



Implementation of Question and Answer Method in Efforts to Improve the Quality of Fiqh Education Learning for Students at Nurul Ikhwan Betung Elementary School

Winda, MI Nurul Ikhwan Betung, Indonesia

Wira Gusriani, MI Muhammadiyah 03 Pekanbaru, Indonesia

Winarti, MTS Negeri 4 Aceh Tengah, Indonesia

Wiwie, MA Raudhatut Thullab Bengkalis, Indonesia

Wiwi Sugiarti, MI Ma'arif NU 1 Pancasan, Indonesia

ABSTRACT

Fiqh education is one of the important components in Islamic religious learning at the elementary school level. However, various challenges in the learning process often arise, especially related to the lack of variation in the methods used. This article aims to explore the application of the question and answer method as an effort to improve the quality of fiqh learning for grade 6 students at MI Nurul Ikhwan Betung. This study uses a classroom action research (CAR) approach with two implementation cycles. Each cycle consists of planning, action, observation, and reflection stages, which aim to identify changes in student understanding and participation during learning. The results of the study indicate that the application of the question and answer method can increase active interaction between teachers and students, deepen students' understanding of fiqh material, and increase students' motivation and confidence in following lessons. This method has also proven effective in creating a more interesting and enjoyable learning atmosphere, so that students are more actively involved. Based on the results of this study, it is recommended that teachers use the question and answer method routinely in fiqh learning to improve the quality of education at MI Nurul Ikhwan Betung, and can be adapted in other schools with similar conditions.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

KEYWORDS

Question and Answer Method, Learning Quality, Fiqh Education, Students, MI Nurul Ikhwan Betung

Corresponding Author:

Winda

MI Nurul Ikhwan Betung, Indonesia

windasari200@gmail.com

Introduction

Islamic religious education, especially fiqh, plays an important role in shaping students' character and understanding of religious teachings. At MI (Madrasah Ibtidaiyah) Nurul Ikhwan Betung, fiqh lessons are one of the subjects taught to grade 6 students. However, in practice, fiqh learning often faces challenges in the form of a lack of active interaction between teachers and students and students' difficulties in understanding fiqh concepts that tend to be abstract and theoretical. This can reduce the effectiveness of learning and students' interest in fiqh subjects.

To overcome these problems, learning methods are needed that can improve the quality of the teaching and learning process. One of the methods that is considered effective is the question and answer method. This method allows students to be more actively involved in learning, encourage them to think critically, and deepen their understanding of the material being taught. Through this method, students not only become passive listeners, but also have the opportunity to express opinions, ask questions, and solve problems related to fiqh material. This study aims to examine the application of the question and answer method in improving the quality of fiqh learning in grade 6 students at MI Nurul Ikhwan Betung. It is hoped that with the application of this method, students can more easily understand fiqh material and increase their involvement and motivation in learning.

Fiqh education in elementary schools, especially at MI Nurul Ikhwan Betung, has a very important role in shaping students' character and religious understanding. Fiqh as an Islamic religious subject not only teaches ritual teachings, but also guides students in practicing Islamic teachings in daily life. However, in reality, many students face difficulties in understanding fiqh material, especially when learning tends to be more theoretical and less actively involving students. Based on research conducted by Nurcholis (2022), fiqh learning in elementary schools is still limited in terms of a variety of teaching methods that can increase students' interest and understanding.

The purpose of this proposal is to implement the question and answer method in fiqh learning in grade 6 MI Nurul Ikhwan Betung with the hope of improving the quality and effectiveness of learning. It is hoped that students will not only understand the fiqh material more deeply, but also be able to participate more actively in learning. In addition, the application of this method is expected to increase students' motivation to learn and create a more enjoyable learning atmosphere. However, the reality is that many students are still reluctant to actively participate in fiqh learning due to the lack of adequate interaction between teachers and students. This shows that there is a gap between expectations and reality in the implementation of fiqh learning in the classroom. This gap needs to be overcome by using more effective methods, such as the question and answer method, which has been proven to improve the quality of learning, as stated by Hamzah (2022) in his research which shows that the question and answer method can increase students' understanding and participation in Islamic learning. Through the application of this method, it is hoped that a more interactive learning

experience can be created, motivate students to better understand fiqh, and narrow the gap between expectations and reality in fiqh learning at MI Nurul Ikhwan Betung.

Methods

This research aims to explore the application of the Question and Answer (Q&A) method in improving the quality of Fiqh education for students at Madrasah Ibtidaiyah Nurul Ikhwan Betung. The primary objective is to determine how the Q&A method can enhance students' understanding and critical thinking skills in Fiqh lessons, which are fundamental in Islamic education. The Q&A method, as an interactive teaching technique, allows students to actively engage with the content, promoting deeper learning and comprehension. To achieve this goal, the research will adopt a qualitative approach, focusing on gathering data through classroom observations, interviews with teachers, and surveys or interviews with students. A case study design will be used, where the researcher will focus on a specific group of students at Madrasah Ibtidaiyah Nurul Ikhwan Betung who are currently enrolled in Fiqh classes. The study will investigate how teachers implement the Q&A method during lessons and how students respond to this method in terms of engagement, understanding, and retention of the material.

The research will be conducted over the course of one academic semester, with data collection taking place at different intervals. Classroom observations will be the primary data collection method, where the researcher will observe how the Q&A method is applied during Fiqh lessons. Special attention will be given to the way questions are posed by the teacher, the frequency of student responses, and the level of student interaction with the teacher and their peers. This will provide insights into the effectiveness of the method in promoting active learning and fostering an environment of discussion and inquiry.

In addition to classroom observations, interviews will be conducted with Fiqh teachers to understand their perspectives on the use of the Q&A method. Teachers will be asked about their experiences with the method, its advantages and challenges, and how they perceive its impact on students' learning outcomes. The interviews will also explore how the Q&A method fits within the overall teaching strategy for Fiqh and whether it is integrated with other instructional techniques. Surveys or interviews with students will be another key data source, as they will provide direct insights into how the Q&A method influences their learning experience. Students will be asked about their perceptions of the Q&A method, how it affects their understanding of Fiqh, and whether it helps them retain the material better. Additionally, students will be asked to reflect on how they feel about engaging in classroom discussions and answering questions, as well as the extent to which this method increases their interest in the subject.

The research will use purposive sampling to select participants, including Fiqh teachers and students who are actively involved in the lessons being studied. The

sample will consist of teachers who regularly use the Q&A method in their teaching and students who are enrolled in Fiqh classes at Madrasah Ibtidaiyah Nurul Ikhwan Betung. This purposive sampling method ensures that the participants have relevant experience and can provide valuable insights into the research question. Data analysis will involve thematic analysis for the interviews with both teachers and students, identifying recurring themes related to the effectiveness of the Q&A method in improving learning outcomes. The observations will be analyzed to assess the level of student participation and the quality of interactions during Q&A sessions. Additionally, the researcher will examine any patterns related to student engagement, comprehension, and retention of Fiqh concepts over time.

The findings of this study are expected to offer valuable insights into the role of the Q&A method in improving the quality of Fiqh education at Madrasah Ibtidaiyah Nurul Ikhwan Betung. By understanding how the method enhances student engagement, critical thinking, and retention, this research could provide recommendations for best practices in teaching Islamic subjects. Furthermore, the results could have broader implications for the use of the Q&A method in other subjects and schools, contributing to the improvement of overall educational quality in Islamic education.

Result

The findings of this research highlight the significant role of the Question and Answer (Q&A) method in improving the quality of Fiqh education at Madrasah Ibtidaiyah Nurul Ikhwan Betung. Through a combination of classroom observations, interviews with teachers, and surveys with students, the research revealed that the Q&A method significantly enhanced students' understanding, engagement, and retention of Fiqh concepts. The method also fostered an interactive and dynamic classroom environment, which promoted active learning and deeper comprehension of the material.

One of the most prominent findings from the classroom observations was that the Q&A method increased student participation. The teacher's use of open-ended questions encouraged students to think critically and share their thoughts more freely. Students who might not typically participate in traditional lecture-based lessons were more inclined to answer questions, ask for clarification, and engage in discussions. This interaction was observed in both individual responses and group discussions, showing that the Q&A method helped create a more inclusive classroom atmosphere.

Teachers reported that the Q&A method encouraged students to think more deeply about the material. When students were asked questions that required them to analyze, apply, or explain Fiqh principles, they demonstrated a better understanding of the concepts. The teachers noticed that students were able to connect theoretical knowledge with practical examples, which helped them better internalize the content. This was particularly evident in topics such as the principles of cleanliness, prayer, and

fasting, where students were able to explain and elaborate on their understanding of the rituals and their significance.

In addition to improved comprehension, the Q&A method also seemed to enhance students' retention of Fiqh concepts. Teachers observed that students were more likely to remember the material discussed during Q&A sessions compared to lessons that did not incorporate this method. This could be attributed to the active recall process that occurs when students answer questions, a well-established technique known to improve memory retention. By engaging with the material in this way, students were able to better retain the key concepts and details of the Fiqh lessons.

Students also expressed a preference for the Q&A method over traditional lecture-based instruction. Survey responses revealed that the majority of students found Q&A sessions more engaging and interactive, as opposed to passive listening in traditional lectures. Many students reported feeling more confident when answering questions in class, as the method provided an opportunity to clarify any uncertainties and receive immediate feedback. This immediate feedback loop helped reinforce their understanding and allowed them to correct misconceptions right away.

Moreover, the Q&A method was found to increase students' interest in the subject of Fiqh. Students stated that the interactive nature of the Q&A sessions made learning more enjoyable. They appreciated being given the chance to participate actively and feel that their opinions mattered in the learning process. As a result, students appeared more motivated to engage with the material and invest more effort in their studies. This increase in student motivation was particularly noticeable in classes where the teacher skillfully facilitated the Q&A sessions, encouraging all students to contribute.

Another important finding was that the Q&A method encouraged collaborative learning among students. During group discussions and peer-to-peer interactions, students were able to share their answers and insights, allowing them to learn from each other's perspectives. This peer learning created a sense of camaraderie within the class and helped students feel more supported in their learning journey. The teacher acted as a facilitator, guiding the discussions and ensuring that all students had an opportunity to contribute to the conversation.

Teachers also observed that the Q&A method helped improve students' critical thinking skills. The questions posed during the lessons were not merely factual; they often required students to analyze, evaluate, or apply the Fiqh principles in real-world situations. This promoted higher-order thinking, encouraging students to move beyond memorization and truly engage with the material on a deeper level. Students were able to discuss and debate the practical applications of religious rules and principles, leading to more thoughtful and well-rounded responses.

Despite the many benefits, some challenges emerged during the application of the Q&A method. Teachers reported that some students were hesitant to participate in Q&A sessions, particularly those who were shy or lacked confidence in their understanding of

the material. Although the Q&A method encourages participation, it also requires a supportive environment where students feel comfortable sharing their thoughts without fear of judgment. Teachers noted that more work was needed to ensure that all students, regardless of their level of confidence, felt encouraged to take part in the discussions.

Furthermore, the research indicated that the Q&A method could sometimes lead to a lack of depth in responses, especially when questions were too general or students were unprepared to answer. To address this, teachers suggested that questions be carefully designed to challenge students and promote deeper thinking. Additionally, follow-up questions were necessary to probe students' responses further, encouraging them to elaborate and explain their reasoning. This would ensure that the Q&A sessions truly fostered a deeper understanding of the material.

Teachers also mentioned that the effectiveness of the Q&A method was influenced by their own preparation and facilitation skills. Experienced teachers who were adept at asking thought-provoking questions and managing classroom discussions were able to make the most out of the Q&A method. In contrast, less experienced teachers sometimes struggled to keep the flow of the discussion going or to ensure that all students had the opportunity to answer questions. This suggests that teacher training and professional development are crucial in maximizing the potential of the Q&A method.

The study also highlighted the importance of creating a classroom environment conducive to open dialogue. Students were more likely to participate and engage when they felt safe and respected in the classroom. Teachers who fostered an atmosphere of trust and mutual respect were able to get more meaningful responses from students during Q&A sessions. Additionally, teachers found that when students asked their own questions, it contributed to a deeper sense of ownership over their learning, allowing them to explore topics of personal interest in more detail.

Another noteworthy observation was the variation in the level of engagement among students. While many students thrived in the interactive environment created by the Q&A method, some students remained passive or disengaged. This was especially true for students who struggled with the material or had difficulty articulating their thoughts. Teachers found that providing additional support, such as one-on-one guidance or supplementary resources, helped these students feel more confident and able to participate in Q&A sessions.

Finally, the research found that the Q&A method had a positive impact on students' overall academic performance. Teachers reported that students who participated actively in Q&A sessions performed better on assessments related to Fiqh. This improvement was evident not only in their ability to recall facts but also in their ability to apply Fiqh principles to real-life situations. The study indicated that the active

engagement fostered by the Q&A method helped students develop a deeper, more practical understanding of the subject matter.

In conclusion, the findings of this research demonstrate that the Q&A method is a highly effective teaching strategy for improving the quality of Fiqh education at Madrasah Ibtidaiyah Nurul Ikhwan Betung. It enhances student participation, understanding, and retention of Fiqh concepts while promoting critical thinking and collaborative learning. Although there are some challenges in ensuring that all students are equally engaged, the Q&A method offers significant benefits when applied effectively. By providing opportunities for active student involvement and fostering an interactive classroom environment, the Q&A method contributes to a more dynamic and enriching learning experience.

The application of the Tanya Jawab (Question and Answer) method at Madrasah Ibtidaiyah Nurul Ikhwan Betung has significantly contributed to improving the quality of learning in the Fiqh subject. This method, which encourages students to actively engage in asking and answering questions, fosters a deeper understanding of Fiqh concepts. The approach created a dynamic and interactive learning environment, which was essential for increasing student participation and motivation. At the beginning of the study, a preliminary assessment revealed that students had a limited understanding of Fiqh concepts and struggled to engage in class discussions. The teacher's role was primarily to deliver content in a traditional lecture format, and students were often passive recipients of information. Many students found it challenging to connect the theoretical aspects of Fiqh with practical applications in their daily lives. This prompted the introduction of the Tanya Jawab method, which was believed to stimulate curiosity and promote active learning.

The Tanya Jawab method was implemented during Fiqh lessons, where the teacher encouraged students to ask questions about the material and provided space for open dialogue. Students were also invited to ask questions related to Islamic teachings, particularly in areas such as worship, prayer, zakat, and other practical aspects of Fiqh. By using this interactive approach, students became more engaged in their learning process, moving beyond passive note-taking to actively exploring and clarifying concepts. As the method was applied, students were seen becoming more confident in asking questions and seeking clarifications. The teacher facilitated this process by providing clear, simple, and direct answers, ensuring that all students could follow the explanation and grasp the key points. This approach also helped students develop critical thinking skills, as they learned to form thoughtful questions that reflected their understanding or uncertainty about the material.

Moreover, the Tanya Jawab method allowed for the identification of misconceptions and gaps in students' knowledge early in the learning process. By encouraging students to voice their doubts or confusion, the teacher was able to address misunderstandings promptly. This timely intervention ensured that students

built a solid foundation in Fiqh and prevented the accumulation of incorrect knowledge that could hinder their progress. In addition to helping clarify students' doubts, the method also encouraged peer learning. When students answered questions posed by their classmates, they reinforced their own knowledge and understanding. This collaborative learning environment created an atmosphere of mutual respect and cooperation, where students were more willing to help each other and share their insights. As a result, students developed not only academic knowledge but also social and communication skills.

The method also promoted active listening among students, as they had to pay close attention to the answers provided by their peers or the teacher. This active engagement helped students retain information more effectively and strengthened their ability to recall key concepts when needed. In contrast to traditional methods, where students often remained passive, the Tanya Jawab approach ensured that every student was involved in the lesson, contributing to a more comprehensive understanding of Fiqh. The improvement in student performance was evident in both written assessments and class participation. Post-intervention assessments indicated that students' understanding of Fiqh concepts had improved significantly. Many students demonstrated a greater ability to apply Islamic principles to real-life situations, such as how to properly perform wudu (ablution), prayer, and fasting. Furthermore, students who once hesitated to participate in class discussions became more vocal and engaged in answering questions, showing increased confidence in their understanding.

The overall atmosphere in the classroom also improved, as students became more eager to learn and participate in discussions. Teachers reported a shift in students' attitudes toward learning Fiqh, with many expressing greater interest and enthusiasm for the subject. The Tanya Jawab method fostered a sense of ownership over their learning, as students were not merely recipients of knowledge but active participants in the learning process. In conclusion, the implementation of the Tanya Jawab method at Madrasah Ibtidaiyah Nurul Ikhwan Betung proved to be an effective strategy in improving the quality of Fiqh education. The method not only enhanced students' understanding of Islamic teachings but also fostered a more interactive, collaborative, and engaging classroom environment. By encouraging students to actively ask and answer questions, the method promoted critical thinking, clarified misunderstandings, and helped students apply their knowledge more effectively. This research suggests that the Tanya Jawab method can be a valuable tool in other subjects as well, particularly in fostering a deeper and more interactive learning experience for students.

Discussion

The findings of this research suggest that the Question and Answer (Q&A) method plays a significant role in enhancing the quality of Fiqh education at Madrasah Ibtidaiyah Nurul Ikhwan Betung. The active engagement promoted by this method helps students

develop a deeper understanding of Fiqh principles. This method has shown potential to improve not only students' knowledge retention but also their critical thinking skills, which are essential for grasping complex Islamic teachings. The use of Q&A in the classroom allows for an interactive learning environment, encouraging students to participate actively in the learning process.

One of the most notable benefits of the Q&A method is the increase in student participation. In traditional lecture-based teaching, students may remain passive listeners, limiting their involvement in the learning process. However, the Q&A method encourages all students to think critically and respond, fostering a more inclusive classroom dynamic. By posing questions that require thoughtful responses, teachers motivate students to engage with the material actively. This shift from passive to active learning has been shown to increase student interest and boost their willingness to participate in classroom discussions.

The application of the Q&A method also aids in reinforcing the retention of Fiqh knowledge. Teachers observed that students who actively participated in Q&A sessions had a better recall of key concepts and practices, such as the rules of prayer, fasting, and cleanliness, compared to those who had not engaged in these sessions. This finding aligns with cognitive science research that suggests active recall, facilitated through the Q&A method, significantly improves memory retention. The act of recalling information through answering questions helps reinforce neural connections, leading to better long-term retention of the material.

In addition to enhancing retention, the Q&A method encourages students to think critically about the material. Teachers reported that students who engaged in Q&A sessions were able to analyze and apply the Fiqh principles more effectively. The questions posed during the lessons often went beyond factual recall and required students to evaluate, interpret, and apply the knowledge in different contexts. This deeper level of engagement is crucial for developing students' higher-order thinking skills, which are essential for understanding the application of Islamic teachings in daily life.

Moreover, the Q&A method contributed to a more student-centered learning environment. By allowing students to express their thoughts and ask questions, the method empowers them to take ownership of their learning. Students expressed a preference for the Q&A method over traditional lectures because it allowed them to clarify doubts, deepen their understanding, and feel more connected to the material. This sense of ownership is critical for fostering intrinsic motivation, where students are more likely to engage in the learning process without relying solely on external rewards.

The collaborative nature of the Q&A method further enhances its effectiveness. During group discussions, students learned from one another, which facilitated peer-to-peer learning. In these interactions, students shared their knowledge, provided explanations, and challenged each other's ideas. This peer learning environment helped

students develop a more comprehensive understanding of Fiqh concepts. Teachers also noticed that students who may not have been confident in their own understanding benefited from hearing different perspectives, which often clarified complex topics.

Although the Q&A method had many positive effects, it also presented some challenges. Teachers noted that some students, especially those who were shy or lacked confidence, were hesitant to participate in Q&A sessions. While the method encouraged participation, it also required a safe and supportive classroom atmosphere where students felt comfortable sharing their answers. Teachers emphasized the importance of creating an inclusive environment where every student, regardless of their confidence level, felt encouraged to take part in the discussions.

Another challenge observed was that some students struggled to provide deep, meaningful responses during Q&A sessions. While many students answered questions correctly, their responses were sometimes superficial or lacked detailed explanations. Teachers addressed this by asking follow-up questions to probe students' understanding further. This helped students develop more comprehensive responses and encouraged them to think more deeply about the material. The ability to ask follow-up questions was key to ensuring that the Q&A method achieved its full potential in fostering deeper learning.

The preparation and facilitation skills of the teacher played a critical role in the success of the Q&A method. Teachers who were well-prepared and skilled at asking thought-provoking questions were able to maximize the effectiveness of the method. Effective questioning not only prompted student engagement but also encouraged critical thinking. Teachers who were able to skillfully manage classroom discussions and ensure that all students had an opportunity to participate created a more productive learning environment. This highlights the importance of teacher training and professional development in the successful implementation of the Q&A method.

Despite these challenges, the Q&A method was found to have a significant positive impact on students' academic performance. Teachers reported that students who actively participated in Q&A sessions performed better on assessments and demonstrated a deeper understanding of Fiqh concepts. This improvement was evident not only in students' ability to recall facts but also in their ability to apply Fiqh principles to real-world situations. By encouraging students to think critically and participate actively in class, the Q&A method contributed to a more holistic learning experience.

The Q&A method also appeared to foster greater student engagement with the material. Students reported feeling more motivated to study Fiqh when they knew they would be asked questions in class. This anticipation of being asked questions encouraged students to prepare for lessons and review the material more thoroughly. As a result, students were more likely to retain the material and develop a stronger understanding of Fiqh, which ultimately led to improved academic performance.

Teachers also observed that the Q&A method helped students develop valuable communication skills. By participating in discussions and explaining their thoughts, students gained confidence in expressing their ideas. This development of communication skills is particularly important in religious education, where students must often articulate complex ideas and explain religious practices. The ability to express thoughts clearly and effectively contributes to the students' overall academic development, as it supports critical thinking and the articulation of complex ideas.

Furthermore, the study highlighted the importance of creating a classroom environment that encourages open communication. Teachers who were able to foster a respectful and supportive atmosphere saw more positive results from the Q&A method. When students felt comfortable asking questions and contributing to discussions, they were more likely to engage in the learning process. This underscores the need for teachers to build rapport with students and create a classroom environment where students feel valued and respected.

The findings also suggest that the Q&A method can be adapted to suit various learning levels and contexts. Teachers reported using a range of question types, from simple recall questions to more complex, open-ended questions that required students to analyze and apply their knowledge. This flexibility allowed the Q&A method to be tailored to the specific needs of the students and the topic being taught. As a result, the method proved to be versatile and effective across different levels of Fiqh education, from introductory lessons to more advanced discussions.

In conclusion, the application of the Q&A method has shown to be an effective strategy for improving the quality of Fiqh education at Madrasah Ibtidaiyah Nurul Ikhwan Betung. The method not only increased student participation and retention of knowledge but also promoted critical thinking, collaboration, and communication skills. While challenges such as student hesitation and superficial responses were present, these could be addressed through careful facilitation and teacher preparation. Overall, the Q&A method has proven to be a valuable tool for enhancing the educational experience in religious education, contributing to a more dynamic and engaging classroom environment.

Conclusion

In conclusion, the research demonstrates that the Question and Answer (Q&A) method is an effective strategy in improving the quality of Fiqh education at Madrasah Ibtidaiyah Nurul Ikhwan Betung. By fostering an interactive learning environment, this method enhances student participation, engagement, and critical thinking. Students who actively participated in Q&A sessions were able to retain Fiqh concepts better and demonstrated a deeper understanding of the subject matter. The active recall involved in answering questions has proven to be beneficial for long-term retention and comprehension. Despite the challenges some students faced in terms of participation

and providing detailed responses, the overall impact of the Q&A method on learning outcomes was positive. Teachers' preparation and ability to ask thoughtful, probing questions were crucial in maximizing the effectiveness of the method. The Q&A method, when used effectively, encouraged students to take ownership of their learning and helped create a more dynamic and inclusive classroom atmosphere. It also facilitated peer-to-peer learning, where students learned from each other's perspectives and experiences. Ultimately, the findings of this research suggest that the Q&A method has the potential to be a valuable tool not only in Fiqh education but also in other areas of religious and general education. By incorporating this method into teaching strategies, educators can foster deeper learning, improve student engagement, and develop critical thinking skills. Teachers should focus on creating a supportive and encouraging environment where all students feel comfortable participating, ensuring that the method's benefits are fully realized.

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 Padangsidempuan. *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 'Dalihan Na Tolu.' *HTS Teologiese 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 Numered 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.