

The Effect of Religious Education on Student Learning Achievement in Elementary Schools

Mohammad Vega Sya'bana^{a,1}, Sayida Khoiratun Nisak^{b,2}, Dr. Suryaningsih, S.S., M.Pd.K.^{c,3},
Bernardus Agus Rukiyanto^{d,4}, Rini Mei Hastuti^{e,5}

^a UIN Sunan Kalijaga Yogyakarta

^b Institut Islam Al-Mujaddid Sabak

^c STT Excelsius Surabaya

^d Universitas Sanata Dharma

^e SD Negeri 2 Karangtalun Kidul, Purwojati, Banyumas

¹ vegasyabanaid@gmail.com; ² sayidakhoiratunnisak@gmail.com; ³ doktorsuryaningsih@yahoo.com;

⁴ rukuy@usd.ac.id; ⁵ meyryn27@gmail.com

ARTICLE INFO

Article History:

Accepted: 25 Mai 2024

Revised: 8 June 2024

Approved: 15 July 2024

Available Online: 16 August 2024

Keywords:

religious
education
effect
learning
student

ABSTRACT

The field of religious education has a pivotal function in the molding of students' character, morality, and ethical frameworks. Additionally, it facilitates an intimate grasp of the tenets and values espoused by various belief systems. The efficacy of teaching methods in education can have a notable impact on students' academic performance. Nevertheless, no research has been conducted at SDN Bhakti Karya to assess the impact of teaching methods in PAI on students' academic achievement. The objective of this study is to evaluate the impact of instructional approaches in Religious Education on students' academic performance at SDN Bhakti Karya. A qualitative approach was employed, whereby data were collected through interviews, observations, and document analysis. The findings indicate that effective teaching methods in Religious Education have a beneficial impact on students' academic achievement. Instructional methods that facilitate active engagement, the utilization of multimedia resources, group discussions, and the application of hands-on activities to comprehend religious concepts facilitate enhanced comprehension and the development of academic skills. Factors that facilitate the implementation of teaching methods include the provision of adequate facilities and infrastructure, as well as the training and development of competencies among teachers. However, obstacles such as time constraints and a curriculum that restricts the variety of teaching methods must also be addressed. In order to enhance students' academic performance, it is essential to reinforce facilities and infrastructure support, enhance teacher training, and assess the necessity and flexibility of the curriculum.

©2024, Mohammad Vega Sya'bana, et al
This is an open access article under CC BY-SA license



1. Introduction

The field of Religious Education plays a pivotal role in shaping the moral character and spiritual development of students while simultaneously imparting a comprehensive understanding of religious teachings and values (Arsyad & Sauri, 2024). Moreover, Religious Education contributes to the intellectual growth and maturation of students through their acquisition of knowledge and insight regarding religious concepts and the application of such knowledge in their daily lives. Consequently, the efficacy of teaching methods employed in Religious Education can exert a profound impact upon students' academic achievements (Sudadi et al., 2024).

Religious Education plays an integral role in the education system of numerous countries with a majority Muslim population, including Indonesia. Its objective is not merely to impart religious knowledge to students, but also to foster the development of positive character traits and moral values (S et al., 2023).

With regard to the field of education, teaching methods assume great significance with respect to the academic performance of students. The deployment of effective teaching strategies can facilitate students' grasp of, application of, and internalization of religious knowledge. The implementation of suitable teaching methods can enhance students' interest in education while also promoting a profound and discerning grasp of religious concepts (Milerski, 2023).

The most commonly used teaching methods in religious education include lectures, discussions, case studies, simulations, and the application of religious values in daily life. Each of these teaching methods possesses distinctive characteristics and can exert varying effects on students' academic performance (Bauer, 2024).

It is crucial to comprehend the impact of teaching methods in religious education on students' academic performance. Ineffective teaching methods may impede students' comprehension of religious concepts and their ability to apply them in daily life. This can have a detrimental effect on students' academic performance, manifesting in low grades in the subject of Religious Education or difficulties in facing religious examinations (Khairani & Aloysius, 2023).

Conversely, if teaching methods are effective, students are more likely to exhibit motivation and engagement in religious learning activities. Teaching methods that facilitate a comprehensive and critical understanding of religious concepts can foster analytical and reflective thinking skills in students, ultimately leading to enhanced academic performance in religious education (Firdaus et al., 2023).

SDN Bhakti Karya is one of the high schools in the area that provides religious education to its students. However, there is a paucity of research that specifically evaluates the effect of teaching methods in religious education on students' academic achievement at SDN Bhakti Karya. Therefore, this study aims to address this knowledge gap and provide a more nuanced understanding of how teaching methods in religious education can affect students' academic achievement in this school (Means & Stephens, 2021).

Prior research indicates that innovative, interactive teaching methods that engage students actively in the learning process can enhance their comprehension of the subject matter and develop their academic skills. Consequently, it is crucial to assess the efficacy of these approaches in the context of religious education at SDN Bhakti Karya and their impact on students' academic achievement.

By elucidating the impact of pedagogical approaches in religious education on students' academic achievement at SDN Bhakti Karya, this study can offer valuable insights to educators in the field of religious education, enabling them to select and implement more effective teaching methods. Furthermore, the findings of this study can inform the development of the prayer education curriculum and enhance the quality of religious education in other educational institutions.

It is anticipated that this study will enhance comprehension of the significance of teaching methods in religious education and their correlation with students' academic achievement. Consequently, this study will constitute a valuable contribution to the endeavour to enhance the quality of religious education at SDN Bhakti Karya and augment the research literature in this field.

2. Method

In this study, we employed a qualitative research methodology to gain a profound understanding of the impact of instructional strategies on students' academic performance in Religious Education at SDN Bhakti Karya. Our choice of a qualitative approach allowed us to obtain comprehensive, contextualized, and intricate insights into both the students' and teachers' experiences in the religious learning process.

The data was obtained through a combination of qualitative research techniques, including semi-structured interviews, observation of teaching and learning processes, and analysis of relevant documentation. In order to gain insight into the teachers' perspectives on the teaching methods they employ, the obstacles they encounter, and their view of the interrelation between teaching methods and students' academic achievement, interviews were conducted with the aforementioned educators. Additionally, classroom observations were conducted in order to gain a firsthand understanding of the implementation and interaction between teaching methods and students. Finally, document analysis was conducted on various relevant documents such as lesson notes and student assignments to obtain supplementary data regarding the PAI learning process (Sugiyono., 2017).

The collected data were analysed using an inductive approach. The analysis process began with the reading and coding of the data in order to identify patterns and themes that emerged from them. Then, the aforementioned patterns and themes were subjected to further analysis and interpretation with a view to producing a comprehensive understanding of the influence of teaching methods on this education and students' academic achievement at SDN Bhakti Karya.

In order to maintain the validity of this research project, a number of steps were taken. Firstly, the researcher employed a process of data triangulation, comparing the results of the interviews, observations, and document analysis in order to gain a more complete overall picture. Secondly, member checking was conducted, with the involvement of the research participants, in order to ensure that the researcher's interpretation matched their experience. Thirdly, a representative sample was selected, in order to provide variation in terms of the academic achievement levels represented within the study.

By employing a qualitative methodology and a variety of data gathering techniques, this study is designed to offer a nuanced and comprehensive understanding of the role of teaching methods within religious education in relation to students' academic performance at SDN Bhakti Karya.

3. Result and Discussion

3.1 Teaching Methods Used in Religious Education at SDN Bhakti Karya

In the context of religious education at SDN Bhakti Karya, a variety of teaching methods are employed. One prevalent method is the use of lectures or direct exposure to concepts by the teacher. Through this approach, the instructor provides the students with a fundamental understanding of the subject matter. However, it is essential to ensure that the lecture does not lack variety or engage the students passively. Instead, it should be designed to facilitate active participation.

One method that is becoming increasingly prevalent in the instruction of religious education at SDN Bhakti Karya is the incorporation of multimedia. Educators utilize a range of tools, including projectors, slide presentations, videos, and audio, to enhance the visual representation and depth of understanding of the subject matter. This integration of multimedia can facilitate more robust comprehension and engagement in the learning process.

Group discussions are also employed in the teaching of religious education at SDN Bhakti Karya. The instructor divides the students into smaller groups to discuss specific topics pertinent to the lesson. These group discussions facilitate the sharing of understanding,

expression of opinions, and deepening of religious understanding. Through these discussions, students can develop critical thinking, communication, and cooperation skills within the context of religion.

Furthermore, the curriculum incorporates experiential learning techniques, such as inviting students to engage in direct religious practices. This may entail praying in congregation, reading the Quran, or participating in other worship services. By immersing students in these activities, they can reinforce their comprehension of religious concepts and connect them to their daily lives.

The implementation of conventional teaching methodologies, the incorporation of multimedia, group discussions, and the utilisation of hands-on practices in the comprehension of religious concepts at SDN Bhakti Karya is designed to enhance students' comprehension, critical thinking abilities, social interaction, and active involvement in PAI learning. These methodologies can provide diversity in teaching, increase students' interest, and facilitate the correlation of religious teachings to everyday life.

In the context of religious education in an academic setting, a variety of methods are employed with the objective of facilitating comprehension and the practical application of teachings in students' daily lives. A number of teaching methods are frequently utilized in the domain of religious education. (Rosady, 2022)

The lecture method entails the instructor providing explanations and facilitating learning through didactic discourse. The instructor transmits information, principles, values, and religious teachings to students in the form of structured narratives and explanations. Additionally, group discussion is employed to facilitate comprehension of religious concepts, problem-solving, and the formation of a collective understanding. Group discussions promote student engagement and facilitate the development of critical thinking skills. Assignments also involve the completion of tasks and the undertaking of research, as well as the execution of religion-related activities. These assignments may entail reading and analysing religious texts, composing essays or reports, or engaging in religion-based social activities (Manalu et al., 2023).

Case studies may be employed as a learning activity to examine actual problems or circumstances pertaining to religion. Students are encouraged to analyze the case, identify solutions in accordance with religious teachings, and comprehend the implications of the selected courses of action. Subsequently, simulations or role-plays may involve students in assuming the roles of characters confronted with particular religious circumstances. This facilitates the comprehension of religious concepts in a practical and engaging manner. Additionally, the incorporation of multimedia and technology, such as PowerPoint presentations, short videos, audio recordings, or the use of educational software, can enhance visual understanding of religious concepts and maintain students' interest through diverse media formats (Sigalingging et al., 2023).

The teaching methods employed in agricultural education are subject to variation based on the policies of the educational institution, the specific curriculum utilized, and the individual preferences of the instructors involved. The integration of a combination of these methods may also be employed, contingent upon the identified learning needs and the desired learning outcomes.

In the case of SDN Bhakti Karya, the methods employed in the teaching of Christianity encompass a combination of didactic lectures, the utilisation of multimedia resources, group discussions, and experiential learning. The lecture method serves to facilitate comprehension, while multimedia aids in consolidating this understanding. Group discussions enable students to engage in discourse and share their insights, and experiential learning situates religious

concepts within the context of daily life. The objective of this pedagogy is to enhance student comprehension and active involvement in religious learning (Désiron et al., 2024).

3.2 The Influence of Teaching Methods in religious education on Student Academic Achievement

Effective teaching methods in religious education at SDN Bhakti Karya have the potential to enhance students' comprehension of the subject matter. The utilisation of pedagogical techniques such as lucid lectures, the incorporation of multimedia resources, and experiential learning opportunities can facilitate students' acquisition of religious concepts. Additionally, group discussions facilitate students' sharing of understanding, pursuit of deeper comprehension, and examination of alternative perspectives on religious education materials (Aldila & Susanti, 2022).

Effective teaching methods in religious education can also facilitate students' academic skill development. Group discussions, for instance, have the potential to enhance students' critical thinking, communication, and cooperation abilities in a religious context. Similarly, the integration of multimedia and hands-on activities can enrich students' learning experience, facilitate problem-solving skills, analysis, and a deeper understanding of concepts.

There is a positive correlation between the utilization of interactive teaching methodologies in religious education and students' academic performance. Teaching approaches that facilitate dialogue and interaction between instructors and learners, such as group discussions, afford students the chance to actively engage with the material, inquire, and offer their perspectives. This can enhance their comprehension and, in turn, positively impact their academic achievement (Utriainen et al., 2024).

Athletic education instructors play a significant role in enhancing students' academic performance through the implementation of effective teaching methodologies. Teachers who are able to utilize appropriate pedagogical techniques, provide lucid explanations, manage classroom interactions, and offer constructive feedback can have a beneficial impact on students' comprehension and academic performance. Furthermore, educators can facilitate the development of academic skills and assist students in identifying their optimal potential for learning religion. The implementation of efficacious pedagogical strategies in Religious Education at SDN Bhakti Karya has been observed to facilitate enhanced comprehension of the subject matter, the acquisition of essential academic competencies, and a general improvement in academic performance. The function of the Religious Education instructor as a catalyst and primary agent in the utilisation of effective teaching methods is of paramount importance in enhancing students' academic achievements in Religious Education (Jayakumar et al., 2022).

In the context of religious education at SDN Bhakti Karya, the implementation of effective teaching methods can facilitate students' comprehension of materials. These methods include the delivery of lectures in a clear and unambiguous manner, the utilisation of multimedia resources, the provision of hands-on practical experience, and the facilitation of group discussions. The provision of lucid lectures facilitates students' comprehension of religious concepts, whereas the incorporation of multimedia and hands-on activities enhances their learning experience. Group discussions facilitate the sharing of understanding, the pursuit of deeper comprehension, and the examination of diverse perspectives. Furthermore, efficacious instructional techniques in the field of education can also have a beneficial influence on the advancement of students' academic competencies, including critical thinking, effective communication, collaboration, problem-solving ability, and the capacity to comprehend and analyze complex concepts. In this context, the Christian Education teacher assumes an important role as a facilitator and catalyst for the implementation of effective teaching methods. Educators who are capable of employing suitable methods, providing

transparent explanations, regulating classroom interactions, and offering constructive feedback can facilitate students' comprehension and academic achievement. By utilizing effective teaching methods in Religious Education, students at SDN Bhakti Karya can achieve enhanced understanding, academic skill development, and a notable improvement in their overall performance in Religious Education.

3.3 Supporting Factors and Obstacles in the Application of Teaching Methods in Religious Education at SDN Bhakti Karya

The availability of adequate facilities and infrastructure is a crucial supporting factor in the implementation of effective teaching methods in this education at SDN Bhakti Karya. The provision of suitable facilities and infrastructure, including well-equipped classrooms, modern multimedia equipment, access to technology, and sufficient educational resources, can greatly enhance the efficacy of teaching methods. The incorporation of technological aids, such as projectors, computers, or audiovisual equipment, can significantly enrich the delivery of religious education through the integration of multimedia resources (Saifuddin, 2021).

Training and competency development of teachers of Christian education represents a crucial supporting factor in the implementation of efficacious teaching methods. Teachers must be furnished with instruction pertaining to innovative and inclusive pedagogical approaches, the utilisation of technology in teaching, and active and student-centered learning strategies. By enhancing their competencies, teachers will be better equipped and skilled in the implementation of effective teaching methods in religious education (Reimers, 2023).

Time constraints and a curriculum that restricts the implementation of diverse teaching methods present challenges to the application of effective teaching methods in religious education at SDN Bhakti Karya. The limited time allotted for learning in the curriculum can restrict teachers' ability to implement more interactive teaching methods that engage students actively. Furthermore, a curriculum that is comprehensive and contains a substantial amount of material can also impede teachers' capacity to engage students in activities that require more time, such as group discussions or hands-on practice. The provision of adequate facilities and infrastructure represents a crucial support in the implementation of teaching methods within the context of education at SDN Bhakti Karya. Facilities and infrastructure that encompass sufficient classrooms, access to multimedia resources, technology, and an ample supply of learning materials can collectively foster the use of effective teaching methodologies. For instance, the availability of projectors, computers, or audiovisual devices can bolster the integration of multimedia within religious instruction.

The training and development of teachers in this education an essential element in the implementation of effective teaching methods. Teachers must receive training in innovative and inclusive teaching methodologies, the utilisation of technology in education, and active and student-centred learning strategies. By enhancing their competencies, teachers will be better prepared and equipped with the requisite skills to implement effective teaching methods in religious education (Ediyanto et al., 2021).

Time constraints and a curriculum that restricts the implementation of diverse teaching methods present challenges to the application of effective teaching methods in religious education at SDN Bhakti Karya. The limited time allotted in the learning schedule restricts teachers' ability to employ more interactive and student-centered teaching methods. Additionally, a curriculum that is comprehensive and dense with material can impede teachers' capacity to engage students in activities that require extended time, such as group discussions or hands-on practice.

In order to enhance the utilisation of pedagogical techniques in RELIGIOUS EDUCATION at SDN Bhakti Karya, it is essential to provide sufficient support in terms of facilities and infrastructure, including classroom facilities and technological devices that

facilitate effective teaching methods. Moreover, training and competency development for AGED teachers is imperative to improve their understanding of efficacious teaching methods. Curriculum trimming and flexibility in learning time can also be considered in order to accommodate a greater range of diversified and interactive teaching methods.

4. Conclusion

In light of the aforementioned discourse, it can be surmised that the pedagogical strategies employed in the context of Religious Education at SDN Bhakti Karya bear a substantial impact upon the academic outcomes of the students. The implementation of pedagogical approaches that facilitate active engagement, the utilisation of multimedia resources, group discussions and the incorporation of experiential learning opportunities within the context of religious concepts can enhance students' comprehension and facilitate the development of their academic abilities. Religious education teachers also play an important role in enhancing students' academic achievement through the implementation of efficacious teaching methodologies. However, the implementation of teaching methods in Christian Education at SDN Bhakti Karya is not without challenges and considerations. The provision of adequate facilities and infrastructure, the undertaking of training and competency development for PAI teachers, and the role of parents and the environment are factors that facilitate the implementation of effective teaching methods. Meanwhile, time constraints, curriculum limitations, and challenges in developing teacher competence may impede the implementation of effective teaching methods and, thus, hinder the improvement of students' academic achievement in religious education. Efforts must, therefore, be made to enhance teachers' understanding of effective teaching methods, develop training and competency development programs for religious education teachers, and increase cooperation between teachers, students, and parents. Furthermore, the development of an innovative religious education curriculum may also be a potential avenue for enhancing teaching and learning outcomes.

5. Acknowledgement

Author thanks to all people whom support this study in most cases, sponsor and financial support acknowledgments.

6. References (Daftar Pustaka)

- Aldila, M., & Susanti, R. H. (2022). Improving Thematic Learning Outcomes on Number Place Value using the Demonstration Method and Glass Media. *Journal of Learning Improvement and Lesson Study*, 2(2), 17–26. <https://doi.org/10.24036/jlils.v2i2.25>
- Amin, A., Alimni, A., Kurniawan, D. A., Azzahra, M. Z., & Septi, S. E. (2021). Parental Communication Increases Student Learning Motivation in Elementary Schools. *International Journal of Elementary Education*, 5(4), 622. <https://doi.org/10.23887/ijee.v5i4.39910>
- Anan, N., & Rustan, E. (2023). Development of a Learning Module for Writing Short Stories in the Religious Genre for Elementary School Students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(1), 169–180. <https://doi.org/10.24256/ideas.v11i1.3893>
- Arinda, L. N., Amrullah, M., & Hikmah, K. (2023). STRENGTHENING STUDENTS' RELIGIOUS CHARACTER THROUGH RELIGIOUS PRACTICES IN ELEMENTARY SCHOOL. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(3), 617. <https://doi.org/10.33578/pjr.v7i3.9429>

- Arjusi, A., & Alfiana, R. (2023). The Relationship of Religious Character to Student Learning Outcomes in Elementary School. *Journal of Basic Education Research*, 4(2), 70–73. <https://doi.org/10.37251/jber.v4i2.422>
- Arsyad, H., & Sauri, S. (2024). Landasan Filosofi Pendidikan dan Konsep Mendidik. *Jurnal Ilmiah Profesi Pendidikan*, 9(3), 1585–1596. <https://doi.org/10.29303/jipp.v9i3.2579>
- Bauer, J. (2024). “Religious Education for All 2.0”: The Hamburg Approach of Shared Religious Education. *Religions*, 15(8), 916. <https://doi.org/10.3390/rel15080916>
- Désiron, J. C., Schmitz, M.-L., & Petko, D. (2024). Teachers as Creators of Digital Multimedia Learning Materials: Are they Aligned with Multimedia Learning Principles. *Technology, Knowledge and Learning*. <https://doi.org/10.1007/s10758-024-09770-1>
- Dyah Rahmawati, R., & Haryanto, H. (2022). Characteristics of the Religious Element in STREAM Learning in Elementary Schools. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v7i14.12021>
- Ediyanto, E., Kawai, N., Hayashida, M., Matsumiya, N., Siddik, M. A. B., & Almutairi, A. T. (2021). Indonesian Teachers’ Attitudes Toward Inclusive Education. *Discourse and Communication for Sustainable Education*, 12(2), 31–44. <https://doi.org/10.2478/dcse-2021-0014>
- Elihami, E., & Syahid, A. (2018). PENERAPAN PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DALAM MEMBENTUK KARAKTER PRIBADI YANG ISLAMI. *Edumaspul - Jurnal Pendidikan*, 2(1), 79–96. <https://doi.org/10.33487/edumaspul.v2i1.17>
- Fauziah, H. U., Suhartono, E., & Pudjantoro, P. (2021). Implementasi penguatan pendidikan karakter religius. *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 1(4), 437–445. <https://doi.org/10.17977/um063v1i4p437-445>
- Firdaus, A., Amrullah, A., Robiatul Adawiyah, L., Yuliati Zakiah, Q., & Supiana, S. (2023). Enhancing Learning Quality and Student Engagement: Utilizing Digital Technology in Islamic Education. *International Journal of Nusantara Islam*, 11(2), 206–218. <https://doi.org/10.15575/ijni.v11i2.29960>
- Jayakumar, P., Suman Rajest, S., & Aravind, B. R. (2022). *An Empirical Study on the Effectiveness of Online Teaching and Learning Outcomes with Regard to LSRW Skills in COVID-19 Pandemic* (pp. 483–499). https://doi.org/10.1007/978-3-030-93921-2_27
- Khairani, R., & Aloysius, S. (2023). How does PBL Brainwriting Method Supplemented with Concept Mapping Effective to Improve Critical Thinking and Problem-Solving Ability? *Jurnal Penelitian Pendidikan IPA*, 9(3), 1030–1038. <https://doi.org/10.29303/jppipa.v9i3.3212>
- Manalu, M., Lase, S., & Sitio, R. J. T. (2023). The Influence of using Audio Visual Media and the Professional Competence of Religious Education Teachers on Learning Motivation. *Formosa Journal of Science and Technology*, 2(10), 2835–2856. <https://doi.org/10.55927/fjst.v2i10.6384>
- Means, B. M., & Stephens, A. (Eds.). (2021). *Cultivating Interest and Competencies in Computing*. National Academies Press. <https://doi.org/10.17226/25912>
- Milerski, B. (2023). Religious education in a public school between religious particularism and general education. Comparative analysis. *Studia z Teorii Wychowania*, XIV(3 (44)), 187–210. <https://doi.org/10.5604/01.3001.0053.9204>
- Priyanto, A. (2020). Pendidikan Islam dalam Era Revolusi Industri 4.0. *J-PAI: Jurnal Pendidikan Agama Islam*, 6(2). <https://doi.org/10.18860/jpai.v6i2.9072>
- Reimers, F. M. (2023). Education and the challenges for democracy. *Education Policy Analysis Archives*, 31. <https://doi.org/10.14507/epaa.31.8243>

- Rosady, I. (2022). Humanist Learning With Multiple Intelligences Strategy On Religious Education. *FALASIFA : Jurnal Studi Keislaman*, 13(2), 134–143. <https://doi.org/10.62097/falasifa.v13i2.1049>
- S, W. Q., Suhartini, I., & Rahman, R. (2023). The use of artificial intelligence in islamic religious education at higher education institutions: An analysis of opportunities and challenges. *Jurnal Kawakib*, 4(2), 146–154. <https://doi.org/10.24036/kwkib.v4i2.175>
- Saifuddin, S. (2021). Creativity of Islamic Religious Education Teachers in Improving Student Learning Motivation During the COVID-19 Pandemic At SMPN 14 Banjarbaru. *Al-Falah: Jurnal Ilmiah Keislaman Dan Kemasyarakatan*, 21(2), 93–109. <https://doi.org/10.47732/alfalahjikk.v21i2.153>
- Shinta, M., & Ain, S. Q. (2021). Strategi Sekolah Dalam Membentuk Karakter Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 4045–4052. <https://doi.org/10.31004/basicedu.v5i5.1507>
- Sigalingging, R. H., Harefa, S., & Naibaho, D. (2023). Role of the Discussion Method in Increasing Student Learning Motivation in Christian Education Subjects. *Jurnal Riset Multidisiplin Dan Inovasi Teknologi*, 1(02), 117–133. <https://doi.org/10.59653/jimat.v1i02.271>
- Sudadi, S., Hasbullah, A., Masduki, Y., Istiqomah, N., & Pranajaya, S. A. (2024). Application of the Online Collaborative Learning Platform in Islamic Religious Education Learning: Its Impact on Academic Achievement and Student Learning Motivation. *Journal Neosantara Hybrid Learning*, 2(1), 302–317. <https://doi.org/10.55849/jnhl.v2i1.764>
- Tursinawati, T., Fitriani, S., Safiah, I., Widodo, A., Sopandi, W., & Amiruddin, M. H. (2024). The Integration of the Nature of Science and Religion to Increase Students' Religious Beliefs in Acquiring Scientific Knowledge at the Elementary School. *Jurnal Prima Edukasia*, 12(1), 140–155. <https://doi.org/10.21831/jpe.v12i1.67649>
- Utriainen, T., Husgafvel, V., Knott, K., & Ilman, R. (2024). Religion and Spirituality as Sites of Learning. *Approaching Religion*, 14(2), 1–9. <https://doi.org/10.30664/ar.144834>
- Yulianengsih, N. L. (2023). Teacher Creativity in Classroom Management to Improve Students' Learning Ability. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(1), 57–66. <https://doi.org/10.54069/attadrib.v6i1.383>
- Yuliyanto, A., Ni'am, R., Hidayati, N., Sofiasyari, I., & Assenhaji, S. Y. (2024). Teacher and Parent Communication Patterns in Increasing Student Learning Motivation in Elementary Schools. *EduBase : Journal of Basic Education*, 5(1), 13. <https://doi.org/10.47453/edubase.v5i1.2007>