



# Improving Student Learning Outcomes in Fiqh Learning on Zakat Material through the Use of Teaching Aids at MA Negeri Wajo

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## ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using teaching aids. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of Islamic high schools. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that teaching aids can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 69.39% and in the second cycle it increased to 89.76%. Thus, the use of teaching aids can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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## Introduction

In general, teachers view students in Madrasah Aliyah as individuals who are entering the adult phase after passing puberty. Therefore, every teacher must be sensitive and able to provide challenges by presenting various new problems, especially those related to religious understanding, and asking students to solve them. This also applies in Fiqh subjects. Problems related to the situation of life and religious law are often a pile that confronts them with impasse in finding solutions, because they find it difficult and do not know what to do. These students are poorly trained in dealing with tough challenges and often lack the skills to solve problems independently.

There is a tendency for them to always depend on others, especially teachers, who are considered the only source of problem-solving. Fiqh learning teaches problem-

solving related to daily life and is also unbiased apart from worship matters, including zakat. Therefore, Fiqh lessons underlie other religious sciences. Fiqh is one of the subjects that is quite difficult and uninteresting for many students at Madrasah Aliyah. This has a bad impact on the achievement and learning outcomes of students at Madrasah Aliyah. The existence of evidence from the results of the evaluation of Fiqh lessons, especially the subject matter of zakat so far, is still below the average Minimum Completeness Criteria (KKM) which is 75 and from the results of the final exam of madrasah Fiqih subjects are still often below the standards of other religious subjects.

One way for a teacher is to know how students are able to play an active role in developing their abilities to be able to understand, understand, observe, plan, implement/practice, and communicate results. It is necessary to have a teacher strategy in the teaching and learning process in the classroom. In general, the purpose of providing Fiqh subjects at Madrasah Aliyah is to help students prepare themselves to be able to carry out worship properly and correctly and to be able to face changes in circumstances in religious life which often experience problems of khilafiyah and to prepare themselves for life in an ever-evolving world, through the practice of acting on the basis of logical thinking, rational and critical.

As well as preparing students to be able to use and understand the basics of religious law and religious mindset in daily life and in studying various other sciences. The purpose of Fiqh education in Madrasah Aliyah is more emphasized on the arrangement of reason, the basis and formation of attitudes, as well as skills in the application of ubbudiyah. To be able to achieve these goals, a teacher must have a strategy so that students are more interested in participating in the learning process inside and outside the classroom. The main task of teachers as managers of the teaching and learning process is not enough to be supported by mastery of the material alone. Managing the teaching and learning process is a complex process that involves various factors, both internal and external, all of which interact and influence each other.

A good teacher is required to have various basic skills, which must be demonstrated. integrated into the learning process. The Fiqh learning process at MAN WAJO currently tends to still use conventional methods (lectures), so that students feel bored because every Fiqh lesson is only explained by the teacher, taking notes, being given examples of questions and doing practice questions and memorizing existing prayers which increasingly makes students move away from religious lessons, especially Fiqh. For this reason, it is necessary to study using teaching aids.

This aims to ensure that students' understanding can grow and develop so that more complex knowledge is created by the students themselves. In order to facilitate students' understanding of the concept in understanding the implementation of zakat, an appropriate method is needed so that students can better understand the concepts in Islamic provisions regarding zakat and its wisdom. In this case, the researcher uses

teaching aids as a medium in an effort to increase students' motivation in learning Fiqh, especially the main material of the zakat chapter by using teaching aids in the form of rice/staple food, money, zakat guidebooks and zakat tutorial CDs. Teaching aids are one of the components in the Fiqh learning system so that their existence is very much needed. With teaching aids, students are invited to understand how to pay zakat, ijab-qabul or handover of zakat, how to recite the intention of zakat, and how to pray for the muzakki correctly.

## Methods

A scientific activity is intended to obtain accurate data in testing a truth. In an effort to obtain the data, steps are needed, including: determining the research subject, procuring data, and analyzing data based on a method that can be accounted for. In connection with the method above, this chapter will discuss the research subject, research variables, time and place of research, collaborators, data collection techniques, data analysis techniques, instrument preparation methods and activity cycles. Collaborators here are a collaboration with other parties such as superiors, colleagues or colleagues. These collaborators are expected to be used as data sources. Because in essence the success of the research, especially in the activities of diagnosing problems, compiling proposals, conducting research, analyzing data, and compiling final reports. The collaboration here is in the form of a collaborator's perspective in an effort to increase student learning motivation.

Therefore, researchers need collaborators who can provide input in order to achieve the research objectives. The collaborator in this study is Mr. Abdul Wahid Hasyim, S.Pd. M.Pd. as a Fiqh subject teacher in class X MAN WAJO. His teaching experience is not less than 5 years. Because his teaching experience is long, it is expected that this collaborator can provide input in implementing learning improvements during the research cycle. The design of this study uses the Classroom Action Research (CAR) design. There are three words that form this understanding, so three definitions will be explained. 1) Research - an activity of observing an object, using certain methodological rules to obtain data or information that is useful for improving the quality of something that is interesting and important to researchers; 2) Action - a movement of activity that is deliberately carried out with a certain purpose, which in this study is in the form of a series of activity cycles; 3) Class - a group of students who at the same time receive the same lesson from a teacher. From the three definitions, it can be concluded that classroom action research is an observation of activities that are deliberately raised and occur in a class. Activities are designed with classroom action research.

Activities are implemented in an effort to foster students' enthusiasm in learning Fiqh. The stages are arranged in a research cycle. Each cycle consists of planning, implementation, observation, and reflection. The research is designed in 3 cycles. Reviewing the learning design that has been prepared. The emphasis of planning here is to prepare students to be truly in an atmosphere of self-awareness, such as their curiosity about the material to be taught. Preparing a module containing zakat material is expected to be able to explain in their own words how to pay zakat according to the

correct provisions and how to ijab-qabul or handover. Implementation. Partner teachers show the types of zakat and the forms of objects that can be used to pay zakat and examples of zaka handover forms. Partner teachers explain the material being studied using the teaching aids that have been prepared. Students are asked to demonstrate the process of ijab-qabul or zakat handover with the help of props in the form of a table of staple food prices to choose from, several items that must be zakatable, reading of intentions and prayers when paying zakat. Qualitative analysis is used to determine changes in learning motivation of all students in the Fiqh subject. The collected data is analyzed descriptively by looking at the symptoms or signs of changes in students that are indicated by these positive traits, having learning motivation that is displayed by attitude, focusing attention, trying to follow, not feeling afraid, anxious, willing to do tasks and showing satisfactory learning outcomes. This quantitative analysis is used to analyze the number of students who experience changes in understanding or mastery of the material and increased learning motivation in the Fiqh subject obtained from the actions of cycles 1, 2, and 3. By using this formula, the percentage of increase in student learning motivation can be determined.

If the percentage obtained decreases, it means that efforts to increase learning motivation in Fiqh subjects for low-achieving students have achieved a level of success. The Learning Implementation Plan (RPP) in each cycle is made based on the format required in the Education Curriculum Standards. The RPP contains a Fiqh learning scenario with the topic of hajj and umrah using teaching aids as learning media. The homework given is in the form of questions related to zakat material, especially those that remind students of the subject matter that has been presented in school learning. This homework is intended to deepen the zakat material in order to achieve its competence. The observation instrument is compiled with indicators that can measure the success of using teaching aids in Fiqh learning on the topic of quadrilaterals. In this case, it is mainly to measure students' motivation in following Fiqh lessons using teaching aids. The final test used to measure the success of learning using teaching aids in the topic of zakat is an objective or multiple-choice test.

## Result

In the learning plan, the teacher does not have a specific strategy to implement learning. The learning plan developed is still oriented towards the teacher as the center of learning. This is based on the learning plan prepared by the teacher as the actor in the teaching and learning activities themselves. Efforts to improve learning outcomes for students who are still low achievers in the Fiqh subject are classroom action research that is planned to be implemented through 3 cycles, namely cycles 1, 2, and 3. In this study, the steps taken were to determine the aspects studied, make observations and record the results. In the implementation of learning, the teacher is still the center of learning activities. Time during learning is still dominated by the teacher. Students do not have time to develop or explore themselves during learning. The time given to students tends to fill in the gaps when the teacher explains the lesson. The teacher only asks questions and students are given time to answer the teacher's questions.

This shows that although students are given time in learning, the time given is still under the teacher's instruction/control or related to the teacher's interests when explaining the learning. So that students do not have full time given to explore their

abilities. In other words, students have not become the center of activity. From the table above. We know that the value obtained from the Fiqh test score, especially the main material of Zakat, is below average. This can be seen in the recap of student achievements in Class X Semester I at in the Fiqh subject. From attachment 1 it can be seen that there are still many students who have low learning outcomes. In addition to their low achievement, in following Fiqh lessons they tend to be passive. This can be seen from their attitude of not paying attention during Fiqh lessons, if they do assignments they don't want to. Based on the results of these observations, it can be concluded that these students are less motivated in their studies, so they have difficulty learning in the Fiqh subject. Therefore, here it is necessary to make efforts to improve learning outcomes so that their learning difficulties can be overcome.

From the observation of students' skills in the learning process of cycle 1 (attachment 1) it can be concluded that students are not yet skilled in asking, answering, using teaching aids, and solving problems individually or in groups. Students are still mostly silent and tend to be passive. This is indicated by the average percentage of the results of observations of the assessment of students' skills in Class X, which is 66.2%, which is still below the average provision of 70%. From the average value of student learning outcomes in Fiqh learning cycle 1 (attachment 2), it can be concluded that it is still below the minimum learning completion value determined, which is 75. This can also be seen from the results of the Class X test where 21 students have not completed their studies. (Students who achieved a KKM score of 46%) During the learning process, aspects that indicate active learning have not been maximally fulfilled. This tends to be class mastery that is not yet optimal, and researchers observe that there are still students who do activities other than Fiqh learning such as talking to themselves or whispering and doing other assignments besides Fiqh subjects. After observing directly the learning process of Fiqh Class X in cycle 1, then the researcher discussed with the partner teacher for the next stage, namely in cycle 2. Before implementing the next cycle, there are several things that can be identified for the implementation of actions in cycle 1, namely; 1) The implementation of learning is still in one-way communication; 2) The method used is still dominated by the classical method, so that students feel bored; 3) Learning in the classroom related to learning resources still depends on Student Worksheets (LKS).

From the reflection above, several solutions were obtained to the problems of the teaching and learning process in the classroom towards student learning outcomes. These problems were then discussed with partner teachers to find solutions. After conducting an evaluation, from the results of cycle 1, the module in the form of RPP cycle 2 was revised. The implementation of cycle 2 learning for Class X was carried out on Monday, July 29, 2024. From the results of this cycle 2 learning, which can be seen from the 2 indicators of success, are as follows From the results of observations of student skills in the cycle 2 learning process for Class X (attachment 1), it can be concluded that students have begun to be skilled at asking, answering, using teaching aids and solving problems both individually and in groups.

This is indicated by the average percentage of the results of observations of the assessment of Class X student skills, which is 74.3%, which is above the provisions of 70%. From the results of the average student learning score in cycle 2 learning (attachment 2), it can be concluded that it is still below the specified learning completion

results, which is 75. This can also be seen from the results of Class X scores that have not been completed as many as 13 students. (Students who achieved the KKM score of 66%) When compared to the results of learning in cycle 1 where many students were still less active in the learning process, in cycle 2 students have shown improvement. Researchers and partner teachers before carrying out actions in cycle 2 first discussed the actions that would be taken to resolve the non-boring learning atmosphere which would have a positive impact on student motivation. These actions were then discussed with partner teachers to find alternative solutions to the problem. These actions are as follows. After the observation was completed, the researcher and partner teachers held a discussion about the implementation of learning activities using teaching aids to discuss things that needed to be improved related to the implementation of learning in the classroom using teaching aids. In cycle 1 which took the material on Zakat Provisions and Their Wisdom. The teacher delivered the material using teaching aids.

The implementation of learning in cycle 2 is already seen to be active and there is two-way communication, such as discussions between groups, questions and answers, so that the material they get is truly felt by students. After completing the cycle 2 learning, the teacher and the researcher reflected on the implementation of the learning by discussing what obstacles occurred during the learning process. From the evaluation and results of the discussion between the researcher and the partner teacher, there are several actions that will be taken in the next stage, namely in cycle 3, which are related to increasing student motivation. These actions are as follows. 1) providing motivation for students' enthusiasm for learning. By delivering material and providing what they like, one of which is by offering additional value for students who want to ask questions; 2) During learning, the teacher's eye contact with students is not only focused on one person, especially during discussions; 3) Maximizing learning by using teaching aids; 4) Provide opportunities for direct practice using teaching aids. After evaluating the results of cycle 2, it is still necessary to revise the module in the form of the cycle 3 lesson plan. Implementation of cycle 3 learning for Class X which was carried out on Thursday, August 4, 2024.

## Discussion

In the learning plan, the teacher does not have a specific strategy to implement learning. The learning plan developed is still oriented towards the teacher as the center of learning. This is based on the learning plan prepared by the teacher as the actor in the teaching and learning activities themselves. Efforts to improve learning outcomes for students who are still low achievers in the Fiqh subject are classroom action research that is planned to be implemented through 3 cycles, namely cycles 1, 2, and 3. In this study, the steps taken were to determine the aspects studied, make observations and record the results. In the implementation of learning, the teacher is still the center of learning activities. Time during learning is still dominated by the teacher. Students do not have time to develop or explore themselves during learning. The time given to students tends to fill in the gaps when the teacher explains the lesson. The teacher only asks questions and students are given time to answer the teacher's questions. This shows that although students are given time in learning, the time given is still under the

teacher's instructions/control or related to the teacher's interests when explaining the learning. So that students do not have the full time given to explore their abilities. In other words, students have not become the center of activities. From the table above. We know that the scores obtained from the Fiqh test scores, especially the main material of Zakat, are below average. This can be seen in the recap of the achievements of Class X Semester I students at MAN WAJO in the Fiqh subject.

From attachment 1 it can be seen that there are still many students who have low learning outcomes. In addition to their low achievement, in following Fiqh lessons they tend to be passive. This can be seen from their attitude of not paying attention during Fiqh lessons, when doing assignments they don't want to. Based on the results of these observations, it can be concluded that these students are less motivated in their studies, so they have difficulty learning in Fiqh subjects. Therefore, here it is necessary to make efforts to improve learning outcomes so that their learning difficulties can be overcome. From the results of observations of student skills in the learning process of cycle 1 (attachment 1) it can be concluded that students are not yet skilled in asking, answering, using teaching aids, and solving problems individually or in groups. Students are still silent and tend to be passive. This is shown from the average percentage of observation results for the assessment of Class X student skills, which is 66.2%, which is still below the average provision of 70%. From the average value of student learning outcomes in Fiqh learning cycle 1 (attachment 2) it can be concluded that it is still below the minimum learning completion value determined, which is 75. This can also be seen from the results of the Class X test where 21 students have not completed learning. (Students who achieved the KKM score were 46%)

During the learning process, aspects that indicate active learning have not been maximally fulfilled. This tends to be class mastery that is not yet optimal, and the researcher observed that there were still students who did activities other than Fiqh learning such as talking to themselves or whispering and doing other assignments besides Fiqh subjects. After directly observing the Fiqh learning process for Class X in cycle 1, the researcher then discussed it with the partner teacher for the next stage, namely in cycle 2.

Before implementing the next cycle, there are several things that can be identified for the implementation of actions in cycle 1, namely; 1) The implementation of learning is still in one-way communication; 2) The method used is still dominated by the classical method, so that students feel bored; 3) Learning in the classroom related to learning resources still depends on Student Worksheets (LKS).

From the reflection above, several solutions were obtained to the problems of the teaching and learning process in the classroom towards student learning outcomes. These problems were then discussed with partner teachers to find solutions. After conducting an evaluation, from the results of cycle 1, the module in the form of RPP cycle 2 was revised. The implementation of cycle 2 learning for Class X was carried out

on Monday, July 29, 2024. From the results of cycle 2 learning, which can be seen from the 2 success indicators, are as follows:

From the results of observations of student skills in the cycle 2 learning process for Class X (attachment 1), it can be concluded that students have begun to be skilled at asking, answering, using teaching aids and solving problems both individually and in groups. This is indicated by the average percentage of the results of observations of the assessment of Class X student skills, which is 74.3%, which is above the provisions of 70%.

From the results of the average student learning score in cycle 2 learning (attachment 2), it can be concluded that it is still below the specified learning completion results, which is 75. This can also be seen from the results of Class X scores that have not been completed as many as 13 students. (Students who achieved a KKM score of 66%) When compared to the results of learning in cycle 1 where many students were still less active in the learning process, in cycle 2 students have shown improvement.

Before carrying out the actions in cycle 2, researchers and partner teachers first discussed the actions that would be taken to resolve the non-boring learning atmosphere that would have a positive impact on student motivation. These actions were then discussed with partner teachers to find alternative solutions to the problem. These actions are as follows. After the observation was completed, the researcher and partner teachers held a discussion about the implementation of learning activities using teaching aids to discuss things that needed to be improved related to the implementation of learning in the classroom using teaching aids.

In cycle 1, which took the material on Zakat Provisions and Their Wisdom. The teacher delivered the material using teaching aids. The implementation of learning in cycle 2 is already seen to be active and there is two-way communication, such as discussions between groups, questions and answers, so that the material they get is truly felt by students. After completing the cycle 2 learning, the teacher and the researcher reflected on the implementation of the learning by discussing what obstacles occurred during the learning process. From the evaluation and results of the discussion between the researcher and the partner teacher, there are several actions that will be taken in the next stage, namely in cycle 3, which are related to increasing student motivation. These actions are as follows. 1) providing motivation for students' enthusiasm for learning. By delivering material and providing what they like, one of which is by offering additional value for students who want to ask questions; 2) During learning, the teacher's eye contact with students is not only focused on one person, especially during discussions; 3) Maximizing learning by using teaching aids; 4) Provide opportunities for direct practice using teaching aids. After evaluating the results of cycle 2, it is still necessary to revise the module in the form of the cycle 3 lesson plan. Implementation of cycle 3 learning for Class X which was carried out on Thursday, August 4, 2024.

## Conclusion

Based on the results of the study on Fiqh learning using the teaching aids method in class X semester I of the 2024-2025 academic year at MAN WAJO, it can be concluded that; "Fiqh learning using the teaching aids method can improve student learning outcomes". With indicators of student learning outcomes that achieve the KKM score in cycle 1 of 54% or students who fail to meet the KKM score of 46% and experience a significant increase in learning outcomes in cycle 2, namely students who succeed in exceeding the KKM score of 66% while students who fail are only 34%. So that learning with the teaching aids method has increased by 13% where the success of achieving KKM in the pre-cycle is only 41%.

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