

Improving Student Learning Outcomes Using Audio Visual Media in Islamic Religious Education Learning in Elementary Schools

Sudarmono, ✉, SD Negeri 11 Bahagia Panti, Indonesia

✉ mono43957@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using audio-visual media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data of this study were obtained by 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. The results of the study indicate that audio-visual media can improve student learning outcomes in Islamic religious education learning. Thus, the use of audio-visual media can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Audio visual media, learning outcomes, Islamic religious education.

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INTRODUCTION

Education is an effort to develop the potential of students holistically. Learning is the core of the educational process that aims to develop the potential of students which includes intellectual, moral, and spiritual aspects. In the context of Islamic Religious Education, the learning process not only aims to transfer knowledge, but also to form a noble character and personality, the focus of students in the learning process is very important, because it is related to the formation of religious character and values that will be the foundation for students in living life. The focus of students during the learning process is the key in optimizing the achievement of this goal. According to al-Ghazali, education must direct students not only to understand knowledge but also to internalize the values taught (Rahmat, 2020).

Education is a complex, broad-dimensional, and many variables that affect the success of its implementation. education is expected to be able to form quality and independent human resources, as well as provide support and change for the development of the Indonesian people, nation, and state. Therefore, education should look far ahead and think about what students will face in the future. Law of the Republic of Indonesia No. 20 of 2003 article 1 paragraph 1 concerning the National Education System (SISDIKNAS) states that "education is a conscious and planned effort to be able to realize the atmosphere of education and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence,

noble morals, and skills needed by themselves, society, nation and state". Ministry of National Education (2008: 3).

This understanding can be understood that education is an effort or activity to form intelligent human beings in various aspects, both intellectual, social, emotional and spiritual, skilled and personality and able to behave with noble morals. This means that with education, it is hoped that a good human quality can be realized in all dimensions, both intellectual, emotional, and spiritual dimensions that will later be able to fill their lives productively for the benefit of themselves and society. Learning media is one of the most important elements in the teaching and learning process that can contain messages that will be conveyed to students, both in the form of tools, people and teaching materials, besides that learning media is one way to motivate and communicate with students to be more effective. Therefore, learning media during the teaching and learning process is very necessary.

The advancement of science and technology has experienced very rapid development, especially in the field of information and telecommunications. With the emergence of various information and communication tools, we can find out the events or events in a country or region at the time of the incident. Through these advances, teachers can use various media according to their learning needs and goals. Using communication media not only makes the learning process easier and more effective, but it can also make the learning process more interesting. It is undeniable that the emergence of various information and communication tools has helped the educational process a lot. This is proven today in the teaching and learning process a teacher often uses media such as computers, youtube and so on. In order to improve quality human resources, educational institutions strive to improve the quality and learning process. Efforts to improve the quality of learning include developing learning media, implementing learning media and selecting and determining the type of learning media to be used. The development and application of learning media is expected to provide learning motivation for students so that it also has an impact on their learning achievement.

In the teaching and learning process in the classroom that only uses the lecture method and the teacher as the only source of learning without the media, communication between teachers and students will not run smoothly. This is related to problems in the teaching and learning process. The problems faced by the crowded classroom atmosphere, the teacher's explanations are boring, the material tends to be general and sometimes the teacher's delivery is too fast, this students also lack concentration and even become lazy to follow the subjects at school. Therefore, in the implementation of education, it must be able to ensure equal distribution of educational opportunities, improve the quality and relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national, and global life so that it is necessary to carry out education reform in a planned, directed, and sustainable manner. In learning Islamic Religious Education and Ethics, not all material can be told or explained. Rather, it must be shown in real life so that the material (knowledge) obtained by the students will always be remembered and understood. By using audio visual media, it is hoped that it can affect student learning outcomes.

Children will be able to quickly understand and understand the material taught using the media. Children will also be happy with the experiences they have seen through audio-visual media. Therefore, the basis for the use of audio-visual media in Islamic Religious Education learning is expected so that students can see, and understand the object being studied, so that the existing gap can be overcome. Based on observations and interviews with teachers at SDN 11 Bahagia Panti in odd semester learning on December 5, 2024, the fact that teachers are still using the teacher-centered learning method has not used the learning steps in the scientific approach applied to students in teaching and learning activities, namely starting from observing, questioning, reasoning, trying and applying. With these various facts, it can be seen that the low learning results of students in the exams in the ODD semester Islamic education learning in the table. The low student

learning outcomes are caused by: (1) There has not been an innovative learning process, so that learning is still one-way or teacher-centered; (2) Teachers do not make enough effort to involve students in the learning process, both when planting concepts, and assignments; (3) Students have difficulty in conveying opinions or ideas to solve a problem due to the lack of students' speaking skills well, resulting in students' lack of understanding of the material; (4) Learning is abstract, this can be seen from the way teachers teach, namely not relating learning materials to students' real-world situations; (5) Teachers do not optimize learning media, especially audio-visual media.

Problems in Islamic education learning as explained above can be solved, one of which is by using audio visual media in the learning process. Asra (2007: 5.6) revealed that audio-visual media is one of the media that can be seen and heard, such as sound films, videos, TV, and sound silde. Audio-visual tools can convey meaning or information in a more concrete or more tangible way that is conveyed in words that are spoken, printed or written. This is in accordance with the level of thinking of elementary school children who are still at the level of concrete thinking, as Piaget (in Budi, 2006: 54-58) revealed that children aged 6/7-11/12 years old are at the level of concrete thinking, children are only able to think with logic to solve problems that are concrete or real, namely by observing or doing something related to solving the problem. Based on the above background, it is necessary to improve the quality of Islamic education learning through classroom action research with the application of audio visual media to improve the learning outcomes of grade IV students of SDN 11 Bahagia Panti.

METHODS

The low student learning outcomes are caused by: (1) There has not been an innovative learning process, so that learning is still one-way or teacher-centered; (2) Teachers do not make enough effort to involve students in the learning process, both when planting concepts, and assignments; (3) Students have difficulty in conveying opinions or ideas to solve a problem due to the lack of students' speaking skills well, resulting in students' lack of understanding of the material; (4) Learning is abstract, this can be seen from the way teachers teach, namely not relating learning materials to students' real-world situations; (5) Teachers do not optimize learning media, especially audio-visual media. Problems in PAI learning as explained above can be solved, one of which is by using audio visual media in the learning process. Asra (2007: 5.6) revealed that audio-visual media is one of the media that can be seen and heard, such as sound films, videos, TV, and sound silde. Audio-visual tools can convey meaning or information in a more concrete or more tangible way that is conveyed in words that are spoken, printed or written. This is in accordance with the level of thinking of elementary school children who are still at the level of concrete thinking, as Piaget (in Budi, 2006: 54-58) revealed that children aged 6/7-11/12 years old are at the level of concrete thinking, children are only able to think with logic to solve problems that are concrete or real, namely by observing or doing something related to solving the problem. Based on the above background, it is necessary to improve the quality of PAI learning through classroom action research with the application of audio visual media to improve the learning outcomes of grade IV students of SDN 11 Bahagia Panti.

Classroom action research carried out in grade IV of SDN 11 Bahagia Panti was carried out in 2 to 4 cycles with stages of planning, implementation, observation and reflection. Cycle 1, planning; 1) Determine the main material, namely the theme, subtheme, and learning to be carried out. The theme chosen is Learning surah At-Tin and Hadith Silaturrahmi, subtheme Qs. At-Tin and learning 1 and 2; 2) Develop learning tools that will be applied in the classroom as an action in cycle I; 3) Prepare and arrange the media equipment to be used; 4) Determine the learning objectives to be achieved; 5) What subjects will be combined. It is the science of interpretation, implementation, initial activities; 1) Preparation, greeting and inviting students to pray according to their religion

and belief, the teacher checks the readiness of students to start learning; 3) the teacher conveys the perception related to the material to be discussed, for example by asking the students what the students know about Qs. At-Tin; 4) the teacher conveys the learning objectives. Core Activities, implementation/presentation; 1) Teachers present audio visual media in the form of learning videos; 2) ISWA observes by seeing and listening to the learning video media; 3) With audio-visual media, the teacher stimulates students to ask questions about the topics presented in the media; 4) Students gather information from the material presented by using audio-visual media to find answers to the questions they ask; 5) Students process the information they get; 6) Students with the guidance of teachers make conclusions from the information obtained; 7) Students communicate conclusions by telling in front of the class. Final Activities, follow-up; 1) The teacher asks again if there are students who do not understand the material that has been delivered; 2) Teachers and students make conclusions from the learning activities carried out; 3) Teachers give assignments to students; 4) Conveying moral messages from the learning activities that have been carried out; 5) Invite students to pray according to their respective religions and beliefs and go home in an orderly manner. Observation of the implementation of observation is carried out simultaneously with the implementation of actions. Reflection, the things that are done in reflection activities are to discuss something that happens in the first cycle carried out by the researcher, whether it is an advantage or a weakness during the learning process. Weaknesses or shortcomings that occur in the learning process, improvements will be made in the action plan for the second cycle.

Meanwhile, the advantages or goodness in the first cycle need to be maintained for the next cycle and can be used as an example in carrying out future learning. Planning; 1) Determine the main material, namely the theme, subtheme, and learning to be carried out. The selected theme is Learning Surah At-Tin and Hadith Silaturrahmi, subtheme Qs. At-Tin and learning 3, 4 and 5; 2) Develop learning tools that will be applied in the classroom as an action in cycle II; 3) Prepare and arrange the media equipment to be used; 4) Determine the learning objectives to be achieved; 5) What subjects will be combined is the Science of Tafsir. Implementation, Initial Activities; 1) Preparation, greeting and inviting students to pray according to their religion and belief, the teacher checks the readiness of students in starting learning, the teacher conveys perceptions related to the material to be discussed, for example by asking students what students know about the Law of Tajweed in Qs. At-Tin, the teacher conveys the learning objectives; 2) Core Activities, implementation/presentation, the teacher presents audio visual media in the form of learning videos, students observe by seeing and hearing the learning video media, with the audio visual media the teacher stimulates students to ask questions about the topics presented in the media, students gather information from the material presented by using audio visual media to find answers to the questions they ask, students process the information they get, students with the guidance of teachers make conclusions from the information obtained, students communicate; 3) conclusion by telling in front of the class, final activities, follow-up, the teacher asks again if there are students who do not understand the material that has been delivered, the teacher and the students Making conclusions from the learning activities carried out, the teacher gives homework to students. Cycle III, planning; 1) Determine the main material, namely the theme, subtheme, and learning to be carried out. The selected theme is Learning Surah At-Tin and Friendship Hadith, subtheme of Friendship Hadith and learning 6 and 7; 2) Prepare learning tools that will be applied in the classroom as an action in cycle III; 3) Prepare and arrange media equipment to be used; 4) Determine the learning objectives to be achieved; 5) What subjects will be combined are Tafsir.

implementation, initial activities, preparation; 1) Say greetings and invite students to pray according to their religion and beliefs; 2) The teacher checks the readiness of students to start learning; 3) The teacher conveys the perception related to the material that will be discussed, for example by asking students what they know about the Friendship Relationship; 4) The teacher conveys the learning objectives. Core Activities,

implementation/presentation; 1) Teachers present audio visual media in the form of learning videos; 2) Students observe by seeing and listening to the learning video media; 3) With audio-visual media, the teacher stimulates students to ask questions about the topics presented in the media; 4) Students gather information from the material presented by using audio-visual media to find answers to the questions they ask; 5) Students process the information they get; 6) Students with the guidance of teachers make conclusions from the information obtained; 7) Students communicate conclusions by telling in front of the class; 8) Final activities, follow-up; 1) The teacher asks again if there are students who do not understand the material that has been delivered; 2) The teacher and the students make conclusions from the learning activities carried out; 3) The teacher gives homework to the students; 4) Conveys the moral message of the learning activities that have been carried out; 5) Invites students to pray according to their respective religions and beliefs and go home in an orderly manner. Observation, the implementation of observation is carried out together with the implementation of actions. Reflection The things that are done in reflection activities are to discuss something that happens in the Third cycle carried out by the researcher, whether it is an advantage or a weakness during the learning process. Weaknesses or shortcomings that occur in the learning process, improvements will be made in the action planning for the fourth cycle. Meanwhile, the advantages or goodness in the Third cycle need to be maintained for the next cycle and can be used as an example in carrying out future learning. Cycle IV, planning; 1) Determine the main material, namely the theme, subtheme, and learning to be carried out.

The theme chosen is Faith in the Apostles of Allah subtheme The Meaning of Faith in the Messengers of Allah and learning 1 and 2; 2) Develop learning tools that will be applied in the classroom as an action in cycle IV; 3) Prepare and arrange media equipment to be used 4) Determine the learning objectives to be achieved; 5) What subjects will be combined is the Science of Tafsir. Implementation, Initial Preparation activities; 1) Saying greetings and inviting students to pray according to their religion and belief; 2) Teachers check students' readiness to start learning; 3) The teacher conveys the perception related to the material to be discussed, for example by asking the students what the students know about the Friendship Relationship; 4) The teacher conveys the learning objectives. Core Activities of Implementation/Presentation; 1) Teachers present audio visual media in the form of learning videos; 2) Students observe by seeing and listening to the learning video media; 3) With audio-visual media, the teacher stimulates students to ask questions about the topics presented in the media; 4) Students gather information from the material presented by using audio-visual media to find answers to the questions they ask; 5) Students process the information they get; 6) Students with the guidance of teachers make conclusions from the information obtained; 7) Students communicate conclusions by telling in front of the class. Final Follow-up Activities; 1) The teacher asks again if there are students who do not understand the material that has been delivered; 2) Teachers and students make conclusions from the learning activities carried out; 3) Teachers give homework to students; 4) The implementation of observation is carried out together with the implementation of actions.

Reflection The things that are done in reflection activities are to discuss something that happens in the Fourth cycle carried out by researchers, whether it is the advantages or disadvantages that occur in the learning process. Success indicators, the success of this classroom action research is seen from the number of students who are able to achieve the set Learning Goal Achievement Criteria (KKTP), which is 70; 1) There is an increase in learning outcomes in each cycle; 2) At the end of the study, there was an increase in student learning outcomes with \geq completeness of 80% of the total 10 students with KKTP 70.

RESULTS AND DISCUSSION

Pre-cycle activities were carried out to obtain initial data on the improvement of student learning outcomes before using Audio Visual Media measured using pretest. The implementation of the pre-cycle will be carried out on December 2, 2024. After the researcher obtained permission for research from the principal of SDN 11 Bahagia Panti and the homeroom teacher of grade IV. The data obtained using a written test in the form of multiple choice and description. From the results of the assessment during the pre-cycle, the learning results obtained are still many students who have not mastered the material, and as a result, the students of SDN 11 Bahagia Panti grade IV have not been able to reach the KKTP score, which is 70. This can be seen from the data of the pretest results which shows that out of 10 grade IV students, 3 students who meet the KKTP score, while 7 students who have not met the KKTP.

From the description of the table above, it can be concluded that the fourth grade students of SDN 11 Bahagia Panti, Panti District, Pasaman Regency, with a total number of students are 10 students, 3 people are declared complete and 7 people are not complete. The percentage of completeness is 30% and those who do not complete it are 70%, this shows that students who do not complete are higher than those who do not complete. So the researcher tries to provide learning actions through Audio Visual Media so that there is an increase in learning outcomes in Islamic religious education subjects

In this chapter, the results of research on the learning process of Islamic Religious Education material Qs. At-tin using audio visual media will be discussed. Cycle I data, after obtaining an overview of the classroom situation such as attention, activities, student attitudes when participating in lessons, how teachers deliver subject matter, learning resources used and the results of the initial pretest, these circumstances are used as a reference in improving student learning outcomes in Islamic religious education subjects using Audio Visual media; 1) Planning, at the learning planning stage of Islamic Religious Education speaking with Qs. At-Tin material using audio visual media, the researcher prepares Teaching Modules, learning media that are relevant to the material to be taught, observation sheets and evaluation tools every time they will teach; 2) Implementation of Action, the implementation of Qs. At-Tin material using audio visual media in cycle I is carried out as many as one face-to-face meeting.

The implementation of teaching and learning activities at the first meeting, in the first cycle is carried out by being guided by the planned learning steps. The first meeting in the first cycle will be held on Monday, December 23, 2024. Subject matter with indicators that students can read Qs. At-Tin and Understand the meaning contained in Qs. At-tin, teachers use a learning model in the form of PBL (Problem Based Learning) in providing lessons, where students are presented with material using audio visual media in the form of power points interspersed with learning videos. From the video aired, students were directed to find a solution to the problem presented, namely why humans are said to be ahsani takwin.

Class IV students consist of 10 people, then students are divided into 3 groups of 3 people, each group totals 3 people, and there is one group consisting of 4 people, each student joins his group friends and then discusses to discuss the material that has been given through the Islamic Religious Education manual. At the end of cycle I, a formative test was carried out to find out the student's understanding after being given material using audio visual media, then data related to the quality of learning was obtained in the form of test results. The results of the student test are analyzed to determine the level of ability of Less, Enough, Good, and Very Good In the table below there are categories of students who get Less, Enough, Good, and Very Good scores And in Islamic Religious Education the minimum completeness score is 70.

Audio-visual based learning has been proven to be one of the effective methods to improve learning outcomes, especially at the elementary school level. This method utilizes a combination of sound and image media to deliver material, which provides a richer and

more interesting learning experience for students. First, audio-visual media is able to convey information more clearly and concretely. Elementary school students tend to have difficulty understanding abstract concepts. With the help of moving images, animations, and narration, difficult concepts such as scientific processes or historical events can be explained simply and easily understood. Second, audio-visual learning is able to attract students' attention. Sound, color, and movement in audio-visual materials provide multisensory stimulation that can increase students' focus and engagement in learning. This is important considering that elementary school children have a short attention span. Third, audio-visual media provides a more enjoyable learning experience. When learning is creatively packaged through interesting videos, animations, or infographics, students feel more enthusiastic about learning.

This enjoyment in learning indirectly encourages increased learning motivation. Fourth, audio-visual based learning is suitable for various learning styles. Some students find it easier to understand information visually, while others are more responsive to audio. By combining the two, audio-visual learning creates an inclusive and effective approach to a variety of student needs. Fifth, audio-visual learning can help students understand the material more deeply. The combination of visuals and audio makes it easier for students to build connections between concepts, which in turn strengthens understanding and memory. Information delivered through two different channels (hearing and seeing) is easier to remember than single media. Sixth, audio-visual media supports independent learning. Students can access learning materials at any time, replay videos or audio recordings, and set study times according to their convenience. This is very helpful for students who need more time to understand the lesson. Seventh, audio-visual allows for exploration of contextual learning. By presenting real situations, such as documentary videos or simulations, students can connect the subject matter to the real world. For example, a video about a tropical forest ecosystem allows students to understand the relationship between flora, fauna, and the environment directly. Eighth, audio-visual learning improves collaboration in the classroom. Teachers can use this media to start discussions or group work. For example, after watching an educational video, students can discuss or create projects based on the contents of the video. Ninth, the use of audio-visuals also helps teachers save time and energy.

Teachers do not need to always re-explain the same concept because students can learn from the audio-visual materials prepared. This allows teachers to focus on assisting students and providing additional guidance for those who need it. Tenth, research shows that audio-visual-based learning improves students' academic outcomes. The use of this media not only improves understanding, but also develops creativity, critical thinking skills, and problem-solving abilities. With better results, students are more confident in learning. With these benefits, audio-visual-based learning is one of the important methods in improving the quality of education in elementary schools. The use of this media must be supported by good planning and selection of materials that are appropriate to students' needs.

CONCLUSION

Video-based learning is a very effective method to improve the learning outcomes of elementary school students. By combining visual, audio, and interactive elements, videos can help students understand the material more easily, interestingly, and concretely, especially for complex or abstract concepts. This makes learning more inclusive for various types of student learning styles. In addition, videos provide flexibility in the learning process because they can be replayed at any time, so students can learn at their own pace. Videos also support collaborative learning, distance learning, and the development of social skills and character values through relevant stories. With this technology, students become more motivated and focused, which ultimately improves their memory and academic results. In order for video learning to be more optimal, it is

important for teachers to choose or create videos that suit the needs and characteristics of students. With good integration between videos and other learning methods, videos can be an effective tool to create interesting, fun, and meaningful learning for elementary school students.

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