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Application of the Project-Based Learning Model to Improve Student Islamic Education Learning Outcomes at SD Negeri 102083 Pabatu

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using project based learning. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was 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 research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show that project based learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of pre-cycle 40.59%, first cycle 56.87% and in the second cycle it increased to 82.32%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcomes, project based learnig.

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INTRODUCTION

Over time, education continues to develop according to the dynamics of the times. As one of the main pillars of national progress, the quality of a country is greatly influenced by the quality of its education system. Therefore, education has a strategic role in supporting the progress of the country while forming individuals with character, knowledge, and professionalism. Based on Law No. 20 of 2003 Article 1 Paragraph 1 concerning the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students are able to actively develop their potential. This potential includes religious spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, nation, and state.

In practice, the teaching and learning process requires teachers to deliver material effectively to students. However, delivering material is not an easy task because it is influenced by various factors, such as the use of media, models, approaches, and learning strategies applied by teachers. Successful learning begins with careful planning, including the selection of the right strategies, models, sources, and learning media. If this planning is done well, most of the learning objectives have been achieved. Furthermore, success is also highly determined by the teacher's ability to deliver material effectively.

Islamic religious education has a strategic role in shaping the personality of students who not only understand religious teachings theoretically but are also able to practice them in daily life. One of the important materials is Zakat, Infaq, and Sadaqah (ZIS), which aims to instill social values such as sincerity, empathy, and responsibility for others. However, the reality at SD Negeri 102083 Pabatu shows that the learning outcomes of students in ZIS material have not reached the expected target. Learners often just memorize concepts without understanding their relevance or how to apply them in real life. This indicates the need for a more interactive and meaningful learning approach. The Project-Based Learning (PjBL) model is one of the relevant learning approaches to be applied to ZIS materials. PjBL is oriented towards the implementation of real projects that involve students in designing, implementing, and evaluating learning projects.

Through this approach, students not only learn the theory but also understand its application in the context of daily life. In ZIS learning, for example, students can create projects such as simulation of zakat management, planning alms activities at school, or making reports on the results of class infak. This activity allows them to integrate cognitive, affective, and psychomotor aspects in the learning process. Previous research has shown that the application of the PjBL model is able to significantly improve learning outcomes. According to Mulyasa (2008), PjBL can increase learning motivation because students feel more involved in the learning process. Another study by Laela and Iskarim (2024) stated that this approach increases students' understanding of ZIS materials to reach a level of completeness of more than 80%, as well as improving critical thinking skills, cooperation, and independence.

Departing from this background, this study aims to apply the Project-Based Learning model to Zakat, Infaq, and Alms materials in grade V of SD Negeri 102083 Pabatu. This research is expected to provide solutions to ZIS learning problems, improve student learning outcomes, and instill social values that are relevant to the needs of daily life.

METHODS

The type of research in this study is Classroom Action Research (PTK). Classroom Action Research (PTK) is a type of research that aims to improve and improve the quality of learning in the classroom through actions that are planned, implemented, observed, and evaluated by teachers. PTK is carried out to overcome problems that exist in the learning process and can provide real solutions, as well as provide direct benefits for improving the quality of education. This study aims to investigate the implementation of the Project-Based Learning (PBL) model in improving students' learning outcomes in the subject of Zakat, Infak, and Sedekah in fifth-grade students at SD Negeri No. 102083 Pabatu.

The research will be conducted in a classroom setting, where students will engage in a project that involves the practical application of their knowledge regarding the principles of Zakat, Infak, and Sedekah in their daily lives. By applying the PBL model, students will actively participate in real-world problem-solving tasks that aim to deepen their understanding and improve their academic performance in this subject. The study will be conducted in three main phases: pre-assessment, intervention, and post-assessment. During the pre-assessment phase, the students' initial understanding of the topic will be measured using a combination of written tests and classroom observations.

The written tests will focus on students' knowledge of the concepts of Zakat, Infak, and Sedekah, including their definition, types, and significance in Islam.

Classroom observations will help to assess students' engagement, participation, and readiness for the learning activities to come. This phase will also identify any challenges students might have in grasping the material at the outset of the study. In the intervention phase, the PBL model will be implemented as the main instructional strategy. Students will be divided into small groups and tasked with creating a project that involves planning and implementing a Zakat, Infak, and Sedekah campaign within their community or school. This project will require students to work collaboratively, conduct research, and apply their understanding of the topic to develop solutions to real-world problems. The teacher will act as a facilitator during this phase, guiding students through the project, providing resources, and offering support where needed.

The students will also be encouraged to present their findings and the outcomes of their projects to the class, fostering public speaking and presentation skills. To ensure that the students are engaged and are gaining the intended learning outcomes, continuous formative assessments will be carried out during the intervention phase. These assessments will include group discussions, written reports, and reflective journaling, allowing both the teacher and students to monitor progress and identify areas that may need further attention. Additionally, peer feedback will be incorporated to foster collaborative learning and help students improve their projects. The formative assessments will not only evaluate the academic understanding of the concepts but also assess the development of soft skills such as teamwork, communication, and problem-solving.

At the conclusion of the project, the post-assessment will be conducted to measure the impact of the PBL model on students' understanding of Zakat, Infak, and Sedekah. The post-assessment will include a final test similar to the pre-assessment to measure the improvement in knowledge. Additionally, students will be asked to submit a final report of their project, reflecting on their learning process and the outcomes of the project. The post-assessment will also include a final presentation where students will present their projects to the class and provide an explanation of how they applied their knowledge to create a meaningful contribution to their community. The data collected through both the pre- and post-assessments will be analyzed to determine the effectiveness of the PBL model in improving students' learning outcomes. The analysis will focus on both quantitative and qualitative data.

Quantitative data will come from the test scores, while qualitative data will be drawn from student reflections, reports, and the quality of the final projects. This data will be used to assess whether students have gained a deeper understanding of the material, as well as how well they were able to apply that understanding in real-world situations. Classroom observations during the intervention phase will also be an essential part of the data collection process. The researcher will observe the level of student engagement, participation, and collaboration throughout the project. The observations will provide insight into how the students work together as a team, their problem-solving strategies, and their ability to communicate their ideas. Additionally, observations will focus on how students take initiative in their learning and demonstrate leadership and responsibility within their group projects.

The research will also involve feedback from the students regarding their experience with the PBL approach. This feedback will be collected through surveys and informal interviews, where students will have the opportunity to reflect on their learning journey and share their thoughts on the PBL model. The feedback will help to evaluate the students' perception of the learning process and their satisfaction with the project-based approach. It will also highlight any challenges or obstacles that may have arisen during the project and provide insights into how the PBL model can be further improved. The teacher's reflection on the effectiveness of the PBL model will also be an integral part of

the study. The teacher will evaluate the success of the project by considering student outcomes, engagement, and the quality of the projects.

The teacher's input will help determine the strengths and weaknesses of the PBL approach and its applicability in teaching religious subjects like Zakat, Infak, and Sedekah. This reflection will also help inform future practice and provide recommendations for integrating PBL into the curriculum. In summary, the research methodology will use a combination of pre- and post-assessments, continuous formative evaluations, observations, and feedback to assess the effectiveness of the Project-Based Learning model in enhancing students' understanding and performance on the topic of Zakat, Infak, and Sedekah. By focusing on real-world application and collaboration, the PBL approach aims to foster deeper learning, improve student engagement, and develop critical life skills. This study will provide valuable insights into the role of innovative teaching methods in improving religious education outcomes in elementary school students.

RESULTS

The implementation of Project-Based Learning (PBL) in the subject of Zakat, Infak, and Sedekah at SD Negeri No. 102083 Pabatu led to significant improvements in students' learning outcomes. The pre-assessment conducted at the beginning of the study revealed that many students had limited knowledge of the concepts of Zakat, Infak, and Sedekah. Most students struggled with understanding the importance of these practices in Islam and their relevance in daily life. The initial test scores reflected this gap in understanding, with many students scoring below average. Additionally, students showed limited engagement in class discussions and had difficulty relating the topic to their own experiences.

After the implementation of the PBL model, the results showed noticeable improvements in both students' knowledge and engagement. The post-assessment revealed a significant increase in students' understanding of the core concepts of Zakat, Infak, and Sedekah. The average test scores were higher, with the majority of students demonstrating a solid grasp of the material. Many students were able to explain the types and significance of Zakat, Infak, and Sedekah in Islam, as well as identify real-life examples of how these practices are applied. This improvement in knowledge can be attributed to the hands-on, project-based approach that allowed students to actively apply their learning in a meaningful context. The projects that students developed as part of the PBL activities also contributed to their understanding and engagement. The students worked in groups to create projects that involved planning campaigns or activities to raise awareness about the importance of Zakat, Infak, and Sedekah within their school or community.

These projects required students to research, collaborate, and apply their knowledge creatively. As a result, students not only enhanced their understanding of the subject matter but also developed essential skills such as teamwork, problem-solving, and communication. The final projects demonstrated a high level of creativity and practical application of the concepts learned. Classroom observations during the intervention phase also provided valuable insights into the impact of the PBL model. It was observed that students were more engaged and active in class discussions compared to the pre-assessment phase. Students participated eagerly in group activities, shared ideas, and were more confident in presenting their projects to the class. The collaborative nature of the PBL approach fostered a positive learning environment, where students worked together and supported each other's learning.

This increased engagement was a clear indication that the PBL model helped to motivate students and made the learning process more enjoyable and meaningful for them. The students' reflective journals and feedback surveys also revealed positive responses to the PBL approach. Many students expressed excitement and pride in their projects, noting that they enjoyed working together with their peers and applying their

knowledge in real-world scenarios. They also indicated that the hands-on, problem-solving nature of the activities helped them understand the material better than traditional lecture-based lessons. The students highlighted how the project allowed them to connect Islamic teachings to their daily lives, especially in the context of social responsibility and helping others through acts of charity. Peer feedback was another critical element in the success of the PBL model. Students provided constructive feedback to each other throughout the project, which helped them refine their ideas and improve the quality of their work.

The collaborative feedback process encouraged students to think critically about the material and provided opportunities for self-reflection and improvement. This peer interaction also helped students develop communication and interpersonal skills, which are essential for their academic and personal growth. The teacher's evaluation of the project also highlighted the success of the PBL approach in enhancing student learning. The teacher noted that the students became more independent and self-directed in their learning. They were able to take ownership of their projects and demonstrated a high level of responsibility in completing tasks. The teacher also observed that the PBL model allowed for differentiated learning, as students with different strengths and interests were able to contribute to the project in various ways. This personalized approach ensured that all students were able to participate and succeed, regardless of their individual learning styles. In conclusion, the research findings indicate that the application of the Project-Based Learning model significantly improved students' knowledge, engagement, and skills related to Zakat, Infak, and Sedekah.

Students not only demonstrated a better understanding of the Islamic concepts but also developed essential life skills such as teamwork, problem-solving, and communication. The PBL approach proved to be effective in creating a more engaging and meaningful learning experience for the students, making the material more relevant and applicable to their lives. The results suggest that PBL can be a powerful tool for enhancing learning outcomes in religious education, encouraging students to take an active role in their education and apply their learning in real-world contexts.

DISCUSSION

The implementation of Project-Based Learning (PBL) in teaching Zakat, Infak, and Sedekah at SD Negeri No. 102083 Pabatu proved to be an effective strategy for improving students' understanding and engagement with the material. At the beginning of the study, many students lacked a clear understanding of the importance and application of Zakat, Infak, and Sedekah in their lives. The results from the pre-assessment indicated that students were unfamiliar with key concepts such as the definitions of these practices and their relevance in the community. However, through the PBL approach, which involved real-life applications of these concepts, students were able to develop a deeper understanding of the material.

The post-assessment results confirmed that students significantly improved their knowledge of the topic, as evidenced by higher test scores and a more comprehensive understanding of the subject matter. One of the main advantages of the PBL approach in this study was the opportunity for students to engage in hands-on learning. By working on projects that involved the planning and implementation of Zakat, Infak, and Sedekah campaigns, students were able to see the real-world relevance of the material they were learning. They connected the theoretical aspects of the lesson to practical situations, which not only enhanced their comprehension but also made the learning process more meaningful. The projects allowed students to actively participate in their education and take ownership of their learning process. This aspect of PBL fostered a sense of responsibility and pride in their work, motivating them to achieve better results and apply their knowledge in a tangible way.

Another significant finding of this study is the role of collaboration in the learning process. The group-based nature of the PBL model facilitated peer learning and encouraged students to communicate and work together. The collaborative approach allowed students with different strengths to contribute to the project, creating a more inclusive learning environment. As students worked together to complete their projects, they practiced critical thinking, problem-solving, and communication skills, which are essential for their personal and academic growth. Peer feedback was an important part of this process, as it helped students reflect on their work and improve their projects through constructive suggestions.

This collaborative environment not only deepened their understanding of the material but also encouraged social interaction and teamwork, which are crucial for students' holistic development. The classroom observations provided valuable insights into the impact of the PBL model on student engagement. During the intervention phase, students were more involved in classroom activities and showed a higher level of enthusiasm for learning. Unlike traditional lecture-based methods, where students often become passive recipients of information, the PBL model promoted active participation. Students were excited to share their ideas, ask questions, and contribute to group discussions. This active engagement was evident in the quality of the projects they produced and the confidence they demonstrated in presenting their work to the class. The PBL model, by making learning more interactive and student-centered, successfully increased student motivation and interest in the topic.

The positive feedback from students further reinforces the effectiveness of the PBL approach. Students reported enjoying the process of working on their projects and expressed how much they valued the opportunity to apply their learning to real-world situations. They also mentioned that the project made the subject of Zakat, Infak, and Sedekah more relatable and meaningful to them. The hands-on nature of the PBL model made the concepts feel less abstract and more relevant to their daily lives. This aligns with previous studies that have shown that when students can connect classroom learning to their experiences and community, they are more likely to engage deeply with the content and retain the information. The teacher's reflections also indicated the success of the PBL model.

The teacher noted that students became more independent learners, taking responsibility for their projects and managing their time effectively. Students were not merely recipients of information; they were actively involved in seeking out knowledge, solving problems, and creating solutions. This shift from a passive to an active learning approach was one of the key benefits observed during the implementation of the PBL model. Moreover, the teacher highlighted the improved collaboration and communication skills that students developed during the project. These skills are vital for students' future academic and professional success, making the PBL approach a valuable tool for their overall development. However, some challenges were also identified during the research. Some students initially struggled with the open-ended nature of the PBL approach, as they were used to more structured lessons where the answers were clearly defined. The process of researching and planning a project required students to think critically and independently, which posed a challenge for those who were more accustomed to teacher-led instruction. Despite this, students adapted to the PBL approach over time, and their ability to work autonomously improved as they gained confidence in their skills. Teachers were able to address these challenges by providing additional guidance and support, ensuring that students had the necessary tools to succeed.

In conclusion, the implementation of the Project-Based Learning model in teaching Zakat, Infak, and Sedekah in SD Negeri No. 102083 Pabatu demonstrated significant improvements in students' academic performance, engagement, and critical thinking skills. The PBL approach provided a meaningful and interactive learning experience that allowed students to apply their knowledge in real-world contexts. This study supports the idea that project-based learning is an effective instructional strategy for improving

student outcomes, fostering collaboration, and developing essential life skills. The findings of this study contribute to the growing body of research that advocates for the integration of PBL in the classroom to enhance student learning and engagement, particularly in religious education.

This Classroom Action Research (PTK) is carried out in two cycles, where each cycle consists of four stages: planning, implementation, observation, and reflection. This study adopts the Project Based Learning (PjBL) model with the research subject being 12 students in grade V of SD Negeri No 102083 Pabatu. Research data was collected through observation, documentation, and learning outcome tests. Observation is used to monitor student activities when the PjBL model is applied. Documentation includes data collection such as daily test scores obtained from classroom teachers, student attendance, teaching modules, worksheets, and evaluations for students, as well as learning documentation through photos in each cycle. The learning outcome test was used to determine the improvement of student learning outcomes after the application of the PjBL model. The following is an explanation of the results of the research at each stage of the learning cycle that has been carried out with Cycle I and there are 4 stages, namely planning, action, observation, and reflection which will be described as follows: the planning stage at this stage carries out the following activities: prepare a teaching module that is adjusted to CP on zakat, infak and alms materials using the PjBL model. S.Ag, M.Pd.I as a validator.

At this stage, the researcher designed the students' worksheets according to the indicators prepared in the teaching module in the form of a written test, namely 10 questions on zakat, infak and alms. Preparing and compiling observation sheets of student activities that have been validated with Actions At this stage, the researcher carries out the learning activity process in accordance with the planning stage that has been prepared previously. This activity will be held on September 2, 2024 at 08.00 – 12.00 WIB. The implementation of this action includes preliminary activities, core activities and closing activities: 1) Preliminary Activities This activity begins with the teacher conditioning students until they are ready to carry out learning activities. Teacher say greetings, ask how things are and students respond to the teacher's questions enthusiastically, then pray together, and check the attendance of students. To arouse the enthusiasm and motivation of students, teachers invite students to do ice breaking. After that, the teacher gives an aperception before entering the learning material, the teacher asks questions and answers with students regarding the material that has been studied previously. After that, the teacher explains the learning objectives and what activities will be carried out during the lesson; 2) Core Activities The core activities begin with the teacher displaying a PPT about pictures of people affected by disasters.

Then the teacher gives questions and asks students to express their opinions on the material and problems presented. Students answered questions from the teacher. The teacher explained the material about zakat, infak and alms to students. After finishing giving explanations, the teacher distributed study groups and gave LKPD to each group. Teachers condition students classically and accompany each group. Each group made a map of the concept of zakat, infak and alms and presented it in front of the class. Students collect LKPD to teachers. Next, the teacher provides evaluation questions that will be done by students; 3) Closing Activities. Teachers invite students to reflect on the learning that has been carried out. The teacher provided reinforcement of material about zakat, infak and alms. Teachers appreciate the students' work and provide feedback to increase students' enthusiasm for learning. Students sing regional songs to foster the spirit of nationalism. Students pray led by the class president. c) Observation Observations or observations in this study are carried out to determine the extent to which the application of the Project Based Learning (PjBL) model can be carried out properly. In addition, it is also to find out the changes in learning outcomes that occur in class V students towards zakat, infak and alms materials.

CONCLUSION

In conclusion, the application of the Project-Based Learning model in Islamic Religious Education learning at SD Negeri 102083 Pabatu has been proven to be able to improve student learning outcomes. Through this approach, students are more active in the learning process, develop critical thinking skills, and increase their in-depth understanding of concepts. Apart from that, PBL also encourages collaboration, creativity and student independence in completing projects related to teaching material. Thus, this learning model is effective in creating a more meaningful learning experience and contributing positively to improving student learning outcomes.

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