



Improving Student Learning Outcomes in Al-Qur'an Hadith Learning through the Index Card Match Model at MIS NU Setia Mukti

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ABSTRACT

The learning outcomes of the Al-Qur'an Hadith material "Meaning and Content of Q.S. Al-'Adiyat" of class V students of MIS NU Setia Mukti Kurungan Nyawa II, Buay Madang District, East OKU Regency, out of 20 students who achieved the Minimum Completion Criteria (KKM) were 6 students or only 30% while 14 students or 70.00% had not achieved the results expected by the class V teacher of MIS NU Setia Mukti Kurungan Nyawa II, Buay Madang District, East OKU Regency who targeted an average classical completion value of 87.50% or equal to 19 students. One of the contributing factors is the use of inappropriate learning models. Efforts to improve student learning outcomes through the Index Card Match model. The selection of the Index Card Match model is one of the right alternatives in improving understanding and increasing student creativity. Therefore, educators are needed who are able to improve and develop students in communicating both students with educators and educators with. This research was conducted for 3 weeks, from February to March 2024. The implementation of cycle I was carried out on February 18, 2024, cycle II on February 25, 2024, and cycle III was carried out on March 12, 2024. The subjects of this study were 20 students of class V MIS NU Setia Mukti Kurungan Nyawa II, Buay Madang District, East OKU Regency, consisting of 10 males and 10 females and having varying levels of ability. The results of learning improvements in cycle I, cycle II, and cycle III have achieved the results expected by the teacher with an average value of cycle III, the average student value reached 80.13 with a completion rate of 100%. This proves that the Index Card Match model can improve learning outcomes for the Al-Qur'an Hadith Subject Material "Meaning and Content of Q.S. Al-'Adiyat" in Class V MIS NU Setia Mukti.

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Introduction

The development of science, technology, and communication in the global era has experienced very rapid and unpredictable changes. The Islamic Religious Education and Arabic curriculum in madrasas must be able to anticipate the rapid changes in addition to carrying out the mandate to inherit the nation's culture-character and moral values to students. Thus, the younger generation will have a personality, strong character and not be uprooted from the roots of the nation's culture but remain actors in their time. The development of subjects in the madrasas above is directed not only to provide a comprehensive and moderate religious understanding, but also to guide the process of internalizing religious values in students. The subject of the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat" is expected to be able to be a reference for how to think, behave and act in everyday life, which can then be transformed into social-community life in the context of the nation and state. Moderate understanding of Islam and the application of religious values in the PAI curriculum in madrasas must not be separated from the context of national and state life based on Pancasila, constitutionally based on the 1945 Constitution within the framework of strengthening the Unitary State of the Republic of Indonesia which is Bhinneka Tunggal Ika. Teachers as the spearhead of curriculum implementation must be able to embody these principles in the learning process and educational interactions in the madrasa environment.

The subject curriculum is a living document. As a living document, it has flexibility, allowing it to be improved according to the demands of the times and its implementation will continue to develop through the creativity and innovation of teachers. If deficiencies are found, they must be clarified to the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia c.q. Directorate of Madrasah Curriculum, Facilities, Institutions and Student Affairs (KSKK) to be improved. The subject of the Al-Qur'an Hadith is a compulsory subject for students and educators in carrying out learning in madrasas. In order for the knowledge to be blessed and beneficial, sincerity is needed in the learning process of the Qur'an and Hadith Material "Meaning and Content of Q.S. Al-'Adiyat, the relationship between teachers and students is built with affection in the bonds of mahabbah fillah, oriented for the good of the world as well as in the hereafter.

In the KBK and KTSP periods, various modern learning concepts have been introduced, namely Constructivism Learning, PAIKEM, Contextual Learning, Quantum Learning, Active Learning, Problem-Based Learning, Inquiry Learning, Cooperative Learning with various types, and so on. The 2013 Curriculum is a competency-based curriculum. In it, the competencies of attitudes, knowledge, and skills that must be mastered by students are formulated in an integrated manner. The learning and assessment processes needed by students to achieve the desired competencies are also formulated. When compared to the 2013 Curriculum, these learning concepts are essentially not much different. The problem arises when asked, to what extent have the latest learning concepts been implemented in the field of grade V of Madrasah Ibtidaiyah (MI) which in essence cannot research itself. The range of answers to this question is very diverse. In terms of presentation, there are desires based on activities that must be carried out by students but there are also those who want it to be based on materials that must be mastered by students. This kind of debate will never end.

Thematic learning for grade V students is written as a middle ground between these desires. In its implementation, all materials contain at least activities that must be carried out by grade V students to achieve the expected competencies.

The learning approach of the Al-Quran Hadith The material "Meaning and Content of Q.S. Al-'Adiyat" was chosen for several reasons. First, Class V students, according to their development, find it easier to understand factual knowledge, through themes that follow a transdisciplinary learning process that places the competencies learned in relation to the context of students and the environment. Second, through an integrated approach, multidisciplinary-interdisciplinary learning is realized so that overlapping between subject matter can be avoided in order to achieve efficiency of learning materials and effectiveness of their absorption by students. Considering that the theme of learning in class V of Madrasah Ibtidaiyah (MI) is so broad, the theme of Playing in My Environment must be limited according to the abilities of students at each level. As Wahyono (2015:11) states, the learning activities that exist in which teachers can choose in implementing learning. Teachers are expected to be able to develop further creative ideas by utilizing alternative activities offered in the Teacher's Guidebook, or developing their own learning ideas. Teaching the Qur'an and Hadith on the material "Meaning and Content of Q.S. Al-'Adiyat will not be able to develop students' social skills. This was stated by Dewey, (in Numan, 2017: 23) who stated that the main problem in teaching is how to find lessons that can encourage students to carry out activities that are appropriate to the time, needs and aspirations of students, therefore teachers should try to find and formulate stimuli that can foster student responses towards the creation of intellectual skills and the growth of the desired sense. Teachers are expected to be able to develop further creative ideas by utilizing alternative activities offered in the Teacher's Guidebook, or developing their own learning ideas. The success of a learning process depends on various factors including educators, the learning process, and the students themselves. The selection of a learning model is one of the right alternatives in improving understanding and increasing student creativity. Therefore, educators are needed who are able to improve and foster students in communicating both students with educators and educators with educators. As an educator, one should be good at building an atmosphere so that students become more dominant in the learning process. For that, the selection of the right learning model, an educator must consider several factors that influence, including: teacher ability, availability of facilities and infrastructure, student ability, support from the school, will be directly related to the success of the learning process of the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat students.

Related to this study, the learning outcomes of students in the Al-Qur'an Hadith Subject Material "Meaning and Content of Q.S. Al-'Adiyat" in class V MIS NU Setia Mukti who achieved the Minimum Completion Criteria (KKM) from 20 students, only 6 students or only 30% while 14 students or 70.00% have not achieved the results expected by the class V teacher of MIS NU Setia Mukti Kurungan Nyawa II, Buay Madang District, East OKU Regency who targeted an average classical completion value of 90.00% or the same as 18 students. One of the fundamental challenges in teaching the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat" is how to find an innovative learning model that allows for increasing the quality of the learning process, one of which is by implementing the Index Card Match type learning model. The Index Card Match learning

model is a model developed to make students actively question other people's ideas and their own ideas and a student has creativity and masters the skills shown to achieve learning objectives. The Index Card Match learning model supports where educational interaction activities proceed in order to achieve goals.

The main objective of the Index Card Match learning model is to develop children's abilities individually so that they can solve all the problems they face. The benefits that can be obtained when implementing the Index Card Match learning model are that teachers can create a learning atmosphere that encourages students to need each other, this is what is meant by positive interdependence or positive interdependence. This positive interdependence can be achieved through goal dependence, task dependence, learning resource dependence, role dependence and rewards. Based on the statement above, it is necessary to introduce, understand, develop and apply a learning model with the use of the environment as a learning medium in order to improve student learning outcomes.

Methods

This type of research is Classroom Action Research (Classroom Action Research) which is an action research conducted in the classroom. Action Research according to the meaning of the word, is translated as action research by Carr and Kemmis (McNiff, J, 1991, p.2). If you observe the definition above carefully, you will find a number of main ideas as follows: Action research is a form of inquiry or investigation carried out through self-reflection; Action research is carried out by participants involved in the situation being studied, such as teachers, students, or principals; Action research is carried out in social situations, including educational situations; The purpose of action research is to improve: the rationale and appropriateness of practices, understanding of the practice, and the situation or institution where the practice is carried out.

The research was conducted on class V students of MI NU Setia Mukti Kurungan Nyawa II, Buay Madang District, East OKU Regency in the even semester of the 2023/2024 academic year totaling 20 students consisting of 10 males and 10 females. The stages of implementing this Classroom Action Research (CAR) are scheduled as follows: Research Preparation starting from the 1st week of February 2024, Research Implementation from the 2nd week to the 3rd week of February 2024, Reporting the 2nd week of March 2024.

The implementation of this research was carried out following the Action Research research procedure. It was carried out in three stages, with four stages in each round, namely: Initial reflection, the researcher and the principal identified the problems that had existed in learning the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat" more comprehensively (thoroughly). The problems that have been explored in the initial reflection are then formulated by the researcher more operationally and determine and formulate the research action plan Stages of implementing learning activities with the following stages: Learning process In this learning process, observations are made on the activities of students in learning the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat". In this activity, the learning model using the Index Card Match model that has been planned is implemented. In this case, learning the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat" is carried out according to the plan, scenario, and learning setting as well as the time

allocation that has been determined. To help students understand the problems raised by the teacher, students are given guidance to understand the instructions in the LKS in the form of questions and steps in carrying out observation and discussion activities on "Meaning and Content of Q.S. Al-'Adiyat" using the Index Card Match model in learning activities.

In conducting observations, researchers use research tools that have been prepared in advance. The posttest is carried out at the end of learning, carried out to determine the level of learning success that has been carried out by students during the learning process, researchers are observed by observers who are tasked with filling out the observation sheets that have been provided. In this case, the Principal is the observer. The aspects observed are the activities of students and teachers in learning whether they are in accordance with the plans that have been prepared and the goals to be achieved. Through reflection, the advantages and disadvantages that occur during teaching and learning activities in each round can be revealed as seen from the learning observation sheet.

The design revision is carried out after knowing the results of each round of reflection, which is used as a reference for carrying out teaching and learning activities so that they run better than before. Revisions are made as improvements in achieving the learning goals that are desired or must be achieved.

Through reflection, the advantages and disadvantages that occur during the teaching and learning activities that take place in each round can be revealed as seen from the learning observation sheet. The design revision is carried out after knowing the results of the reflection of each round, which is used as a reference for carrying out teaching and learning activities so that they run better than before. The revision is carried out as an improvement in achieving the learning objectives that are desired or must be achieved. The data collected is still raw data so that it requires a more thorough analysis using qualitative and quantitative descriptive analysis. comparison of the average value of learning scores from each component of the Index Card Match model. To facilitate the analysis of data and observation results,

Result

This study was conducted to answer the problem of low learning outcomes of fifth grade students at MIS NU Setia Mukti in the Al-Qur'an Hadith subject, especially the material "Meaning and Content of Q.S. Al-'Adiyat". Based on initial data, out of 20 students, only 6 people or 30% managed to achieve a score above the Minimum Completion Criteria (KKM). Meanwhile, 70% of the other students have not met the set standards, namely a minimum classical completion of 87.5%. This condition raises concerns about the effectiveness of the learning methods used so far. Therefore, the researcher feels the need to try a new and more interactive learning approach, with the hope of motivating students and improving the quality of their understanding of the subject matter.

To answer this problem, the Index Card Match learning model was chosen as a solution. This model is a cooperative learning method that combines elements of games and active discussions. Each student is given a card containing a question or answer, then they must find a suitable partner from their classmates. With these activities, students are indirectly involved in the process of thinking, analyzing, and working together to understand the material. This model is believed to be able to develop

communication skills, strengthen students' memory of the subject matter, and increase their enthusiasm for learning because the learning atmosphere is fun and not monotonous.

The research was conducted in three cycles. Each cycle consists of the planning stage, implementation of actions, observation, and reflection. This research was conducted from February to March 2024. Cycle I was carried out on February 18, cycle II on February 25, and cycle III on March 12. This research is a type of Classroom Action Research (CAR) because it was carried out directly by the teacher in his own class. The subjects of the study were all students of class V MIS NU Setia Mukti consisting of 10 male students and 10 female students with varying learning ability backgrounds. The main focus of the study was to see to what extent the Index Card Match model can improve student learning outcomes on the material taught.

The results in cycle I showed that the initial implementation of this model was not optimal. The average student score only reached 60.15, and the learning completion was only 30% or 6 students out of a total of 20. This low result was caused by several factors, such as students who were not yet familiar with the new learning model, limited time for adjustment, and lack of student confidence to actively search for card pairs. However, in terms of the process, students began to show interest in interactive and different learning activities than usual. This is a good initial capital for improvements in the next cycle.

Entering cycle II, the researcher made improvements based on reflections on cycle I. The teacher began to provide clearer instructions before starting the Index Card Match activity. In addition, examples and simulations were given first so that students better understand the game mechanism. The results were quite satisfactory, because the average student score increased to 70.50 and the learning completion rate jumped to 80%. Students seemed more active and enthusiastic, starting to dare to interact and discuss with friends to find their card pairs. In this phase, it can be seen that the Index Card Match model began to form a participatory and collaborative learning pattern.

Cycle III showed significant improvement and became the peak of the success of implementing this learning model. The average score of students reached 80.13 and all students succeeded in achieving the KKM, so that learning completion reached 100%. This shows that the Index Card Match model is not only interesting, but also effective in helping students understand and remember the material in depth. The learning atmosphere has also changed to be more dynamic and interactive. The teacher is no longer the center of learning, but a facilitator who directs students to actively find their own understanding.

The implementation of this model has a positive impact not only on learning outcomes, but also on students' social and emotional skills. During the activity, students learn to help each other, discuss, respect friends' opinions, and overcome shyness in giving answers. Activities like this build self-confidence and independence in the learning process. In addition, interaction between students creates a pleasant learning atmosphere, making it easier for students to accept and absorb the information presented.

The role of teachers in this study is very central. The success of the implementation of the Index Card Match model cannot be separated from the active role of teachers in designing learning scenarios, preparing aids in the form of cards, and conducting

periodic evaluations. Teachers must also be sensitive to class dynamics and be able to adjust their approach if they encounter obstacles in implementation. Teachers become guides, directors, and motivators for students to remain enthusiastic and focused during the learning process.

From this study, it can be concluded that the Index Card Match model has been proven to be able to significantly improve student learning outcomes. This model is effectively applied in the Al-Qur'an Hadith subject because it supports a comprehensive understanding of the material through fun activities and involves all students. Teachers also benefit because the classroom atmosphere becomes more lively and students are actively involved in each learning session. This success is proof that the right learning strategy can change the results from low to very satisfying.

As a recommendation, teachers are advised to continue to develop variations in learning methods so that they are not monotonous and can accommodate the diverse learning needs of students. Schools are also expected to provide full support for the implementation of innovative methods such as Index Card Match, including in the provision of supporting learning media. Thus, the quality of education, especially in learning the Al-Qur'an Hadith in madrasas, will increase and have a direct impact on the development of character and religious understanding of students.

Authors should discuss the results and how they can be interpreted from the perspective of previous studies and the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted.

Discussion

Based on research in class V MIS NU Setia Mukti Kurungan Nyawa II Buay Madang District Buay Madang District Ogan Komering Ulu Timur Regency through the Index Card Match model as a learning model in the learning process of the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat", it can be concluded as follows: In cycle I, the average value of students reached 60.15 with a completion rate of 30.00%. That with the Index Card Match model, the average value of student learning outcomes was 60.15 and learning completion reached 30.00% or there were 6 students out of 20 students who had completed learning. In cycle II, the average value of students reached 70.50 with a completion rate of 80.00%. From the researcher's observations, in general, learning in cycle II was better than cycle I. Learning carried out for students was increasingly more effective with more emphasis on how to use the Index Card Match model. 3. In cycle III, the average student score reached 80.13 with a completion rate of 100%. From the discussion above, it shows that the Index Card Match model can improve the learning outcomes of the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat" at MIS NU Setia Mukti Kurungan Nyawa II, Buay Madang District. So classically, the learning completion that has been achieved is 100%. The results in cycle III have increased better than cycle II.

Based on the results of this study, in order to improve the learning outcomes of the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat" for class V students of MIS NU Setia Mukti Kurungan Nyawa II, Buay Madang District, East OKU Regency, the author provides the following suggestions: Teachers must pay more

attention to the preparation and learning process of the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat". Teachers must be creative in finding methods, strategies, techniques and learning approaches that encourage students to understand and find relationships between one concept and another. In addition, a teacher must be open to questions asked by students, give students freedom in learning the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat". Teachers must prepare learning conditions for students, so that there is a drive to learn, be able to motivate students in learning, then teachers must pay attention to students' desires, be flexible in creating a learning atmosphere, not too rigid with learning that students have to sit still, utilize students' imagination in building concepts and be able to create a learning atmosphere that provides opportunities for students to exchange ideas.

In learning the Al-Qur'an Hadith Material "Meaning and Content of Q.S. Al-'Adiyat", students need to interact with the instructional environment, for example teachers, students and their own learning devices. If the knowledge or concepts they have cannot be used in solving problems, then the teacher needs to guide students in finding the concept. However, the assistance provided by the teacher gradually decreases. Students also need to interact with their friends so that they can bring up their level of development. In addition, it is necessary to pay attention to student interaction with learning media, how students can actively use this media.

Conclusion

Based on the results of the study conducted in Grade V at MIS NU Setia Mukti Kurungan Nyawa II, Buay Madang District, Ogan Komering Ulu Timur Regency, the implementation of the *Index Card Match* learning model proved effective in improving students' learning outcomes in the Al-Qur'an Hadith subject on the topic "Meaning and Content of Q.S. Al-'Adiyat." In Cycle I, the average student score was 60.15 with a mastery level of only 30%, indicating a low level of understanding. After improving the teaching strategy by optimizing the use of the *Index Card Match* model, there was a significant increase in Cycle II, with the average score rising to 70.50 and learning mastery reaching 80%. In Cycle III, student performance improved even further, with an average score of 80.13 and 100% learning mastery. These results demonstrate that the *Index Card Match* model can gradually and significantly enhance the effectiveness of the learning process. Therefore, it is recommended that teachers pay greater attention to lesson preparation, develop creativity in choosing methods and instructional media, and create a flexible and interactive learning environment to motivate students and help them construct understanding through both individual exploration and interaction with their learning environment.

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