



ELSE (Elementary  
School Education  
Journal)



This is an open access article  
under the [Creative Commons  
Attribution-ShareAlike 4.0  
International](https://creativecommons.org/licenses/by-sa/4.0/) license.

**OPEN ACCESS**

**e-ISSN 2597-4122**

**(Online)**

**p-ISSN 2581-1800**

**(Print)**

**\*Correspondence:**

*Fatmawati*  
[watif3380@gmail.com](mailto:watif3380@gmail.com)

**Received:** 08-01-2025

**Accepted:** 13-02-2025

**Published:** 14-02-2025

**DOI**

<http://dx.doi.org/10.30651/else.v9i1.25215>

# The Analysis of Elementary School Students' Concrete Operational Thinking in Islamic Learning

**Fatmawati<sup>1\*</sup>, Amini<sup>2</sup>, Nurzannah<sup>3</sup>**

<sup>123</sup>*University of Muhammadiyah North Sumatra, Indonesia*

## Abstract

Concrete operational thinking skills are important for elementary school students to understand religious concepts. There are still difficulties in applying these concepts in everyday life, including in Islamic Religious Education subjects. This study aims to analyze the concrete operational thinking of elementary school students in Islamic religious learning. The background of this study is multi-site at SDN 101933 Perbaungan, SDN 101929 Perbaungan, and SDN 108293 Perbaungan. This study uses qualitative with case study method in revealing natural phenomena in schools. Data acquisition using observation, interview and documentation methods. Data analysis is done inductively, namely by analyzing the data as a whole to then draw conclusions. Data validity testing uses research data triangulation techniques. The results of this study concluded that students' thinking in Islamic Religious Education learning in the three schools was at the concrete operational stage. However, when faced with abstract concepts such as spiritual meaning or deeper ethical values, students showed difficulty in linking these concepts to real-life situations. The method used by teachers is to use a more interactive, experience-based and contextual learning approach to help students connect religious concepts with everyday life.

**Keywords:** Concrete Operations, Islamic Religious Education, Elementary School.

## Abstrak

Kemampuan berpikir operasional konkret penting bagi siswa sekolah dasar untuk memahami konsep agama masih terdapat kesulitan dalam menerapkan konsep abstrak dalam kehidupan sehari-hari termasuk dalam mata pelajaran Pendidikan Agama Islam. Penelitian ini bertujuan menganalisis pemikiran operasional konkret siswa sekolah dasar pada pembelajaran agama Islam. Latar penelitian ini multisitus pada SDN 101933 Perbaungan, SDN 101929 Perbaungan, dan SDN 108293 Perbaungan. Penelitian ini menggunakan kualitatif dengan metode studi kasus dalam mengungkap fenomena alamiah di sekolah. Pemerolehan data menggunakan metode observasi, wawancara dan dokumentasi. Analisis data dilakukan secara induktif, yaitu dengan menganalisis data secara keseluruhan untuk kemudian menarik kesimpulan. Uji keabsahan data menggunakan teknik triangulasi data penelitian. Hasil penelitian ini menyimpulkan bahwa pemikiran siswa dalam pembelajaran PAI pada ketiga sekolah berada pada tahap operasional konkret. Namun, ketika dihadapkan dengan konsep abstrak seperti makna spiritual atau nilai-nilai etika yang lebih mendalam, siswa menunjukkan kesulitan dalam mengaitkan konsep-konsep tersebut dengan situasi kehidupan nyata. Adapun cara yang dilakukan guru adalah melakukan pendekatan pembelajaran yang lebih interaktif, berbasis pengalaman, dan kontekstual untuk membantu siswa menghubungkan konsep-konsep agama dengan kehidupan sehari-hari.

**Kata Kunci:** Operasional Konkret, Pendidikan Agama Islam, Sekolah Dasar

## INTRODUCTION

Children's cognitive development is one of the important aspects in the education process, especially at the elementary school level (Bujuri, 2018). Jean Piaget, a developmental psychologist, put forward a theory that divides children's cognitive development such as the concrete operational stage which is one of the important phases usually experienced by elementary school-age children, namely around 7 to 11 years old (Hanafi & Sumitro, 2020). At this stage, children begin to be able to think logically about real objects and concrete situations, but their understanding of abstract concepts is still limited (Marinda, 2020). This logical thinking ability is very important because it is the foundation for understanding lessons in school, including Islamic Religious Education (PAI).

Concrete operational thinking is characterized by the child's ability or inability to understand cause-and-effect relationships, classify objects, and think logically in dealing with real situations (Rahmatu Laili et al., 2023). Even the results of the study (Firdaus et al, 2024) revealed that at this stage, children in elementary school still have difficulty understanding abstract concepts or those that do not have physical representation. For example, concepts such as faith, patience, or gratitude may be difficult for children to grasp because they tend to need concrete or visual examples to understand them. This becomes a challenge in learning, especially in subjects that teach moral and spiritual values such as Islamic Religious Education.

Islamic Religious Education (PAI) in elementary schools aims to instill a basic understanding of religious teachings, both practical ones such as worship procedures, and more abstract ones such as moral and spiritual values (Aziz et al, 2020). In this context, children are expected not only to understand the procedures for worship, but also to be able to apply religious teachings in their daily lives. However, in several elementary schools, especially in SDN 101933 Perbaungan, SDN

101929 Perbaungan, and SDN 108293 Perbaungan, there are still challenges in the PAI learning process. Although students in these schools are able to memorize and understand the basic rules of worship, they have difficulty internalizing abstract values, such as sincerity, patience, and gratitude, in everyday life.

This phenomenon can be seen from the results of observations in the three schools, where students tend to understand religious lessons only as far as memorizing texts, without understanding the deeper meaning of the teachings they are learning. For example, students are able to explain the procedures for praying or performing ablution well, but when asked about the essence of the worship, such as sincerity or obedience, they have difficulty providing explanations that are relevant to their daily lives. This shows that even though concrete operational thinking has developed, students still need additional guidance in understanding the abstract concepts taught in Islamic Religious Education.

One of the factors that influence this difficulty is the learning method used in schools. Islamic Religious Education learning at SDN 101933 Perbaungan, SDN 101929 Perbaungan, and SDN 108293 Perbaungan is still dominated by lecture and memorization methods. Teachers provide more verbal explanations without involving students in more interactive and contextual learning activities. As a result, students are less actively involved in the learning process and only rely on memorization without deep understanding. This also exacerbates their difficulties in understanding and applying abstract values in everyday life.

The urgency of this research is very important because a deep understanding of religion is not only about memorizing the rules and procedures of worship, but also about how students can internalize and apply moral values in their daily lives. Religious education at the elementary school level is an important foundation for the formation of students' character in the future. If religious learning is only emphasized on memorization without deep

understanding, it is feared that future generations will understand religion only as a formal ritual without a strong moral essence. Therefore, this research is expected to provide the right solution to improve the quality of Islamic Religious Education learning, especially in overcoming students' difficulties in understanding abstract concepts at the concrete operational development stage.

With this research, it is expected that teachers can adopt more effective learning methods that are in accordance with the stages of students' cognitive development. Methods that actively involve students in the learning process will improve their understanding of religious teachings, both concrete and abstract. In addition, this research is also expected to contribute to the development of PAI curriculum that is more relevant to the needs and abilities of students in elementary schools.

Based on the description above, it is understood that relevant studies on critical thinking in elementary school students are oriented towards mathematics learning, students' logical intelligence, problem solving, and Piaget's cognitive development theory. On this basis, a gap analysis of the study was found, namely the discussion of concrete operational thinking in Islamic religious education learning. Furthermore, efforts to deepen the study of this material, the researcher summarizes it in the title, "Analysis of Students' Concrete Operational Thinking in Islamic Religious Learning.

## RESEARCH METHODS

This research was conducted at SDN 101933 Perbaungan, SDN 101929 Perbaungan, and SDN 108293, North Sumatra, Indonesia. The time of this research was conducted from November to December 2024. This research uses a descriptive qualitative research method using a case study approach (Abdussamad, 2021). This approach aims to provide rich and detailed knowledge about unique phenomena or cases in revealing natural phenomena in schools, thus allowing researchers to provide in-depth interpretations that are more relevant and contextual. The main

source of this research is Islamic Religious Education teachers in each of the three schools, with the object of research being students' concrete operational thinking in Islamic Religious Education learning.

Data collection techniques in this study include interviews, observations and documentation. Interviews were conducted with Islamic Religious Education teachers to obtain explanations related to students' concrete operational thinking methods in Elementary Schools. Observations were conducted to find data related to the application of methods, using learning media and how teachers use evaluation in each classroom learning. Documentation was conducted to collect supporting documents related to the analysis of students' concrete operational thinking in Islamic religious learning. Documents were analyzed based on their relevance to the subjects taught by the teacher.

Meanwhile, the analysis technique that the author uses is Miles and Huberman with data reduction techniques, data presentation and drawing conclusions (Sugiyono, 2020). Data reduction is an important process that involves reducing, simplifying, and organizing data that has been collected during the study. The goal is to group, classify, and organize data so that it becomes more organized and can be analyzed more efficiently. Data that has been collected from teachers, and the results of observations and document analysis, are aligned with the research indicators that have been set.

Data presentation or data display, involves organizing and arranging the analyzed data in such a way that it can be presented clearly and informatively to the reader. The reduced data is displayed in narrative form, charts, images and other forms to make it easier to verify. Verification and drawing conclusions, the data that has been presented is re-verified. One form of verification used is triangulation of data collection to ensure that the data obtained is established. Finally, conclusions are drawn as a contribution to research in the development of tarbiyah and education science.

## RESULTS AND DISCUSSION

### Results

#### **Elementary Age Students' Concrete Operational Thinking: High Learning Spirit and the Golden Age**

The basic age phase is the golden age for every individual. For this reason, it needs to be empowered as a momentum for improvement in the student development process. Based on the explanation from the Islamic Education Teacher at SDN 101933 Perbaungan, the students in his class have a good enthusiasm for learning, the following is an excerpt from the interview:

*"...alhamdulillah, the kids in the class are very eager to learn and work hard, especially when they are required to practice in front of the class. They will undoubtedly be content, which in my opinion is a good quality while teaching, even though there are still two or three pupils who aren't truly engaged in the material. Since these kids prefer hands-on learning, I take them out of the classroom for additional practice. Teach them to perform the proper ablution, become accustomed to Duha prayers in congregation, and other things".*

Children's high enthusiasm for learning is not based on love of the material being taught, because in this phase children are influenced by many factors starting from the figure or profile of the teacher, factors from peers and the learning environment, students' learning talents and interests, and other learning sources. The following was also conveyed by the PAI Teacher at SDN 101929 Perbaungan:

*"...this elementary school student is quite special. Sometimes you are lazy because you are making noise with your classmates, but other times you can be joyful because your parents are supporting you when you are studying. Nonetheless, the majority of them are very eager to learn. In a similar vein, we must inform you that these kids need to be inspired and valued, but they also shouldn't always be seduced by rewards, since that would make it impossible for us to accomplish our goals. Just encourage*

*learning through vocal praise and achievement-oriented incentives".*

The elementary age phase is indeed a momentum that must be optimized by teachers in the process of guiding and fostering student development. The enthusiasm for learning and achievement is very high in students, so motivational support and appreciation from teachers are needed for students. Furthermore, concrete operational thinking in students is the main thing that must be stimulated by teachers. Where, students are invited to study real or contextual matters. Thus, elementary age students gain increased development of cognitive aspects.

Concrete operational thinking can also be applied through direct practical activities. For example, students can be invited to perform prayers directly, practice good values in daily life, or participate in social activities related to Islamic teachings. This approach aims to help students understand and internalize Islamic concepts better, not just understand them theoretically. By relating these concepts to real situations and involving students in direct experiences, students can see the relevance and usefulness of Islamic teachings in their lives.

#### **Elementary Age Students' Concrete Operational Thinking: Active Involvement of Students in Learning**

The Islamic religious education teacher at SDN 108293 Perbaungan applies concrete operational thinking efforts through active involvement of students during the learning process. As stated in the following interview excerpt:

*"...if we instruct these kids in independent learning within the classroom while adhering to the curriculum for independent learning. Aside from that, applying the material to encourage students to actively engage, participate, and communicate and interact with one another in class is the most crucial aspect of the learning process. So all I have to do as a teacher is keep an eye on each student's progress".*

The interview excerpt above informs that the activeness of elementary school students is an opportunity for efforts to encourage improvements in the quality of learning in schools, so it requires a lot of student involvement or participation during the learning process. Furthermore, the teacher acts as a learning facilitator who is tasked with developing, supervising and directing students to find learning independence. In this regard, Islamic religious learning in elementary schools refers to the Independent Curriculum. The Merdeka Curriculum emphasizes student-centered learning. Students are encouraged to be active in learning and develop their potential (Basri, 2023).

Learning about Islam in elementary schools uses various methods, such as lectures, discussions, questions and answers, and assignments. These methods are adapted to the learning material and student characteristics. Concrete operational thinking has a significant influence on Islamic religious learning. At this stage, children begin to be able to understand abstract Islamic religious concepts. Islamic religious learning that is appropriate to students' cognitive development stages will be more effective and efficient. Learning that emphasizes the use of concrete objects will be easier for students to understand.

### ***Elementary Age Students' Concrete Operational Thinking: Optimizing the Role of Teachers as Role Models and Learning Facilitators***

Concrete operational thinking is a teaching orientation at the elementary age level. This is because elementary school students are still at the concrete operational stage, carrying out activities based on real experiences. In addition, students have begun to rationalize the causes and effects of their experiences logically, but the dominant way of thinking is influenced by the real objects around them. For this reason, the teacher at SDN 101929 Perbaungan explained:

*"...indeed, the students at this institution continue to focus primarily on tangible objects. They consider Allah to be an all-powerful deity and frequently daydream about seeing their superheroes. It is true that one of my duties as a teacher is to serve as a role model for my students and to support their learning so they can emulate their interests".*

The interview excerpt above informs that the effort to improve concrete operational thinking in elementary school students is to provide learning experiences for them, the way to do this is by optimizing the role of teachers as role models for students and becoming learning facilitators. Focusing learning on students also has an impact on the spirit of independence and emphasizes contextual aspects for students. Analysis of concrete operational thinking in Islamic teaching is evaluated by the teaching methods used, learning materials taught, learning strategies applied, and the evaluation process carried out.

In connection with the opinion above, the aim of the teacher acting as a learning facilitator is to evaluate the extent to which the concrete operational thinking approach is applied in Islamic teaching at the school and whether this approach is effective in increasing students' understanding of the Islamic Religion. By applying concrete operational thinking in learning Islam, students can develop a deeper understanding of the teachings and values of Islam and be able to apply them in everyday life. This will help students to become better individuals and apply the principles of the Islamic Religion in their actions.

Islamic religious learning is a process of interaction between students and educators and learning resources in order to achieve the goals of Islamic religious education. The aim of Islamic religious education is to form students who are faithful, devout, have noble character and have life skills. The importance of learning does not lie in the delivery of information by the teacher, but rather in the exploration of information and concept building by students. Problems

regarding ethics in the world of education have serious consequences for the destruction of civilization. Therefore, it is very important to provide education that focuses on forming morals for both teachers and students.

### **Discussion**

The results of research conducted in three elementary schools, namely SDN 101933 Perbaungan, SDN 101929 Perbaungan, and SDN 108293 Perbaungan, show that students at the elementary age stage are still in the concrete operational thinking phase. In Islamic religious studies, students tend to understand religious concepts through real experiences and objects they can see or touch. As expressed by Piaget, children aged 7-11 years are at the concrete operational stage, where they begin to be able to think logically, but still need the support of concrete objects or situations to process information (Juwantara, 2019).

However, children still face various limitations in coordinating their thinking. At the age of 7-11 years, children are only able to think systematically about concrete objects and events. This is the reason why children's cognitive development in this age range is called the concrete operational stage (Imanulhaq & Ichsan, 2022). This is also seen in Islamic religious studies in the three schools, where students find it easier to understand the concept of divinity when taught using symbols that are familiar to them.

For example, when the teacher explained the concept of God as Almighty, many students at SDN 101929 Perbaungan visualized God's power as a power similar to the superhero characters they watch on television. This is in line with Slavin's opinion in a study conducted by (Khaulani et al, 2019) which states that students at elementary school age tend to process abstract information through association with concrete experiences. Therefore, the use of learning media involving real objects or visual images is very important to help students understand abstract religious concepts.

This study also found that learning methods involving direct activities, such as practicing ablution and prayer, are very effective in strengthening students' understanding of religious teachings. At SDN 108293 Perbaungan, for example, when students were given the opportunity to directly practice ablution procedures, their understanding increased significantly compared to just through verbal explanations. This is consistent with research conducted by (Herwanto, 2022) which shows that a direct practice-based learning approach is able to increase students' absorption of abstract material.

So this is also relevant to the opinion (Rahmanto & Gunadi, 2022) stated that the implementation of practical learning that is carried out well has a significant impact on improving the experience and readiness of students. Through practical learning, students not only gain theoretical understanding, but also experience the direct application of the concepts taught. This experience develop practical skills, strengthen memory, and improve problem-solving abilities through real and relevant activities. In addition, practical learning can also strengthen students' self-confidence, because they have the opportunity to try, experiment, and interact with concrete learning materials or situations.

The role of teachers as facilitators in the learning process is also very important. Teachers at SDN 101933 Perbaungan use a contextual approach in teaching material about morals, such as being kind to parents and friends. By providing examples from everyday life, such as sharing food with friends or helping parents at home, students find it easier to understand these moral values. According to Johnson, in research conducted by (Meutiawati, 2023), states that the contextual approach helps students in connecting the subject matter with their life experiences, thereby strengthening the understanding of the concepts being taught.

In addition, the use of teaching aids such as pictures or videos has also proven effective in helping students understand abstract concepts

in Islamic religious learning. At SDN 101929 Perbaungan, teachers use pictures of the Kaaba when explaining the fifth pillar of Islam, namely the Hajj pilgrimage. Through these pictures, students can understand more concretely about the shape and location of the Kaaba, even though they have never seen it directly. This is in line with the findings (Mulfajril et al, 2023) which states that the use of visual media can increase students' attention and understanding of the subject matter. So, this is also relevant to the results of research conducted by (Kustandi et al, 2021) which shows that the use of visual media in the learning process helps students develop their visual abilities, namely the ability to understand and process information presented visually, such as images, diagrams, or videos. In addition, visual media also serves as an effective tool to stimulate students' imagination, allowing them to be more creative and active in understanding the subject matter. With visual media, students can more easily visualize abstract concepts, thus increasing their involvement in the learning process (Syarifudin, 2023).

Then this study also shows that students who are given the opportunity to discuss and share experiences in groups tend to have a better understanding of the religious concepts taught. For example, at SDN 101933 Perbaungan, teachers often divide students into groups to discuss the meaning of daily prayers. Through group discussions, students can share their understanding and deepen the meaning of the prayers. This is in accordance with Vygotsky's social learning theory, emphasizing that students' cognitive development is greatly influenced by social interactions with others, especially through dialogue and collaboration. According to Vygotsky's theory, students do not learn independently, but rather through help from adults, teachers, or more experienced peers (Ardania et al, 2024).

Overall, the results of this study indicate that students' concrete operational thinking can be optimized through the use of learning methods based on real experiences, with

teachers as role models and active facilitators. Support from learning media, social interactions, and family environments also play an important role in strengthening students' understanding of the religious concepts taught. These results are consistent with previous studies that emphasize the importance of concrete experiences in the teaching and learning process at the elementary level. In the context of Islamic religious learning, optimizing learning methods that are appropriate to the stage of students' cognitive development is essential so that abstract religious concepts can be understood deeply and applied in everyday life.

## CONCLUSIONS AND SUGGESTIONS

Based on the description above, it is concluded that the differences and similarities in students' concrete operational thinking in Islamic Religious Education (PAI) learning in three different schools. In general, students in all three schools showed the ability to understand concrete concepts in PAI learning, such as procedures for worship and religious rules related to daily behavior. However, their ability to connect these concepts with abstract values, such as sincerity, patience, and togetherness, still needs strengthening.

Factors such as the learning methods used by teachers, the support of concrete learning media, and the school environment play an important role in the development of students' operational thinking. Schools that emphasize the use of teaching aids and practical activities show an increase in students' understanding of religious concepts. However, in all schools studied, there were still gaps in students' understanding of the application of religious values in everyday life.

Therefore, innovation is needed in Islamic Religious Education learning methods that are more integrated with a contextual approach, so that students not only understand the concepts technically but are also able to internalize them in their daily behavior.

As for suggestions for further researchers, it is suggested that a deeper

exploration be conducted on: The influence of the use of digital and project-based learning media in improving students' understanding of abstract values in Islamic Religious Education and how the role of the social and family environment influences the application of religious concepts learned in schools. As well as the application of a cross-curricular approach that can help students connect Islamic Religious Education learning with other subjects and practical experiences outside the classroom.

## DAFTAR PUSTAKA

- Abdussamad, Z. (2021). Metode Penelitian Kualitatif. (Makasar: CV. Syakir Media Press ), 1(2), 23.
- Ardania, N., et al. (2024). Analisis Pengaruh Implementasi Teori Vygotsky Terhadap Pembelajaran Di Kelas. *Indonesian Journal of Education and Learning*, 08(01), 77–85. <https://doi.org/10.31002/ijel.v8i1.1328>
- Asep A. Aziz et al. (2020). Pembelajaran Pendidikan Agama Islam (Pai) Di Sekolah Dasar. *Taklim: Jurnal Pendidikan Agama Islam*, 18(20), 112. <https://doi.org/10.47498/tadib.v12i02.365>
- Basri, H. (2023). Implementasi Kurikulum Merdeka Belajar pada Pelajaran Akidah Akhlak di MTs Negeri 1 Yogyakarta. *Jurnal Murobbi Ilmu Pendidikan*, Vol. 7(1), 44. <https://doi.org/https://doi.org/10.52431/murobbi.v7i1.1486>
- Bujuri, D. A. (2018). Analisis Perkembangan Kognitif Anak Usia Dasar dan Implikasinya dalam Kegiatan Belajar Mengajar. *LITERASI (Jurnal Ilmu Pendidikan)*, 9(1), 37. [https://doi.org/10.21927/literasi.2018.9\(1\).37-50](https://doi.org/10.21927/literasi.2018.9(1).37-50)
- Firdaus, M. R., et al. (2024). Analisis Kesulitan Belajar Siswa Dalam Memahami Materi Pendidikan Agama Islam Di Sdit Ummatan Wahidah. *Literasi Kita Indonesia*, 5(1), 46–53. <file:///C:/Users/HP/Downloads/708-Research Results-2287-1-10-20240613.pdf>
- Hanafi, I., & Sumitro, E. A. (2020). Perkembangan Kognitif Menurut "Jean Piaget" dan Implikasinya dalam Pembelajaran. *Alpen: Jurnal Pendidikan Dasar*, 3(2). <https://doi.org/10.24929/alpen.v3i2.30>
- Herwanto. (2022). Penerapan Model Pembelajaran Langsung (Direct Instruction) Untuk Meningkatkan Kemandirian Dan Prestasi Belajar Peserta Didik. *Diadik: Jurnal Ilmiah Teknologi Pendidikan*, 12(1), 150. <file:///C:/Users/HP/Downloads/21372-Article Text-50040-57040-10-20220421.pdf>
- Imanulhaq, R., & Ichsan, I. (2022). Analisis Teori Perkembangan Kognitif Piaget Pada Tahap Anak Usia Operasional Konkret 7-12 Tahun Sebagai Dasar Kebutuhan Media Pembelajaran. *Waniambey: Journal of Islamic Education*, 3(2), 126–134. <https://doi.org/10.53837/waniambey.v3i2.174>
- Juwantara, R. A. (2019). Analisis Teori Perkembangan Kognitif Piaget Pada Tahap Anak Usia Operasional Konkret 7-12 Tahun Dalam Pembelajaran Matematika. 9(1), 27–34.
- Kustandi, C., et al. (2021). Pemanfaatan Media Visual Dalam Tercapainya Tujuan Pembelajaran. *Akademika: Jurnal Teknologi Pendidikan*, 10(2), 291–299. <file:///C:/Users/HP/Downloads/1402-Article Text-4620-1-10-20220412.pdf>
- Khaulani, F., et al. (2019). Fase dan Tugas Perkembangan Anak Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dasar*, VII(1), 51–59. <file:///C:/Users/HP/Downloads/7372-17414-1-PB.pdf>
- Laili, R., A., Ariyas Setyawati, I., Syita Kurniawati, N., & Rachmani Dewi, N. (2023). Teori Perkembangan Kognitif Jean Piaget Tahap Operasional Konkret Pada Anak Usia 6-11 Tahun Terhadap Hukum Kekekalan Luas. *PRISMA, Prosiding Seminar Nasional Matematika*, 6, 440–444. <https://journal.unnes.ac.id/sju/index.php/prisma/>
- Marinda, L. (2020). Teori Perkembangan Kognitif Jean Piaget Dan Problematikanya Pada Anak Usia Sekolah Dasar. *An-Nisa': Jurnal Kajian Perempuan Dan Keislaman*, 13(1),



- 116–152.  
<https://media.neliti.com/media/publications/340203-teori-perkembangan-kognitif-jean-piaget-00d2756c.pdf>
- Mulfajril, R., et al. (2023). Penggunaan Media Visual dalam Pembelajaran Kelas 1 Sekolah Dasar. *Jurnal Pendidikan Tematik Dikdas*, 8(1), 40–45.  
file:///C:/Users/HP/Downloads/25196-Article Text-80260-1-10-20230807.pdf
- Meutiawati, I. (2023). Konsep dan implementasi pendekatan kontekstual dalam proses pembelajaran. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 13(1), 80–90. file:///C:/Users/HP/Downloads/18099-56271-1-PB.pdf
- Rahmanto, R. D & Gunadi. (2022). Hubungan Antara Pelaksanaan Pembelajaran Praktik Dan Kesiapan Kerja Di Smkn2 Wonosari. *Jurnal Pendidikan Vokasi Otomotif*, 4(3), 1–14.
- Sugiyono. (2020). Metode Penelitian Kualitatif. In *Alfabeta: Vol.*
- Syarifudin, A. (2023). Pengaruh Penggunaan Media Pembelajaran Berbasis Visual Terhadap Prestasi Belajar Mata Pelajaran Aqidah Akhlak Siswa di MIN Kapuas Hulu. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 17(2), 366.  
<https://doi.org/10.35931/aq.v17i2.1991>