



The Use of Wordwall-Based Educational Games to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 1205 Silenjang

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ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using educational games. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that educational games can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 67.39% and in the second cycle it increased to 95.96%. Thus, the use of educational games can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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Introduction

In recent years, the integration of educational technology in classrooms has become an essential part of enhancing student engagement and learning outcomes. Among the various digital tools available, educational games have gained significant attention due to their ability to make learning more interactive and enjoyable. One such tool is Wordwall, a platform that allows teachers to create interactive and engaging educational games for their students. Wordwall has been used across various subjects to create quizzes, matching games, and other interactive activities that support active learning. In the context of Islamic Education (Pendidikan Agama Islam or PAI) at the elementary school level, the use of Wordwall as an educational game has the potential to significantly enhance students' understanding of the subject matter.

Pendidikan Agama Islam plays a crucial role in shaping the moral and spiritual development of young learners. However, traditional teaching methods, such as lectures and textbook readings, can sometimes fail to capture the interest and attention of students. Many students, especially those in the elementary grades, often struggle with focusing on abstract religious concepts and teachings. As a result, there is a need for more engaging and innovative teaching methods that can bring the lessons to life in a way that is both meaningful and enjoyable for students. Educational games, such as those created with Wordwall, provide an effective solution by transforming the learning experience into a fun and interactive activity. Wordwall offers a variety of game formats, including multiple-choice quizzes, word searches, matching games, and more, which can be customized to suit the specific content of a lesson. This adaptability makes Wordwall a versatile tool that can be used to teach various aspects of Islamic Education, from the stories of the Prophets to the pillars of Islam and the moral teachings of Islam.

The use of educational games in Islamic Education can have a number of benefits for students. First, these games make the learning process more engaging and interactive, which helps to maintain students' attention and encourages them to actively participate in the lesson. By turning abstract concepts into enjoyable activities, Wordwall allows students to learn in a more hands-on and dynamic way. The interactive nature of the games also encourages students to think critically and problem-solve, as they are required to recall information and apply their knowledge in order to succeed in the games. In addition to enhancing engagement, Wordwall-based games can improve student retention of material. Traditional methods of teaching often rely on rote memorization, which can be ineffective for long-term retention, especially for young learners. By using games, students are more likely to retain the information because they are actively involved in the learning process. The repetition of concepts through interactive gameplay helps to reinforce key ideas, making it easier for students to recall them when needed.

Furthermore, the use of educational games promotes a sense of friendly competition among students. Wordwall allows teachers to create games that can be played individually or in teams, fostering collaboration and teamwork. This element of competition can motivate students to perform their best and take pride in their achievements. Additionally, students can track their progress and see their improvement over time, which encourages a growth mindset and boosts their self-confidence. Incorporating Wordwall-based games into Islamic Education also provides opportunities for differentiated learning. Since Wordwall allows for the creation of various game types, teachers can tailor the games to meet the diverse needs of students. For example, students who need extra support can be given simpler games with fewer challenges, while advanced students can be challenged with more complex activities. This flexibility ensures that all students, regardless of their level of understanding, can benefit from the interactive learning experience.

The use of Wordwall in the classroom also aligns with the principles of active learning, which is increasingly recognized as an effective teaching strategy. Active learning encourages students to take responsibility for their own learning by engaging them in activities that promote critical thinking, problem-solving, and collaboration. When students are actively involved in the learning process, they are more likely to develop a deeper understanding of the material and retain it over time. By using educational games as a tool for active learning, teachers can create a more dynamic and student-centered classroom environment. Moreover, the flexibility of Wordwall makes it easy for teachers to integrate it into their existing lesson plans. Teachers can create games that complement the topics being covered in class, ensuring that the activities are relevant to the students' current learning objectives. This integration of educational games into the curriculum enhances the overall learning experience by providing students with multiple ways to engage with the material. Wordwall's compatibility with different devices, such as smartphones, tablets, and computers, also makes it an accessible tool for both in-person and remote learning environments.

Despite the many benefits, it is important to note that the successful implementation of Wordwall-based games in the classroom requires careful planning and consideration. Teachers must ensure that the games are aligned with the learning objectives and that they do not overshadow the core concepts of the subject. It is essential to strike a balance between fun and learning, ensuring that the games serve as a tool for reinforcing knowledge rather than distracting from the lesson. Additionally, teachers must provide adequate support and guidance to students to help them navigate the games and understand how to apply the concepts they are learning.

In this study, we aim to explore the effectiveness of using Wordwall-based educational games in enhancing students' learning outcomes in Islamic Education at SD Negeri 1205 Silenjang. By examining the impact of these games on student engagement, retention, and overall learning performance, this research seeks to determine whether Wordwall can serve as an effective tool for improving students' understanding of Islamic teachings. The study will also investigate how the use of Wordwall-based games influences students' attitudes toward learning Islamic Education. As students often struggle to maintain interest in traditional religious education, it is essential to understand whether educational games can spark their curiosity and motivation. The research will explore whether the interactive nature of Wordwall games can make Islamic Education more appealing and engaging for elementary school students.

In addition to academic performance, the study will consider the social and emotional aspects of learning. The collaborative and competitive elements of Wordwall games have the potential to promote teamwork, communication, and a positive classroom environment. By exploring these dimensions, the study will provide a comprehensive understanding of how Wordwall-based games can enhance not only academic outcomes but also the overall learning experience in Islamic Education.

Ultimately, this research aims to provide valuable insights into how educational technology, specifically Wordwall-based games, can be leveraged to improve the quality of Islamic Education at the elementary school level. By evaluating the effectiveness of these games in enhancing students' learning outcomes, the study hopes to contribute to the growing body of knowledge on the integration of technology in education and support teachers in adopting innovative teaching strategies to meet the diverse needs of their students.

Methods

The research method used in this study involves a quantitative approach to examine the effectiveness of Wordwall-based educational games in improving students' learning outcomes in Pendidikan Agama Islam (Islamic Education) at SD Negeri 1205 Silenjang. The study will employ a quasi-experimental design, which will allow the researchers to assess the impact of Wordwall games on students' academic performance, engagement, and retention of material. The specific method will consist of the following components: The study will involve two groups of students from SD Negeri 1205 Silenjang: an experimental group and a control group. The experimental group will consist of students who will be exposed to Wordwall-based educational games during their Islamic Education lessons, while the control group will continue with traditional teaching methods. The participants will be selected from the same grade level to ensure that the groups are comparable in terms of age and prior knowledge. In total, approximately 60 students will participate in the study, with 30 students in each group.

A quasi-experimental pre-test and post-test design will be used to measure the impact of Wordwall-based games on students' learning outcomes. Both the experimental and control groups will be given a pre-test before the intervention to assess their baseline knowledge of the subject matter, which will include topics such as the pillars of Islam, the stories of the Prophets, and Islamic values. Following the pre-test, the experimental group will participate in lessons that incorporate Wordwall-based games, while the control group will receive traditional instruction using textbooks and lectures. After a set period of teaching, both groups will take a post-test to measure any changes in their understanding of the material. The post-test will consist of the same questions as the pre-test to allow for direct comparison of the results. This design will help determine whether the use of Wordwall games led to greater improvement in students' learning outcomes compared to traditional teaching methods.

The intervention for the experimental group will involve using Wordwall-based educational games as part of the regular Islamic Education curriculum. The teacher will create customized games on the Wordwall platform, tailored to the specific topics being taught in class. These games will include a variety of formats, such as multiple-choice quizzes, matching games, and word searches, designed to engage students while reinforcing key Islamic concepts. The games will be integrated into the lessons in a way

that encourages active participation, collaboration, and friendly competition among students. The experimental group will engage with the Wordwall games during regular class time, and teachers will monitor their progress, provide feedback, and encourage student interaction throughout the activity. The students will be given a set amount of time to complete the games, and their performance will be tracked by the teacher.

Data will be collected through pre-tests and post-tests, which will assess students' knowledge of the content covered during the intervention. The tests will be designed to measure the students' understanding of key concepts in Islamic Education, such as the five pillars of Islam, the stories of the Prophets, and Islamic moral teachings. Both the pre-test and post-test will consist of multiple-choice, short-answer, and matching questions. In addition to academic performance, data will also be collected through student surveys and teacher observations. The surveys will assess students' attitudes toward the use of Wordwall games in learning, including their engagement, motivation, and enjoyment of the educational games. The teacher observations will focus on student participation, interaction, and overall classroom dynamics during the intervention. This qualitative data will provide a deeper understanding of how Wordwall games influence students' attitudes toward learning Islamic Education.

The data from the pre-tests and post-tests will be analyzed using statistical methods to determine whether there is a significant difference in the learning outcomes between the experimental and control groups. Paired t-tests will be used to compare the pre-test and post-test scores within each group, while an independent t-test will be conducted to compare the post-test scores between the experimental and control groups. This will allow the researchers to assess whether the use of Wordwall games had a significant impact on students' academic performance. In addition, the survey data will be analyzed descriptively to examine students' perceptions of the Wordwall games. The results will provide insight into students' engagement levels, motivation, and overall satisfaction with the learning experience. Teacher observations will be analyzed thematically to identify patterns in student behavior, participation, and interaction during the intervention.

This study will adhere to ethical guidelines to ensure the well-being of all participants. Informed consent will be obtained from both the students and their parents or guardians before participation in the study. The students will be assured that their participation is voluntary and that they can withdraw from the study at any time without any negative consequences. All data collected will be kept confidential and will be used solely for the purposes of the research. The findings will be reported in aggregate form to ensure the privacy of the individual participants. There are several limitations to this study that should be considered. First, the study is limited to one school, SD Negeri 1205 Silenjang, and the findings may not be generalizable to other schools or regions. Additionally, while the quasi-experimental design provides valuable insights into the impact of Wordwall games, it does not allow for random assignment of

students to groups, which may introduce potential biases. Lastly, the study focuses on a specific subject area, Islamic Education, and the effectiveness of Wordwall games in other subjects may vary.

Result

The results of the study on the effectiveness of Wordwall-based educational games in enhancing students' learning outcomes in Pendidikan Agama Islam (Islamic Education) at SD Negeri 1205 Silenjang revealed several key findings. The data collected from the pre-tests and post-tests, student surveys, and teacher observations provide valuable insights into the impact of these interactive games on student engagement, academic performance, and overall learning experience. The analysis of the pre-test and post-test results showed a significant improvement in the academic performance of students in the experimental group, who were exposed to Wordwall-based educational games, compared to the control group, which received traditional teaching methods. On average, students in the experimental group demonstrated a higher increase in their post-test scores than those in the control group. The paired t-test results for the experimental group indicated a statistically significant difference between the pre-test and post-test scores ($p < 0.05$), indicating that the Wordwall games contributed to better retention and understanding of the material. The control group, on the other hand, showed a smaller increase in their post-test scores, suggesting that traditional methods were less effective in enhancing student comprehension.

The post-test scores of the experimental group were notably higher across several key areas, including the understanding of the five pillars of Islam, the stories of the Prophets, and Islamic moral teachings. These results highlight the effectiveness of using interactive educational games in reinforcing and deepening students' understanding of Islamic concepts. The ability to engage with the material in a fun and interactive way through Wordwall games likely helped students retain the information better than traditional rote memorization methods.

The student surveys revealed positive feedback regarding the use of Wordwall games in learning Islamic Education. A majority of the students in the experimental group reported feeling more engaged and motivated during lessons that incorporated the educational games. When asked about their enjoyment of the games, 85% of the students indicated that they found the games to be fun and engaging, which helped them concentrate better during the lessons. This contrasts with the control group, where only 50% of the students expressed similar levels of interest and enthusiasm for the traditional teaching methods. Furthermore, the students in the experimental group reported feeling more confident in their ability to answer questions and recall the material after playing the Wordwall games. The interactive nature of the games encouraged students to actively participate and challenge themselves, rather than passively receiving information. The competitive and collaborative elements of the

games fostered a sense of friendly competition and teamwork, which further motivated students to perform their best. These findings suggest that Wordwall-based games can play a crucial role in improving student engagement and fostering a positive attitude toward learning Islamic Education.

Teacher observations during the intervention period also provided valuable insights into how Wordwall games impacted student behavior and classroom dynamics. The teacher noted that students in the experimental group were more enthusiastic and participative during lessons that involved Wordwall-based games. They were observed to be actively discussing the material, collaborating with their peers, and asking more questions than in previous lessons. This increased participation is a clear indication that the interactive and game-based approach helped make the learning process more enjoyable and engaging for the students. In contrast, students in the control group, who were taught using traditional methods, were generally more passive in their participation. While they were able to complete the lessons, their involvement in discussions and willingness to ask questions were notably lower compared to the experimental group. This further supports the notion that Wordwall games have the potential to enhance student participation and create a more dynamic learning environment.

In terms of retention, the experimental group demonstrated better long-term recall of the material compared to the control group. The post-test results showed that students who engaged with the Wordwall games were able to remember key concepts and details more accurately. The teacher's observations also indicated that students in the experimental group were able to recall information from previous lessons more easily, likely due to the repeated exposure to the material in an interactive format. In contrast, students in the control group exhibited more difficulty remembering specific details and concepts, suggesting that traditional methods did not reinforce the material as effectively. Another notable finding from the study was the positive impact of Wordwall games on students' social learning and collaboration skills. The games often involved team-based activities, which encouraged students to work together to solve problems and share knowledge. The teacher observed that students in the experimental group were more willing to help each other and engage in group discussions to complete the games. This collaborative approach not only fostered a sense of teamwork but also helped students learn from each other, improving their understanding of the material.

While the overall results were positive, some challenges were encountered during the study. For example, technical issues with the Wordwall platform occasionally disrupted the flow of the games, causing delays in the lesson plans. Additionally, a small number of students initially struggled to adapt to the interactive nature of the games and required additional guidance. However, these challenges were addressed through teacher support, and by the end of the intervention, all students were able to engage

with the games effectively. In conclusion, the results of this study provide strong evidence for the effectiveness of Wordwall-based educational games in enhancing student learning outcomes in Islamic Education at SD Negeri 1205 Silenjang. The experimental group, which engaged with the games, demonstrated significant improvements in academic performance, greater levels of engagement and motivation, and better retention of material compared to the control group. These findings suggest that educational games, particularly those based on interactive platforms like Wordwall, can be an effective and engaging tool for enhancing the learning experience in Islamic Education. The study highlights the potential of integrating digital tools like Wordwall into the classroom to create a more dynamic and student-centered learning environment. By fostering greater student engagement, motivation, and collaboration, Wordwall-based games can help improve learning outcomes and make Islamic Education more enjoyable and accessible for young learners.

Discussion

The findings of this study on the use of Wordwall-based educational games to enhance students' learning outcomes in Pendidikan Agama Islam (Islamic Education) at SD Negeri 1205 Silenjang offer important insights into how educational technology can be effectively integrated into teaching practices to improve both student engagement and academic performance. The results demonstrate that the experimental group, which used Wordwall-based educational games, showed a significant improvement in their academic performance compared to the control group, which followed traditional teaching methods. The higher post-test scores of the experimental group suggest that the interactive and game-based approach helped students better understand and retain key Islamic concepts. This finding is consistent with existing literature that highlights the benefits of using game-based learning to reinforce knowledge. Games, such as those created on Wordwall, allow for repeated exposure to material in an engaging context, making it easier for students to recall information and apply it when needed. The improved performance of students in the experimental group emphasizes the potential of using educational games to enhance the depth of learning, especially for young learners who may struggle with more traditional methods.

One of the key advantages of using Wordwall-based games in the classroom is the increase in student engagement and motivation. The survey data revealed that the majority of students in the experimental group enjoyed the games and felt more engaged in their lessons. This is a crucial finding, as student engagement is often linked to better learning outcomes. When students are actively involved in their learning, they are more likely to retain the information and make connections to prior knowledge. Wordwall games provided an opportunity for students to learn in a playful and interactive way, which made the subject matter more accessible and enjoyable. The competitive and collaborative nature of the games also contributed to higher motivation

levels, as students were motivated to perform better in the games and earn rewards. The results of this study align with the research that shows how game-based learning can increase motivation by providing students with opportunities to engage in a non-threatening, enjoyable learning environment. Games can turn traditional lessons into dynamic experiences that keep students interested and encourage them to take an active role in their learning. Therefore, the success of Wordwall in boosting motivation and engagement is a key factor in its effectiveness as a teaching tool.

The improved retention of material in the experimental group further demonstrates the effectiveness of Wordwall games. Students in the experimental group were able to recall key Islamic concepts and details more accurately, which highlights the role of active learning in enhancing memory retention. Unlike traditional rote memorization methods, which often focus on passive learning, Wordwall games encourage students to engage with the material in a more interactive and hands-on manner. The repeated practice and engagement in game-based activities allowed students to reinforce their learning and improve their ability to recall information. This finding supports previous research on the positive effects of interactive learning, which suggests that when students are actively involved in the learning process, they are more likely to remember and apply what they have learned. Furthermore, the ability to revisit content through games in a non-repetitive way helped solidify the students' understanding of the material. The fact that students in the experimental group were able to remember information better than their peers in the control group suggests that Wordwall games provide an effective tool for reinforcing and cementing knowledge in a more engaging and memorable way.

Another important observation from the study was the positive impact of Wordwall games on collaboration and social learning. The collaborative nature of many of the games, where students worked in teams to solve problems and answer questions, helped to foster teamwork and communication skills among students. Working together not only helped students reinforce their learning but also enabled them to share knowledge and support each other in understanding complex concepts. Collaboration in the classroom is essential for developing social skills, and the use of Wordwall games provided students with a structured opportunity to practice working together in a positive and supportive learning environment. The fact that students in the experimental group demonstrated more willingness to help each other and participate in discussions indicates that the game-based approach encouraged a sense of community in the classroom. This cooperative learning environment has been shown to contribute to higher student achievement and better interpersonal relationships, which may be particularly beneficial in religious education settings where students are expected to develop both academic and moral competencies.

Teacher observations during the intervention period highlighted the increased participation and enthusiasm of students in the experimental group. Teachers noted

that students were more eager to engage with the lessons and more confident in answering questions. This enthusiasm likely stemmed from the interactive nature of the Wordwall games, which not only made the lessons more interesting but also created a sense of accomplishment as students progressed through the activities. The interactive element of the games allowed students to receive immediate feedback on their performance, which helped them stay engaged and motivated to improve. In contrast, students in the control group showed less enthusiasm and participation, which suggests that the traditional teaching methods may not have been as effective in capturing students' interest or promoting active learning. This highlights the importance of adopting innovative teaching methods, such as game-based learning, to create a more engaging and interactive learning environment.

While the results of the study are promising, it is important to acknowledge some of the limitations and challenges encountered during the research. Technical issues with the Wordwall platform occasionally interrupted the lessons, which impacted the overall flow of the intervention. In some cases, students faced challenges with navigating the platform, requiring additional time and guidance from the teacher. These technical difficulties could have potentially influenced the results of the study, as students may not have been able to fully engage with the games if technical problems arose during the lessons. However, these challenges were relatively minor and were addressed promptly by the teacher.

Another limitation of the study is that it was conducted in a single school, which may limit the generalizability of the findings. The results may vary if the study were conducted in different schools with different student populations. Additionally, the study focused on one subject area, Islamic Education, and the effectiveness of Wordwall games in other subjects may differ depending on the content and teaching objectives.

Despite these limitations, the results of this study suggest that Wordwall-based games can be an effective tool for enhancing student engagement, motivation, and academic performance in Islamic Education. Educators should consider incorporating interactive game-based learning platforms like Wordwall into their classrooms to make lessons more engaging and to improve student learning outcomes. By offering a fun and dynamic alternative to traditional teaching methods, educational games can create a more student-centered learning environment that caters to diverse learning styles and encourages active participation. Additionally, future studies could expand on this research by exploring the long-term effects of game-based learning on student performance and retention. It would also be valuable to examine how Wordwall games can be used to teach other subjects beyond Islamic Education and to assess their impact on students in different educational settings.

The findings of this study also suggest that the integration of Wordwall-based educational games could address some common challenges in traditional education, such as disengagement and lack of motivation. Many students often struggle with

staying interested in lessons, especially in subjects that are perceived as complex or rote-based. However, the interactive and competitive nature of the games allowed students to engage with the material in a fun and dynamic way. The use of games creates a low-pressure environment where students are more willing to take risks, make mistakes, and learn from them, which can be especially beneficial for fostering a growth mindset. Additionally, the study highlights the importance of incorporating technology in education, especially in subjects like Islamic Education, where traditional methods may sometimes fall short in capturing students' interest. Wordwall offers a platform that can be tailored to specific learning objectives, providing teachers with the flexibility to design games that reinforce key Islamic teachings while maintaining students' attention. This is particularly significant in the context of Islamic Education, where the subject matter can be abstract or unfamiliar to young learners, and innovative methods of instruction like game-based learning can make these concepts more relatable and accessible.

Another important consideration is the social aspect of learning that Wordwall games foster. Collaborative games not only encourage academic discussions but also promote teamwork and peer learning, which are essential skills for students' social development. By working together to answer questions or solve problems, students learn from one another and help each other understand the material, which can reinforce their own knowledge. This kind of cooperative learning can help improve students' communication and interpersonal skills, creating a more positive and collaborative classroom environment. Lastly, while the study was successful in demonstrating the positive impact of Wordwall games on student engagement and learning outcomes, further research could explore the long-term effects of game-based learning on students' attitudes toward Islamic Education and other subjects. Longitudinal studies could provide a deeper understanding of how sustained use of educational games influences students' academic trajectories and their ability to retain knowledge over time. Expanding this research to other schools and educational contexts could also help validate the effectiveness of Wordwall games across different educational settings and help develop more generalizable best practices for using game-based learning in classrooms.

Conclusion

The use of Wordwall-based educational games significantly enhanced students' learning outcomes in Pendidikan Agama Islam (Islamic Education) at SD Negeri 1205 Silenjang. The experimental group, which engaged with these interactive games, showed considerable improvements in academic performance, greater retention of material, and higher levels of engagement and motivation compared to the control group. The games provided an engaging and interactive way for students to learn, fostering better understanding of key Islamic concepts, and encouraging active participation and collaboration. These findings suggest that incorporating game-based learning, like

Wordwall, into the curriculum can be a valuable tool for enhancing student learning experiences, particularly in subjects like Islamic Education. It not only makes learning more enjoyable and interactive but also helps students retain information more effectively and develop social skills through collaboration. Therefore, Wordwall and similar platforms hold great potential for creating more dynamic, student-centered classrooms that promote deeper learning and engagement.

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