



Efforts to Improve Student Learning Outcomes on the Material Emulating the Struggle of the Prophet Muhammad, the Event of the Conquest of Mecca and the Farewell Pilgrimage at SD Negeri 152981 Tukka 1A

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ABSTRACT

This study aims to improve students' learning outcomes in the material "Emulating the Struggle of the Prophet: The Event of Fathu Makkah and Hajj Farewell" at SD Negeri 152981 Tukka 1A, Central Tapanuli Regency. The approach used in this study is classroom action research (CAR) which is carried out in two cycles, with a focus on improving students' understanding and involvement in the learning material. Data collection techniques are carried out through observation, learning outcome tests, and interviews. The results of the study indicate that the application of interactive and contextual learning methods has succeeded in increasing students' motivation and understanding of the material being taught. In the first cycle, the average value of students' learning outcomes was 70, while in the second cycle it increased to 85. Thus, it can be concluded that the use of an approach that is more oriented towards experience and learning based on Islamic values can improve students' learning outcomes at SD Negeri 152981 Tukka 1A.

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Introduction

Education is a human need. Education always undergoes changes, developments and improvements in accordance with developments in all areas of life. Changes and improvements in the field of education include various components involved in it, be it the implementation of education in the field (teacher competence and the quality of educators), the quality of education, curriculum tools, educational facilities and

infrastructure, and the quality of education management, including changes in more innovative learning methods and strategies. These efforts to change and improve aim to bring better quality of Indonesian education. In order to educate the nation's life, improving the quality of education is very important for sustainable development in all aspects of human life. The national education system must always be developed in accordance with the needs and developments that occur both at the local, national, and global levels (Mulyasa, 2006: 4).

Entering the era of globalization, the Indonesian nation is not desperate to always carry out development in all areas of life, both material and spiritual development, including human resources, one of the factors that supports the development or improvement of human resources, namely through education, gets the top priority. Education is inseparable from learning activities. Learning according to Spears in Suprijono (2009:2) is observing, reading, imitating, trying something, listening and following a certain direction. So learning is the process of actively changing behavior, the process of reacting to all situations around the individual, the process of being directed towards a goal, the process of acting through various experiences, the process of seeing, observing, and understanding something learned.

In the teaching and learning process, teachers are required to be able to create and create situations that allow students to be active and creative. In this system, it is hoped that students can optimally carry out learning activities so that the instructional goals that have been set can be achieved optimally. The learning process is a process that is deliberately created for the benefit of students, so that they are happy and passionate about learning. Teachers strive to provide and use all potential and effort. Motivation problems are an important factor for students. Does it mean that students go to school without motivation to learn. It's just that motivation varies greatly in terms of height and type. In order to realize that goal is not an easy thing. So it is very necessary to have a determination from various parties to achieve the same goals and vision in creating an integration of achievements in learning objectives.

Based on the results of the researcher's experience as one of the classroom teachers at SD Negeri 152981 TUKKA 1A, Central Tapanuli Regency, sees that most teachers still teach using the conventional learning model with lectures, questions and answers, and assignments by occasionally conducting demonstrations in front of the class. Teachers dominate teaching and learning activities in the classroom so that students tend to be passive, individual, and students become less active participants in the learning process.

The use of less attractive learning models and media causes students to get bored faster and be less motivated in learning. The use of learning models and media seems to lack attention to various elements that can attract and increase student motivation, such as the existence of elements of games and competitions that challenge students to compete. Some of the problems experienced by the students above ultimately cause

students to get low grades or learning outcomes. This can be seen from the learning results of students, especially in the material of imitating the struggle of the apostles in the Fathu Makkah and Haji Wada events which have not met the minimum completeness criterion (KKM) value of 70. To find a solution to these problems, researchers are interested in conducting research by applying one of the innovative learning models, namely the Problem Based Learning learning model.

Problem Based Learning (PBL) is a learning model that involves students to solve problems through the stages of a scientific model so that students can learn knowledge related to the problem and at the same time have the skills to solve problems (Kamdi, 2007: 77) The material on Imitating the Struggle of the Prophet in the Fathu Makkah and Hajj Wada Events is included in the Historical Aspect of Islamic Civilization. In general, the material on the History of Islamic Civilization is studied by students by listening to the teacher's lectures. In the 2023/2024 school year, from the results of discussions with subject teachers who were assigned to teach in class V, information was obtained that the learning outcomes of students with such a learning model were only 30% of students who were actively involved in this learning activity. In addition, the results of the formative test provided showed that only 40% of students completed learning with 55% absorption. Based on the background that has been presented, the author conducted a class action research with the title Efforts to Improve Student Learning Outcomes Through a Problem Based Learning Model on Materials Imitating the Struggle of the Prophet in the Fathu Makkah and Hajj Wada Events in Class V SD Negeri 152981 Tukka 1a, Central Tapanuli Regency.

Methods

The research method used in this study is a Classroom Action Research (CAR) approach, which is intended to improve students' learning outcomes on the material "Learning from the Struggle of Prophet Muhammad: The Event of Fathu Makkah and Haji Wada" at UPTD SD Negeri 152981 Tukka 1A, Tapanuli Tengah District. The study was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. This approach allows for a detailed examination of the process and outcome of the educational interventions applied to enhance students' learning experiences. The first step in this research was identifying the problem in the classroom, which was the students' low achievement in understanding Islamic history, particularly the events of Fathu Makkah and Haji Wada. The researcher, together with the teacher, noted that students showed little engagement during the lessons and had difficulty connecting the historical events to their everyday lives. Therefore, the goal of this study was to increase students' understanding and interest in the subject matter through more interactive and contextually relevant teaching methods.

In the planning phase, the researcher, in collaboration with the classroom teacher, designed the learning activities to incorporate more student-centered approaches. The

lessons focused on providing real-life applications and drawing connections between the historical events and students' personal values. Additionally, multimedia tools such as videos, stories, and group discussions were integrated to foster an active learning environment. The planning stage also involved preparing assessments to measure students' understanding before and after the intervention. The action phase consisted of the implementation of the planned teaching strategies. In Cycle 1, the teacher introduced the topic using a video presentation about Fathu Makkah and Haji Wada, followed by a discussion. Students were divided into small groups, where they analyzed different aspects of the events, such as the social, political, and spiritual lessons from the life of Prophet Muhammad. They were encouraged to express their thoughts through role-play, group discussions, and by creating posters that summarized key lessons.

Each lesson was followed by a formative assessment, which was either a short quiz or a reflective journal where students could write about what they had learned. These assessments allowed the researcher to gauge the level of understanding and engagement among the students. During the observation phase, the researcher closely monitored students' participation, their ability to answer questions, and their overall enthusiasm during the activities. Classroom interactions were also observed to identify whether students were able to relate the events to their own lives and demonstrate improved understanding.

After completing Cycle 1, the researcher and the teacher reflected on the students' performance and the effectiveness of the teaching strategies used. While there was an improvement in student engagement and participation compared to previous lessons, some students still struggled with understanding the deeper meanings of the events. Therefore, adjustments were made for Cycle 2, focusing on providing more opportunities for critical thinking and connecting the historical events to contemporary issues.

In Cycle 2, the researcher and teacher refined the activities to incorporate more problem-solving tasks. For instance, students were asked to create skits that depicted scenes from Fathu Makkah and Haji Wada, highlighting the moral and spiritual lessons from the events. Additionally, group discussions were facilitated to encourage students to compare the principles of justice and peace in the events with current social issues. The goal was to promote critical thinking and personal reflection on how these lessons could be applied in modern society.

The action in Cycle 2 also included differentiated instruction to cater to the diverse learning styles of students. Visual learners were provided with more graphic organizers and infographics, while auditory learners were encouraged to engage in storytelling and group discussions. Kinesthetic learners participated in role-playing activities that allowed them to physically act out historical events, further deepening their understanding.

Observations during Cycle 2 indicated that students were more engaged, participated more actively, and showed greater enthusiasm toward the subject matter. They demonstrated a deeper understanding of the events and were able to articulate the lessons learned from Fathu Makkah and Haji Wada with greater clarity. The assessments at the end of Cycle 2 showed a significant improvement in students' scores, with the average score rising from 70 in Cycle 1 to 85 in Cycle 2. In the reflection phase of the research, the researcher and the teacher analyzed the data collected from the assessments, observations, and student feedback. The results indicated that the interactive and student-centered approach had a positive impact on students' learning outcomes. The use of multimedia tools, group activities, and critical thinking tasks contributed significantly to enhancing students' understanding and interest in the material.

The findings from this research support the idea that engaging students through active learning methods, such as discussions, role-play, and multimedia, can increase their motivation and understanding of historical events. Furthermore, the ability to relate historical events to contemporary issues helped students see the relevance of the lessons in their everyday lives. This approach not only improved students' academic performance but also encouraged them to embody the values of justice, peace, and perseverance demonstrated by Prophet Muhammad. The data collected from the classroom observations, student assessments, and reflections suggest that the action research approach is effective in improving learning outcomes in Islamic education. By addressing students' interests, providing opportunities for critical reflection, and connecting the material to real-life situations, the study demonstrated that students could better appreciate the significance of Fathu Makkah and Haji Wada in Islamic history.

Based on the results of this research, it is recommended that teachers incorporate more interactive and contextually relevant teaching strategies into their lessons, particularly in subjects like Islamic history. The study also suggests that continuous reflection and adaptation of teaching methods are essential to ensure that all students are engaged and able to achieve the desired learning outcomes. In conclusion, the action research conducted in this study successfully improved students' learning outcomes by applying interactive teaching methods and providing opportunities for deeper reflection. The findings underline the importance of adapting teaching strategies to meet students' needs and making learning more meaningful by connecting historical events to real-world applications. Future research could explore the impact of similar methods in other subjects or contexts to further understand the effectiveness of student-centered learning approaches.

Result

The results of this research provide detailed insights into the effectiveness of the implemented action research approach in improving the learning outcomes of students on the topic of "Learning from the Struggle of Prophet Muhammad: The Event of Fathu Makkah and Haji Wada" at UPTD SD Negeri 152981 Tukka 1A in Tapanuli Tengah District. The research findings highlight the positive effects of using interactive, student-centered teaching methods in increasing both engagement and comprehension of historical events in Islamic education. This section presents a comprehensive analysis of the data collected throughout the study, reflecting the changes observed in students' learning outcomes. In the initial phase of the study, before the intervention was applied, students' performance on the pre-test indicated that their understanding of the historical events of Fathu Makkah and Haji Wada was quite limited. The average pre-test score was 68%, with many students struggling to recall key events, figures, and lessons from these two significant moments in Islamic history. Additionally, students exhibited a lack of enthusiasm for the topic, as evidenced by their low participation in classroom discussions and activities.

After the implementation of Cycle 1, which included interactive learning methods such as video presentations, group discussions, and role-play, the students' understanding showed noticeable improvement. The post-cycle assessments indicated an increase in students' ability to recall facts and understand the significance of the events. The average score on the post-test of Cycle 1 rose to 70%, showing a slight improvement over the pre-test results. Although some students were more engaged than others, the overall enthusiasm in class grew as a result of these more dynamic learning approaches. Throughout Cycle 1, students were encouraged to express their thoughts and ideas in both written and oral forms. The classroom activities provided opportunities for students to critically engage with the material and to reflect on how the lessons from Fathu Makkah and Haji Wada could be applied to their personal lives. Observations during this phase showed an increased level of participation, with students asking more questions and initiating discussions related to the moral lessons of the events.

However, despite these improvements, there were still noticeable gaps in students' understanding. Some students found it difficult to relate the events to their own experiences and struggled to explain the deeper significance of the lessons. For example, while many students could accurately recount the sequence of events during Fathu Makkah, they had difficulty articulating the spiritual lessons of forgiveness and reconciliation that were central to the event. Similarly, while students could identify the main points of Haji Wada, many did not fully grasp the significance of the Prophet's final sermon and its relevance to modern-day society. In response to these challenges, Cycle 2 was implemented with adjustments made to further promote student engagement and deepen their understanding. Based on the reflections from Cycle 1, the teacher and researcher decided to include more critical thinking tasks, such as comparing the events

with contemporary issues and discussing how the lessons from these events could be applied in the students' own lives. Students were also given more opportunities to participate in hands-on activities like skits and group projects, where they could creatively express their understanding of the events.

The activities in Cycle 2 were designed to be more student-driven, with the aim of encouraging students to take ownership of their learning. The role-play activities in which students reenacted key scenes from Fathu Makkah and Haji Wada were particularly successful in engaging students. These activities allowed students to actively apply the lessons from the events to real-world situations, further reinforcing their understanding of the moral and spiritual messages conveyed by the Prophet Muhammad.

At the end of Cycle 2, the results of the post-test showed a substantial improvement in student performance. The average score on the post-test increased to 85%, which was a significant improvement from the previous cycle. This demonstrated that the adjustments made in Cycle 2 were effective in addressing the students' learning needs and in deepening their understanding of the material. The higher post-test scores indicated that students were now better able to connect the events of Fathu Makkah and Haji Wada to broader moral, social, and spiritual concepts.

The improvement in test scores was accompanied by an increase in student motivation and engagement. Classroom observations showed that students were more active in discussions and demonstrated a greater willingness to express their thoughts. They were also more likely to apply the lessons learned from the events to their daily lives, as evidenced by their reflective journals and responses during discussions. Many students expressed that they felt more inspired by the teachings of Prophet Muhammad, especially the lessons of justice, peace, and forgiveness. One of the key findings from this research was the significant impact of multimedia tools, such as videos, in enhancing student engagement. The video presentations of Fathu Makkah and Haji Wada were effective in capturing students' attention and providing a visual context for the events. Students who had previously shown little interest in the material were more attentive and engaged during these multimedia presentations. After viewing the videos, students were able to discuss the events more coherently and were more eager to share their opinions during group activities.

In addition to multimedia, the use of differentiated instruction in Cycle 2 proved to be an effective strategy in addressing the diverse learning needs of the students. Visual learners benefited from graphic organizers and infographics, which helped them better understand the sequence of events and key concepts. Auditory learners, on the other hand, enjoyed the storytelling and group discussions, where they could process information through conversation. Kinesthetic learners, who often struggled with traditional teaching methods, were highly engaged in the role-playing activities, which allowed them to physically act out the events and thus reinforce their learning.

Furthermore, the role of group work in this study played an important part in facilitating peer learning and collaboration. In both cycles, students worked in small groups to analyze different aspects of the events and to present their findings to the class. The group work allowed students to share ideas, learn from each other, and gain a deeper understanding of the material. It also fostered a sense of responsibility and accountability, as students felt more invested in the success of the group. Student reflections, gathered through journals and informal interviews, revealed that the majority of students found the learning process to be more enjoyable and meaningful compared to traditional methods. Many students reported that they felt more connected to the material because they were able to see the relevance of the historical events to their own lives. Several students also expressed that they felt inspired by the character and leadership of Prophet Muhammad, particularly his emphasis on forgiveness and peaceful resolution of conflicts.

The results of this research also suggest that using a variety of assessment tools, such as quizzes, journals, and performance tasks, was instrumental in providing a more comprehensive view of student progress. The pre- and post-test assessments provided quantitative data on the students' understanding, while the reflective journals and group activities offered qualitative insights into their engagement and personal reflections. This combination of assessments allowed the researcher to gain a fuller picture of how students were interacting with the material and the extent to which their learning had improved.

In terms of classroom dynamics, the action research approach led to a more positive and collaborative learning environment. Students were no longer passive recipients of information but became active participants in the learning process. They took on roles as co-creators of knowledge, engaging in discussions, performing skits, and collaborating with peers. This shift in classroom dynamics contributed significantly to the improvement in both academic performance and student attitudes toward learning. Another important result of this study was the increased teacher reflection and professional growth. Throughout the action research process, the teacher was actively involved in reflecting on their teaching practices, adapting methods based on student needs, and making continuous improvements. This process of reflection led to a greater understanding of how to tailor lessons to meet the diverse needs of students and how to create a more engaging and inclusive classroom environment.

While the research showed positive results, there were also challenges that need to be addressed in future implementations. One challenge was the varying pace at which students grasped the material. Some students, particularly those with lower baseline knowledge, needed more time and support to fully comprehend the historical events and their implications. This highlights the importance of ongoing differentiation and personalized learning in the classroom. Despite this challenge, the overall findings from the research indicate that the use of interactive and student-centered learning

methods can significantly improve students' understanding and interest in Islamic history. The combination of multimedia tools, critical thinking tasks, differentiated instruction, and collaborative group work contributed to a more dynamic and effective learning environment.

In conclusion, the results of this action research study demonstrate that the strategies implemented in this study successfully enhanced students' learning outcomes. The improvements in student engagement, comprehension, and test scores indicate that the approach used was effective in addressing the challenges students faced in understanding the material. This study provides valuable insights into the importance of using innovative, interactive, and contextually relevant teaching methods in improving student learning outcomes in Islamic education.

Discussion

The discussion section of this research delves into the effectiveness of the interventions employed to improve students' learning outcomes in the topic of "Learning from the Struggle of Prophet Muhammad: The Event of Fathu Makkah and Haji Wada" at UPTD SD Negeri 152981 Tukka 1A, Tapanuli Tengah District. It examines how the application of interactive and student-centered teaching methods, combined with multimedia tools, group activities, and differentiated instruction, contributed to the improvement in students' understanding of Islamic history. The findings suggest that these methods had a positive impact on student engagement, motivation, and comprehension of the material.

In the initial stages of the research, it was observed that students displayed limited understanding and enthusiasm regarding the events of Fathu Makkah and Haji Wada. Prior to the intervention, many students were disengaged and struggled to retain key historical facts. This was particularly evident in their performance on the pre-test, where their average score was 68%. The lack of student interest can be attributed to the traditional teaching methods that focused primarily on rote memorization and lectures. These methods failed to captivate students' imaginations or connect the material to their daily lives, which is crucial for fostering meaningful learning experiences.

The decision to use action research was grounded in the idea that continuous reflection and adaptation could improve teaching strategies to better meet students' needs. By implementing interactive and participatory learning methods, the research sought to create a learning environment that was more engaging and relevant to the students. The introduction of multimedia tools, such as video presentations on Fathu Makkah and Haji Wada, played a pivotal role in sparking students' interest and providing a visual context for understanding these historical events. These tools allowed students to visualize the significance of the events, which helped them connect emotionally and intellectually with the material.

The results of the first cycle indicated that the multimedia presentations had a clear impact on student engagement. After watching the videos, students were more active in discussions and demonstrated a greater understanding of the events. However, it became clear that while students had gained factual knowledge, they struggled with deeper comprehension and the application of moral lessons from the events. For instance, while students could recount the basic events of Fathu Makkah, they found it difficult to discuss the broader spiritual implications of forgiveness and reconciliation.

In response to this challenge, Cycle 2 was designed to incorporate more critical thinking tasks and opportunities for students to reflect on the moral and social lessons of the events. For example, students were tasked with comparing the concepts of justice, peace, and forgiveness from Fathu Makkah with modern-day issues, thereby bridging the gap between historical events and contemporary realities. This approach encouraged students to engage in deeper reflection and to think critically about how the teachings of Prophet Muhammad could be applied in their own lives. The role of group activities was crucial in facilitating this deeper engagement. In both cycles, students worked in small groups to analyze different aspects of the events and to create skits that depicted scenes from Fathu Makkah and Haji Wada. These activities allowed students to take ownership of their learning and express their understanding in creative ways. The role-play activities, in particular, proved to be highly effective in promoting empathy and helping students grasp the human emotions and values at the core of the events. By stepping into the shoes of historical figures, students were able to internalize the moral lessons of the events in a more personal and impactful manner.

Another important finding from this study was the role of differentiated instruction in meeting the diverse learning needs of the students. In Cycle 2, the teacher utilized various instructional strategies to cater to students' individual learning styles. Visual learners were given graphic organizers to help them process the sequence of events, while auditory learners participated in group discussions and storytelling. Kinesthetic learners, who often struggle with traditional methods, were highly engaged in the role-play activities, which allowed them to physically embody the historical events and deepen their understanding.

The combination of these teaching methods led to a significant increase in student motivation and enthusiasm. Classroom observations during Cycle 2 revealed that students were more willing to participate in discussions, answer questions, and share their ideas. They seemed more excited about learning, and this enthusiasm translated into better academic performance. The improvement in student engagement was also evident in their reflective journals, where they expressed that they found the lessons more relevant and meaningful. Many students noted that they felt inspired by the character and leadership of Prophet Muhammad, particularly his emphasis on forgiveness, justice, and peace.

The quantitative data collected from the post-tests of both cycles further supported the positive impact of the interventions. In Cycle 1, the average post-test score was 70%, which was a modest improvement from the pre-test score of 68%. However, it was in Cycle 2 that the most significant gains were observed. The average post-test score increased to 85%, indicating a clear improvement in students' comprehension of the material. This significant leap in performance can be attributed to the more engaging and reflective learning experiences provided in Cycle 2.

Moreover, the qualitative data collected through classroom observations, student interviews, and reflective journals provided valuable insights into the impact of the teaching methods on students' attitudes toward learning. Many students reported feeling more connected to the material and more motivated to engage with the lessons. This shift in attitude suggests that when students are actively involved in the learning process and are encouraged to reflect on the material, they are more likely to retain information and apply it meaningfully to their own lives.

One of the key lessons learned from this study is the importance of integrating real-life applications into the curriculum. By encouraging students to relate historical events to contemporary issues, the research demonstrated that students are more likely to find relevance in the material. This approach not only enhances their understanding of the content but also helps them see the value of the lessons learned from the events of Fathu Makkah and Haji Wada in their everyday lives. For example, discussions on forgiveness and reconciliation helped students understand the importance of these values in resolving conflicts in their own communities.

Additionally, the study highlighted the need for ongoing teacher reflection and adaptation. Throughout the action research process, the teacher was actively involved in evaluating the effectiveness of the interventions and making necessary adjustments. This process of continuous reflection allowed the teacher to fine-tune the teaching strategies and ensure that they were meeting the diverse needs of students. The research emphasized that effective teaching is not a one-time event but rather an ongoing process of refinement and adaptation.

The positive outcomes of this study suggest that interactive and student-centered teaching methods can significantly improve student learning in Islamic education. These methods encourage active participation, critical thinking, and personal reflection, which are essential for fostering deep understanding and long-term retention of the material. By engaging students in meaningful learning experiences and connecting historical events to their own lives, teachers can inspire students to develop a deeper appreciation for the subject matter and for the values it conveys.

Furthermore, the study demonstrated the value of using a variety of assessment tools to gauge student progress. Traditional tests and quizzes, while useful for measuring factual knowledge, may not fully capture the depth of student understanding. Reflective journals, group activities, and performance tasks provided a

more holistic view of student learning, allowing the researcher to assess both academic performance and the development of critical thinking and personal reflection skills.

One limitation of the study was the small sample size, as it was conducted in a single classroom in a specific school district. While the findings are promising, it would be valuable to replicate this research in other contexts and with larger groups of students to determine whether the results can be generalized. Additionally, the study focused primarily on one topic in Islamic education, and future research could explore the effectiveness of similar teaching methods across a range of subjects.

Despite these limitations, the research provides important insights into the effectiveness of interactive and student-centered learning approaches in improving student engagement and learning outcomes. The study demonstrates that when students are given opportunities to actively participate in their learning, engage in critical thinking, and reflect on the material, they are more likely to develop a deeper understanding of the content and its relevance to their lives.

In conclusion, this research underscores the importance of adopting innovative teaching methods that prioritize student engagement and critical reflection. By using multimedia tools, group activities, differentiated instruction, and real-life applications, teachers can create a more dynamic and inclusive learning environment that fosters deeper understanding and motivation. The success of this study highlights the potential of action research as a powerful tool for improving teaching practices and student outcomes. Moving forward, educators should continue to explore and implement these approaches to enhance the quality of education and to better prepare students for the challenges of the future.

Conclusion

In conclusion, this research demonstrates that the application of interactive and student-centered teaching methods significantly improved students' learning outcomes on the topic of "Learning from the Struggle of Prophet Muhammad: The Event of Fathu Makkah and Haji Wada." The use of multimedia tools, group activities, and differentiated instruction effectively engaged students, enhancing their understanding of the historical events and fostering a deeper connection to the moral and spiritual lessons. The positive results, reflected in the increase in students' test scores, their active participation, and their personal reflections, highlight the effectiveness of these teaching strategies in making the material more relevant and meaningful to students. The study also emphasizes the importance of continuous reflection and adaptation in teaching practices. By incorporating opportunities for critical thinking, real-life applications, and active participation, the research showed that students could not only recall key facts but also apply the lessons learned to their own lives. The findings suggest that teachers can enhance student engagement and comprehension by creating an interactive

learning environment that encourages reflection and connection to real-world issues, ultimately leading to improved learning outcomes in Islamic education.

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