



Improving Students' Ability in Understanding the Meaning of Faith in Allah's Apostles through the Student Teams Achievement Division Method at SD Negeri 091717 Durian Banggal

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ABSTRACT

This study aims to improve the ability of fourth grade elementary school students to understand the meaning of faith in the apostles of Allah through the application of the Student Teams Achievement Division (STAD) cooperative learning method. The background of this study is the low understanding of students towards the concept of faith in the apostles of Allah, which is indicated by learning outcomes that have not met the minimum completion standards. The STAD method was chosen because it focuses on group cooperation and individual responsibility, so it is expected to improve students' understanding and learning outcomes. This study uses a classroom action approach (CAR) which is implemented in two cycles. Each cycle consists of planning, implementation, observation, and reflection. The subjects of the study were fourth grade elementary school students with a total of 30 participants. Data collection techniques were carried out through evaluation tests, observations, and documentation. The data obtained were analyzed descriptively quantitatively and qualitatively. The results of the study showed that the application of the STAD method can improve students' understanding of the meaning of faith in the apostles of Allah. In cycle I, the percentage of student learning completion reached 70%, while in cycle II it increased to 90%. In addition, student activity and participation in the learning process also showed a significant increase. Thus, the STAD method has proven effective in improving students' ability to understand the meaning of faith in the apostles of Allah. It is recommended for educators to apply this method as an alternative to innovative and enjoyable learning, especially in Islamic Religious Education learning. In addition, it is expected that similar research can be conducted at different grade levels or broader materials to enrich the findings in the application of the STAD method.

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Introduction

Islamic religious education has an important role in shaping the personality and noble character of students. One of the main aspects of Islamic religious education is the understanding of the pillars of faith, including faith in Allah's messengers. A good understanding of faith in God's apostles will help students to emulate the noble qualities of prophets and apostles and apply them in their daily lives. However, in classroom learning practices, obstacles are often found in the delivery of this material. Learning methods that are less varied and tend to be teacher-centered cause students to be less active and less understanding of the meaning of faith in God's apostles in depth. This has an impact on students' low understanding and the lack of application of these values in daily life.

To overcome these problems, innovative learning methods are needed that involve the active participation of students. One of the methods that is considered effective is the STAD (Student Teams Achievement Division) method. The STAD method is a type of cooperative learning that encourages students to work together in small groups, help each other, and together achieve learning goals. Through this method, it is hoped that students' understanding of the meaning of faith in God's apostles can increase. In the learning of Islamic Religious Education class IV (four) material The meaning of faith in the Messenger of Allah has basic competencies in the realm of knowledge, understanding the meaning of faith in the Messenger of Allah and in the realm of skills in exemplifying the meaning of faith in the Messenger of Allah. The indicators of achievement are students are able to understand the meaning of faith in the Messenger of Allah, students are able to tell and mention examples of the meaning of faith in the Messenger of Allah. In addition, the application of the STAD method is also expected to increase student learning motivation. With group cooperation, students become more motivated to contribute to the learning process, share knowledge, and support each other in understanding the material being taught. This approach allows students to learn in a fun and interactive atmosphere, making it easier for them to absorb information.

The application of the STAD method also encourages the development of students' social skills, such as communication, cooperation, and responsibility. Through discussion and assignment division in groups, students learn to listen to other people's opinions, articulate ideas, and resolve disagreements constructively. Thus, in addition to improving academic understanding, this method also contributes to the formation of students' character.

The steps of the STAD-type cooperative learning model in learning the meaning of faith material in the Apostle of Allah in grade IV (four) are as follows: First, convey the

goals and motivate the students, the teacher conveys all the lesson objectives that want to be achieved in the lesson and motivates the students to learn. Second, presenting information, teachers convey the material on the meaning of faith in the Apostle of Allah to students by way of demonstration or through reading. Third, organizing students into cooperative groups. The teacher explains to the students how to form a study group and help each group to make the transition efficiently. Fourth, guiding the work and learning groups, the teacher guides the study groups while they are doing their assignments. Fifth, evaluation. The teacher evaluates the learning results of the material that has been studied or each group presents the results of their work. Finally, giving awards. Teachers look for ways to appreciate both individual and group efforts and learning outcomes.

Methods

This study aims to explore the effectiveness of the Student Teams Achievement Division (STAD) method in improving students' understanding of the concept of faith in the messengers of Allah (Iman kepada Rasul-Rasul Allah) at SD Negeri No.091717 Durian Banggal. The research utilized a qualitative approach with a classroom action research design, focusing on the active participation of students in their learning process. The research was carried out in two cycles, each consisting of planning, action, observation, and reflection phases. The objective was to assess whether the STAD method could enhance the students' understanding of religious concepts, particularly the role and significance of Allah's messengers.

The first step in the research process was to establish a baseline for students' understanding of the subject matter. Prior to the implementation of the STAD method, a pre-test was administered to evaluate students' initial knowledge of the messengers of Allah and their roles in Islam. The results showed that students had limited knowledge and were able to recall only basic information about a few messengers. This indicated a need for a more engaging and interactive teaching method to deepen their understanding of the subject. The STAD method was chosen because of its collaborative nature, which allows students to work in teams, engage in discussions, and support each other in their learning process. In the STAD method, students are grouped into small teams, and each team works together to master the content presented by the teacher. This collaborative environment encourages peer interaction, helps students learn from each other, and provides a platform for building teamwork and communication skills. The teacher's role is to facilitate learning, provide guidance, and offer feedback during the group activities.

In the planning phase of the first cycle, the teacher developed a lesson plan that focused on explaining the concept of faith in Allah's messengers. The lesson plan included group activities, discussions, and quizzes designed to engage students and help them learn about the messengers' names, their missions, and the lessons they

conveyed. The teacher also prepared worksheets and quizzes to assess students' comprehension of the material. The goal was to ensure that each student actively participated in the learning process and could articulate their understanding of the messengers' roles in Islam.

During the implementation phase of the first cycle, students were divided into small teams, each consisting of four to five members. The teacher introduced the topic by providing a brief overview of the messengers of Allah and then assigned each team a specific messenger to learn about. Each team was responsible for researching their assigned messenger, discussing the messenger's mission and significance, and preparing a presentation for the class. Afterward, the teams presented their findings, and the teacher provided feedback to clarify any misconceptions and deepen the students' understanding.

The teacher observed the students' interactions and participation throughout the group activities. It was noted that the students were initially hesitant to engage in group discussions. However, as the lesson progressed, the students became more comfortable with expressing their thoughts and sharing information. The teacher's guidance during the group activities helped encourage shy students to participate and ensured that the teams worked collaboratively to complete their tasks. The teacher also made sure that each student in the team was responsible for a specific part of the presentation, ensuring individual accountability within the group.

At the end of the first cycle, a post-test was administered to assess students' understanding of the messengers of Allah. The results showed a noticeable improvement compared to the pre-test, with students demonstrating a better grasp of the names and roles of the messengers. However, some students still struggled to provide detailed explanations about the messengers' contributions to Islam. Based on the observations and reflections from the first cycle, it was clear that while the STAD method had a positive impact, further reinforcement and deeper discussion were necessary to fully enhance students' understanding.

In the second cycle, the teacher revised the lesson plan based on the feedback from the first cycle. The goal was to ensure that students had a more comprehensive understanding of the messengers and their significance. The teacher included more interactive activities, such as role-playing and group debates, to encourage students to engage more deeply with the material. The students were asked to think critically about the messages conveyed by the messengers and how these messages could be applied in their daily lives. This cycle focused on reinforcing the concept of faith in the messengers of Allah and helping students make connections between the messengers' teachings and Islamic values.

During the second cycle, the students were once again divided into teams, but this time the tasks were more challenging. The teams were asked to present not only the names and missions of the messengers but also the lessons they imparted and how

these lessons were relevant to modern-day life. The teams were encouraged to use creative methods such as skits, posters, and role-playing to demonstrate their understanding. This approach provided students with an opportunity to apply what they had learned in a creative and practical way.

The second cycle also included more opportunities for peer assessment, where students were asked to evaluate each other's presentations and provide constructive feedback. This peer assessment process helped students reflect on their own understanding while learning from their classmates. It also encouraged students to develop critical thinking skills and become more aware of how their peers interpreted the material. The teacher continued to provide feedback and guidance throughout the cycle to ensure that all students were actively engaged and understood the content.

At the end of the second cycle, another post-test was administered, along with a group discussion and reflection session. The results showed a significant improvement in students' understanding of the messengers of Allah compared to the first cycle. The students were able to recall more information and provide more detailed explanations about the messengers' roles and missions. Additionally, many students demonstrated a deeper appreciation for the teachings of the messengers and their relevance to daily life. The students were more confident in expressing their understanding and were able to connect the lessons learned to their personal lives.

The teacher's reflections on the second cycle indicated that the STAD method was highly effective in improving students' understanding of the topic. The collaborative nature of the method allowed students to learn from each other, share ideas, and work together to achieve a common goal. The method also provided students with opportunities to think critically, engage in discussions, and apply the knowledge gained in meaningful ways. The use of interactive and creative activities further enhanced students' engagement and understanding of the subject matter.

In conclusion, the research shows that the Student Teams Achievement Division (STAD) method is an effective approach for improving students' understanding of faith in the messengers of Allah (Iman kepada Rasul-Rasul Allah) at SD Negeri No.091717 Durian Banggal. By incorporating collaborative learning, problem-solving activities, and peer assessment, the STAD method encouraged active participation, critical thinking, and a deeper understanding of the material. The results of the study indicate that STAD can be a valuable tool in Islamic Religious Education, fostering both academic achievement and personal growth among students.

Result

The results of the research conducted at SD Negeri No.091717 Durian Banggal indicate that the implementation of the Student Teams Achievement Division (STAD) method had a positive impact on students' understanding of the concept of faith in the messengers of Allah (Iman kepada Rasul-Rasul Allah). The research showed that

students, after engaging in cooperative learning activities through STAD, displayed a marked improvement in their ability to recall and explain the names and roles of the messengers. This change was observed both in individual performance as well as in group discussions.

Initially, students' knowledge of the messengers of Allah was limited, as indicated by the pre-test results. Many students could recall the names of only a few messengers and struggled to explain their roles and missions. However, after the first cycle of implementing the STAD method, there was a noticeable improvement in students' knowledge. Students were able to recall more names of the messengers and provided basic explanations of their roles in the Islamic faith. The improvement was particularly evident in their ability to describe the significance of the messengers and how their teachings impacted the development of Islam.

The most striking observation from the first cycle was the increased participation of students in group activities. Prior to the STAD method, some students were reluctant to participate in class discussions. However, during the implementation of the method, students became more engaged in the learning process. They actively participated in group discussions, worked together on tasks, and helped each other understand complex concepts. The peer learning aspect of the STAD method created an environment where students could collaborate and learn from one another, which was beneficial in reinforcing their understanding.

The role of the teacher was crucial in guiding the students throughout the learning process. The teacher served as a facilitator, offering guidance when necessary and helping students navigate through the activities. While the students were encouraged to take the lead in their learning, the teacher's feedback and support ensured that students stayed on track and deepened their understanding of the material. The teacher also provided resources and materials to assist students in their research and discussions about the messengers.

In the second cycle of the research, the students showed a further improvement in their ability to recall and explain the messengers' names and roles. One of the key findings from the second cycle was the increase in students' ability to connect the teachings of the messengers with practical examples from their own lives. The students demonstrated a deeper understanding of the moral and ethical lessons conveyed by the messengers and were able to apply these lessons in hypothetical situations. This ability to connect academic content with real-life situations reflected a deeper comprehension of the material.

The use of creative activities, such as role-playing and group presentations, played a significant role in enhancing students' engagement and understanding of the messengers of Allah. In the second cycle, students were encouraged to use different methods to present their knowledge. They created skits, posters, and performed role-plays to showcase their understanding of the messengers' teachings. These activities not

only allowed students to express their creativity but also helped them internalize the lessons in a way that was both meaningful and memorable.

Peer assessment was another important component of the STAD method that contributed to the success of this study. In the second cycle, students were asked to assess each other's group presentations and provide constructive feedback. This process encouraged students to reflect on their own learning and understand the perspectives of their peers. By evaluating their classmates' work, students gained a deeper appreciation for the diversity of ideas and interpretations. Peer feedback also motivated students to improve their own presentations and strive for greater clarity in their explanations.

The post-test results from the second cycle showed a significant improvement in students' understanding of the messengers of Allah compared to the pre-test results. Many students were now able to recall the names of all the messengers and provide detailed explanations of their roles and missions. Furthermore, students demonstrated a greater ability to apply the lessons learned from the messengers in their daily lives. The improvements in students' performance were not only reflected in their academic knowledge but also in their personal growth, as they began to embody the values taught by the messengers.

The improvement in students' behavior was another positive outcome of the STAD method. Several students reported that they felt more inspired to adopt the moral teachings of the messengers in their own lives. For example, some students mentioned that they had become more patient and compassionate toward others, reflecting the values they had learned from the messengers. This behavioral change suggests that the STAD method not only improved academic performance but also had a positive impact on students' character development.

The success of the STAD method in improving students' understanding of Iman kepada Rasul-Rasul Allah was also evident in the students' reflections during class discussions. At the end of the study, students were asked to reflect on what they had learned and how they could apply it to their lives. Many students expressed a greater appreciation for the messengers and their teachings. They also reported feeling more confident in their ability to discuss religious concepts and share their understanding with others.

The collaboration between students in the team-based activities fostered a sense of responsibility and accountability. Each student had a specific role in the group, and the success of the team depended on the active participation of every member. This structure encouraged students to work together, share ideas, and help one another succeed. As a result, students developed a sense of teamwork and learned the importance of contributing to a group effort. The teacher's reflection on the implementation of the STAD method highlighted the effectiveness of the approach in promoting active learning and improving student understanding. The teacher noted that

students seemed more motivated and engaged in the lesson, and their enthusiasm was evident in their group discussions and presentations. The teacher also observed that the method allowed students to learn in a way that was both fun and educational, as the interactive nature of the activities kept students interested and engaged throughout the learning process.

Furthermore, the use of formative assessments, such as quizzes, role-plays, and group presentations, helped to monitor students' progress throughout the study. These assessments provided valuable insights into students' understanding and allowed the teacher to adjust the teaching methods if necessary. The teacher was able to identify areas where students were struggling and provide additional support and guidance to ensure that all students had an equal opportunity to succeed.

The results of this study suggest that the STAD method is an effective teaching strategy for improving students' understanding of religious concepts. By fostering collaboration, critical thinking, and active participation, the STAD method provided a dynamic and engaging learning experience that helped students grasp complex religious ideas in a meaningful way. The positive impact on students' academic performance and personal growth underscores the value of using student-centered methods in teaching Islamic Religious Education.

Based on the findings of this research, it is recommended that other teachers consider incorporating the STAD method into their own classrooms. The method's ability to engage students, promote teamwork, and encourage deeper understanding makes it a valuable tool for teaching various subjects, including religious education. Furthermore, the success of the STAD method in improving students' understanding of Iman kepada Rasul-Rasul Allah demonstrates the importance of using interactive and cooperative learning strategies to support both academic achievement and personal development.

In conclusion, the research indicates that the Student Teams Achievement Division method significantly enhanced students' understanding of the messengers of Allah and their roles in Islam. Through cooperative learning, peer assessments, and creative activities, students were able to better engage with the material and connect it to their personal lives. The findings suggest that the STAD method is a valuable approach for improving student outcomes in Islamic Religious Education and can be adapted to other areas of learning as well.

Discussion

The implementation of the Student Teams Achievement Division (STAD) method in this study proved to be a valuable approach in enhancing students' understanding of the concept of faith in the messengers of Allah at SD Negeri No.091717 Durian Banggal. One of the most significant outcomes was the noticeable improvement in students' ability to recall the names of the messengers and understand their roles in the context of Islamic faith. Prior to the use of STAD, many students had difficulty remembering the

messengers' names and their significance. However, after engaging in collaborative team activities, students were able to recall more messengers and articulate their roles with greater clarity.

The active participation fostered by the STAD method was another key factor in the improvement of student learning. In traditional teacher-centered classrooms, students often remain passive recipients of information. In contrast, STAD encouraged a more student-centered approach, where students were responsible for their own learning and the learning of their peers. Working in teams allowed students to collaborate and discuss the content, leading to a deeper understanding of the material. The team-based activities created a sense of shared responsibility, which motivated students to participate more actively in the learning process.

Furthermore, the peer learning aspect of STAD played a crucial role in reinforcing students' understanding. During group activities, students were given opportunities to share ideas, solve problems together, and support one another's learning. This not only improved their academic performance but also helped develop their social skills, such as communication, teamwork, and problem-solving. As students worked together, they were able to clarify their misconceptions, provide alternative perspectives, and enhance their understanding of the messengers' roles and missions in Islam.

The teacher's role as a facilitator was also essential in guiding the students through the process. The teacher did not merely provide direct answers but instead encouraged students to engage with the material, ask questions, and think critically about the content. This approach helped students develop a deeper understanding of the topic and encouraged them to reflect on how the teachings of the messengers applied to their daily lives. The teacher's supportive role ensured that students felt confident in expressing their thoughts and ideas during group discussions, making the classroom environment more interactive and engaging.

Another important aspect of the STAD method was the incorporation of creative activities such as role-playing, skits, and group presentations. These activities allowed students to explore the material in a hands-on and interactive way. By performing skits or presenting their findings, students were able to demonstrate their understanding of the messengers' teachings and apply them to real-life scenarios. This approach not only made the learning process more enjoyable but also helped solidify students' knowledge by requiring them to actively engage with the material.

The use of peer assessment also contributed significantly to the success of the method. Students evaluated each other's presentations and provided feedback, which encouraged them to critically analyze their own work and learn from their peers. This peer feedback process enhanced students' reflective skills and allowed them to identify areas for improvement. Additionally, the collaborative nature of the assessment allowed students to take ownership of their learning and motivated them to strive for higher-quality presentations.

Despite the overall positive outcomes, there were challenges observed during the study. Some students were initially hesitant to participate in group activities or engage in discussions, which impacted their overall learning experience. However, as the cycles progressed, these students became more comfortable and confident in expressing their ideas, thanks to the supportive environment fostered by the STAD method. This change highlights the importance of creating an inclusive and encouraging learning environment, where students feel safe to share their thoughts without fear of judgment.

In conclusion, the STAD method proved to be an effective teaching strategy for enhancing students' understanding of Iman kepada Rasul-Rasul Allah. By promoting active participation, fostering collaboration, and incorporating creative activities, the method not only improved students' academic performance but also contributed to their personal development. The positive results from this study suggest that STAD can be an effective tool in Islamic Religious Education, as it helps students engage more deeply with the material and develop essential life skills such as teamwork, critical thinking, and communication.

Conclusion

The research demonstrates that the implementation of the Student Teams Achievement Division (STAD) method effectively improved students' understanding of the concept of faith in the messengers of Allah at SD Negeri No.091717 Durian Banggal. By utilizing a collaborative and interactive learning approach, students were able to recall more names of the messengers, understand their roles in Islam, and apply the teachings to their daily lives. The STAD method also fostered a positive learning environment that encouraged active participation, critical thinking, and peer collaboration, which contributed to the overall success of the study. In addition to academic improvements, the STAD method had a significant impact on students' personal development. The cooperative learning activities helped enhance students' social skills, such as communication, teamwork, and problem-solving. Students were more confident in sharing their ideas and worked together to deepen their understanding of the material. Overall, the findings suggest that the STAD method is an effective teaching strategy in Islamic Religious Education, promoting both academic achievement and the development of valuable life skills among students.

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