Tittle (sentence case, 16pt, font cambria, bold)

Author 1 , Affiliation (Institution name)
Email Author 1
Author 2, Affiliation (mark with for corresponding author)
Email Author 2
Author 3, Affiliation (Format Cambria 10pt, bold for author names)
Email Author 3

 name@edu.com (italic 10pt cambria, corresponding authors email)

Abstract: Abstract of the article should be provided general idea about research to readers, abstract should be written Cambria, 10 font, between 150 to 250 words. Abstract of the article should be provided general idea about research to readers, abstract should be written Cambria, 10 font, between 150 to 250 words. Abstract of the article should be provided general idea about research to readers, abstract should be written Cambria, 10 font, between 150 to 250 words. Abstract of the article should be provided general idea about research to readers, abstract should be written Cambria, 10 font, between 150 to 250 words. Abstract of the article should be provided general idea about research to readers, abstract should be written Cambria, 10 font, between 150 to 250 words. Abstract of the article should be provided general idea about research to readers, abstract should be written Cambria, 10 font, between 150 to 250 words.

Keywords: Cambria, 10pt, between 3 to 7 words, 1st word's initial should be capital

INTRODUCTION

Introduction include information about the problem statement, state of the art, theoretical framework, the importance of the study, and previous studies. Use cambria 11pt, single space, no space between paragraph. Use **APA 6th edition** to cite and must use reference manager tool (ex. Mendeley, zotero etc.). The manuscript written with 5-20 pages. **At least 10 reference used to present introductions**.

In the second paragraph and so on given 1 cm indention. Second and third headings written with following the format provided.

Second Level

We don't use numbering in this journal template.

Third Level

Use maximum 3 level of heading.

METHODS

In the methods section, explained about subject/participant, procedure of studies, the material/instrument, and data analysis. It can be written by using subheading with 3 level maximum.

Research Design

Use description and figure to present research design. In the second paragraph and so on given 1 cm indention. Second and third headings written with following the format provided.

Participant

Use description and table to present the detail or characteristic of participants. In the second paragraph and so on given 1 cm indention. Second and third headings written with following the format provided.

Material

Present the instrumen including name of instrumen, indicators in table, also description of the instrumen.

In the second paragraph and so on given 1 cm indention. Second and third headings written with following the format provided.

Procedure

Present step by step of the research.
In the second paragraph and so on given 1 cm indention. Second and third headings written with following the format provided.

Data Analysis

Present step by step of the data analysis.

In the second paragraph and so on given 1 cm indention. Second and third headings written with following the format provided.

RESULTS

In this section, explained about results of the present study. Use cambria 11pt, single space, no space between paragraph.

In the second paragraph and so on given 1 cm indention. Second and third headings written with following the format provided. The format of mention of images and tables in paragraphs are **Figure 1** and **Table 1** (Bold, start at 1). Figure presented by jpeg or png format (Cambria 10pt).

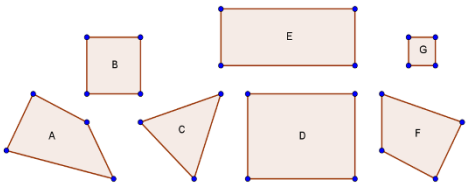


FIGURE 1. *Sentence case, cambria 10 pt italic*

TABLE 1. *Sentence case, cambria 10 pt italic*

Aspect	Indicator	*f*	%	Mean
Aspect 1	Cambria, 10 font, single line spacing, no space between paragraphs.	100	30.67	76.80
Aspect 2	Cambria, 10 font, single line spacing, no space between paragraphs.	200	30.67	
Aspect 3	Cambria, 10 font, single line spacing, no space between paragraphs.	300	30.67	

DISCUSSION

In this section, discuss about result of present study and compare it to the theory and other studies. Cite as many research articles to produce new theory, method, and others. **Minimum**

10 references used to present this section.

Use equation to present mathematical formulas, symbols etc. Equation can be access on tab insert equation. The example of the equation as follow.

$$(x + a)^n = \sum_{k=0}^{n} \left(\frac{n}{k}\right) x^k a^{n-k} \qquad (1)$$

$$A = \pi r^2 \qquad (2)$$

CONCLUSION

This section discus about the conclusion of research result. Conclusion written with suggestion and limitation of the research.

Font cambria 11pt, spasi 1, no space before and after paragraph.

REFERENCES

The references should be brought together at the end of the article. Authors should check whether every reference in the text appears in the list of references and vice versa. References use at least last 10 years of articles, books or other resources **(at least 15 resources)**. **Minimum 80%** references must from article. References use APA 6th edition style. Use **APA 6th edition** to cite and must use reference manager tool (ex. Mendeley, zotero etc.). **The reference at least 25 from scientific article.**

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Implementation of Discovery Learning Model in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 04 Hajoran

Heri Handayani , SD Negeri 04 Hajoran, Indonesia **Nurhidayah Harahap**, SD Negeri 14 Kotapinang, Indonesia **Nurdiana**, SD Negeri 01 Rasau, Indonesia

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Discovery Learning Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Discovery Learning Learning Model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the Discovery Learning Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Discovery learning model, learning outcomes, islamic education.

herrihandayani77@guru.sd.belajar.id

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INTODUCTION

Education in Indonesia is inseparable from two elements, namely learning and learning. Learning can be defined as an activity carried out by an individual so that there are changes in him both internally and externally. With the implementation of learning, individuals who were initially unskilled become skilled. In the context of the independent curriculum that is currently implemented, education in Indonesia has undergone significant changes in an effort to provide opportunities for students to develop their potential. The independent curriculum aims to free students from the limitations of conventional learning methods and provide them with space to actively study, think critically, and have independence in seeking and understanding information. One form of education in Indonesia is Islamic Religious Education. In this education, students learn about beliefs, beliefs, behaviors, and the basic principles of Islam.

The main purpose is to guide students to truly understand and appreciate the essence of Islam and provide guidelines for happiness in life in this world and the hereafter. It is important for teachers to create an active and engaging learning atmosphere so that students do not feel bored or bored and students will more easily understand the material being taught. Therefore, it is necessary to have a learning model that is in accordance with the principles of the independent curriculum to improve learning outcomes in the material Closer to the Names of Allah. In addition, there are challenges related to the lack of motivation of students in studying Islamic Religious Education and Ethics subjects.

Some of the factors that affect this motivation include the lack of interesting learning methods and the lack of student participation in the defense process as well as the use of technology that is not optimal in the context of learning Islamic Religious Education and Ethics are obstacles that need to be overcome. Low learning motivation can hinder students' understanding of the subject matter Closer to the Names of Allah and have an impact on suboptimal learning outcomes. Dr. Haim Ginott, a psychologist and educator, once said, "Teachers who inspire students to learning with enthusiasm and curiosity will help them find motivation in themselves" (Ginott, 1965).

Therefore, it is important to create a learning environment that intrinsically motivates students and develops their interests. The independent curriculum also encourages the use of technology in learning. However, the implementation of technology in learning Islamic Religious Education and Ethics is still not optimal. The right use of technology can enrich the learning process, increase students' interest and motivation, and help students understand the material Closer to the Names of God. By using technology wisely, teachers can create interactive and engaging learning experiences for students. In facing these challenges and problems, the application of the discovery learning learning model is expected to provide an effective solution.

Through this model, students will be invited to be active in the learning process, explore knowledge, and gain a deep understanding of these concepts. The discovery learning learning model helps students develop critical thinking skills, creativity, and cooperation in learning material. With the application of the discovery learning learning model in learning Closer to the Names of Allah, it is hoped that student learning outcomes will increase significantly. In addition, students will have a deeper understanding of Closer to the Names of God and be able to apply them in daily life. Based on the background of the problem, the researcher formulated a Classroom Action Research with the title: "Application of the Discovery Learning Model in Improving Student Learning Outcomes in Materials Closer to the Names of Allah Class V UPTD. SD Negeri 04 Hajoran.

METHODS

This type of research is Classroom Action Research (PTK) which in English is called

classroom action research, with actions in the form of the application of the discovery learning learning model which is expected to be able to improve learning outcomes on the material Closer to the Names of Allah and be able to improve the quality of learning implementation. Classroom action research (PTK) has a very important and strategic role in improving learning outcomes if implemented properly. In its implementation, teachers as research subjects consciously seek to develop their ability to identify and solve problems that arise in the learning process in the classroom.

In this study, the researcher uses a descriptive qualitative approach, which aims to describe the form of learning that can improve student learning outcomes by applying the discovery learning learning model to the material Closer to the Names of Allah. The descriptive qualitative approach allows researchers to gain a deep understanding of how the application of the learning model can have an impact on student learning outcomes. By exploring qualitative data through observation, interviews, and document analysis, researchers can identify effective aspects and describe in detail the successful forms of learning in improving student learning outcomes on the material Closer to the Names of God. Researchers will conduct research in two cycles, namely cycle I and cycle II.

Cycle II is a refinement of cycle I and will be terminated if the achievement indicators have been achieved. The procedures that will be applied in this study include 4 (four) stages consisting of planning, implementation, observation, and reflection. The variables in this study consist of two variables, namely; 1) Independent variable: Application of the Discovery learning learning model in the material Closer to the Names of God. Independent variables are variables that will be manipulated by the researcher or that are the main focus in this study. In this case, the application of the discovery learning learning model was identified as an independent variable; 2) Dependent variable: Student learning outcomes. Dependent variables are variables that will be affected by independent variables. In this hypothesis, student learning outcomes are identified as dependent variables. Student learning outcomes will be measured or evaluated to find out whether the application of the discovery learning model improves their learning outcomes. Research Subject. As the subject of the class action research is class V students with a total of 24 students, with 9 male students and 15 female students. Types, Sources, and Data Collection Techniques. The types, sources, and data collection techniques in this study are as follows; 1) Data Type. The data collected in this study is qualitative data.

Qualitative data provide a deep understanding of the experiences, views, and perceptions of research subjects related to the application of the discovery learning model and student learning outcomes on the material Closer to the Names of God. Data Source. The data sources in this study are; 1) Direct observation: The researcher made direct observations on the application of the discovery learning learning model in Closer to the Names of Allah in class V of UPTD. SD Negeri 04 Hajoran; 2) Written test: This research also involves the use of a written test given to UPTD grade V students. SD Negeri 04 Hajoran to measure their understanding and learning outcomes related to the material; 3) Documentation: Documentation data in the form of student learning outcome scores on the material Closer to the Names of Allah. Data Collection Techniques; 1) Observation: The researcher uses direct observation techniques to observe the interaction between teachers and students, student participation, student understanding level, and the use of technology in learning; 2) Written test: The written test data collection technique is used to measure students' understanding of the material Closer to the Names of God; 3) Documentation: Documentation data in the form of student learning outcome scores are obtained from records and archives in UPTD. SD Negeri 04 Hajoran.

RESULTS

The implementation of the Discovery Learning model in Islamic Education at SD Negeri 04 Hajoran led to notable improvements in student learning outcomes. Before the model was applied, many students struggled to fully grasp the Islamic concepts presented in the

curriculum. However, after the introduction of Discovery Learning, there was a significant change in how students approached learning. They became more active in exploring the content, asking questions, and making connections between the material and real-life experiences. This shift in approach positively impacted their comprehension and retention of Islamic teachings.

One of the key outcomes of using Discovery Learning was the increased engagement of students during lessons. The model encouraged students to actively discover and investigate the material on their own, rather than simply receiving information from the teacher. This hands-on approach made the learning process more enjoyable, as students were able to interact with the content in a way that was meaningful to them. The teacher's role shifted to that of a facilitator, guiding students as they explored the material, which empowered them to take ownership of their learning.

The Discovery Learning model also improved students' critical thinking skills. As part of the process, students were encouraged to formulate their own questions, solve problems, and explore different solutions. This process helped them develop a deeper understanding of the material, as they had to engage with the content in a way that required higher-level thinking. For instance, when learning about the pillars of Islam or the significance of prayer, students were not just memorizing facts, but instead were asked to explore the underlying principles and meanings of these practices.

Moreover, the Discovery Learning model helped students make connections between their Islamic education and their everyday lives. By encouraging students to discover the relevance of Islamic teachings to their personal experiences, the model made the subject matter more meaningful. This connection led to greater motivation to learn, as students began to see how the concepts they were learning applied to their daily actions and decisions. The model also helped students understand the moral and ethical dimensions of Islam, promoting positive values such as kindness, honesty, and responsibility.

Another important finding was that the Discovery Learning model facilitated better collaboration among students. While students worked individually to explore the content, they were also encouraged to discuss their findings with peers, which allowed for a collaborative exchange of ideas. This peer interaction enabled students to see different perspectives and gain new insights into the material. The process of sharing their discoveries helped to solidify their understanding and reinforced the concepts being taught.

Furthermore, the model allowed for more personalized learning. As students were encouraged to explore the material at their own pace, they had the opportunity to dive deeper into areas of interest and challenge themselves to learn more. This approach was particularly beneficial for students with varying levels of prior knowledge, as those who needed more time could take it, while faster learners were able to move ahead. The flexibility of the Discovery Learning model ensured that all students could learn in a way that suited their individual needs.

Teachers also observed an improvement in student assessment results following the implementation of Discovery Learning. Students demonstrated greater knowledge retention and were able to apply what they had learned in both written and oral assessments. The interactive nature of the model allowed students to internalize the material more effectively, leading to improved performance in tests and assignments. For example, when asked to explain the process of fasting during Ramadan or the steps of performing wudu (ablution), students were able to articulate the steps and their significance with greater confidence and accuracy.

The application of the Discovery Learning model was not without its challenges. One challenge was ensuring that all students had equal opportunities to actively participate in the learning process. Some students were initially hesitant to engage in the self-directed learning activities, preferring to wait for direct instructions from the teacher. To address this, teachers implemented strategies such as small group discussions and peer teaching, which encouraged all students to participate and share their ideas. This helped ensure that every student had the chance to explore the material and benefit from the learning

experience.

Another challenge involved the need for careful planning and preparation of learning materials. The Discovery Learning model requires teachers to create situations that stimulate student curiosity and encourage exploration. This often involved designing activities, experiments, and projects that aligned with the Islamic curriculum. The planning process was time-consuming, but the positive outcomes made the effort worthwhile. Teachers also had to adapt their teaching methods to be more flexible and responsive to the needs of the students as they navigated the discovery process.

Despite these challenges, the results of the study demonstrated the effectiveness of the Discovery Learning model in improving student outcomes in Islamic Education at SD Negeri 04 Hajoran. Students were more engaged, demonstrated stronger critical thinking abilities, and showed better retention and application of the material. By fostering a more interactive and student-centered learning environment, the Discovery Learning model proved to be a valuable approach in enhancing the quality of education in Islamic studies at this school.

In conclusion, the implementation of the Discovery Learning model in Islamic Education at SD Negeri 04 Hajoran resulted in significant improvements in student learning outcomes. Students became more engaged, developed critical thinking skills, and were better able to connect Islamic teachings to their daily lives. Although the method presented challenges in terms of student participation and preparation, its benefits in terms of enhancing understanding and retention made it an effective approach for improving the quality of education in Islamic studies.

DISCUSSION

The implementation of the Discovery Learning model in Islamic Education at SD Negeri 04 Hajoran resulted in noticeable improvements in student learning outcomes. This model encouraged students to engage more deeply with the subject matter by taking an active role in their learning process. By focusing on exploration and self-discovery, the students were not only able to absorb information but also develop a deeper understanding of Islamic principles. The shift from traditional rote learning to a more interactive and inquiry-based approach allowed students to connect with the material on a personal level. One of the significant advantages of the Discovery Learning model was its ability to foster critical thinking among students. The model encouraged students to ask questions, make observations, and draw conclusions on their own. For example, when studying the five pillars of Islam, students were tasked with exploring the significance of each pillar beyond memorization, contemplating how each practice impacts their daily lives. This process of critical inquiry helped students move beyond surface-level understanding, and they were able to analyze the broader concepts and values behind Islamic teachings.

Moreover, the Discovery Learning model helped promote collaborative learning. Students were encouraged to work together in small groups, where they could discuss and share their findings. This peer interaction allowed for a diverse exchange of ideas, giving students the opportunity to learn from one another and develop their social and communication skills. The collaborative environment also fostered a sense of responsibility, as students were expected to contribute to group discussions and support one another's learning.

Another notable benefit of this approach was that it made learning more engaging for students. The hands-on nature of Discovery Learning allowed students to explore Islamic concepts in ways that were interactive and meaningful. For example, students were asked to act out scenarios related to the teachings of Islam, such as demonstrating the proper way to perform wudu (ablution) or explaining the importance of zakat (charity). These activities made learning enjoyable and helped students internalize the concepts more effectively, as they were able to experience the material rather than just hear about it.

Additionally, the Discovery Learning model provided students with the opportunity

to learn at their own pace. Students were able to engage with the material according to their individual needs and preferences, which helped accommodate different learning styles and abilities. For instance, while some students preferred to read and reflect on the material independently, others benefitted more from group discussions or hands-on activities. This personalized learning approach allowed students to feel more confident in their understanding and created a more inclusive learning environment.

However, the method was not without challenges. One challenge that emerged during the implementation of Discovery Learning was the need for teachers to balance guidance and autonomy. While it was important for students to engage in self-directed learning, they still needed support to stay on track and ensure they were interpreting the material correctly. Teachers had to carefully monitor the progress of each student, providing timely feedback and addressing misconceptions. This required flexibility and the ability to adapt teaching methods based on the needs of the students.

Another challenge involved the preparation of learning materials. The Discovery Learning model requires teachers to design activities that prompt exploration and inquiry. This often meant creating new materials and finding innovative ways to present Islamic concepts in a way that would spark students' curiosity. While this was time-consuming, it allowed teachers to customize the lessons to suit their students' needs and interests, leading to more meaningful learning experiences. The preparation also included developing resources such as role-play scripts, discussion prompts, and materials for group work, which helped facilitate active participation.

Despite these challenges, the benefits of the Discovery Learning model were evident. Students not only improved their academic performance but also developed important life skills such as critical thinking, collaboration, and problem-solving. The model's emphasis on exploration, engagement, and personal connection to the material helped foster a deeper understanding of Islamic Education. It also created a more dynamic classroom environment, where students were actively involved in their own learning, rather than passively absorbing information. The success of this approach suggests that Discovery Learning can be a highly effective model for teaching Islamic Education, as it enhances student engagement, encourages critical thinking, and improves retention of knowledge.

In conclusion, the Discovery Learning model proved to be an effective approach for improving student outcomes in Islamic Education at SD Negeri 04 Hajoran. Despite the challenges associated with its implementation, the model's focus on student-centered learning, critical thinking, and collaboration provided numerous benefits. Students showed greater engagement, deeper understanding of Islamic concepts, and improved academic performance. By promoting inquiry and self-discovery, this model significantly contributed to the overall quality of education, making it a valuable pedagogical tool in teaching Islamic Education.

CONCLUSION

The implementation of the Discovery Learning model in Islamic Education at SD Negeri 04 Hajoran proved to be an effective approach for enhancing student learning outcomes. The model encouraged students to take an active role in their learning, fostering a deeper understanding of Islamic concepts. Through exploration and self-discovery, students were able to engage with the material in a more meaningful way, making connections between the content and their own experiences. One of the key benefits of the Discovery Learning model was its ability to promote critical thinking. By encouraging students to ask questions, make observations, and draw conclusions on their own, the model helped them develop higher-level thinking skills. This approach allowed students to understand the deeper principles and values behind Islamic teachings, rather than just memorizing facts. Furthermore, the model fostered collaboration and communication among students. Working in small groups allowed students to share ideas, learn from one another, and enhance their social skills. The cooperative environment helped create a supportive learning community, where students felt more confident and motivated to participate in

the learning process. Although there were challenges, such as the need for careful guidance and the preparation of learning materials, the benefits outweighed the difficulties. Teachers had to adjust their roles to become facilitators, guiding students through the discovery process while allowing them the freedom to explore. The time and effort spent preparing interactive activities were well worth the positive outcomes achieved in student engagement and learning. In conclusion, the Discovery Learning model significantly improved the quality of Islamic Education at SD Negeri 04 Hajoran. The model's focus on student-centered learning, critical thinking, and collaboration

resulted in better student outcomes. By making the learning process more engaging and meaningful, the model contributed to a more dynamic classroom environment and improved retention of Islamic teachings.

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