



Improving Student Learning Outcomes in Aqidah Akhlak Learning through the Card Sort Method at MI Darul Ulum Kenongo

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ABSTRACT

This study aims to improve the learning outcomes of the subject of Akidah Akhlak in grade IV students of MI Darul Ulum Kenongo through the application of the Card Sort learning method. The background of this study is the low learning outcomes of students in the subject of Akidah Akhlak, which is indicated by the lack of learning motivation and student activity during the learning process. This study is a classroom action research (CAR) carried out in two cycles, each consisting of the stages of planning, implementation, observation, and reflection. The subjects of the study were all 20 students of grade IV MI Darul Ulum Kenongo. The Card Sort method was chosen because it emphasizes direct student activity in grouping cards according to material categories, thus encouraging active student involvement in learning. The results of the study showed an increase in learning outcomes from an average pre-cycle score of 72 with a completion rate of 60%, to 78.5 in cycle I (completion 80%), and increased again to 79.5 in cycle II with a completion rate reaching 90%. In addition, there was an increase in student motivation and activeness during the learning process. Thus, the application of the Card Sort method has proven effective in improving students' learning outcomes of Akidah Akhlak. This study recommends the use of active learning methods such as Card Sort as an alternative learning strategy, especially in building character and improving students' understanding of Islamic values, especially during the fasting month.

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Introduction

Teachers and students certainly always expect that in every teaching and learning process they can achieve maximum learning outcomes beyond the specified KKM. However, the facts on the ground show that there are still many students in grade IV (four) of MI Darul Ulum Kenongo who are passive in learning and do not understand the learning material of Akidah Akhlak during class learning. In fact, most students become

passive listeners when the teacher explains the lesson material, have difficulty in working on questions, and tend to do them carelessly.

This condition is caused by the lack of motivation of children to learn the subject of Akidah Akhlak which has an impact on the low achievement of learning outcomes. So that in order to create an increase in learning outcomes in students, teachers need to provide a stimulus in the form of an interesting learning atmosphere through the application of appropriate learning methods to increase student learning motivation in order to achieve an increase in learning outcomes in these students.

All of this shows that teachers must always make continuous improvements in their learning, so that problems of learning difficulties of students can be overcome, so that student learning outcomes achieve the expected goals. Therefore, it takes creativity and activeness of a teacher in making teaching and learning strategies as interesting as possible so as to motivate students to learn and improve student learning outcomes. Moreover, the lesson of faith and morals is one of the core subjects in the madrasah curriculum structure. The lesson of faith and morals is a lesson whose material content is closely related to student character education. Because the lesson of faith and morals provides insight into knowledge that contains divine values, morals, manners and exemplary stories that are very necessary in establishing relationships between humans and God, humans and nature, humans and other humans.

So that the planting and formation of character in accordance with the guidance of religious teachings and the guidance of social society must be carried out in a complete, continuous and sustainable manner. Because the lesson of faith and morals aims to grow and develop faith through the provision, fertilization, and development of knowledge, appreciation, practice, habituation, and experience of students about Islamic faith so that they become Muslim people who continue to develop their faith and piety to Allah SWT. As explained above, an interesting and active learning process is the desire of every education practitioner. A teacher in a teaching and learning process is required to use various interesting methods to create a conducive learning process. One interesting method in the teaching and learning process is the Card Sort method, where in the process it emphasizes or focuses more on student activity in the teaching and learning process (Student Center). With learning that emphasizes student activity (Student Activity), it is expected to be able to increase learning motivation which in the end is also followed by learning outcomes or achievements in accordance with learning objectives. The phenomenon above shows that teaching and learning activities that emphasize student learning activities need to be carried out continuously. This can be done if the interaction pattern between teachers and students is well established in order to improve learning outcomes. Student activities in the teaching and learning process are related to the teacher's ability to plan a teaching and learning process so that learning objectives are achieved. Based on the description above, the researcher is motivated to conduct a classroom action research by focusing on efforts to improve

student learning outcomes in the subject of Aqidah Akhlak through learning activities with the Card Sort method.

Methods

The type used in this study is Classroom Action Research (CAR), which is research conducted in the classroom when learning takes place. It aims to identify difficulties in the teaching and learning process, both in terms of teachers, students, and the interaction of learning components (teaching materials, media, approaches, methods, strategies, class settings, assessments), so that the right solution can be found according to the real situation and conditions of the class.

The types of Classroom Action Research include: Diagnostic CAR, which is research designed to guide researchers towards an action. In this case, the researcher diagnoses and enters the situation in the research setting. Participatory CAR, if the researcher is directly involved in the research process from the beginning to the results of the research in the form of a report. Thus, since the research planning the researcher is always involved, then the researcher monitors, records, and collects data, then analyzes the data and ends by reporting the results of his research. Empirical CAR, is when the researcher tries to carry out an action or action and records what was done and what happened during the action. In principle, the research process is related to the deviation of notes and the collection of researcher experiences in daily work. Experimental, is when it is carried out by trying to apply various techniques or strategies effectively and efficiently in a teaching and learning activity. In relation to teaching and learning activities, it is possible that there is more than one strategy. So this study refers to the type of experimental PTK, by trying to apply the Card Sort method in improving student learning outcomes in the subject of Aqidah Akhlak in class IV (four) MI Darul Ulum Kenongo.

The dependent variable is a variable that is influenced or that is the result of the independent variable. Based on this understanding, the dependent variable in this study is the learning outcomes of the Akidah Akhlak subject. The learning outcomes referred to in this study are the learning outcomes of students in the Akidah Akhlak subject on the material of believing in the books of Allah obtained through pre-tests and post-tests given to students before and after cycle I and cycle II.

Population is a generalization area consisting of objects or subjects that have certain quantities and characteristics that are applied by researchers to be studied and then conclusions are drawn. While the sample is part of the number and characteristics possessed by the population. 30 The objects/populations used by the author are all students of class IV (four) MI Darul Ulum Kenongo, Sedan District, Rembang Regency, Central Java, totaling 20 students. Consisting of 11 males and 9 females. The sample taken is the entire population/object. Thus, this research can be called population research.

In this action research, the researcher used several data collection procedures in order to obtain objective data. In addition to data collection techniques with tests, there are several non-test data collection techniques used in this study. Observation is defined as systematic observation and recording of symptoms that appear in the object of research. Observation and recording are carried out on objects where events occur or

take place. There are two observations carried out by researchers in this action research, including: (1) Direct observation, is an observation carried out where the observer is with the object being investigated. This means that the researcher participates directly when the event occurs. (2) Indirect observation, is an observation carried out where the observer is not with the object being investigated. However, researchers use a checklist in exploring or collecting data when using this technique.

Interviews are one of the most important procedures for collecting data in qualitative research, because much information is obtained by researchers through interviews. Interviews are conducted by researchers to obtain data in accordance with the reality when researchers conduct interviews. Interviews in this study were aimed at students in grade IV (four) and teachers in grade IV (four) of MI Darul Ulum Kenongo. Documentation is one way to collect data through written records, especially in the form of archives and also including books about opinions, theories, propositions, or other laws related to the research problem.

Data analysis is the process of arranging data sequences, organizing them into patterns, categories and basic units of description. Meanwhile, according to Suprayogo in Tanzeh, data analysis is a series of activities of reviewing, grouping, systematizing, interpreting and verifying data so that a phenomenon has social, academic and scientific value. Data analysis in this study was carried out before entering the field, while in the field and after finishing in the field. This data analysis is carried out after the data obtained from the sample through the selected instrument and will be used to answer problems in the study or to test the hypothesis proposed through data presentation. The data collected does not have to be presented in its entirety in the research report, the presentation of this data is in order to show data to readers about the reality that actually occurs in accordance with the focus and theme of the study, therefore the data presented in the study is of course data related to the theme of discussion that needs to be presented. Activities in data analysis are data reduction, data display, and conclusion drawing/data verification. Learning outcomes are analyzed using evaluation result analysis techniques to determine learning completeness by analyzing test result data with learning completeness criteria, the percentage of learning outcomes obtained by the student is then compared with the KKM (Minimum Completeness Criteria) that has been determined. A student is said to have completed learning if he has achieved a minimum score of 70, to calculate learning outcomes by comparing the number of values obtained by the student with the maximum score then multiplied by 100%.

Result

This research is a classroom action research (CAR) and in English is called Classroom Action Research (CAR). Classroom action research (CAR) is considered suitable and effective, because this research focuses on learning problems that arise in the classroom, this research is also carried out to improve learning problems and to improve the teaching and learning process in the classroom.

This classroom action research (CAR) is easy for teachers to do because it does not require comparison of learning models and while carrying out the teaching and learning process, teachers can also conduct research on problems in the classroom. Research with the application of the Card Sort method to improve student learning outcomes in the Aqidah Akhlak subject in class IV (four) MI Darul Ulum Kenongo, Sedan

District, Rembang Regency. The following is an explanation of the implementation of this classroom action research, including: description of initial conditions, implementation of cycle I, implementation of cycle II, and conclusions.

The initial condition is the pre-cycle stage, namely before the Card Sort method is applied to the Aqidah Akhlak learning of class IV (four) students of MI Darul Ulum Kenongo. At this stage, the researcher obtained the learning outcomes of the Aqidah Akhlak subject for class IV (four) MI Darul Ulum Kenongo, obtained from the results of the student worksheet (LKS) and daily value observations in the previous learning before the planned cycle stages were carried out. The value is used as the initial value to compare and at the same time improve the results in the next stage, where the researcher will take corrective actions in cycle I and cycle II so that the results can achieve the expected minimum completion criteria. As for the test results data carried out at the end of the pre-cycle Aqidah Akhlak subject learning, there were several students who did not complete the learning and had not reached the minimum criteria (KKM) of 70 that had been set. Of the 20 students who did not complete, 40% or 8 students, and 60% or 12 students completed the completion. The highest value obtained was 90 and the lowest value was 40. The average class value was 72.

Students who achieved the KKM 70 learning completion were 12 students (60%), and students who had not achieved learning completion less than KKM 70 were 8 students (40%). The low average class score only reached 72. Seeing the level of learning failure that reached 40%, the researcher will conduct a classroom action research (PTK) in accordance with the research design that has been described in the previous chapter. In this study, the researcher will apply the Card Sort method in learning Akidah Akhlak which will be applied through two cycles, namely in the next material, namely Chapter III: Belief in the Books of Allah to improve the learning outcomes of class IV students in the subject of Akidah Akhlak semester I.

The graph of the level of learning completion of Akidah Akhlak for class IV students of MI Darul Ulum above contains 12 students who achieved learning completion more than KKM 70 or 60% while those who have not achieved learning completion less than 70 are 8 students or 40%. This research will be described in stages in the form of learning cycles carried out during the teaching and learning process in the classroom. In this study, learning will be carried out in two cycles which we can see in the following explanation: The process of classroom action research cycle 1 is carried out in four stages, namely planning, implementation, observation, and reflection.

This learning aims to determine the improvement of student learning outcomes by applying the Card Sort method. The initial conditions of the study were obtained through data on students' daily test learning outcomes, subject teacher reflections and direct observation to the madrasah. Based on the results of the interviews and direct observations, it is known that class IV (Four) students have problems, namely that students' attention is less focused on the implementation of learning. Students' attention is still often divided by other things, such as talking to other friends, and the lack of student attention in implementing learning.

Based on the results of the data that has been achieved, the cycle has experienced an increase in learning improvements where in the pre-cycle 60%, in cycle I it became 80%, cycle II increased by 90% this has been said to be complete because

according to the Ministry of National Education (2006) that learning is said to be complete if classically students who get a score of 7 and above reach 85%.

After conducting classroom action research using the Card Sort method in learning, student learning achievement increased. Initially in cycle I there were still 6 students who were still in the low category, it could increase to only 2 students in cycle II who were still in the low category. This increase is due to the teacher's appeal during learning so that they are more serious because what they will get will affect them.

To find out students' learning achievement, the author conducted a test at the end of each meeting. The results of the first and second meetings of each cycle were added up, then averaged and used as the final score for each cycle. After conducting this classroom action research, it was found that there was an increase in the average student learning outcomes. The test results showed that there was an increase in the average score from cycle I to cycle II, which was 78 to 80. This is because the learning strategy used makes students more active in the learning process, which in practice requires students to work harder to understand the material presented. The increase in the average test results and percentages in the pre-cycle.

Discussion

This study shows that the Card Sort learning method significantly improves student learning outcomes in the subject of Akidah Akhlak, grade IV MI Darul Ulum Kenongo. This is evidenced by the increase in the average value from the pre-cycle (72) to 78.5 in cycle I and increasing again to 79.5 in cycle II. Learning completeness also increased from 60% in the pre-cycle to 80% in cycle I and reached 90% in cycle II. In addition, observations of student activity showed higher involvement in learning, marked by an increase in the average value of group activity observations that reached the "good" category.

The assessment of classroom actions in grade IV students in order to improve the learning outcomes of aqidah and akhlak with the card sort method is carried out in 3 stages, namely; the first stage is the Pre-cycle, the second is cycle 1 and the third is cycle 2. In cycle 1 and cycle 2, the research stages are passed through three stages, namely: Planning, Implementation and Evaluation. Based on the results of the activities above, it can be concluded that in the pre-cycle the value of student learning outcomes was only 60% of the average for grade IV students, while in cycle 1 the value of student learning outcomes increased to 80% of the average for grade IV students and in cycle 2 the value of student learning outcomes increased to 90% of the average for students with the conclusion that only 2 students have not completed their studies due to psychological and mental delays so that more intensive guidance is needed. Based on the series of research activities, it can be concluded that by using the card sort method, a significant increase in learning outcomes for the aqidah and akhlak subject was achieved for students in grade IV of MI Darul Ulum Kenongo Sedan Rembang.

Based on the research results, several things can be suggested, including the following: Teachers as facilitators and students' learning partners, should always strive to improve their competence in developing materials, delivering materials, and in managing classes, so that the quality of learning they do continues to experience continuous improvement. In addition, teachers must also always upgrade their knowledge and abilities so that they are always relevant to the development of science

and technology, especially in today's modern era, the concept of TPACK in learning must be truly mastered by the teacher. With the hope that teachers are able to innovate in carrying out learning activities in the classroom so that students are motivated to be active and creative. For students, students should be more aware of prioritizing learning, one of which is participating in learning activities with focus and sincerity so that learning outcomes are optimal. For schools, they should always strive to improve the provision of facilities and infrastructure that can support the creation of smooth teaching and learning activities in the classroom.

Based on the results of classroom action research that has been conducted for two cycles, it can be concluded that the application of the Card Sort method has proven effective in improving student learning outcomes in the subject of Akidah Akhlak for class IV MI Darul Ulum Kenongo, especially in the material of believing in the books of Allah.

The increase in learning outcomes is shown by an increase in the average value from the pre-cycle of 72, to 78.5 in cycle I, and increasing again to 79.5 in cycle II. The level of learning completion also increased from 60% (pre-cycle), to 80% (cycle I), and reached 90% in cycle II. This shows that the Card Sort method is able to create an active, enjoyable learning atmosphere, and motivate students to better understand and internalize the values in the Akidah Akhlak lesson.

In addition, student activity during the learning process also increased significantly. Students become more involved in discussions, presentations, and group work, which has an impact on increasing understanding and achievement of learning outcomes.

Thus, the Card Sort method is worthy of being used as one of the alternative active learning strategies that can be applied by teachers in the learning process, especially in religious subjects that require conceptual understanding and internalization of values. This study also proves that learning designed with a creative and participatory approach can produce significant improvements in learning achievement, even in special conditions such as the month of Ramadan.

From the perspective of the working hypothesis, which states that "the application of the Card Sort method can improve student learning outcomes in the subject of Akidah Akhlak", the results of this study support and prove this hypothesis. Increased learning outcomes and active student participation are indicators of the success of the implementation of this active learning strategy.

The results of this study are also in line with previous findings, such as research by Siti Maysaroh (2019) and Citra Putri Rifananda (2020), which showed that the Card Sort method can significantly improve learning outcomes. However, the contribution of this study is its emphasis on the context of the fasting month, where students tend to have weaker physical conditions, but can still show improved performance through fun, interactive, and participatory methods.

The results of this study have broad implications, especially in the field of Islamic Religious Education (PAI) learning and the development of active learning methods in madrasas. The Card Sort method has been proven to be able to: Increase student involvement actively, even in challenging conditions such as the month of Ramadan. Encourage collaborative and interactive learning, which is relevant in the formation of student character through the subject of Akidah Akhlak. Provide a pleasant learning

atmosphere, which has the potential to increase students' intrinsic motivation in studying religious material.

Teachers at the elementary level are advised to adopt this method flexibly, especially in subjects that require an understanding of abstract concepts and moral values. This study opens up opportunities for further exploration, including: At different levels of education, such as MTs or MA, to determine the consistency of its effectiveness. Development of digital media based on Card Sort to increase student engagement in the era of digitalization of education. Analysis of the long-term impact of this learning method on students' character and religious attitudes. Comparison with other active learning methods, such as role play, mind mapping, or gallery walk, to find the most effective method for learning religious values. Overall, this study confirms that student-centered and active learning methods play a significant role in improving the quality of education, especially in Islamic religious education which is oriented towards character building and spiritual values.

Conclusion

Based on the results of classroom action research conducted in three stages—pre-cycle, cycle I, and cycle II—it was found that the implementation of the Card Sort method significantly improved the learning outcomes of fourth-grade students at MI Darul Ulum Kenongo in the subject of Aqidah Akhlak, particularly on the topic of belief in the revealed books of Allah. The students' average scores increased from 72 in the pre-cycle to 78.5 in cycle I, and further to 79.5 in cycle II, while the learning mastery level rose from 60% in the pre-cycle to 80% in cycle I, and reached 90% in cycle II. This improvement demonstrates that the Card Sort method effectively fosters an active and enjoyable learning environment, encouraging greater student engagement through discussions, presentations, and group work, which positively impacts conceptual understanding and value internalization in Aqidah Akhlak. Although two students did not achieve mastery due to psychological and mental challenges, the findings show that the Card Sort method is a viable active learning strategy, especially for subjects that emphasize conceptual comprehension and the inculcation of values—even during special circumstances such as the month of Ramadan. These results reinforce the importance of teachers designing creative and participatory learning processes and highlight the need for continuous professional development, particularly in mastering the TPACK framework, to support innovative teaching practices aligned with the evolving landscape of science and technology.

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