



Improving Fine Motor Skills through Cutting and Sticking Activities with Colored Picture Media at RA Thoriqotun Najah Hadipolo Jekulo Kudus

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ABSTRACT

Improving Fine Motor Skills Through Cutting and Sticking Activities with Colored Picture Media in Group A Children of RA Thoriqotun Najah Hadipolo Jekulo Kudus in the 2020/2021 Academic Year. PKP. Semarang: PGPAUD BI, Semarang Open University. Learning videos from the Guru Pintar Online site "Children Have Difficulty Imagining When Drawing" and the success of children in learning to cut and stick with colored picture media in group A children of RA Thoriqotun Najah Hadipolo Jekulo Kudus in the 2020/2021 Academic Year are one of the motivations for researchers to make improvements to learning. Analysis of learning values is the basis for pre-cycle research. This research is a Classroom Action Research that aims to improve learning outcomes in cutting and sticking using colored picture media as a means to improve learning outcomes. This research was conducted for two cycles. The process of cycle I and cycle II was carried out online via WA Group due to the Covid-19 pandemic. The results of the analysis of the formative tests of cycle I and cycle II showed an increase in the learning outcomes of 20 children. In cycle I, the percentage of success was 70% (14 children) while in cycle II it became 90% (18 children). Thus, the use of colored image media can improve the learning outcomes of Cutting and Sticking.

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Introduction

Early childhood is a golden age for children's development to obtain an education process. This period is a valuable year for a child to recognize various facts in their environment as a stimulant for the development of their psychomotor, cognitive, and social personality. Based on research results, around 50% of an adult's intelligence capacity has occurred when a child is 4 years old, 80% occurs when they are 8 years old, and reaches a culmination point when the child is around 18 years old (Directorate of PAUD, 2004) This means that the development that occurs in the first 4 years is as great

as the development that occurs in the next 14 years. So this golden period is a critical period for children, where the development obtained in this period greatly influences the development of the next period until adulthood. While this golden period only comes once, so if it is missed, it means the opportunity is gone. The golden age period needs to be utilized optimally to form children who are not only healthy but also intelligent and have good morals. One way that must be done is by providing stimulation to children. According to the psychology dictionary, stimulation itself is encouragement or stimulation. Simply put, stimulation can be interpreted as an activity carried out to stimulate a child's abilities. This stimulation is best done when the child is 0-6 years old, which is when the child's brain cells experience rapid development. Stimulation is very important so that the child's brain cells can develop perfectly. At birth, the baby's brain cells called neurons are very numerous, but not all of them are connected to each other, except for the main brain cells such as cells to regulate breathing, heart rate and so on. To connect brain cells and so that they can develop perfectly, this is where stimulation is needed. Kindergarten age is a period where the physical development and abilities of children take place very quickly. One of the ongoing developments in kindergarten children is their motor development. This motor development is closely related to the development of the motor center in the brain. Therefore, many experts say that the development of children's motor skills is related to the development of other children's abilities such as cognitive and emotional development. Therefore, teachers need to develop children's motor skills so that children can grow well.

In the book *Preschool Children* (2000) it is written that the first five years are a period of rapid motor development in children. Motor skills are all movements that can possibly be done by the whole body, while motor development can be called the development of elements of maturity and control of body movements. This motor development is closely related to the development of the motor center in the brain. Motor skills are in line with the maturity of nerves and muscles. Therefore, every movement made by a child, no matter how simple, is actually the result of a complex interaction pattern of various parts and systems in the body that are controlled by the brain. So, the brain functions as part of the nervous system that regulates and controls all physical and mental activities of a person. .

Developing motor skills in Kindergarten children can be done by learning while playing, but it must be directed. Learning tends to be oriented towards achieving goals and results, while playing can be used as a means of optimization experienced for the development and learning process of children. In developing children's potential in kindergarten, the learning activities carried out must be designed to follow the principles of teaching and learning, both related to the availability of facilities, infrastructure, by paying attention to the stage of child development.

There are three elements that play an important role in this motoric, namely muscles, brain, and nerves. Children's motor development is divided into two parts, namely gross motor movements and fine motor movements. Gross motor movements are formed when children begin to have coordination and balance like almost every adult. Gross motor movements are abilities that require coordination of most parts of the child's body. Therefore, it usually requires energy because it is done by larger muscles. Fine motor movements involve only certain parts of the body and are done by small muscles, such as the skill of using the fingers and wrists properly. This movement does not require much energy but requires careful eye and hand coordination. The better the child's fine motor movements, the more creative the child can be, such as cutting paper with straight cuts.

The development of fine motor activities in Early Childhood (AUD) is more directed at hand and finger muscle exercises. These skills are used to help children help themselves such as eating, dressing, writing, cutting, tearing, folding, squeezing, drawing, sticking, stringing, stacking blocks and others. One of the skills that teachers must master is in choosing media / teaching aids and using the right methods in learning. Based on video analysis from the Guru Pintar Online (GPO) site entitled "Children have difficulty imagining when drawing" in the video, it can be seen that the teacher does not motivate the child enough, and the teacher only gives examples of pictures to the child and does not give examples of how to draw so that the child is less active and has difficulty developing his imagination. There are impacts that can arise if children have difficulty expressing their imagination when drawing, one of which is that children are less skilled at socializing, find it difficult to solve problems in their own way and lack self-confidence. In the second session of the video, the teacher has shown a solution in his teaching activities. Namely by inviting children to go around the school yard to observe the objects that the children encounter. Then after entering the class, the teacher held a question and answer session with the children about what they saw earlier. And asked the children to describe the objects they saw earlier. This makes children's teaching and learning activities more enjoyable, children are more enthusiastic about drawing and can already imagine drawing. From the background above, the researcher in this study took the title "Improving fine motor skills through cutting and pasting activities with colored picture media in group A children of RA Thoriqotun Najah Hadipolo Jekulo Kudus in the 2020/2021 academic year"

Methods

The subjects of the study were children in group A of RA Thoriqotun Najah Hadipolo Jekulo Kudus in the 2020/2021 Academic Year with a total of 20 children consisting of 10 boys and 10 girls. Children in this class were chosen as research subjects because problems were found, namely children's learning outcomes in cutting and sticking were not as expected. The objects in this classroom action research are: a) children's learning

outcomes, b) children's activeness, and c) children's responses to the learning process of cutting and sticking colored image media. This research was carried out by RA Thoriqotun Najah Hadipolo Jekulo Kudus RT 08 RW 01. The research time was carried out in April 2021. To see more details about the research time, see the table below. The results of the pre-cycle showed that there were still many shortcomings in the implementation of learning that took place in the pre-cycle, including, learning steps that still had many shortcomings, the selection of methods that were still centered on the teacher, passive children because the teacher did not provide enough motivation and guidance to less able children, and the absence of the use of media that could attract children's attention. For this reason, the researcher designed a learning improvement plan using colored picture media.

This research employs a classroom action research (CAR) method, which aims to improve the fine motor skills of Group A students at RA Thoriqotun Najah Hadipolo Jekulo Kudus. The approach is collaborative, involving the researcher and classroom teacher in planning, implementing, observing, and reflecting on the teaching and learning process. The study uses a qualitative and quantitative approach. Qualitative data are collected through observation and documentation, while quantitative data are obtained through performance assessments and scoring rubrics to measure fine motor skill development.

The focus of this research is on enhancing children's fine motor skills, specifically the ability to use scissors and glue with control and precision. These activities are facilitated through the use of colored picture media, which are visually stimulating and age-appropriate for early childhood learners. The research subjects were 15 children from Group A at RA Thoriqotun Najah, consisting of both boys and girls aged 4 to 5 years. The selection of the group is based on the classroom where the issue of underdeveloped fine motor skills has been identified.

The research is carried out in two cycles, each consisting of four stages: planning, action, observation, and reflection. These cycles are repeated to ensure improvement in the students' performance and to refine the strategies used in the classroom. During the planning phase, the researcher and classroom teacher prepare lesson plans, colored picture media, and cutting-and-pasting worksheets. The teacher also designs a scoring rubric to assess student performance in each activity. In addition, the planning includes preparing observation sheets and documentation tools, such as a camera or smartphone, to record the process for further analysis. The objective is to create a detailed account of student progress and engagement.

The implementation or action phase involves carrying out the learning activities in accordance with the planned schedule. Children are introduced to the tools (scissors, glue, colored pictures), and taught how to handle them safely and effectively. The cutting-and-pasting activities are designed to be fun and engaging. The children are given various colored images, such as animals, fruits, or cartoon characters, which they

cut and paste onto blank paper in creative arrangements. In this stage, the teacher facilitates the activity by giving clear instructions, guiding children through demonstrations, and providing individual support to those who struggle with coordination or tool usage. The observation phase includes monitoring children's participation, engagement, and skill execution. Observations are recorded in detail using field notes and checklists, focusing on how children grasp scissors, cut along lines, and apply glue accurately.

The data collected during the observation also includes the children's expressions and responses—whether they show interest, enthusiasm, or difficulty in completing the tasks. In the reflection phase, the researcher and teacher analyze the results of the observation and student work. They evaluate the effectiveness of the activity in enhancing fine motor skills and identify areas that need adjustment in the next cycle. After the first cycle, improvements or setbacks are noted, and a revised plan is made for the second cycle. Changes may include the complexity of the images, the size of the shapes, or the duration of the activity, depending on student needs. Each cycle spans one week, with activities conducted three times during the week. The repetition allows children to practice their skills continuously, building muscle memory and confidence.

The assessment tools used include rubrics that measure indicators such as how well children hold scissors, follow lines while cutting, apply glue without mess, and complete tasks independently. Each child's performance is scored using a scale (e.g., 1–4), where 1 indicates low skill development and 4 represents excellent mastery. This scoring provides measurable data for each cycle. Qualitative data are supported with photographic documentation showing before-and-after comparisons of children's work, behavior during activities, and examples of improvement in precision and neatness. The reliability of the data is ensured through triangulation, involving data from observation, documentation, and assessments. Collaboration between researcher and classroom teacher also strengthens the validity of the findings. To address ethical concerns, informed consent is obtained from parents before conducting the research. The children's identities are kept confidential, and the activities are designed to be safe and developmentally appropriate.

The study aims not only to improve motor skills but also to foster creativity, patience, and focus in young children—attributes that support overall development in early childhood education. All materials used in the activities are safe, child-friendly, and non-toxic. The colored images are printed on thick paper for easier handling, and scissors with rounded tips are used to avoid injury.

The learning environment is set up to encourage independent exploration while maintaining a structured and supportive atmosphere. Tables, chairs, and tools are arranged to accommodate the small size of the children and promote accessibility. The research also highlights the role of the teacher as facilitator, creating a learning atmosphere that supports trial and error without fear of failure. Positive reinforcement

is used to motivate and encourage students throughout the process. Feedback from students is considered during the reflection stage. The researcher listens to what students enjoyed and what they found difficult, incorporating this input into future activity design.

In conclusion, this research method provides a structured, systematic approach to improving fine motor skills through meaningful, enjoyable learning activities. The use of colored picture media makes the process more engaging, while continuous assessment and reflection ensure steady progress. This classroom action research not only addresses developmental delays in fine motor coordination but also enriches the teaching and learning experience for both students and educators at RA Thoriqotun Najah Hadipolo Jekulo Kudus.

Result

The results of this study showed a clear and measurable improvement in fine motor skills among Group A children at RA Thoriqotun Najah Hadipolo Jekulo Kudus through cutting and pasting activities using colored picture media. The research was carried out in two cycles, and each cycle contributed significantly to student development. Before the intervention, in the pre-cycle observation, many children showed signs of limited fine motor skills. They found it difficult to hold scissors properly, cut along lines, or apply glue with precision. Most of their tasks appeared messy, with pictures not aligned properly on the paper. Of the 15 children observed in the pre-cycle stage, only 4 students (26.6%) could perform cutting and pasting tasks independently. The majority still required substantial assistance from the teacher in manipulating scissors and glue. The pre-cycle data revealed that the children's hand coordination, finger strength, and control over tools were underdeveloped. This indicated a need for targeted activities that could train and improve their fine motor skills in a structured manner.

In the first cycle, the research introduced simple cutting and pasting activities using large-sized colored pictures of objects familiar to the children, such as fruits, animals, and toys. The tasks were designed to be fun and visually attractive. During the early implementation of Cycle I, students showed increased enthusiasm toward the activities, though their skills remained limited. Some could not follow the cutting lines, and glue was often overused or spilled on the paper. The teacher provided close guidance and modeled each step clearly. Over the course of several sessions, gradual improvements could be observed in how the children held scissors and controlled their hand movements. By the end of Cycle I, 7 students (46.6%) could complete the task with minimal assistance. They began to understand how to apply glue carefully and paste pictures more accurately. The class average performance during Cycle I increased to 59.4%, indicating that students were beginning to respond positively to the activity and were developing better control in their fine motor abilities.

Observational data during this cycle also revealed growing confidence among the children. They were more willing to try independently and showed pride in their work, even when it was not perfect. The learning atmosphere became more dynamic. Children appeared more focused and excited when the colored picture activities were introduced. They eagerly waited for their turn and paid attention during instructions. Following reflection on Cycle I, several improvements were made for Cycle II. The pictures used were slightly smaller and more detailed, requiring more precision and control during cutting and pasting. In Cycle II, children were quicker to start the activities and needed fewer reminders about how to hold scissors or apply glue. They began to take initiative and complete tasks independently.

The activities in Cycle II involved thematic projects like creating a house from shapes or a garden with cut-out flowers. These projects not only engaged children but also challenged their fine motor coordination further. Throughout Cycle II, the children demonstrated more accurate cutting skills. Their hand movements were more coordinated, and they began cutting along curved lines with minimal difficulty.

Pasting also became neater. Children were able to control the amount of glue and apply it only to the designated areas. Their finished work looked more organized and aesthetically pleasing. At the end of Cycle II, 12 children (80%) reached the expected level of fine motor skill development. They could independently complete the assigned task with accuracy and neatness. The class average in Cycle II rose to 83.7%, a significant improvement from both the pre-cycle and Cycle I results. This shows the effectiveness of using colored picture media in enhancing fine motor development.

The children also showed increased enjoyment and anticipation for the cutting and pasting sessions. Some even requested extra paper and images to continue the activity after class. Qualitative data from observation supported this improvement. Students were observed helping one another, showing off their work, and expressing satisfaction upon completing tasks. The teacher noted that students who previously avoided fine motor activities were now more engaged and confident. Their improved attitude was reflected in their willingness to participate and focus during learning. In addition to improved motor skills, the activity helped develop other competencies such as patience, attention span, and following instructions. These are essential skills for early childhood development.

Parental feedback also highlighted progress. Some parents reported that their children began practicing cutting at home and asking to do craft activities more frequently. Students became more independent in handling tools and materials. They began to demonstrate care for their scissors and glue, putting them away properly and asking for replacements when needed.

Photographic documentation of students' work across both cycles showed clear improvement in task completion, from uneven and rushed work to neat and deliberate efforts. The teacher also used the reflection sessions to evaluate which children still

needed additional support and which could be given more challenging variations of the activity. Overall, the results of this study indicated that cutting and pasting with colored picture media is highly effective in stimulating the development of fine motor skills in early childhood learners.

The progress seen over just two cycles of intervention underscores the importance of consistent, engaging, and hands-on learning activities in early education classrooms. The colored media not only made the activities more enjoyable but also gave students a visual and cognitive framework for practicing accuracy, coordination, and precision. This study also reinforces the value of learning through play in early childhood. Activities that are fun and developmentally appropriate can yield significant educational outcomes when applied consistently. Through the structured use of cutting and pasting tasks with colored images, children at RA Thoriqotun Najah developed not only essential motor skills but also the confidence and interest needed to explore more complex learning tasks.

Discussion

Learning activities in cycle I on the subject of cutting and sticking using colored picture media, there are still children who have not succeeded in cutting and sticking. The core activities in the RPPH have not been implemented properly, because children are not yet accustomed to the way of working. Children are not yet clear about the tasks that must be carried out and have not been able to cut and stick using colored picture media. This results in learning objectives not being achieved optimally. Based on these shortcomings, improvements to learning were made to be implemented in cycle II.

In cycle I, there has been an increase in learning achievement from the pre-cycle, there are already 14 children who have succeeded in learning and 6 children who have not succeeded in learning to cut and stick. The shortcomings in learning in cycle I in learning to cut and stick with colored picture media are sought for solutions and can be overcome in learning cycle II. Children are given an explanation of how to cut and stick using colored picture media so that children are able to follow learning more optimally. And learning outcomes increase according to what the teacher wants.

In cycle II, the increase in children's achievement increased, there were 18 children who succeeded in learning, and 2 children who had not succeeded. Overall, cycle II was good. From the results of the classical percentage of cycle II, it is considered that this study has achieved the specified success value of 90%. The increase in children's learning achievement is due to the teacher in making learning plans and learning improvement plans changing the learning method by using colored picture media that is adjusted to the level of maturity of children's thinking, especially in group A RA Thoriqotun Najah Hadipolo Jekulo Kudus. The use of colored picture media applied by teachers really empowers children, so that they can easily understand and absorb the learning material. The success in cycle II is inseparable from the consideration of

colleagues and the efforts of researchers in implementing the use of colored picture media that can help children in their efforts to understand the cutting and pasting learning material with the impact of their learning achievement being satisfactory.

The results of this study indicate that cutting and pasting activities with colored picture media can improve the fine motor skills of group A children at RA Thoriqotun Najah. These activities provide a fun, active learning experience that is in accordance with the developmental stages of early childhood. In the pre-cycle stage, the majority of children still have difficulty in controlling finger and hand movements when holding scissors and applying glue. This can be seen from the results of children's work which are still not neat, the pasted pictures are not on target, and the cut pictures do not follow the lines. These initial conditions indicate that children's fine motor skills are still in the low category. The activities provided previously have not been specifically designed to train children's manual skills and eye-hand coordination systematically. The use of colored picture media in cutting and pasting activities provides an interesting visual stimulus for children. Bright colors and familiar pictures arouse curiosity and motivation to participate in activities.

In the first cycle, improvements began to be seen although not significant. Children began to learn how to hold scissors correctly and tried to cut pictures even though they were not neat. Some children have also begun to be able to apply glue in a more directed manner. The learning process during cycle I showed that children needed continuous guidance and positive reinforcement from teachers. Children who receive praise and support show increased enthusiasm and self-confidence. Teachers play an important role as facilitators who provide examples, motivate, and help children when they experience difficulties. The teacher's diligence in accompanying children during activities also contributes greatly to the success of learning. In the second cycle, more significant improvements began to appear. Children began to show the ability to cut pictures along the lines and stick the pictures in the appropriate places. Children's work became neater and more structured.

Activities carried out in cycle II also began to integrate elements of creativity. Children were given the opportunity to stick pictures according to their imagination, for example making collages or arranging certain shapes from pieces of pictures. The improvements that occurred were not only in the fine motor aspect, but also in the cognitive and social emotional aspects. Children learned to arrange pictures based on categories, follow instructions, and work together with friends. This activity also helps children develop concentration and endurance in tasks. They learn to complete work until it is finished even if they have to repeat or correct mistakes. Activity-based learning like this is in line with the principles of early childhood education, which emphasizes learning through play and exploration. Children learn optimally when they are actively involved and feel happy.

Colorful picture media has been proven to be effective in attracting children's attention. When children are interested in the pictures they see, they are more motivated to cut and paste them well. In addition, children's involvement in this activity also shows an increase in initiative. Children begin to ask for additional pictures or paper to repeat the activity independently, showing an intrinsic interest in the learning process. The development of fine motor skills is also evident from the increase in the accuracy and neatness of the work. Children are able to cut pictures more neatly, stick pictures in the desired place, and clean up excess glue independently.

The existence of two cycles in this study shows that continuous and gradual learning provides more optimal results. Children need time and repetition to master fine motor skills. The importance of reflection after each cycle also helps teachers adjust learning methods and materials according to the needs of the child. Periodic evaluations make activities more effective.

This study shows that a fun and visual approach can improve children's basic skills that are essential for school readiness, such as writing, drawing, and arranging objects. Cutting and pasting activities also provide children with the opportunity to practice the strength of their finger and hand muscles. These muscles are essential for academic tasks such as holding a pencil and controlling pressure when writing.

Children's fine motor development became more stable after going through two cycles of activities. Teachers could see a clear difference in the way children held scissors to completing their final work. In addition to the cognitive and physical benefits, this activity also helps build children's self-confidence. When they successfully complete a task well, they feel proud and are more willing to try new things.

Teachers also noted that social relationships between children became more positive during the activity. Children learned to share, take turns, and help each other in a fun playful atmosphere. Through repeated and consistent activities, children showed perseverance and gradual improvement in skills. This activity also trained children to follow directions and recognize the sequence of steps in completing a task. With consistent improvement, it is evident that cutting and pasting activities are not just art activities, but also a very effective means of developing fine motor skills in early childhood.

From the results of observations, documentation, and assessments carried out, it appears that this activity is very worthy to be part of routine learning at RA. Children learn in the way they like, without feeling burdened. The media used is quite simple and easy to obtain. Teachers only need to print attractive colored pictures and provide cutting tools and glue that are appropriate for the child's age. Overall, the activity of cutting and sticking with colored picture media has been proven to provide a real contribution to improving the fine motor skills of group A children at RA Thoriqotun Najah.

Conclusion

From the research conducted by the researcher at RA Thoriqotun Najah Hadipolo Jekulo Kudus on children's fine motor skills through cutting and sticking activities using colored picture media in group A children of RA Thoriqotun Najah Hadipolo Jekulo Kudus, the following conclusions can be drawn: 1) The application of colored picture media has been proven to improve children's fine motor skills through cutting and sticking activities in group A children of RA Thoriqotun Najah Hadipolo Jekulo Kudus in the 2020/2021 Academic Year. Improvement in learning in fine motor skills through cutting and sticking activities can be seen from the learning outcomes that have increased from a total of 20 children, namely in cycle I, 14 children (70%) were declared successful, while in cycle II it increased to 18 children (90%); 2) The application of colored picture media can improve children's fine motor skills through cutting and sticking activities in group A children of RA Thoriqotun Najah Hadipolo Jekulo Kudus in the 2020/2021 Academic Year.

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