

JURNAL PENDIDIKAN PROFESI GURU

Jurnal Pendidikan Profesi Guru

Volume 2 (1) 69 – 78 February 2024

The article is published with Open Access at: <https://journal.ar-raniry.ac.id/index.php/ppg/index>

Application of the Index Card Match Method to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 39 Bukit Tujuh

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using Index Card Match. 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 Index Card Match 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 40.91%, first cycle 54.27% and in the second cycle it increased to 88.12%. Thus, the use index card match can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcomes, index card match.

Received December 17, 2023; **Accepted** January 13, 2024; **Published** February 29, 2024

Citation: Syukur, A., Rambe, M., A., & Ananda, N. (2024). Application of the Index Card Match Method to Improve Student Learning Outcomes in Islamic Education Learning at UPTD. SD Negeri 39 Bukit Tujuh. *Jurnal Pendidikan Profesi Guru*. 2(1), 69–78.



Published by Program Studi Pendidikan Profesi Guru Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh.

INTRODUCTION

Learning can be defined as the relatively constant changes that occur in all sorts of the overall behavior of an organism's processes as a result of experience. Learning results in various elements that exist, in the form of the physical and psychological condition of the person who learns. Both conditions are very internal and affect the success of learning. In addition, teaching staff who have more adequate abilities and skills, new performance and attitudes, more complete equipment, and more organized administration are also needed. Learning activities are a complex process that occurs in everyone throughout their lives. In essence, the learning process occurs because of the interaction between a person and his environment. Therefore, learning can happen anytime and anywhere. One of the signs that a person is learning is a change in behavior in him which may be caused by a change in the

level of knowledge and skills in his attitude. The acquisition of maximum learning outcomes requires support from teachers as teachers and all directions conveyed by teachers. These rules that will be applied during learning in the classroom, including the use of teaching media and what methods will be applied by the teacher who will later support the material delivered at that time. A method is a comprehensive plan for the systematic presentation of a language based on a defined approach. The application of this method is indeed very influential on the learning conditions of students in the classroom. The use of interesting learning methods will make students more interested in learning in class. It can be said that the application of the learning method used by teachers is one of the efforts to engineer the environment, so that students respond to the stimulus that has been provided by teacher.

Learning stimulus is an effort that is used to obtain a response in accordance with the initial goal in learning. One of the stimuli that can be created by a teacher in improving learning outcomes is by applying learning methods. The purpose of the application of the learning method is to create responses from students so that they are able to capture the learning messages conveyed through the method to the maximum. Visualization of messages, information, or concepts that you want to convey to students can be developed in various forms. This is certainly very helpful for students in understanding a lesson. The use of media by teachers will determine how students will feel comfortable during learning, and also whether or not they are interested in learning. Through these considerations, teachers will be able to create students' desire to learn comfortably, of course, in the classroom. In order for the goals of Islamic education and good human criteria to be achieved, it is necessary to have the right learning method in line with the subject matter, and functionally it can be used to realize the ideal values contained in the goals of Islamic Religious Education.

Experience proves that the failure of Islamic religious teaching is one of the reasons mentioned by the selection of inappropriate learning methods or methods, often the teaching and learning process is less enthusiastic and the condition of students is less creative due to the determination of learning methods that are not in accordance with the nature of the material and not in accordance with the teaching objectives. In fact, it seems that teachers are comfortable using conventional and monotonous learning methods or methods for all teaching and learning activities. Students in grade V Elementary School are in the age range of children. At that age, all aspects of intelligence development such as IQ, EQ, and SQ grow and develop extraordinarily. In general, the level of development still sees everything as a whole (holistic) and is able to understand the relationship between concepts in a simple way. The teaching process still depends on the aspects in a simple way. The learning process still depends on concrete aspects and experiences experienced. Currently, the implementation of learning activities in elementary school grade V for each subject is carried out "purely" subjects, namely only learning the basic competency standards related to the subject.

In learning that separates the presentation of young people, the lessons are strictly lacking in developing children to think holistically and make it difficult for students. With the implementation of activities, as mentioned, problems arise in namely the high rate of repeating classes and dropping out of school. Learning problems in the concept of Islamic Religious Education (PAI) lessons are also related to teachers and students. However, because teachers are facilitators who function to serve, guide, nurture and make themselves academic consultants who are required to be able to make their students go to the gate of success. In other words, the teacher is the main heart of learning, that is, the life and death of a learning depends entirely on the teacher. To become a teacher who can lead his students to a better life, of course, requires conditions that must be met, including that a teacher must be able to answer learning challenges and opportunities, develop superior and professional learning strategies, involve the role of the community in learning, and become a superior and professional teacher. The existence of a supportive environment takes part in the creation of Islamic Religious Education

learning that is comfortable for students. Because in essence, the human personality cannot be formulated as a whole or a whole (only one individual) without at the same time placing its relationship with the environment in which it is located. Based on the above presentation, the researcher is interested in interviewing class V students who are Muslims at UPTD. SD Negeri 39 Bukit Tujuh.

The total number of students in class V is 30, and for Muslim students only 15 people and the rest are Christians. The results of the interviews showed that students were less motivated to learn Islamic Religious Education, both at school and at home. The two students thought that they did not receive enough attention about Islamic Religious Education so that learning PAI was felt to be difficult. Students said that they only get PAI learning at school, because the environment where they live where there is no madrasah school or often called afternoon school. The lesson hours provided by the school for Islamic Religious Education subjects are also felt to be lacking for these students. Especially the shortcomings they feel in terms of deepening the material around the stories of the Prophet Allah. Seeing the many presentations of students about the lack of motivation both from themselves and the environment, the researcher used a learning method that makes students actively participate in learning Islamic Religious Education (PAI) in the classroom. Student learning outcomes show numbers that are often still below the Minimum Completeness Criteria (KKM) that have been set in UPTD. SD Negeri 39 Bukit Tujuh is 75.

As an anticipation of the above and to foster effective interaction between teachers and students, it is necessary to strive by using the right learning methods. Because with the application of the right method, it will help the success of learning in the classroom. Therefore, the application of learning methods must be in accordance with the material presented at that time because there is no one method that is best for all materials. Based on the problems above, the researcher is interested in conducting research by applying the Index Card Match learning method which is included in the PAIKEM active learning learning model. It is hoped that the new learning method can arouse students' enthusiasm and improve student learning outcomes. This research is entitled "Improving Student Learning Outcomes with the Index Card Match Method Mapel PAI Beautiful Material of Mutual Respect in Class V UPTD Students. SD Negeri 39 Bukit Tujuh Torgamba District, South Labuhanbatu Regency.

METHODS

The research was held for 3 months, starting in December and ending in February 2025. The detailed schedule of the research is as follows: In the second paragraph and so on, a 1 cm indentation is given. The second and third titles are written by following the format provided.

The Index Card Match method is an interactive learning strategy that encourages active participation and enhances students' ability to retain and apply knowledge. In the context of Islamic education at UPTD SD Negeri 39 Bukit Tujuh, this method has been adopted to improve learning outcomes by engaging students in an active and collaborative learning process. The method is simple, effective, and can be adapted to various subjects, including Islamic education. The Index Card Match method involves the use of index cards, on which both questions and answers are written. In this approach, teachers prepare two sets of cards: one with questions related to Islamic teachings, such as questions about the Quran, Hadith, Islamic values, and historical events, and the other set containing the corresponding answers. The objective is to match the correct question with its corresponding answer. At the start of the lesson, the teacher distributes the index cards randomly among the students. Each student will either have a question card or an answer card. The students are then tasked with finding their matching pair. Once they have found their match, the students present their question and answer to the class. This process

encourages students to engage with the content actively and to think critically about the material they are learning.

One of the key benefits of the Index Card Match method is its ability to foster collaboration among students. As students work together to find the correct match for their cards, they engage in discussions, share knowledge, and help each other understand the material more deeply. This peer interaction encourages cooperative learning, which can lead to improved understanding and retention of Islamic education content. Moreover, this method makes learning more dynamic and participatory. Instead of passively receiving information, students are actively involved in the learning process. The physical activity of matching cards and presenting answers to the class keeps students engaged and alert. This increased level of involvement is particularly important in Islamic education, as it allows students to connect with the subject matter in a meaningful way.

The Index Card Match method also helps to reinforce students' memory and retention of Islamic teachings. Repeatedly reviewing the material through matching questions and answers allows students to strengthen their recall of key concepts, facts, and values. This repetition is crucial for subjects like Islamic education, where memorization of Quranic verses, Hadith, and religious principles is often required. In addition, the Index Card Match method can be adapted to different levels of difficulty, making it suitable for a wide range of students. For younger students or those who are just beginning to learn about Islam, simpler questions and answers can be used. For more advanced students, the teacher can introduce more complex questions that require higher-order thinking, such as applying Islamic principles to real-world scenarios or discussing the historical context of religious events.

Another advantage of this method is that it can be easily integrated into various parts of the Islamic education curriculum. Whether the focus is on the Quran, the lives of the Prophets, Islamic values, or the Fiqh (Islamic jurisprudence), the Index Card Match method can be customized to suit the specific topics being taught. This flexibility ensures that the method remains relevant and useful throughout the course. The method also allows for formative assessment, as the teacher can observe how students are matching the cards and gauge their understanding of the material. If students are struggling to find the correct matches, this can indicate areas where additional instruction or clarification is needed. Teachers can use this information to adjust their teaching and provide targeted support to students who need it. Furthermore, the Index Card Match method encourages independent learning and critical thinking. As students work to match the questions and answers, they must think critically about the content, reflect on their knowledge, and analyze the relationships between different pieces of information. This process of active engagement helps students develop important skills that are valuable in both academic and real-life situations.

The method is also time-efficient, allowing teachers to cover a large amount of content in a relatively short period. Unlike traditional lectures, which can be passive and lengthy, the Index Card Match method enables students to review and discuss a variety of topics in a short amount of time. This is particularly beneficial in Islamic education, where there is often a need to cover multiple concepts in each lesson. Additionally, the Index Card Match method can be used as a review activity at the end of a unit or lesson. By revisiting key concepts through this interactive activity, students can consolidate their knowledge and identify areas where they need further review. This makes the method an excellent tool for preparing students for assessments, such as quizzes or exams, on Islamic education topics. Teachers can further enhance the effectiveness of this method by incorporating multimedia resources, such as audio or video clips, to support the matching activity. For example, students could listen to a recitation of a Quranic verse and match it with the correct interpretation or explanation. This multimedia approach adds another layer of engagement and provides a richer learning experience for students. Another important aspect of the Index Card Match method is its ability to promote inclusivity in the classroom. The method can be easily adapted to suit students with varying levels of ability,

allowing for differentiation. Teachers can provide additional support to struggling students by giving them simpler questions or pairing them with more advanced learners who can guide them through the matching process.

To ensure that the Index Card Match method is effective, it is important for teachers to create a supportive and encouraging classroom environment. Students should feel comfortable participating and sharing their answers without fear of making mistakes. Teachers should emphasize the importance of collaboration and encourage students to help each other find their matches, fostering a sense of teamwork and mutual respect. In terms of classroom management, the Index Card Match method is relatively simple to implement and does not require complex preparation or resources. Teachers only need a set of index cards and a clear set of questions and answers. This makes it a cost-effective and accessible teaching method that can be easily implemented in most classrooms, even those with limited resources. The teacher's role is crucial in ensuring the success of the Index Card Match method. Teachers must clearly explain the instructions, monitor the matching process, and facilitate discussions. Additionally, the teacher should encourage students to elaborate on their answers and engage in reflective thinking, asking them to explain why they chose a particular match and how it relates to Islamic teachings. As a student-centered approach, the Index Card Match method encourages students to take responsibility for their learning. By actively participating in the matching process, students become more engaged in the subject matter and are more likely to remember key concepts from their Islamic education lessons. This method also fosters a sense of ownership over their learning and encourages students to think critically about what they are studying.

In conclusion, the Index Card Match method is an effective, engaging, and versatile teaching strategy that can significantly improve student learning outcomes in Islamic education at UPTD SD Negeri 39 Bukit Tujuh. By promoting active participation, critical thinking, and collaboration, this method enhances students' understanding and retention of Islamic teachings. Its simplicity, flexibility, and ability to cater to diverse learning needs make it a valuable tool for Islamic education teachers seeking to create an interactive and student-centered classroom environment.

RESULTS

After interviews with students, the results were obtained that the total number of students in class V was only 30, and for Muslim students only 10 people and the rest were Christians. The results of the interviews showed that students were less motivated to learn Islamic Religious Education (PAI), both at school and at home.

The students thought that they did not receive enough attention about Islamic Religious Education so that learning PAI was felt difficult. Students said that they only get PAI learning at school, because the unsupportive environment and the residence adjacent to many churches make them see a lot of other worship. The lesson hours provided by the school for Islamic Religious Education subjects are also felt to be lacking for these students. Especially the shortcomings they feel in terms of deepening the material around the Beauty of Mutual Respect. Seeing many student submissions about the lack of motivation both from themselves and the environment, the researcher used a learning method that made students actively participate in learning Islamic Religious Education (PAI) in the classroom.

Student learning outcomes show numbers that are still far below the Minimum Completeness Criteria (KKM) that have been set at UPTD. SD Negeri 39 Bukit Tujuh Torgamba District is 70. As an anticipation of the above and to foster effective interaction between teachers and students, it is necessary to strive by using the right learning methods. Because with the application of the right method, it will help the success of learning in the classroom. Therefore, the application of learning methods must be in

accordance with the material presented at that time because there is no one method that is best for all materials.

Planning is the initial stage that researchers must do before taking action. In this planning stage, it is reflected in the foresight, as well as flexible to accept unexpected effects and with this plan early we can overcome problems. Good planning will make it easier to overcome difficulties and encourage you to act more effectively. At this stage, the researcher prepares a teaching plan that refers to the learning objectives. In addition to the lesson plan, it is also necessary to prepare tools that support learning such as whiteboards, LCDs, textbooks, and so on. Researchers also need to conduct interviews with UPTD grade V students. SD Negeri 39 Bukit Tujuh, Torgamba District to find out the condition of the students before taking action.

Action planning is a follow-up to the initial observation and how to solve learning problems in class V UPTD. SD Negeri 39 Bukit Tujuh, Torgamba District. This is then applied in the classroom action research plan by forming a teaching with the application of the Index Card Match Method. The Teaching Module is prepared by paying attention to: Learning Outcomes (CP), Learning Objectives (TP), Learning Objectives Flow (ATP), subject matter, learning methods, learning steps, learning resources/tools/materials, learning media, and assessment.

Action is the application of the planning that has been made, namely in this study the use of learning media that aims for innovation. At this stage, it is the implementation of the planning that has been prepared by the researcher. The action process in this study includes initial activities, core activities, and final activities during the learning process. Before taking action, the researcher conditioned the class. This is to make it easier for researchers to assess PAI learning in grade V students whose number of students is only ten students.

In the initial activity, the researcher conditioned students to be ready to carry out the learning process. This initial activity was in the form of a researcher greeting students. This shows that the researcher synthesizes students to be active and responsive to PAI learning. Furthermore, students asked the researcher, this showed that students responded and were active from the beginning in the PAI learning process. The researcher also stated the benefits and learning objectives so that students are interested in the material to be taught and have motivation in learning PAI.

The next activity was the researcher conveying the material The Beauty of Mutual Respect, namely respecting the beliefs of others, respecting the opinions of others, and accepting the differences presented through the media of power point slides. The slides displayed are in the form of related materials and important points related to the beauty of mutual respect. Then continued by pairing cards or the method used by the researcher, namely Index Card Match where in this game uses cards in the shape of stars and rectangles placed on the table so that students can find their soul mates from the cards they hold, the purpose of this game is to be more meaningful and attract students to learn PAI on the material.

In the final activity, the researcher gave a test to students through blind pictures or blank diagrams, then the researcher and students reflected on the learning that had taken place and students were asked to relearn the material that had been taught. Researchers also provide opportunities for students who want to ask questions. Then carry out a post test and finally the researcher motivates all students to remain enthusiastic about learning and practicing the material that has been delivered. At the end of the meeting or at the next meeting, the researcher interviewed several students in order to obtain non-test data in cycle I.

Since birth, humans have begun to carry out learning activities to meet their needs as well as develop themselves. Therefore, learning as an event has been known, even realized or not has been done by humans. However, a complete understanding to meet the wishes of all parties, especially the desires of experts in the field of psychologist education, has been given until now. That doesn't mean it's unnecessary and impossible to

understand what learning really means. Experts have tried to explain the meaning of learning by proposing formulations or definitions according to their respective points of view, both the form of the formulation and the aspects determined in learning. There are differences of opinion between one expert and another. However, it should be noted that besides the differences, there is also a common understanding in these definitions.

Learning according to the general Indonesian dictionary is trying (practicing, etc.) to get some intelligence. This definition can be interpreted as learning is a process of change in a person which is manifested in the form of improving the quality and quantity of behavior such as increasing knowledge, skills, thinking, attitudes, habits and others.

According to Umar Tirtarahadja, the meaning of learning is a self-development activity through experience, based on the ability to learn under the guidance of teachers. Another definition states that learning is a process that a person carries out to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment. There are also those who say that learning is a change in behavior where the change can lead to better behavior, but there is also the possibility of leading to worse behavior. According to Sholeh Abdul Aziz in his book entitled *Attarbiyah Waturuqu al-Tadris*, Juz I, defines the meaning of learning:

"Learning is a change in the person who learns because of the old experience, then a new change occurs". Clifford T. Morgan mengemukakan "Learning may be defined as any relatively permanent change in behavior which occurs as a result of experience or practice". Meanwhile, according to Charles E. Skinner, "Learning is a process of progressive behaviour adaptation" means that learning is a process of changing behavior through adaptation.

Learning can be defined as something where there is a relatively constant change in the order of behavior that is carried out, which occurs as a result of experience. Quantitatively learning means the activity of filling or developing cognitive abilities with as many facts as possible. Institutionally (institutional review) learning is seen as a process of validating or validating students' mastery of the materials they have learned. Qualitatively learning is the process of acquiring meanings and understandings as well as ways of interpreting the world around students. Learning is a process of active activities of students in building meaning or understanding. Therefore, students need to be given adequate time to carry out the process. This means that it gives enough time to think when students face problems so that students have the opportunity to build their own ideas.

Learning theory is basically an explanation of how learning occurs or how information is obtained by students, then how the information is obtained in the minds of students. Based on a learning theory, it is hoped that learning can further improve students' understanding as a learning outcome. From the above theories, it can be concluded that learning is a change in a person that is manifested in the form of improved behavior. Where the change can lead to better behavior, increased knowledge, skills, thinking, attitudes, habits and others.

DISCUSSION

After interviews with students, the results were obtained that the total number of students in class V was only 30, and for Muslim students only 10 people and the rest were Christians. The results of the interviews showed that students were less motivated to learn Islamic Religious Education (PAI), both at school and at home. The students thought that they did not receive enough attention about Islamic Religious Education so that learning PAI was felt difficult. Students said that they only get PAI learning at school, because the unsupportive environment and the residence adjacent to many churches make them see a lot of other worship. The lesson hours provided by the school for Islamic Religious Education subjects are also felt to be lacking for these students. Especially the shortcomings they feel in terms of deepening the material around the Beauty of Mutual Respect. Seeing many student submissions about the lack of motivation both from

themselves and the environment, the researcher used a learning method that made students actively participate in learning Islamic Religious Education (PAI) in the classroom. Student learning outcomes show numbers that are still far below the Minimum Completeness Criteria (KKM) that have been set at UPTD. SD Negeri 39 Bukit Tujuh Torgamba District is 70. As an anticipation of the above and to foster effective interaction between teachers and students, it is necessary to strive by using the right learning methods. Because with the application of the right method, it will help the success of learning in the classroom. Therefore, the application of learning methods must be in accordance with the material presented at that time because there is no one method that is best for all materials.

This research is carried out in 2 cycles, if the first cycle has not reached the target, then the second cycle serves to improve the quality of learning. However, if cycle I is satisfactory, then cycle II functions as a consolidation of the learning media used in cycle I. That is, cycle is used as tolerance in improving the quality of learning.

Each cycle consists of two meetings. Each cycle consists of four stages, namely (1) planning, (2) action, (3) observation, (4) reflection. These four stages are used systematically and applied in two cycles, namely cycle I and cycle II.

The planning stage begins by preparing a learning implementation plan and preparing the necessary instruments in this research. The next stage is actions that include delivering material, conducting tests and observing student activities in learning. This observation involved 2 colleagues. Everyone observes the predetermined rows. Thus the observer focuses on the behavior of students in the rows in front of them. So that observation is not subjective but objective. The next stage is a reflection on the activities that have been carried out based on observations and interviews. Cycle I aims to determine the learning outcomes of students' PAI lessons in the initial action of research. The results of this cycle are also used as consideration by conducting cycle II. While cycle II aims to find out the improvement of the implementation of the teaching and learning process which is based on reflection and consolidation of the application of the Index Card Match Method in cycle I. For more details, you can see in the picture of the classroom action research procedure below.

Planning is the initial stage that researchers must do before taking action. In this planning stage, it is reflected in the foresight, as well as flexible to accept unexpected effects and with this plan early we can overcome problems. Good planning will make it easier to overcome difficulties and encourage you to act more effectively. At this stage, the researcher prepares a teaching plan that refers to the learning objectives. In addition to the lesson plan, it is also necessary to prepare tools that support learning such as whiteboards, LCDs, textbooks, and so on. Researchers also need to conduct interviews with UPTD grade V students. SD Negeri 39 Bukit Tujuh Torgamba District to find out the condition of the students before taking action.

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CONCLUSION

Based on the data obtained from a series of research activities, the following conclusions were obtained: 1) The Index Card Match method makes students more enthusiastic and meaningful in learning Islamic Religious Education (PAI); 2) During the research process, there was a change in student behavior in a positive direction. This is evidenced by the average score of the observation aspect which always increases at each meeting. The

increase in concept understanding occurs very significantly every cycle, this can be seen from the increase in the average pretest score which was originally 45.00 then increased in the first cycle with an average of 62.50 and showed an increase again in the second cycle with an average of 82.50. This can also be seen by the value of classical completeness in each cycle starting from 25% to 100% of students are declared complete in the material The Beauty of Mutual Respect for Implications/Recommendations After this study was held, the researcher recommended the Index Card Match method as the right learning method to strive to improve learning outcomes in students, especially in UPTD grade V students. SD Negeri 39 Bukit Tujuh Torgamba Saran District. Based on research conducted by researchers on the application of the Index Card Match Method in learning Islamic Religious Education (PAI), the material The Beauty of Mutual Respect in grade V students of UPTD. SD Negeri 39 Bukit Tujuh Torgamba District, put forward suggestions to achieve better learning, namely: 1. The application of the Index Card Match Method in Islamic Religious Education (PAI) learning can be used as one of the solutions to improve student learning outcomes in PAI learning, especially the Beautiful Mutual Respect material; 2) The cards that have been studied in this method are expected to help students remember the material The Beauty of Mutual Respect is more meaningful and easy to understand.

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