Implementation of Problem Based Learning Model in Improving Student Learning Outcomes in Islamic Religious Education Learning at SD Negeri 0202 Binanga

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ABSTRACT

This study aims to improve student learning outcomes in Islamic Religious Education learning on the subject of respect for teachers in grade IV students of SD Negeri 0202 Binanga through the application of problem-based learning methods. This study is a Classroom Action Research (CAR) using a problem-based learning model that is implemented in two cycles. Each cycle consists of planning, action, observation, and reflection stages. The subjects of the study were 24 grade IV students. Data were collected using observation sheets, questionnaires, and field notes. The results showed an increase in the attitude of respecting teachers from Cycle I to Cycle II. In Cycle I, 60% of students showed an increase in the attitude of respecting teachers, while in Cycle II the percentage increased to 85%. The success factors of this study include the application of moral values consistently, teacher role models, and reflection activities and direct practice in learning. This study concludes that the learning method based on moral values is effective in improving the attitude of respecting teachers. Therefore, this method is recommended for use in Islamic Religious Education (PAI) learning to shape better student character.

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Introduction

Respect for teachers is one of the important pillars in student character education. This attitude plays a role in shaping students' personalities and social interactions, which has an impact on the quality of learning and social relationships at school. Respecting teachers is not only about showing good manners, but also about understanding and appreciating their role and contribution in education and daily life. However, based on

initial observations in the classroom, it can be seen that there are a number of students who do not show respect for teachers. Some students seem to often speak disrespectfully, ignore advice, and do not follow the rules that have been set. This situation not only disrupts the learning atmosphere but can also affect the relationship between students and the adults around them.

There are several factors that may contribute to this phenomenon, such as a lack of awareness of the importance of respect: students may not fully understand the value and importance of respecting teachers in the context of their daily lives, the influence of the Social Environment: Parenting at home and the influence of the social environment outside of school can affect how students perceive and appreciate authority. Misalignment between values taught at home and at school can cause confusion in students, Less Effective Teaching Methods: Teaching methods that do not involve or provide opportunities for students to reflect on the values of respect can hinder the understanding and application of these attitudes, Lack of Positive Reinforcement: Without positive reinforcement or clear feedback on respectful behavior, learners may not be motivated to change. This phenomenon shows the need for a systematic intervention to increase students' respect. Therefore, it is important to design effective methods in learning that can improve respect for teachers. This research aims to identify, apply, and evaluate these methods in order to contribute to creating a more positive and harmonious learning atmosphere.

Methods

The research method used in this study is a Classroom Action Research (CAR) approach aimed at improving students' learning outcomes in Islamic Religious Education (Pendidikan Agama Islam) on the topic "Attitudes of Respecting Teachers" in SD Negeri 0202 Binanga. The research focuses on implementing the Problem-Based Learning (PBL) model to foster students' understanding and enhance their ability to respect and appreciate teachers. The study will be conducted in two cycles, each consisting of planning, action, observation, and reflection stages, with the goal of improving students' learning outcomes. In the planning phase, the researcher and the classroom teacher collaboratively designed learning activities using the Problem-Based Learning model. PBL was chosen because it encourages students to actively engage in solving real-world problems, thereby enhancing critical thinking, collaboration, and application of knowledge. In this case, the problem posed to students would revolve around the importance of respecting teachers, as well as the values and consequences of such behavior in the context of Islamic teachings.

The first step in Cycle 1 was to introduce the concept of respecting teachers by presenting a real-world scenario where students could explore the issue of how to demonstrate respect towards teachers. The scenario would involve common classroom situations, such as how to behave when a teacher is speaking, when receiving

instructions, or when interacting with teachers outside of class. Students would be given time to discuss the scenario in small groups, helping them analyze the problem and identify possible solutions. Next, students were asked to work together in groups to develop possible solutions to the scenario based on the principles of respect, both from a religious and social perspective. Each group would present their ideas to the class, encouraging collaborative discussion. This would allow students to practice problem-solving, enhance their communication skills, and gain a deeper understanding of the importance of respecting teachers in the context of Islamic values.

During the action phase of Cycle 1, the teacher implemented the planned PBL activities and closely observed the students' participation in discussions and problem-solving activities. The teacher guided the students by asking probing questions, offering feedback, and helping students refine their ideas. The goal was to ensure that students were not only engaged but also gaining a deeper understanding of the importance of respecting their teachers, both in terms of Islamic teachings and daily school practices.

In the observation phase of Cycle 1, the researcher and teacher recorded students' responses, behaviors, and interactions during the activities. This included observing how students communicated in groups, the quality of their contributions during discussions, and their ability to identify and apply respectful behaviors toward teachers. Additionally, students' reflections on their actions and learning were recorded in journals to assess their understanding of the material and the extent to which they internalized the concept of respect. After completing Cycle 1, the research team reflected on the outcomes of the lesson. The data from the observations and student reflections indicated that while the PBL model was engaging and promoted active participation, some students still struggled to fully comprehend the depth of the concept of respecting teachers. This led to the decision to refine the activities for Cycle 2, making them more focused on deeper reflection and ensuring more direct connections to Islamic teachings on respect.

In Cycle 2, the activities were adjusted to include more specific examples of respect in Islamic culture, particularly how Prophet Muhammad's life exemplified respect for teachers and elders. Students were presented with short stories or scenarios from Islamic history that demonstrated the importance of respecting those in authority, including teachers. These stories would serve as a springboard for further discussions and problem-solving activities. The group work in Cycle 2 involved students analyzing the behavior of Prophet Muhammad towards his teachers and elders, identifying the key values embedded in those interactions. Students would then create posters or skits that depicted these respectful behaviors, helping them visualize the principles of respect and internalize the teachings more effectively. These activities were designed to be hands-on and engaging, allowing students to connect theoretical concepts with practical applications.

In the action phase of Cycle 2, the teacher again facilitated the activities, encouraging students to think critically about how they could incorporate the values of respect into their own behaviors. The teacher also encouraged students to give examples from their daily lives where they could demonstrate respect for their teachers. The discussions aimed to foster a deeper connection to the material and encourage students to reflect on their attitudes and actions towards their teachers. During the observation phase of Cycle 2, the researcher noted improvements in student participation, particularly in the group work and discussions. Students were more proactive in offering solutions to the problems presented and were better able to relate the concept of respect to Islamic teachings. The students demonstrated an increased ability to apply the principles of respect to their own lives, and their behavior in class reflected these changes.

At the end of Cycle 2, a post-test was administered to measure the improvement in students' understanding of respecting teachers. The results of the post-test indicated a significant improvement in students' ability to identify respectful behaviors and their understanding of the value of respect as taught in Islamic teachings. The average post-test score increased compared to the pre-test, indicating that the Problem-Based Learning model was successful in enhancing students' learning outcomes. In the reflection phase of the research, the teacher and researcher analyzed the effectiveness of the PBL model in improving student outcomes. The research team concluded that the use of PBL was an effective strategy in engaging students and helping them understand the importance of respecting teachers. The hands-on, collaborative nature of the activities allowed students to explore the concept of respect in a meaningful way, leading to better understanding and application of the values learned.

The findings of this study suggest that the Problem-Based Learning model can be an effective approach for enhancing learning in Islamic Religious Education, especially in topics related to character building and moral education. By involving students in solving real-world problems and encouraging collaboration, PBL promotes critical thinking, self-reflection, and deeper understanding. In this case, it helped students develop a greater appreciation for the importance of respecting teachers, both as an Islamic value and as a social behavior.

Based on the results of the study, it is recommended that teachers in Islamic education continue to explore and implement Problem-Based Learning as a strategy for enhancing students' engagement and learning outcomes. The use of real-world scenarios, collaborative activities, and reflective exercises can create an active learning environment that encourages students to think critically and connect the material to their own lives. Additionally, ongoing reflection and adjustments to teaching strategies will ensure that the learning process remains effective and relevant. In conclusion, this study demonstrates that the Problem-Based Learning model is a powerful tool in improving students' understanding and practice of respectful behaviors, particularly in

the context of Islamic Religious Education. The research highlighted the importance of using engaging, hands-on methods to foster critical thinking, collaboration, and personal reflection, all of which contribute to enhanced learning outcomes. As such, Problem-Based Learning should be considered a valuable approach for educators seeking to improve both academic performance and character development in students.

Result

The results of this study on the implementation of the Problem-Based Learning (PBL) model in enhancing students' learning outcomes in Islamic Religious Education at SD Negeri 0202 Binanga on the topic "Attitudes of Respecting Teachers" were promising. The study aimed to measure the effects of PBL in improving students' understanding of the importance of respecting teachers, and the data collected from both qualitative and quantitative sources indicated notable improvements in students' engagement, comprehension, and behavior. Before the intervention, students' knowledge and attitudes toward respecting teachers were relatively limited, as evidenced by their performance on the pre-test. The pre-test results showed that many students had only a superficial understanding of respect in the context of school relationships, and many could not effectively articulate why respecting teachers was important from an Islamic perspective. The average score of the pre-test was 65%, which indicated that students had a basic understanding of the topic but lacked deeper insights into the underlying values of respect and their practical application.

In the initial cycle, the PBL model was introduced as a way to engage students with the topic in a more active, problem-solving context. The first cycle began by presenting a scenario in which students were asked to consider how they should behave when their teacher is giving instructions, interacting with their teacher, or participating in school activities. The teacher guided the students through a group discussion where they worked together to identify potential solutions and best practices for showing respect toward their teachers The implementation of PBL in Cycle 1 was met with some challenges, as students were initially unfamiliar with this student-centered approach. In group discussions, some students struggled to engage with the problem-solving tasks, particularly when they had to express their thoughts clearly or work collaboratively with others. However, with continuous guidance from the teacher and by encouraging students to focus on their group roles, most students gradually became more comfortable participating in discussions and sharing their ideas.

As the students began to grasp the process of analyzing the problem and offering solutions, their understanding of the concept of respect deepened. For example, during the discussion about respecting teachers during instructional time, students began to identify not only behaviors such as listening attentively and following instructions but also the importance of showing kindness, gratitude, and understanding. Students were also able to connect these behaviors with the teachings of Islam, recognizing that the

Prophet Muhammad (PBUH) demonstrated respect toward teachers and elders in his life.

One of the key outcomes of Cycle 1 was the increased level of participation among students. Many students who were initially shy or disengaged in traditional classroom settings became more active in group discussions. This was particularly evident in the small-group activities, where students brainstormed ways to express respect and created action plans for demonstrating those behaviors in their daily school life. The activity allowed students to practice their problem-solving skills and build teamwork, both of which are essential in fostering a positive and respectful learning environment. Cycle 1 also introduced the reflective journal, which served as a valuable tool for assessing student progress. In their journals, students reflected on what they had learned and how they could apply it in their behavior. The journal entries were analyzed by the teacher and researcher to gauge the depth of students' understanding. The reflections revealed that many students had developed a clearer sense of the value of respect and were eager to implement respectful behaviors in their interactions with teachers.

However, while the progress in Cycle 1 was positive, there were still noticeable gaps in students' understanding of respect. Some students were able to identify respectful behaviors but struggled to explain why they were important or how these behaviors aligned with Islamic values. To address these gaps, Cycle 2 was introduced, with the aim of deepening students' understanding and encouraging more direct application of respect in their daily interactions.

In Cycle 2, the PBL model was refined to include more specific examples from Islamic history that demonstrated respect for teachers. The students were introduced to the life of Prophet Muhammad (PBUH), particularly his interactions with his teachers and elders, which served as a model for the type of respectful behavior students were expected to emulate. Stories from Islamic history were shared with the class, such as how the Prophet Muhammad respected his teacher, Waraqah ibn Nawfal, and his interactions with other elders who played significant roles in his upbringing.

Cycle 2 involved students analyzing these stories and reflecting on the respect shown by Prophet Muhammad (PBUH) towards his teachers. Students worked in small groups to discuss the key values embedded in these stories, and they created posters or skits to represent these values visually. The students presented their work to the class, and the group discussions provided further opportunities for students to articulate their understanding of respect and its importance. The introduction of these historical examples in Cycle 2 proved to be effective in deepening students' understanding of the concept of respect. By learning about the Prophet Muhammad's behavior, students were able to draw parallels between his actions and the behaviors they should demonstrate in their own lives. They began to understand that respect was not merely

about following rules but was also a key component of building strong, positive relationships with teachers and others.

In terms of student engagement, Cycle 2 saw a marked improvement. Students were more confident in expressing their ideas and were more proactive in suggesting ways to demonstrate respect. The use of group projects, such as the creation of skits and posters, also helped reinforce the values of respect by providing students with hands-on opportunities to showcase their learning. These projects encouraged creativity, collaboration, and a deeper understanding of the moral lessons from Islamic history.

The teacher's observations during Cycle 2 showed that students were increasingly able to link the behavior of Prophet Muhammad (PBUH) to their own lives. Several students shared examples from their daily interactions with teachers, describing how they had applied the values of respect in their own behavior. Some students mentioned how they had made a conscious effort to listen more attentively to teachers and show gratitude for their guidance, both inside and outside the classroom.

At the end of Cycle 2, the post-test was administered to measure students' progress. The post-test results revealed a significant improvement in students' understanding of respect. The average score on the post-test increased to 85%, compared to the 65% average score from the pre-test. This significant improvement indicated that the PBL model had successfully enhanced students' comprehension of the topic and helped them internalize the importance of respecting teachers. In addition to the improvement in academic performance, students' behavior in class also showed positive changes. Classroom observations indicated that students were more respectful toward their teachers and peers, demonstrating behaviors such as listening attentively, offering help when needed, and following instructions more diligently. These behavioral improvements were consistent with the teachings they had learned through the PBL activities.

One of the key findings from this study was the positive impact of reflective practices. The reflective journals allowed students to process their learning and reflect on how the concepts of respect applied to their own lives. This reflective practice helped students internalize the lessons learned and made them more likely to exhibit respectful behaviors. The journals also provided valuable insights for the teacher, allowing for further adjustments in teaching strategies to better meet the students' needs. The study also highlighted the importance of collaboration and teamwork in fostering deeper understanding. The group discussions and activities allowed students to share ideas, learn from their peers, and engage in critical thinking. The collaborative nature of PBL helped students see different perspectives on the issue of respect, which enriched their understanding and allowed them to see the relevance of the topic in their daily interactions.

In terms of teacher development, this study also provided valuable insights into the effectiveness of the Problem-Based Learning model. The teacher reported feeling more connected to the students and better able to facilitate their learning. By engaging students in real-world problems, the teacher was able to create a more dynamic and student-centered learning environment. The teacher's role as a facilitator of learning was crucial in guiding students through the PBL process and ensuring that they remained focused on the topic at hand. In conclusion, the findings of this research show that the implementation of the Problem-Based Learning model successfully enhanced students' understanding of the concept of respecting teachers in Islamic Religious Education. The results from the pre-test and post-test, along with the qualitative data from group activities, journals, and classroom observations, all point to the effectiveness of this model in improving both academic outcomes and student behavior. The study demonstrates the potential of PBL to promote active learning, critical thinking, and character development in students, particularly in topics related to moral education.

Discussion

The discussion section of this study explores the effectiveness of the Problem-Based Learning (PBL) model in enhancing students' learning outcomes, particularly in fostering respect for teachers in the context of Islamic Religious Education at SD Negeri 0202 Binanga. This research highlights the significance of applying student-centered learning models like PBL to engage students actively in the learning process. The results suggest that PBL had a positive impact on improving students' understanding of respect and how it can be practiced both in and outside the classroom.

At the start of the study, it was evident that students had a basic understanding of respect but lacked a deeper comprehension of its significance, particularly from an Islamic perspective. This limited understanding was apparent in the pre-test results, where the average score was only 65%. The relatively low score indicated that although students knew the surface-level aspects of respect, such as listening to teachers or following instructions, they struggled to understand the deeper moral and religious implications of these behaviors. This initial finding highlighted the need for a more engaging and comprehensive teaching approach, which led to the implementation of PBL.

The introduction of PBL in Cycle 1 sought to address these gaps by using real-world scenarios in which students could explore the concept of respecting teachers. By presenting the scenario and encouraging students to analyze it, the research aimed to help students connect theoretical knowledge with practical applications. In this way, PBL supported students in recognizing that respecting teachers was not merely a set of rules to follow but a value embedded in their everyday behavior, informed by Islamic teachings.

However, during Cycle 1, students faced challenges in fully engaging with the PBL activities. Initially, some students were hesitant to participate in the group discussions, and others struggled to articulate their thoughts clearly. This difficulty in communication was a common issue, as many students were accustomed to passive learning methods, where they were mostly listeners rather than active contributors. This highlights a key limitation of traditional learning environments, where students often do not have the opportunity to engage in critical thinking or collaborate with peers.

Despite these initial challenges, students gradually began to gain confidence and engage more effectively in discussions. The teacher's facilitation played a crucial role in this process. By guiding the students with prompting questions and helping them reflect on the significance of respecting teachers, the teacher encouraged them to think more deeply about their attitudes and behavior. This was crucial in helping students move beyond surface-level knowledge and engage in meaningful conversations about the importance of respect.

One of the key findings from Cycle 1 was the positive impact of group work. As students collaborated on developing solutions to the scenario, they shared ideas, discussed different perspectives, and learned from one another. This collaborative process allowed them to gain a more comprehensive understanding of how respect can be practiced in various contexts. Group work also fostered a sense of community among students, which is crucial in building a positive classroom environment. The interaction between students encouraged active learning and contributed to a more dynamic learning atmosphere.

Another significant aspect of Cycle 1 was the use of reflective journaling. The students were encouraged to write about their thoughts and experiences related to the concept of respect. The journal entries revealed that students were starting to reflect on their behavior and how they could improve it. Many students mentioned specific actions they would take to demonstrate more respect toward their teachers, such as listening attentively in class or expressing gratitude for the teacher's guidance. This demonstrated that the students were beginning to internalize the lessons learned through PBL.

Although Cycle 1 showed progress, there were still some areas that required further attention. While students were able to identify the behaviors associated with respect, they struggled to connect these behaviors with broader Islamic teachings. For instance, many students understood the importance of listening to teachers and following instructions, but they had difficulty relating these behaviors to the concept of respect as taught in Islam. This indicated the need for more explicit connections between the concept of respect and Islamic values, which was addressed in Cycle 2.

In Cycle 2, the PBL model was enhanced by introducing Islamic historical examples, particularly the life of Prophet Muhammad (PBUH), to provide students with a more concrete understanding of respect. By analyzing the Prophet's interactions with his

teachers and elders, students were able to see how respect was not only a social value but also a fundamental component of Islamic teachings. This was an important step in deepening students' understanding of respect and reinforcing its importance within the framework of their religious education.

Cycle 2 also saw an increase in student engagement. Students were more excited to participate in discussions, as they now had specific examples from Islamic history to relate to their own experiences. By exploring the Prophet Muhammad's respect for his teachers, students could better understand that respect was a form of worship in Islam and a way to demonstrate their love for God. The religious dimension added a layer of significance to the concept of respect, making it more meaningful and relevant to the students.

The use of hands-on activities, such as creating posters and skits, proved to be effective in reinforcing students' understanding. These activities allowed students to express their comprehension of respect creatively and gave them the opportunity to work collaboratively. The group skits, in particular, were a powerful tool for reinforcing the message of respect. By acting out scenarios, students were able to physically embody the respectful behaviors they had learned, which helped them internalize the concept more effectively. In Cycle 2, the students' reflective journals revealed a deeper understanding of the concept of respect. Many students were able to articulate how the life of Prophet Muhammad (PBUH) inspired them to treat their teachers with more kindness and gratitude. They recognized that respect was not limited to external actions but also involved an inner attitude of humility and reverence. This shift in students' thinking indicated that the PBL model had been successful in helping students connect their behavior to the broader values of Islam.

Classroom observations in Cycle 2 indicated that students were more respectful toward their teachers. They listened attentively, followed instructions more promptly, and showed more consideration for their teachers' guidance. Several students also expressed their newfound understanding of respect in class discussions, explaining how they had made an effort to show more respect both in and outside of the classroom. This behavior demonstrated that students had internalized the values taught through PBL and were beginning to apply them in their daily lives. The post-test results provided further evidence of the success of the PBL model. The average score on the post-test significantly increased from 65% in the pre-test to 85% at the end of Cycle 2. This improvement demonstrated that students had gained a better understanding of the importance of respecting teachers and how to practice it in their lives. The post-test results also highlighted the effectiveness of the PBL approach in fostering critical thinking, problem-solving, and reflection.

The overall success of the PBL model in improving students' learning outcomes was also reflected in the students' increased motivation. Many students expressed that they found the lessons on respecting teachers more engaging and relevant to their daily

lives. This enthusiasm translated into more active participation in class and a greater willingness to collaborate with their peers. This was a strong indication that PBL had created a more interactive and student-centered learning environment, which fostered greater student involvement.

In reflecting on the results, it is clear that PBL facilitated a deeper understanding of the concept of respect by encouraging students to engage with the topic in a more active and meaningful way. Through group discussions, collaborative projects, and reflective practices, students were able to internalize the lessons on respect and apply them to their own behavior. The combination of critical thinking, collaboration, and reflection allowed students to develop a more comprehensive understanding of respect and its importance in their relationships with teachers. Moreover, the study showed that PBL not only improved students' academic outcomes but also contributed to their character development. By encouraging students to reflect on their values and behavior, PBL helped them become more mindful of their actions and interactions with others. This holistic approach to learning, which integrates cognitive, emotional, and social dimensions, is essential in promoting the overall development of students.

The success of this research suggests that the PBL model can be an effective strategy in teaching moral and religious education. By engaging students in real-world problems and encouraging them to apply their knowledge in practical situations, PBL helps them develop a deeper understanding of abstract concepts such as respect. Furthermore, the PBL model fosters collaboration, critical thinking, and communication skills, which are essential for students' success both in and outside of the classroom. One limitation of the study is that it was conducted in a single classroom, so the findings may not be generalizable to all educational contexts. Future research could replicate this study in different schools or with larger sample sizes to determine whether the results are consistent across various settings. Additionally, this study focused on one specific topic—respecting teachers—so further research could explore the effectiveness of PBL in teaching other moral values or religious concepts in Islamic education.

In conclusion, the implementation of the Problem-Based Learning model in teaching the concept of respect in Islamic Religious Education was successful in improving students' understanding and behavior. The study demonstrated that when students are actively involved in their learning, they are more likely to internalize and apply the concepts taught. By using real-world problems, historical examples, and reflective practices, PBL created an engaging and meaningful learning experience that promoted both academic and personal growth. This research highlights the potential of PBL as an effective teaching strategy in fostering moral and religious education.

Conclusion

This research aimed to examine the effectiveness of the Problem-Based Learning (PBL) model in improving students' understanding of respect for teachers in Islamic

Religious Education at SD Negeri 0202 Binanga. The study found that the implementation of PBL significantly enhanced students' comprehension of respect, as demonstrated by the increase in post-test scores and the positive changes observed in their behavior. Through active group discussions, hands-on activities, and the integration of Islamic historical examples, students not only gained a deeper understanding of respect but also applied it in their daily interactions with teachers. The PBL approach fostered critical thinking, collaboration, and reflection, making the learning process more engaging and meaningful for students. Overall, the research highlights the effectiveness of student-centered learning models like PBL in promoting both academic and character development. The combination of problem-solving, reflection, and collaborative learning created an environment where students were able to internalize the concept of respect, view it through an Islamic lens, and apply it in their daily lives. The findings suggest that PBL can be a valuable pedagogical tool for enhancing moral and religious education, with the potential to improve students' behavior, engagement, and overall learning outcomes.

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