



Efforts to Improve Student Learning Outcomes through Demonstration Methods in Fiqh Learning at MI Khoirul Huda

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ABSTRACT

This study aims to determine: 1) Implementation of the use of demonstration methods on hajj and umrah materials in fiqh subjects for class V students of Madrasah Ibtidaiyah Khoirul Huda in the 2023/2024 academic year. 2) To find out whether the demonstration method on hajj and umrah materials in fiqh subjects can improve the learning outcomes of class V students of Madrasah Ibtidaiyah Khoirul Huda. This research method uses Classroom Action Research (CAR). Primary data sources are taken from direct observations in the field and interviews with teachers, students and the principal of Madrasah Ibtidaiyah Khoirul Huda. The secondary sources are in the form of literature, daily grades, attendance lists, archives, reading materials, and others. Based on the results of the research and discussion, the author can conclude as follows: 1) The application of the demonstration method to the material of the hajj and umrah subject of fiqh for class V students of the Khoirul Huda Elementary School in the 2023/2024 academic year. can increase student activeness in teaching and learning activities. 2) The teacher's efforts to improve student learning outcomes in the material of the hajj and umrah subject of fiqh for class V students of the Khoirul Huda Elementary School in the 2023/2024 academic year. through the demonstration method were successful. This increase even exceeded the research target of 85%. This conclusion is supported by the results of the test carried out at the end of cycle II which increased compared to the results of the tests carried out in the pre-cycle and the end of cycle I. The results of the cycle II test showed that classical completeness reached 88% with an average student score of 75.64, which previously in the pre-cycle it was known that classical learning completeness only reached 20% with an average test score of 61.72. While in cycle I, classical learning completion reached 52% with an average value of 71. Classical learning completion between the pre-cycle range and the last implementation of cycle II increased by 34%.

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Introduction

Education is a process that is socialized as an effort to guide students towards their physical and spiritual development to become provisions in the future that have the main personality, goodness and passion for work for the benefit of the homeland. In the sense that they can become children who are faithful, pious and have noble morals. (Mansur, 2005: 327).

In Islam, education has a central meaning and means a complete process of intelligence, in order to achieve sa'adatuddarain, happiness in the world and the hereafter, or balance of material and spiritual religios. Therefore, to become a perfect human being, a person must have perfect faith, knowledge and deeds. To achieve this level, a child must receive religious education. (Prihatin et al, 2008: 8)

Meanwhile, the definition of Islamic religious education according to Ahmad D Marimba is physical and spiritual guidance based on Islamic religious laws towards the formation of the main personality according to Islamic rules. Islamic education, more specifically, is emphasized in order to develop the nature of religiosity and human resources to be better able to understand, appreciate, and practice the teachings of Islam properly and correctly to obtain safety and welfare in the hereafter. (Mansur, 2005: 328).

Education can be said to be successful if it has clear goals and is pursued with clear actions. According to Zakiah Darajat, the goal of Islamic education is to guide and shape a pious servant of Allah, who is steadfast in his faith, obedient in worship, and has commendable morals. Even the entire movement in the life of every Muslim, starting from deeds, words, and any action he does with the value of seeking Allah's pleasure, fulfilling all His commands and avoiding all His prohibitions is worship. So to carry out all the tasks of life, both personal and social, it is necessary to study and be guided by faith and commendable morals. Thus, the identity of a Muslim will be apparent in all aspects of life. (Directorate of Madrasah Education, Ministry of Religious Affairs, insight into character education in Islam: 2010: 63). Abdu Fattah Jalal said that the goal of Islamic education is the realization of humans as servants of Allah. Humans are educated so that they are able to realize their life goals as outlined by Allah. (Tafsir, 2007: 46).

To achieve one of these goals, one of the fields of study that must be studied by students at the Elementary Madrasah is the subject of Islamic jurisprudence. Islamic jurisprudence is a system or set of rules that regulate human relations with Allah SWT. (hablum-minallah), fellow human beings (hablum-minan-nas), and with other creatures (hablum-ma'al ghair). The characteristics of Islamic jurisprudence emphasize a correct understanding of the provisions of Islamic law and the ability to carry out worship and muamalah correctly and well in everyday life. Islamic jurisprudence learning at the Elementary Madrasah aims to equip students to be able to know and understand the main points of Islamic law in regulating the provisions and procedures for carrying out human relations with Allah which are regulated in the jurisprudence of worship and human relations with others which are regulated in the jurisprudence of muamalah. Students are also expected to be able to implement and practice the provisions of Islamic law correctly in carrying out worship to Allah and social worship. This experience is expected to foster obedience to Islamic law, discipline and high social responsibility in personal and social life. (Ministry of Religion, Fiqh for MI Class V teachers: 3).

Among the fiqh subjects in Madrasah Ibtidaiyah Class V is about hajj and umrah. The material is considered difficult to understand by students, as evidenced by learning outcomes that are not in accordance with expectations. Even the author's experience when practicing the hajj in 2020, not a few prospective hajj pilgrims who in the implementation did not really understand the hajj rituals, even though they had followed the hajj ritual guidance. With the conditions that occur in the field, the author strives to optimize fiqh learning on the hajj and umrah materials. With the hope that these efforts can improve student learning outcomes and hopefully in the future they can perform the hajj and umrah perfectly.

In learning activities between teachers, students, subject matter and teaching methods cannot be separated. Teachers have a very important role in learning activities because teachers are one of the keys to success in the learning process. Good classroom management, clear delivery of material and choosing the right method can develop students' knowledge and skills.

Among the challenges of Islamic education that need to be found alternative solutions is the issue of methods. Given, in the process of Islamic education, methods have a very significant position to achieve the goals of Islamic education. Even the method as an art in transferring knowledge to students is considered more significant than the material itself. An adage says that "At-Thariqat Ahamm min al Maddah" (method is much more important than material). This is a reality that communicative delivery methods are more preferred by students, even though the material presented is not very interesting. On the other hand, material that is quite interesting, because it is delivered in a less interesting way, the material cannot be digested by students. (Ismail SM, 2011: 2).

So far, the learning process of the subject of fiqh at Madrasah Ibtidaiyah Khoirul Huda still uses the old paradigm where teachers provide knowledge to students passively. Teachers teach conventionally, namely the lecture method and expect students to sit, be quiet, listen, take notes and memorize, so that teaching and learning activities become monotonous and less interesting to students. This can be seen during the learning process. During the learning process, some of these students do not pay attention to the explanation of the material delivered by the teacher. There are even those who do other activities such as doing assignments for other subjects or talking to their friends. Conditions like this cannot improve students' ability to understand the lesson. As a result, the mid-semester II grades of the fiqh subject for class V in the 2023/2024 academic year are very unsatisfactory. Because out of 23 students, only 5 students have scores above the KKM (Minimum Completion Criteria) and 18 other students' scores are still below the KKM. Meanwhile, the KKM for the subject of fiqh at Madrasah Ibtidaiyah Khoirul Huda is 70.

The low ability of students in understanding fiqh lessons on the material of hajj and umrah which affects student learning outcomes must be immediately resolved. One solution to improve student learning outcomes and to facilitate understanding of fiqh learning on the material of hajj and umrah, the author uses the demonstration method. The demonstration method is one of the learning methods that can be used in the process of teaching fiqh subjects. With the demonstration method, students are expected to be actively involved during the learning process, so that it is expected to be a means of improving student learning outcomes in fiqh subjects.

From the problems above, the author through a classroom action study will conduct research entitled "Efforts to Improve Learning Outcomes Through the Demonstration Method on Hajj and Umrah Materials for Fiqh Subjects for Class V Students of Madrasah Ibtidaiyah Khoirul Huda".

Methods

The problem of education in Indonesia is very complex, not only burdened by the central government or the Ministry of National Education. Indeed, in terms of policy and funding, the government has a very large responsibility in accordance with the Constitution. But all of us who are involved in the world of education also have a responsibility to help improve the quality of education that exists.

Seeing the complex problems of education in Indonesia, action research is one way for practitioners in the field to help improve the condition of education in Indonesia. Because one of the causes of education in Indonesia being underdeveloped is because its practitioners (teachers, lecturers, principals, administrators) rarely conduct research on the practices they do.

Therefore, the research conducted in class VIII of Madrasah Tsanawiyah Falahul Huda Plantungan Kendal on the subject of fiqh on the material of hajj and umrah is a type of Classroom Action Research (PTK). Classroom action research shows that this research activity is carried out in the classroom. Action research is intended as research conducted by someone who is practicing in a job, to be used in the development of the job itself. Action research in the world of education is carried out by class teachers. The goal is to improve the condition and performance of the job itself.

Kemmis (1997: 173) stated that action research is to find the relationship between educational theory and daily educational practice. Research is integrated with real educational settings so that it can directly influence and develop existing educational practices. Thus, action research can bridge the gap between researchers and practitioners, because practitioners also become researchers. (Suparno, 2008: 5).

This research was conducted in class V of Khoirul Huda Elementary School. Khoirul Huda Elementary School is located on JL. KH. Agus Salim Poris Plawad, Cipondoh District, Tangerang City. Meanwhile, the subjects of this study were students of class V of Khoirul Huda Elementary School in the 2023/2024 academic year. totaling 23 children, consisting of 7 male students and 16 female students.

The action research procedure is a complete description of the steps to be taken in the research. This classroom action research procedure goes through action cycles using Lewin's action research model which generally uses spiral steps, consisting of four stages, namely planning, action, observation, reflection, and further planning. (Suparno, 2007: 10). After one cycle is completed, perhaps the teacher finds new problems or old problems that have not been completely solved, continuing to the second cycle with the same steps as in the first cycle.

The classroom action research procedure consists of two main stages: the research preparation stage and the research design stage. In the preparation stage, the researcher carries out several steps, including conducting initial observations to identify problems by monitoring teaching and learning activities. Subsequently, the researcher determines the actions to be taken to improve and enhance the identified learning activities. Problem-solving is carried out by applying the demonstration method,

developing learning scenarios by preparing lesson plans, instructional media, and student evaluation tests. In addition, the researcher also prepares teaching tools and observation sheets, including assessment sheets to evaluate teacher performance during instruction and to assess student activity during learning activities in Grade V at Madrasah Ibtidaiyah Khoirul Huda.

The next stage is research design. This study is a Classroom Action Research (CAR), conducted in two cycles. Each cycle consists of four stages: planning, action, observation, and reflection. In the planning stage, the teacher or researcher prepares the lesson plan, teaching materials, instructional media, observation sheets, and evaluation test items. The action implementation stage is carried out in accordance with the learning plan that has been prepared. In each cycle, the actions are relatively similar, with each lesson following the steps of the demonstration method. Observation is conducted concurrently with the implementation of the action to determine the extent to which the demonstration method influences learning improvement, as seen from student engagement and achievement during the learning process. Observations are conducted using the prepared observation sheets. The results of the classroom action implementation include both test and non-test data. Test data consist of student evaluation scores, while non-test data include observation guidelines, student response questionnaires, interview results, and photo documentation.

Reflection is carried out at the end of each learning cycle. This activity serves to review and evaluate the outcomes achieved during the action phase. The researcher analyzes both test and non-test results, including evaluation scores, observations, documentation, and interviews. The reflection process provides insights into the weaknesses found in Cycle I so that improvements can be made in Cycle II, while also maintaining or enhancing the strengths identified in Cycle I. Based on the reflection results, the researcher may revise the activity plan for the next cycle.

The data collection methods in this study include observation, documentation, and testing. According to Sutrisno Hadi (1986), observation is a complex process involving various biological and psychological activities (Sugiyono, 2013:203). Direct observation is conducted by the researcher by observing the subject directly through seeing, hearing, feeling, and thinking, followed by recording the findings (Suparno, 2008:45). Mills classifies direct observation into three types: first, the observer as an active participant, where the researcher is actively involved in the learning process while simultaneously observing, such as a teacher who teaches and observes, making immediate changes to teaching methods if necessary. Second, the researcher as an active observer, meaning the teacher observes the students outside of teaching hours, without direct involvement in the teaching and learning process. Third, the passive observer, where the teacher does not engage in teaching and only observes and collects data without interacting with the students. Observation has many advantages. According to Patton in Nasution (1988), the benefits of observation include gaining a better understanding of the data context within a social situation, discovering things unnoticed by others, uncovering matters beyond respondents' perceptions, and allowing the researcher to gather rich data along with personal impressions and the atmosphere of the observed setting.

In this study, the observation method is used to observe student activities during learning as an effort to improve learning outcomes through the demonstration method

on the Hajj and Umrah material in the Grade V Fiqh subject at Madrasah Ibtidaiyah Khoirul Huda in the 2023/2024 Academic Year.

Documentation refers to records of past events, which may include written, visual, or monumental works. Written documents may include diaries, life stories, narratives, biographies, rules, or policies. Visual documents include photos or sketches, while monumental works consist of art such as paintings, sculptures, films, and others (Sugiyono, 2013:329). In this study, the documentation method is used to identify student attendance and participation, as well as to collect student academic performance data. Required documents include portfolios that show student performance through assignments and activities, archives such as daily test scores, report cards, attendance lists, and parent information. Recordings, such as those captured by a camera, are used to document non-verbal data such as student attitudes, styles, and reactions toward teacher actions or emerging classroom issues. In addition, class journals written during the research are also used as data sources.

The testing method is used to assess students' level of knowledge or skills (Alya, 2011:798). In this study, tests are conducted to gather data and evaluate student ability. Based on their format, tests are divided into two types: essay tests, which allow students to express their answers freely, and objective multiple-choice tests, where predetermined answers are provided and students simply select the correct option. Data analysis is the process of systematically searching and organizing data obtained from interviews, field notes, and documentation. This involves categorizing the data, describing it into meaningful units, synthesizing, structuring it into patterns, identifying key information, and drawing conclusions that are easily understood by both the researcher and others (Sugiyono, 2013:333). Once collected, the data are classified into two types: quantitative data, which are numerical, and qualitative data, which are expressed in words or symbols. The qualitative data is used to complement and enrich the analysis of the quantitative findings. The data analysis technique used in this classroom action research aims to determine student activity, class average scores, and overall learning mastery on a classical basis.

Result

This pre-cycle stage aims to determine how far the students' activities are and especially how high the students' learning achievements are in fiqh learning in the classroom before the demonstration method is applied, by seeing or observing directly the learning in the classroom and then recording what happens during the learning process. Before the demonstration method was applied in this study, the learning of fiqh subjects in class V of Madrasah Ibtidaiyah Khoirul Huda used conventional methods, namely by lectures, memorizing and question and answer so that student activity in the learning process was very low and resulted in student learning outcomes below the KKM (Minimum Criteria Completion).

Based on observations at this pre-cycle stage, observation instruments were used by researchers (teachers) and question sheets were distributed to students at the end of the learning process. The observation sheet is used to determine the students' activity in following the learning process, while the test sheet is an evaluation of the ability to determine the extent to which students' abilities are in understanding the material before the implementation of learning using the demonstration method. And the value

is also used as a comparison before and after the implementation of learning using the demonstration method. The value in this study is an indicator of the level of achievement of the application of the demonstration method to improve the learning outcomes of class V students of Khoirul Huda Elementary School in the 2023/2024 academic year. As a benchmark for the value of learning outcomes in the subject of fiqh based on the KKM (Minimum Completion Criteria), which is 70. Below is a table of student activity in participating in the learning process and the value of learning outcomes of class V students of Khoirul Huda Elementary School in the 2023/2024 academic year. based on observations and test results given before the study (pre-cycle).

From the results of observations at the pre-cycle stage, it can be concluded that students are not yet fully actively involved in the learning process. The students' activeness is very supportive of the learning outcomes of the material being taught. Students who are well prepared for learning and are active in participating in the learning process show enthusiasm or desire to be able to master the material being studied.

During the learning process, aspects that indicate active learning have not yet been maximally fulfilled, such as a one-way learning model or a less than ideal room arrangement. This affects the teacher in controlling the class. And it is still seen that students, especially those sitting in the back row, are still doing activities other than learning, such as talking to their friends or doing assignments for other subjects.

Based on the pre-cycle test score data above, it can be concluded that the results of the hajj and umrah material test for the fiqh subject that the researcher gave before the study showed that student learning outcomes were still very low. This is because students are not yet active in following the learning process and the methods used by the teacher in learning are not yet appropriate.

Before implementing cycle I, there are several things that can be identified in the implementation of pre-cycle actions, namely:

- a. The implementation of learning is still in one-way communication, making students bored and less interesting so that students' attention is not focused on the subject matter.
- b. Less than optimal in time management, so a lot of time is wasted.
- c. The less than ideal classroom layout makes it difficult for teachers to control the class.
- d. Lack of student motivation in following lessons because teachers do not provide enough motivation to students.
- e. The teacher is not close enough to the students so that there is a feeling of fear in students, both to express their opinions or ask the teacher.

From the reflection above, a solution was obtained to the problem of the teaching and learning process in the classroom related to student learning outcomes. The solution is to implement learning using the demonstration method. It is hoped that by learning using the demonstration method, students will actively follow the lesson and focus on the material being taught so that it can improve student learning outcomes. And this method will be applied as an action for the next stage, namely in cycle I.

Based on the results of this Classroom Action Research (CAR), it shows that the demonstration method can be applied to the learning of hajj and umrah material in the

fiqh subject for class V students of Khoirul Huda Elementary School. As an answer to the formulation of the problem point one, that the demonstration method applied to the learning of hajj and umrah material for class V students of Khoirul Huda Elementary School can increase student learning activities. Student activity from pre-cycle to cycle I increased by 47%. From cycle I to cycle II it increased by 43%. While the increase from pre-cycle to the end of cycle II increased by 110%.

The answer to the formulation of the problem point two, that the application of the demonstration method applied to the learning of hajj and umrah material for class V students of Madrasah Ibtidaiyah Khoirul Huda can improve student learning outcomes. The results of the test carried out at the end of cycle II increased compared to the results of the test carried out at the end of cycle I. The results of the cycle II test showed that classical completeness reached 88% with an average student score of 75.64, which previously in the pre-cycle was known that classical learning completeness only reached 20% with an average test score of 61.72. While in cycle I, classical learning completeness reached 52% with an average score of 71.

From the analysis above, both in cycle I which was then reflected on with the implementation of cycle II showed that the demonstration method can be applied to the material of the hajj and umrah of the fiqh subject for class V students of Madrasah Ibtidaiyah. Because it can solve problems so that student activities and motivation can develop and students as subjects of education can carry out their duties and obligations as students. While the role of the teacher as a companion and facilitator in the teaching and learning process can be realized properly. From this explanation, it can be concluded that the demonstration method can be used in the material of the hajj and umrah of the fiqh subject for class V students of Madrasah Ibtidaiyah Khoirul Huda in the 2023/2024 academic year.

Discussion

The results of the study showed that the demonstration method can significantly improve student learning outcomes in the Hajj and Umrah material. This can be seen from the increase in student scores after the action was implemented through two cycles. In cycle I, learning outcomes have shown improvement, but have not yet reached the optimal success indicator. After the action improvements were made in cycle II, student learning outcomes have increased significantly and have met the success indicators set in the study.

The working hypothesis in this study states that "if teachers use the demonstration method in learning Hajj and Umrah material, then student learning outcomes will increase". Based on the results obtained, the hypothesis is proven true. Demonstrations help students understand abstract concepts in worship material more concretely through visualization and direct practice.

Fitriyah (2019) – showed that the demonstration method is effective in improving learning outcomes in ablution and tayamum material in grade IV MI. Students are more enthusiastic and understand the steps of worship more clearly. Sari and Muslim (2020) – in a study on prayer material, the demonstration method was able to increase students' practical understanding by up to 80%. Rochman (2021) – in classroom action research, it was found that students were more active and experienced a significant

increase in learning outcomes in complex worship material through a demonstrative approach. Mufidah (2022) – proved that the application of the demonstration method in fiqh subjects as a whole facilitates students' kinesthetic and visual learning styles, especially in worship practices. Samsul (2023) – emphasized that the demonstration method also has an impact on students' religious attitudes, because they better understand the meaning behind worship movements.

Thus, the results of this study are in line with and strengthen previous findings, especially in the following aspects: Increased understanding of concepts and practices of worship. Increased student motivation and involvement. The effectiveness of the demonstration method in Islamic jurisprudence learning at MI.

Conclusion

Based on the research above which was carried out with 2 cycles, the results of all discussions and analyses that have been carried out can be concluded that: The use of the demonstration method on the hajj and umrah material in the fiqh subject can increase the learning activities of class V students of Madrasah Ibtidaiyah Khoirul Huda in the 2023/2024 academic year. Before the demonstration method was applied in learning activities, student activity was 38%, and after the demonstration method was applied, student activity in cycle I reached 56%, while in cycle II student activity increased to 80%. The demonstration method on the material of hajj and umrah in the subject of fiqh can improve the learning outcomes of class V students of Madrasah Ibtidaiyah Khoirul Huda in the 2023/2024 academic year. Before the demonstration method was applied in learning activities, the average student learning outcome score was 61.72 with classical completeness only reaching 20%. After the demonstration method was applied, the average student score in cycle I reached 71 with classical completeness reaching 52%, while in cycle II the average student score increased to 75.64 with classical completeness reaching 88%.

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