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Application of Problem Based Learning Model to Improve Student Learning Outcomes at SD Negeri 081238 Sibolga

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning using problem-based learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that problem-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 a breakdown of 40.19% in the pre-cycle, 75.37% in the first cycle and 90.72% in the second cycle. Thus, the use of problem-based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning outcomes, islamic education, problem based learning

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INTRODUCTION

Learning is a learning process built by teachers to develop thinking creativity that can improve students' thinking skills, as well as improve the ability to construct new knowledge. Learning is also an effort to improve good mastery of subject matter. This is certainly different from the meaning of learning, which can be interpreted as an effort to acquire intelligence or knowledge, practice, change behavior or response caused by experience Another meaning of learning is a conscious effort from the teacher to make students learn, namely a change in behavior in students who learn, where the change is by obtaining new abilities that apply in a certain time and because of effort.

Islamic religious education is one of the fields of study or subject matter taught in elementary schools has a great contribution in realizing the goals of national education. This is in accordance with Law of the Republic of Indonesia No. 20 of 2003 chapter II article 3 concerning the National Education System which reads that national education aims to develop the potential of students to become human beings who have faith, piety and noble character, knowledge, capable, creative, independent, and responsible.

Nowadays, it is undeniable that Islamic Religious Education is still shrouded in various problems. Among the problems and indicators of stagnation that have been haunting Islamic Religious Education is the application of the learning model.

The learning model applied in PAI learning so far is still dominated by the conventional learning model. The conventional learning model is a learning model that is carried out by the way the teacher explains and the students listen. The model is still often used by PAI teachers in the learning process because the model is considered the simplest and only conveys information. This model still often makes students bored, especially if it is applied to children of elementary school age. Considering that the age of elementary school is still classified as the age of children who psychologically have basic emotional intelligence, it is very important to develop the competencies contained in the child so that the child can develop in accordance with educational goals. The selection of the right learning model and media can make students not get bored quickly during learning.

Based on the observations made by the author while teaching in the classroom, there are many problems that occur during the teaching and learning process, especially PAI. The lack of PAI learning media causes PAI learning not to run optimally. Likewise, the lack of student understanding of the material taught by the teacher has an impact on the lack of achievement of student learning outcomes. So it is necessary to improve the learning model. One of the other problems that often occurs in the classroom is the absence of students who are willing to ask questions during the teaching and learning process. This causes the function and role of teachers as facilitators to change to the main subject of learning implementers. Learning activities in the classroom and individual student activities are still very determined and dependent on the teacher.

Furthermore, the author also often sees and even experiences a situation that shows that students in practice are very difficult to admit mistakes, very rarely regret their wrong actions, and very difficult to forgive or apologize to their friends when they have a dispute or fight. This shows their lack of understanding of the concept and wisdom of forgiveness. Based on these problems, the author wants to carry out an action of applying the Problem Based Learning learning model on the material of Living Peacefully with Mutual Forgiving to improve student learning outcomes, so that this Class Action Research is entitled "Application of the Problem Based Learning Model to Improve Student Learning Outcomes on the Material of Living Peacefully by Forgiving Each Other Class VI SD Negeri 081238 Sibolga".

Learning and teaching are two concepts that cannot be separated from each other. If there is a learning process, then there is also a teaching process. This is easy to understand because if someone learns, of course there are those who teach and so do those who teach, of course there are those who learn. The definition of learning according to education experts gives different meanings according to their viewpoints in the learning process and outcomes. According to Slameto (2010:2), learning is a process of effort that a person makes to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. Skinner (in Dimiyati 2009:9) is of the view that learning is a behavior. When people learn, their response becomes better and vice versa, if they do not learn, the response decreases, while according to Gagne (in Dimiyati 2009:10) learning is a set of cognitive processes that change the nature of limb stimulation, through information processing, into a new capacity.

Learning is also defined as a process, meaning that in learning there will be a process of seeing, creating, observing, solving problems or problems, listening, and practicing. In the learning process, teachers must be able to guide and facilitate students so that they can carry out the learning process. The learning process must be pursued effectively so that behavior changes occur (Dimiyati, 2009:10). A person can be said to be learning because there are indications of doing the learning process consciously and producing behavioral changes obtained based on interaction with the environment. The environment in question is resource persons, friends, teachers, real situations and

conditions, natural environment, artificial environment that can be used as a learning resource. In learning, the role of teachers as facilitators and supervisors is optimal.

Furthermore, Dimiyati (2009:10) explained that learning can be through direct experience and through indirect observation. Learning through direct observation is that students do it themselves or by experiencing it themselves, for example doing experiments. However, if students know because they read books or listen to the teacher's explanations, it is called learning through indirect experience. Thus, learning is a change in behavior or appearance, with a series of activities such as reading, observing, listening, imitating and others. Learning will be better, if the subject of learning experiences or does it himself.

Learning outcomes are the culmination of a process that has been carried out in the classroom. Culmination will always be accompanied by follow-up activities. Learning outcomes must show a new change in behavior of students that is sedentary, functional, positive and conscious. The form of behavior change must be comprehensive and comprehensive. Learning outcomes are the peak of the learning process (Dimiyati and Mudjiono, 2009:20). According to Sudjana (2011:22), learning outcomes are the abilities that students have after they receive their learning experience. So the learning outcome is the culmination of the abilities that students have after receiving learning from those who deliver the learning. Horward Kingsley (in Sudjana 2011:22) divides three types of learning outcomes, namely (a) skills and habits, (b) knowledge and understanding, (c) attitudes and ideals. Gagne (in Sudjana 2011:22) revealed that there are five categories of learning outcomes, namely: verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills. Individuals who learn will get results from what they have learned during the learning process. So learning outcomes are a change that occurs in individuals who learn, not only changes in knowledge, but also to form skills, habits, understanding, mastery, and appreciation in a person who learns.

Benjamin Bloom (in Sudjana 2011:22-23) who broadly divides it into three domains, namely: (a) the cognitive domain with regard to intellectual learning outcomes which consists of six aspects, namely knowledge or memory, comprehension, application, analysis, synthesis, and evaluation. The first two aspects are called low-level cognition and the next four aspects include high-level cognitive; (b) the affective realm with regard to attitudes consisting of five aspects, namely acceptance, answers and reactions, assessment, organization, and internalization; and (c) the psychomotor realm with regard to the learning outcomes of skills and the ability to act. There are six aspects of the psychomotor realm, namely reflex movements, basic movement skills, perceptual ability, harmony or precision, complex skill movements, and expressive and interpretive movements.

These three domains are the object of assessment of learning outcomes. Among the three domains, the cognitive domain is the most assessed by teachers in schools because it is related to the ability of students to master the content of teaching materials.

The learning outcomes achieved by students according to Nana Sudjana (2011:56-57) through an optimal teaching process are shown by the following characteristics: (a) Satisfaction and pride that can foster intrinsic learning motivation in students. The student does not complain of low achievement and he will strive harder to improve or at least maintain what has been achieved; (b) Increase his confidence and ability, meaning that he knows his own ability and believes that he has potential that is not inferior to others if he tries as he should; (c) The learning outcomes they achieve are meaningful to them, such as they will be remembered for a long time, form behaviors, be useful for learning other aspects, the willingness and ability to learn on their own and develop their creativity; (d) The learning outcomes obtained by students as a whole (comprehensive), namely achieving the cognitive realm, knowledge or insight, the affective realm (attitude) and the psychomotor realm, skills or behaviors; and (e) The ability of students to control or assess and control themselves, especially in assessing the results they have achieved as well as assessing and relying on their learning processes and efforts.

Student learning outcomes are the grades obtained by students during teaching and learning activities. Learning outcomes are satisfaction and pride that motivate students and add meaningful confidence comprehensively to achieve the cognitive, affective, and psychomotor realms. So through the learning process, children can adapt themselves to their environment. The learning outcomes measured in learning based on the curriculum include cognitive, affective, and psychomotor abilities. So teachers not only assess students from the intellectual aspect but also social skills, student attitudes during the teaching and learning process and student activeness in learning activities are also assessed by teachers. Students who have experienced learning are expected to have new knowledge and skills as well as improved attitudes as a result of the learning that the student has experienced. The measurement of learning outcomes aims to measure the level of student understanding in absorbing material. It is better for students to be informed of the learning outcomes that have been assessed by the teacher so that students know the learning progress they have made and the shortcomings that still need to be improved. The assessment of learning outcomes is ultimately a material for students to reflect on their learning activities and teachers' reflections on their teaching abilities and evaluate curriculum achievements.

METHODS

This type of research is Classroom Action Research (PTK), which is a research conducted by teachers in their own classrooms and carried out during learning. This study was designed with the aim of finding out the improvement of learning outcomes in the material of Living Peacefully by Forgiving Each Other through the application of the Problem Based Learning learning model for grade VI students of SD Negeri 081238 Sibolga. This research procedure is carried out with 2 cycles using the Kemmis and Taggart models, where this research consists of 4 stages, namely planning, implementation, observation, and reflection. To make it clearer, the following is a schematic description of the research design.

The implementation of learning improvement actions is realized by applying the Problem Based Learning learning model with the following steps: 1) Student orientation to the problem, namely explaining the learning objectives, and explaining the logistics needed, as well as motivating students to be involved in solving the problem of their choice. Students formulate problems to be solved; 2) Organizing students to learn, namely helping students define and organize learning activities related to the problem. Students design problem solving according to the problems that have been formulated; 3) Guiding individual and group investigations, namely encouraging students to collect appropriate information, carrying out observations/experiments to get explanations and problem solving. Students discuss sharing information after searching and gathering the necessary information from various sources to solve the problem; 4) Developing and presenting the work, namely assisting students in planning and preparing appropriate works in the form of reports on the results of discussions that help them to share assignments with their friends. Students display their work/explain the results of problem-solving activities; 5) Analyzing and evaluating the problem-solving process, which is helping students to reflect or evaluate their investigations and the processes they use. Students reflect/evaluate the problem-solving activities that have been carried out.

Observation activities are carried out when the researcher conducts learning. The researcher made observations to see how effective the planning, implementation, and assessment of learning were when implemented. Assessment includes process assessment or observation when students follow the entire syntax of the Problem Based Learning learning model and learning outcome assessment in the form of formative assessment, discussion assessment in the form of solving a problem, and case study assessment. Step. The observation data is collected, then based on these results, the researcher reflects on the learning that has been carried out. Based on the results of this reflection, the

researcher will find out the advantages and disadvantages of the learning scenarios that have been planned and implemented. After knowing the shortcomings of the learning scenario in cycle I, the researcher plans improvements to be implemented in the next cycle (cycle II), until the researcher finds the best results in accordance with the planned learning scenario. The observation data is collected, then based on these results, the researcher reflects on the learning that has been carried out. Based on the results of this reflection, the researcher will find out the advantages and disadvantages of the learning scenarios that have been planned and implemented.

After looking at the results, it can be concluded that in cycle II there are consistent results, namely judging from the results of the assessment, there is no lack or decrease in value. Thus, the second cycle was declared successful in improving student learning outcomes so that no further cycle stages were needed. The data analysis techniques used to process the data that have been collected in this study use quantitative and qualitative analysis techniques. Student data in the form of learning outcomes was processed by quantitative analysis while observer responses were processed by qualitative analysis. The results of this data analysis will later answer the formulation of the problem that has been described earlier. The forms of instruments used to collect data that will be analyzed in this study are as follows: 1) Observation, Observation notes are used to find out student activities in learning and classroom management by teachers. 2. Tests, The tests that will be given to students in this study are the initial test of the cycle, the discussion test, the final test of the cycle (formative test), and the summative test. The early cycle test is used to determine the value before the cycle. The discussion test is intended to see students' ability to work together. The final test of the cycle/formative test is intended to determine the learning outcomes of students after the implementation of the Problem Based Learning model. Meanwhile, the summative test is intended to look at students' abilities in more depth. The material used as test material is the material that is taught during learning.

Based on the results of the research that has been presented previously, it can be said that the average learning outcomes of grade VI students of SD Negeri 081238 Sibolga from cycle I to cycle II have increased the average learning outcomes, the increase can be described as follows: 1) The increase in the average grade score from cycle I to cycle II is from 78 to 91.33; 2) The increase in the category of excellent grades is from 4 students to 13 students. The increase in the average score is due to the fact that students easily absorb material with the Problem Based Learning learning model. Because the Problem Based Learning learning model can stimulate open-mindedness and encourage students to do more critical and active learning. The Problem Based Learning learning model also provides challenges to students so that they can get satisfaction by finding new knowledge for themselves.

Based on the results of observation of student activities, information was obtained that there was an increase in student activities. This shows that students are starting to give a positive response to the learning they are participating in. Both in listening and paying attention to the learning material presented, or in asking questions about material that has not been understood or in expressing opinions. By applying the Problem Based Learning learning model, students become easier to understand the material because they are invited to learn through the problems that arise and how to solve these problems. Automatically students get knowledge as well as how to apply it. Based on the results of the study, it can be concluded that the Problem Based Learning learning model can improve student learning outcomes in the material of Living Peacefully by Forgiving Each Other for grade VI students of SD Negeri 081238 Sibolga.

RESULTS

The implementation of the Problem-Based Learning (PBL) model at SD Negeri 081238 Sibolga has shown significant improvements in student learning outcomes. This study

aimed to analyze how the PBL model influences students' understanding, engagement, and overall academic performance. The results indicated that students became more active in the learning process, as they were encouraged to explore problems, find solutions, and collaborate with their peers. The shift from traditional teaching methods to PBL created a more student-centered learning environment, leading to increased motivation and enthusiasm in the classroom. One of the most notable findings was the improvement in students' problem-solving skills. Through the PBL approach, students were presented with real-world problems related to the subject matter, requiring them to analyze, discuss, and develop logical solutions. This process enhanced their critical thinking abilities, enabling them to approach complex topics more effectively. Pre- and post-tests demonstrated a significant increase in students' ability to apply concepts in different contexts, indicating a deeper understanding of the material.

Additionally, the study found that PBL contributed to better student engagement and collaboration. During group discussions and problem-solving activities, students worked together to find solutions, improving their teamwork and communication skills. Teachers observed that students were more willing to share their ideas, listen to others, and actively participate in class discussions. This cooperative learning environment not only improved academic performance but also fostered social skills essential for future learning and personal development. The PBL model also positively impacted students' motivation toward learning. Traditional rote memorization methods often lead to disinterest and passive learning. However, by engaging students with meaningful, real-world problems, the PBL model made learning more relevant and enjoyable. Students expressed greater enthusiasm in their studies, showing a higher level of curiosity and willingness to explore different solutions. Surveys conducted during the research period indicated that students felt more responsible for their learning, increasing their overall academic engagement. Furthermore, the study highlighted the role of teachers as facilitators in the learning process. Instead of simply delivering information, teachers guided students through inquiry-based learning, helping them develop independent learning skills. Teachers reported that students became more self-directed, demonstrating an ability to research information, evaluate sources, and present their findings logically. This shift in teaching dynamics empowered students to take an active role in their education, fostering a sense of ownership and responsibility for their academic success.

Another key finding was the improvement in long-term knowledge retention. Since students were actively involved in solving problems and applying concepts to real-life situations, they retained information more effectively than through passive learning techniques. Post-assessments showed that students could recall and apply learned concepts even weeks after completing their PBL activities. This suggests that PBL enhances not only immediate learning outcomes but also the long-term retention and application of knowledge. In conclusion, the application of the Problem-Based Learning model at SD Negeri 081238 Sibolga significantly improved student learning outcomes by enhancing critical thinking, engagement, collaboration, motivation, and knowledge retention. The findings suggest that PBL is an effective instructional approach that encourages active learning and prepares students with essential problem-solving skills for future academic and real-world challenges. Given these positive results, it is recommended that educators integrate PBL more extensively into their teaching strategies to further enhance student learning experiences and outcomes.

DISCUSSION

The findings of this research indicate that the application of the Problem-Based Learning (PBL) model at SD Negeri 081238 Sibolga has positively impacted student learning outcomes. The shift from traditional teacher-centered instruction to a more student-centered approach has led to increased student engagement, motivation, and comprehension. By focusing on real-world problems, students were encouraged to think

critically, work collaboratively, and actively participate in the learning process. This aligns with previous studies that highlight the effectiveness of PBL in fostering deeper learning and improving student performance. One of the key benefits of the PBL model observed in this study was the enhancement of students' problem-solving skills. Unlike traditional rote learning methods, which often require memorization without deep understanding, PBL encouraged students to analyze problems, seek relevant information, and develop logical solutions. This process not only improved their critical thinking skills but also enabled them to apply their knowledge to real-life situations. The improvement in pre- and post-test scores further supports the argument that PBL facilitates a deeper understanding of concepts.

Additionally, the research findings suggest that PBL contributes to a more engaging and interactive classroom environment. Through group discussions and collaborative problem-solving activities, students had more opportunities to communicate their ideas, listen to different perspectives, and work together toward solutions. This interaction fostered teamwork and cooperation, which are essential skills for both academic and personal development. Teachers also noted that students who were previously passive in class became more active and willing to participate when the PBL method was implemented.

Another significant finding of this study is the increase in student motivation. Many students who initially displayed low interest in learning became more engaged when they were given the opportunity to explore meaningful and relevant problems. The real-world applications of the lessons made learning more interesting, leading to a higher level of curiosity and enthusiasm. This is an important aspect of PBL, as motivation plays a crucial role in determining the effectiveness of any instructional approach. The results showed that students not only performed better academically but also developed a more positive attitude toward learning. Furthermore, the role of teachers in the PBL model shifted from being the primary source of knowledge to that of facilitators who guided students through the learning process. Instead of simply providing answers, teachers encouraged students to explore, research, and discover solutions on their own. This approach helped students develop self-directed learning skills, making them more independent and responsible for their education. Teachers reported that students became more confident in their ability to seek information, evaluate different perspectives, and justify their conclusions.

The study also found that PBL improved long-term knowledge retention. Since students were actively involved in discussing and applying concepts to real-life scenarios, they were able to remember information more effectively than through traditional learning methods. Follow-up assessments showed that students retained the material longer and could recall and apply concepts even weeks after completing the lessons. This suggests that PBL does not only improve short-term academic performance but also enhances long-term understanding and application of knowledge. In conclusion, the discussion of the research findings reinforces the effectiveness of the Problem-Based Learning model in improving student learning outcomes at SD Negeri 081238 Sibolga. The study demonstrated that PBL enhances problem-solving abilities, fosters collaboration, increases motivation, and improves knowledge retention. Given these positive impacts, it is recommended that educators continue to implement and refine PBL strategies to maximize student learning potential. Schools should also provide professional development opportunities for teachers to effectively apply PBL in their classrooms. By doing so, education can become more engaging, meaningful, and impactful for students..

CONCLUSION

Based on the results of the Classroom Action Research by applying the Problem Based Learning learning model to the material Living Peacefully with Forgiving Mutual Forgiveness of Grade VI students of SD Negeri 081238 Sibolga, the researcher concluded:

1) The application of the Problem Based Learning model can improve the learning outcomes of grade VI students of SD Negeri 081238 Sibolga. The increase in the average grade from cycle I to cycle II increased from 78 to 91.33. The score of the very good category of students from cycle I to cycle II increased, from 4 students to 13 students. Student learning outcomes achieve success indicators with a completion rate of 100%; 2) Based on the results of student activity research, information was obtained that there was an increase in student activities. The results of the study show that the application of the Problem Based Learning learning model can increase the activity of grade VI students of SD Negeri 081238 Sibolga. Student activity is seen from the aspect of student readiness to receive the subject matter, student enthusiasm in participating in group discussion activities, student activities in group discussion activities, student activities in solving problems, student activities in doing practice problems, and student participation in closing learning activities from cycle I to cycle II most aspects have increased.

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