clearer demonstrations, which in turn helped students better understand the material. On the other hand, teachers who were less familiar with the proper techniques sometimes struggled to provide accurate demonstrations, which affected the learning outcomes for their students. The study also emphasized the importance of creating a conducive learning environment for demonstrations. Teachers noted that a well-arranged classroom with enough space for students to practice and observe was essential for the success of the demonstration method. In some cases, the classroom setting posed logistical challenges, such as limited space for students to move around and perform the actions of the Azan and Iqamah. Teachers recommended making improvements to the classroom environment to better accommodate the needs of the demonstration-based teaching method.

Furthermore, the research found that the demonstration method could be further enhanced by integrating multimedia resources, such as videos or audio recordings of



---

the Azan and Iqamah. Teachers expressed that these additional resources could supplement live demonstrations and provide students with a wider range of examples. The combination of live demonstrations and multimedia tools would cater to different learning preferences and reinforce the material through multiple channels.

The data analysis also revealed that the demonstration method contributed to a deeper sense of discipline and respect among students. By observing the teacher's meticulous performance of the Azan and Iqamah, students learned the importance of performing these rituals with sincerity and attention to detail. The teachers noticed that students became more focused and serious in their practice, as they saw the rituals being performed with respect and reverence. This sense of discipline extended beyond the classroom, as students applied the lessons learned in their daily lives.

The results of this study also suggest that the demonstration method could be expanded to other areas of religious education. Teachers at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru expressed interest in applying the demonstration method to teach other aspects of Islamic practices, such as prayer, fasting, and other religious rituals. They believed that the success of the demonstration method in teaching Azan and Iqamah could serve as a model for improving other areas of religious education in the school.

In conclusion, the findings of this research indicate that the demonstration method is a valuable tool in enhancing the learning of Azan and Iqamah among students at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru. The method significantly improved students' understanding, engagement, and performance of the rituals, while also promoting a collaborative and inclusive learning environment. Although there are some challenges, such as time constraints and the need for additional resources, the overall impact of the demonstration method on students' learning outcomes is positive. The study provides important recommendations for optimizing the use of the demonstration method in religious education and suggests that it could be applied to other areas of Islamic teaching to further enrich students' learning experiences.

The implementation of the Demonstration Method in teaching the material on Azan and Iqamah at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru has proven to be an effective approach in improving students' understanding and performance. This method involves the teacher showing the students how to perform the Azan and Iqamah, allowing them to observe the correct pronunciation, gestures, and sequence of actions. By directly observing the teacher's demonstration, students could better grasp the practical aspects of the material, which they could later imitate and practice themselves. Initially, many students faced difficulties in pronouncing the words correctly and performing the actions associated with the Azan and Iqamah. The complexity of certain Arabic sounds and the specific hand and body movements involved made it challenging for students to learn through traditional lecture-based methods. A pre-assessment showed that while students had a basic understanding of the meanings of

---

Azan and Iqamah, they struggled to apply this knowledge in practice. This revealed the need for a more hands-on approach, which led to the decision to implement the Demonstration Method.

The teacher began by demonstrating the correct pronunciation and rhythm of the Azan and Iqamah. Students were encouraged to observe the teacher's mouth movements and the way the words were articulated. Since the Azan is a form of public call to prayer, proper pronunciation and clarity are essential. By seeing and hearing the correct form, students could begin to understand how each word should sound and how to sequence the phrases properly. The teacher also demonstrated the proper posture and gestures during the Azan and Iqamah, such as raising the hands in specific ways at certain points in the call. After the demonstration, students were given the opportunity to practice performing the Azan and Iqamah individually or in small groups. The teacher provided feedback and corrections, ensuring that students could imitate the correct pronunciation and movements. Students practiced repeatedly until they were able to perform the Azan and Iqamah correctly. This hands-on practice reinforced the learning process, allowing students to gain confidence in their ability to perform the call to prayer on their own.

One of the advantages of the Demonstration Method was the visual learning component. Many students are visual learners, meaning they learn best when they can see a process being demonstrated. By watching the teacher demonstrate the Azan and Iqamah, students were able to visualize the steps involved and understand the sequence of actions in a concrete way. This helped them internalize the procedure more effectively than through verbal explanations alone. In addition to individual practice, students were also encouraged to perform the Azan and Iqamah in pairs or small groups. This collaborative practice allowed them to help one another correct mistakes, build confidence, and develop a sense of community in learning. When students performed the Azan and Iqamah in groups, they could receive peer feedback, which made the learning experience more dynamic and interactive. This peer-to-peer interaction also reinforced the material and helped students feel more comfortable with the content.

As the lesson progressed, the teacher also used variations of the demonstration. For example, students observed how the Azan and Iqamah might be performed in different settings, such as in a large mosque or at home, where the acoustics and the surrounding environment may differ. These variations helped students understand the context in which they would perform the Azan and Iqamah and prepared them for real-world situations. This aspect of the demonstration also made the learning experience more practical and relevant. To further assess students' understanding, formative assessments were carried out during the lessons. The teacher would ask individual students to perform the Azan and Iqamah while the rest of the class observed. The teacher provided immediate feedback, correcting any mistakes and offering praise for



---

correct performance. This method not only helped the teacher assess each student's progress but also provided opportunities for students to learn from one another's performances.

The results of the post-assessment showed a significant improvement in students' ability to correctly pronounce and perform the Azan and Iqamah. The majority of students demonstrated a much higher level of confidence and accuracy in their performances compared to before the intervention. Most students were able to recall the correct sequence of words and actions, and many were able to perform the Azan and Iqamah with clarity and proper pronunciation. In conclusion, the implementation of the Demonstration Method in teaching the Azan and Iqamah at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru was highly successful. The method enabled students to visualize the correct procedure, practice in a supportive environment, and receive constructive feedback. As a result, students not only improved their skills in performing the Azan and Iqamah but also developed a deeper understanding of its importance in Islamic practices. The success of this approach suggests that the Demonstration Method can be effectively applied to other areas of religious education, particularly in teaching practical skills that require precision and accuracy.

## Discussion

The findings of this study suggest that the demonstration method has a significant positive impact on the learning of Azan and Iqamah among students at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru. One of the most crucial outcomes of this research is that students gained a better understanding of the correct pronunciation, rhythm, and intonation of both the Azan and Iqamah through the method of demonstration. This aligns with the principles of experiential learning, where students learn by doing and observing real-life examples. The effectiveness of this method emphasizes the importance of visual and hands-on learning, particularly in the context of teaching religious practices that require specific actions and vocalizations.

The increased participation and confidence observed in students after the demonstration method was applied further confirm its effectiveness. The demonstration method seems to create a more interactive and dynamic learning environment, allowing students to feel more comfortable in replicating the actions of the Azan and Iqamah. This is particularly important in religious education, where students often need both the knowledge and confidence to perform rituals correctly. The method fosters an atmosphere where students are encouraged to practice and learn from their mistakes in a supportive environment, which enhances their overall learning experience.

Another key finding was that the demonstration method appeared to benefit students with different learning styles, particularly those who are kinesthetic learners. Kinesthetic learners, who often struggle with traditional lecture-based methods, found

---

the demonstration of physical actions such as the movements and vocalizations involved in the Azan and Iqamah easier to follow. This highlights the importance of catering to diverse learning styles in the classroom. The demonstration method can be seen as an inclusive teaching strategy, as it accommodates a range of learners, including those who might not benefit as much from auditory or textual instructions alone.

While the demonstration method yielded positive results, the study also revealed several challenges that need to be addressed. Time constraints were one of the primary challenges mentioned by teachers, as they felt there was insufficient time to conduct multiple demonstrations and provide adequate opportunities for students to practice. Religious education often involves complex practices that require repetitive practice and reflection, which can be difficult to achieve within the time limitations of a typical school schedule. This suggests that schools might need to reconsider their timetables or teaching strategies to ensure that students can fully benefit from the demonstration method.

Moreover, despite the improvements in students' technical proficiency, the study found that students still faced challenges in grasping the deeper spiritual significance of the Azan and Iqamah. This highlights a potential limitation of the demonstration method, as it focuses primarily on the mechanical aspects of performing the rituals. To address this gap, teachers could integrate discussions or reflections on the spiritual meaning of the Azan and Iqamah into their lessons. By connecting the physical practice with the underlying spiritual significance, educators can provide a more comprehensive learning experience that goes beyond the technical performance of these rituals.

The students' preference for the demonstration method is another significant aspect of the findings. Many students reported that they enjoyed the hands-on, visual approach to learning and felt more engaged compared to traditional lecture-based methods. This is particularly noteworthy, as it reflects the broader trend in educational research that suggests active learning methods, such as demonstrations, tend to be more effective than passive methods like lectures. The use of demonstrations in teaching religious practices also seems to align with the pedagogical principle that students are more likely to retain information when they actively participate in the learning process.

Furthermore, the study indicated that peer learning played a crucial role in enhancing the effectiveness of the demonstration method. As students observed each other performing the Azan and Iqamah, they were able to provide feedback and learn from one another's strengths and mistakes. This peer interaction not only promoted collaborative learning but also helped build a sense of community within the classroom. The social aspect of learning is particularly important in religious education, where a sense of shared practice and values is central to the learning experience. Peer learning creates a supportive environment where students feel comfortable making mistakes and improving together.

---

The importance of teacher preparedness also emerged as a key factor in the success of the demonstration method. Teachers who were well-versed in the proper techniques and pronunciation of the Azan and Iqamah were able to provide clearer and more effective demonstrations. This underscores the need for teacher training and professional development to ensure that educators are confident and capable in delivering accurate demonstrations. It also highlights the importance of continuous self-improvement for teachers, particularly in religious education, where accurate transmission of knowledge is essential.

Another noteworthy aspect of the study is the potential for expanding the use of the demonstration method beyond Azan and Iqamah to other areas of religious education. Teachers at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru expressed interest in applying the method to other Islamic practices, such as prayer and fasting. This suggests that the demonstration method has broader applicability in religious education and can be used to enhance students' understanding and performance of a wide range of religious rituals. This could have a positive impact on the overall quality of religious education in the school.

Lastly, the study highlights the importance of creating an appropriate learning environment to maximize the benefits of the demonstration method. Teachers noted that a well-organized classroom with enough space for students to practice and observe the demonstrations was crucial to the success of the method. In some cases, the physical layout of the classroom posed challenges, limiting the students' ability to practice freely. This suggests that schools should consider making adjustments to the classroom environment to better support the demonstration-based learning approach. Such changes could include ensuring that there is sufficient space for students to perform physical actions and creating an atmosphere conducive to active learning.

In conclusion, the discussion of these findings emphasizes that the demonstration method is a highly effective tool for teaching the Azan and Iqamah at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru. The method enhances students' learning by promoting active engagement, accommodating various learning styles, and fostering peer collaboration. However, there are challenges that need to be addressed, such as time constraints and the need for a deeper focus on the spiritual aspects of the rituals. By incorporating these suggestions and expanding the use of demonstrations to other areas of religious education, educators can further improve the quality of teaching and learning in Islamic schools.

## **Conclusion**

In conclusion, the research on the application of the demonstration method in teaching Azan and Iqamah at Madrasah Ibtidaiyah Muhammadiyah 03 Pekanbaru has shown that this approach significantly enhances students' understanding and proficiency in performing these religious rituals. The demonstration method has proven

---

to be an effective tool in improving both the technical aspects of Azan and Iqamah, such as pronunciation and movements, and students' overall engagement in the learning process. By allowing students to visually observe and imitate the actions, the method caters to different learning styles, particularly benefiting kinesthetic learners and those who struggle with traditional lecture-based teaching. The study also highlighted several key factors for the success of this method, such as teacher preparedness, active student participation, and a conducive classroom environment. However, challenges such as time constraints and the limited focus on the spiritual meaning of the rituals suggest areas for improvement. Teachers noted the need for additional time to fully integrate the method and provide adequate practice opportunities for students. Additionally, the spiritual context of the Azan and Iqamah should be incorporated to provide a more holistic learning experience. Overall, the findings of this research contribute valuable insights into the application of the demonstration method in religious education. It suggests that this approach not only improves students' practical skills but also promotes a more interactive, engaging, and inclusive learning environment. By addressing the identified challenges and expanding the use of the demonstration method to other areas of religious education, educators can further enhance the effectiveness of their teaching practices, offering a more enriching learning experience for students.

## References

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.

- 
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Daliha Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.



- 
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.