

## INNOVATION IN THEMATIC LEARNING THROUGH THE USE OF THE SURROUNDING ENVIRONMENT AT MADRASAH IBTIDAIYAH NURFITRI, NORTH SUMATRA

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### Abstract

*This study aims to analyze thematic learning innovation through the utilization of the surrounding environment as a learning resource at Madrasah Ibtidaiyah Nurfitri, North Sumatra. A qualitative descriptive approach was employed, with data collected through observations, interviews, and documentation involving the principal, teachers, and students. Data were analyzed using data reduction, data display, and conclusion drawing, while validity was ensured through source and technique triangulation. The findings reveal that the use of the surrounding environment transformed thematic learning into a more contextual, active, and meaningful process. Teachers integrate natural and social environments into learning activities through observation, discussion, and direct experiences outside the classroom. This strategy enhances students' motivation, participation, understanding, and social skills while fostering positive character values such as environmental awareness, cooperation, and responsibility. Despite challenges related to time constraints, student safety, and teacher preparedness, the study confirms that the surrounding environment serves as an effective learning resource for supporting thematic learning in Madrasah Ibtidaiyah.*

**Keywords:** Thematic Learning; Surrounding Environment; Learning Resources; Elementary Madrasah; Contextual Learning

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### A. Introduction

Thematic learning at the elementary madrasah level is an integrated learning approach designed to connect various subjects through specific themes so that students gain more meaningful learning experiences. This approach places students at the center of learning by emphasizing active involvement, hands-on experience, and the relevance of the material to students' real lives. In its implementation, thematic learning is not only oriented towards mastering theoretical concepts, but also on developing critical thinking skills, creativity, collaboration, and the ability to solve problems in everyday life. Therefore, a learning strategy is needed that can provide contextual learning experiences so that thematic learning objectives can be optimally achieved.

However, the reality on the ground shows that the implementation of thematic learning in various Islamic elementary schools (madrasah ibtidaiyah) still faces various challenges. The learning process still tends to be dominated by textbooks and lecture methods, resulting in students lacking concrete and meaningful learning experiences. This condition results in monotonous learning, low student participation, and students' ability

to connect subject matter to everyday life has not developed optimally. In fact, elementary school and Islamic elementary school students are generally more likely to grasp concepts through direct experience, real-world observations, and learning activities involving their surroundings.

The surrounding environment actually has great potential to be utilized as a learning resource in thematic learning. The natural, social, and cultural environments, as well as various phenomena surrounding students, can serve as contextual and relevant learning media for students. Utilizing the surrounding environment allows students to learn through real-life experiences, making learning materials more understandable, engaging, and meaningful. Furthermore, environment-based learning can increase student motivation and active participation, and foster a caring and socially conscious character.

The urgency of utilizing the surrounding environment as a learning resource is reinforced by various previous research findings. Research by Indriani (2022) explains that the utilization of the surrounding environment as a learning resource at the Sambina'e Elementary Madrasah in Bima City is not yet optimal, even though the environment has great potential to create more engaging, contextual, and meaningful learning for students (Indriani, 2022). The study emphasizes that supporting facilities, teacher creativity, and student involvement are essential to optimize environment-based learning. These findings indicate a gap between the potential of the environment as a learning resource and the implementation of learning, which is still limited to the use of conventional learning resources.

Thala'at et al.'s (2022) research shows that ethnoscience-based learning at MI in Lenek District, East Lombok Regency has been implemented quite well through the integration of local cultural elements into thematic learning. Teachers are able to connect science material with local wisdom, making learning more contextual. Furthermore, learning evaluations cover cognitive, affective, and psychomotor aspects in accordance with the 2013 Curriculum (Thala'at, Purnama, & Istifi'iyati, 2022). These findings demonstrate that the social and cultural environment plays a significant role in supporting holistic thematic learning. However, this research focused more on an ethnoscience approach and did not fully examine thematic learning innovations through strategies for utilizing the surrounding environment.

Furthermore, research by Syaharani et al. (2023) explains that teacher creativity in utilizing the school environment as a learning resource at MI Al-Zaytun is quite good. Teachers are able to integrate the school environment into learning, making the learning process more contextual and meaningful. This study demonstrates the importance of teachers' role in creating environment-based learning innovations (Syaharani, Naqiyyah, Wahyuningsih, & Setiabudi, 2023). However, this study still focuses on teacher creativity and has not examined the impact of thematic learning innovations on students' learning experiences more comprehensively.

Rizal's (2024) research shows that utilizing the surrounding environment as a learning resource at SDN 4 Mamben Lauk is effective in increasing student engagement, motivation, and understanding through hands-on, experiential learning. The natural and social environments are successfully contextualized with the learning materials, making it easier for students to understand the lessons. In addition to improving cognitive aspects, environment-based learning also strengthens student character traits such as responsibility, cooperation, and concern for the environment (Rizal, 2024). However, this study found challenges such as time constraints, teacher preparedness, and suboptimal curriculum integration. This indicates that the implementation of environment-based learning still requires a systematic and sustainable strategy.

Research by Achmad et al. (2024) also shows that training on utilizing the natural environment as a medium and learning resource successfully improves teachers' knowledge and skills in designing environmentally-based learning. Teachers not only understand the concept theoretically but are also able to practice integrating the environment into learning (Achmad, Idrus, Irfan, & Utami, 2024). Meanwhile, research by Indrawati and Supardi (2025) explains that utilizing the environment through the use of organic waste as a learning medium can increase student engagement and create more engaging and contextual learning (Indrawati & Supardi, 2025). Both studies strengthen the argument that the surrounding environment has great potential to support more active and meaningful learning innovations.

Based on various previous studies, it is understood that utilizing the surrounding environment as a learning resource has a positive influence on the quality of learning. However, there is still a research gap regarding how thematic learning innovation occurs through a strategy of utilizing the surrounding environment comprehensively in Islamic elementary schools, particularly in the context of integrating the natural and social environment as a learning resource that can change the learning pattern from teacher-centered to student-centered. Furthermore, previous studies have focused more on aspects of teacher creativity, ethnoscience, or specific learning media, while studies on the holistic innovation of thematic learning processes through strategies of utilizing the surrounding environment are still relatively limited.

Nurfitri Elementary School in North Sumatra is one of the educational institutions striving to implement environment-based thematic learning as a contextual learning strategy. Teachers utilize the school's surroundings as a learning resource to help students understand the material directly through observation, exploration, and real-life experiences. This situation is interesting to study because it demonstrates a learning innovation that is not only oriented toward knowledge transfer but also toward creating active, creative, and meaningful learning experiences for students.

Based on the above description, this study aims to analyze thematic learning innovations through environmental utilization strategies at the Nurfitri Elementary Madrasah in North Sumatra. This research is important to provide an overview of effective

environment-based learning strategies for improving the quality of thematic learning at the elementary madrasah. Furthermore, this research is expected to serve as a reference for teachers and educational institutions in developing more innovative, contextual, and student-centered learning.

## **B. Method**

This study uses a qualitative approach with a descriptive research type to understand in-depth thematic learning innovation through environmental utilization strategies at Madrasah Ibtidaiyah Nurfitri, North Sumatra. The qualitative approach was chosen because this study focuses on revealing phenomena, experiences, and learning processes naturally in a real context in the field. The research subjects consisted of the madrasah principal, class teachers, and students directly involved in the implementation of environment-based thematic learning. Data collection techniques were carried out through observation, in-depth interviews, and documentation. Observations were used to observe environment-based learning activities, interviews were conducted to obtain information related to learning strategies, teacher and student experiences, and obstacles faced, while documentation was used to complete the data in the form of learning tools, activity photos, and other supporting archives. The main research instrument was the researcher herself with the help of observation guidelines, interview guidelines, and documentation sheets.

Data analysis was conducted interactively through the stages of data reduction, data presentation, and conclusion drawing as per the Miles and Huberman analysis model. Data obtained from observations, interviews, and documentation were analyzed systematically to discover patterns, meanings, and forms of thematic learning innovation through the utilization of the surrounding environment. Data validity was tested using source triangulation and technical triangulation techniques to ensure the validity and reliability of the research data. Source triangulation was conducted by comparing information from the principal, teachers, and students, while technical triangulation was conducted by comparing the results of observations, interviews, and documentation so that the data obtained were more accurate and reliable.

## **C. Finding and Discussion**

### **1. Finding**

#### **Utilizing the Surrounding Environment as a Thematic Learning Resource**

The research results show that the utilization of the surrounding environment at the Nurfitri Elementary Madrasah in North Sumatra has been implemented in thematic learning as an effort to create more contextual and meaningful learning. The natural and social environment around the madrasah is utilized as a medium and learning resource to support students' understanding of the subject matter. Based on observations, teachers encourage students to learn outside the classroom by utilizing community gardens, plants around the school, mosques, roads, and surrounding community activities as learning objects.

The principal, Mr. Herma Maya S.Pd., explained that utilizing the surrounding environment is an important strategy in thematic learning because it connects the subject matter to students' real lives. He stated that the school has provided guidance and support to teachers so that they do not only focus on textbooks but also utilize the surrounding environment as a learning resource. The school also provides support in the form of permits for out-of-class learning activities, providing simple facilities, and establishing communication with the surrounding community to support student learning activities.

Interviews with class teacher Jingga Pratiwi revealed that the madrasah's surroundings offer a wealth of potential for learning. The teacher utilizes the natural environment, such as plants and community gardens, for topics on the environment and plant parts, while the social environment is utilized for topics on work and community life. In practice, the teacher utilizes direct observation strategies, assigning observation tasks, and group discussions after learning activities.



**Figure 1. Image of the Learning Process Using School Environmental Utilization in the Form of Flowers Around the Classroom**

Observations showed that students appeared more active and enthusiastic when participating in learning outside the classroom. Students were directly involved in environmental observations, recording observations, and asking questions about the objects being studied. This was further supported by an interview with a student named Try Ayunda Syahfitri, who stated that learning outside the classroom made it easier for her to understand the material because she could see the objects directly. Students also reported being happier and less bored when learning using their surroundings.

### **The Impact of Environmental Utilization on Student Activities and Understanding**

Utilizing the surrounding environment in thematic learning has a positive impact on student learning activities. Observations show that students demonstrate greater

engagement during the learning process. They are more active in asking questions, discussing topics, and directly observing the learning materials. Furthermore, the learning environment becomes more enjoyable, resulting in students appearing more focused and enthusiastic about participating in learning activities. Class teacher Jingga Pratiwi explained that students understand material more easily when learning is conducted through real-world experiences rather than solely using textbooks. For example, in the topic of plant parts, students can see and touch the roots, stems, and leaves, making the concepts easier to grasp and remember. Students also expressed similar sentiments, stating that environment-based learning makes material more memorable than learning solely through textbooks.

In addition to enhancing student understanding, environment-based learning also impacts the development of social attitudes and awareness of their surroundings. The principal reported that students have become more confident in speaking up, have a greater appreciation for their community, and have developed a sense of environmental stewardship. This demonstrates that environment-based learning develops not only students' cognitive aspects but also their affective and social aspects.

### **Obstacles in Implementing Environment-Based Learning**

Despite its numerous benefits, the implementation of environment-based learning at Nurfitri Elementary School still faces several challenges. Interviews with the principal and teachers revealed that the main challenges are student safety and supervision during learning activities outside the classroom. Teachers are concerned about students becoming too active or straying from the learning group, necessitating more intensive supervision. Furthermore, limited learning time also poses a barrier to implementing environment-based learning activities. Teachers reported that out-of-class observation activities often take longer, leading them to worry about completing learning materials on time. Teachers also acknowledged that they still face difficulties connecting certain materials to the surrounding environment, particularly abstract topics.

To overcome these obstacles, teachers implemented several strategies, such as establishing rules before activities began, dividing students into small groups, and enlisting the help of other teachers for supervision. The principal also plans to develop specific guidelines for utilizing the surrounding environment to provide teachers with a clearer guide for implementing environment-based learning.

## **2. Discussion**

### **Thematic Learning Innovation through Utilization of the Surrounding Environment**

The research results show that utilizing the surrounding environment has brought innovation to thematic learning at the Nurfitri Elementary School in North Sumatra. This innovation is evident in the shift in learning patterns from being teacher- and textbook-centered to one that focuses on students' direct experiences. Teachers no longer merely explain material theoretically in class, but instead encourage students to observe and study real objects in the school's environment. Learning becomes more contextual because students can connect the subject matter to the everyday life they encounter directly.

innovation aligns with the characteristics of thematic learning, which emphasizes meaningful learning experiences through conceptual integration and active student involvement (Setiawan, 2020). The surrounding environment serves as the primary learning resource because it provides concrete experiences that align with the cognitive development of elementary school students (Aziz, Ashshiddiqi, & Mahdiana, 2025). Through direct observation, observation, and discussion, students more easily grasp learning concepts than simply receiving verbal explanations from the teacher. This demonstrates that environment-based learning can create a more effective and enjoyable learning process. These findings suggest that knowledge is constructed through real-world experiences and interactions with the environment (Nasution, Darmayunata, & Wahyuni, 2022). Students don't simply passively receive information but actively construct understanding through exploration and hands-on learning experiences. Therefore, utilizing the surrounding environment is a crucial strategy for creating active, creative, and meaningful thematic learning.

Thematic learning innovation through the utilization of the surrounding environment is an effort to present a more contextual, active, and meaningful learning process by making the natural and social environment the main learning resource (Achmad, Idrus, Irfan, & Utami, 2024). In this learning, students not only acquire theoretical material in the classroom, but also learn through direct experience by observing, exploring, and interacting with real objects around them. Utilizing the surrounding environment can help teachers connect learning themes to students' daily lives so that the material is easier to understand and remember. In addition to improving conceptual understanding, this strategy also encourages the growth of creativity, critical thinking skills, collaboration, and student concern for the environment and surrounding community. Thus, environmental-based learning innovation is an effective approach in creating thematic learning that is more interesting, enjoyable, and in accordance with the characteristics of elementary school students.

### **The Role of Teachers in Developing Environment-Based Learning**

The success of utilizing the surrounding environment in thematic learning is greatly influenced by the teacher's role in designing and implementing the learning process. Teachers act as facilitators, guiding students in observing, exploring, and discussing learning objects in their surroundings (Aziz, Napitupulu, & Windari, 2025). Based on research findings, teachers at Madrasah Ibtidaiyah Nurfitri have attempted to utilize the natural and social environment as learning media in accordance with the themes being studied by students.

Teachers use various learning strategies such as direct observation, assignments, group discussions, and simple interactions with the surrounding community (Rachmadhani & Kamalia, 2023). These strategies help students gain more authentic learning experiences and strengthen their understanding of the material. Teachers' creativity is evident in their ability to connect the surrounding environment to the learning theme, for example, utilizing

community gardens to study plant parts or observing community activities on the theme of work (Syaharani et al., 2023).

The results of this study align with those of Syaharani et al. (2023), which emphasized that teacher creativity is a crucial factor in successfully utilizing the school environment as a learning resource. Creative teachers are able to create more engaging and contextual learning, making it easier for students to understand the material (Syaharani et al., 2023). Therefore, teacher competence and creativity need to be continuously developed so that environment-based learning can be optimally implemented. The role of teachers in developing environment-based learning is very important because teachers act as designers, facilitators, and managers of the learning process that connects subject matter with real conditions around students (Aziz, Napitupulu, & Parapat, 2025). In constructivist learning theory, teachers are no longer the only source of information, but function to guide students to build knowledge through direct experience and interaction with the environment (Muhammad, Tidore, & Indonesia, 2024). Teachers are required to have creativity and pedagogical skills in selecting, utilizing, and integrating the potential of the natural, social, and cultural environment into learning so that learning activities become more contextual and meaningful (Arib & Yuspitasi, 2025). In addition, teachers also play a role in creating an active, collaborative, and enjoyable learning atmosphere through observation, exploration, discussion, and field practice activities so that students not only develop cognitive aspects, but also social skills, environmental awareness, and critical thinking skills (Putri, Lizarni, Yelni, & Kunci, 2024). Therefore, the success of environment-based learning is greatly influenced by the competence, creativity, and readiness of teachers in designing learning experiences that are appropriate to the characteristics of students and their surrounding environment.

### **The Impact of Environment-Based Learning on Student Activities and Understanding**

Utilizing the surrounding environment as a learning resource has a positive impact on student activity and understanding in thematic learning. Based on observations and interviews, students appear more active, enthusiastic, and eager when participating in learning outside the classroom. They are more willing to ask questions, discuss topics, and directly participate in environmental observation activities. This demonstrates that environment-based learning can increase student participation in the learning process.

In addition to enhancing learning activities, environment-based learning also helps students grasp the material more easily and deeply. Students can see, touch, and observe the learning objects directly, making the concepts learned more concrete. For example, in the topic of plant parts, students can identify roots, stems, and leaves directly without having to visualize them using pictures in a textbook. This real-life experience makes it easier for students to retain the learning material for a longer period of time.

The findings of this study align with Rizal's (2024) research, which demonstrated that environment-based learning is effective in increasing student engagement, motivation, and understanding. The environment, used as a learning resource, can create more engaging

and meaningful learning experiences, preventing students from becoming bored easily (Rizal, 2024). Therefore, utilizing the surrounding environment not only improves students' cognitive abilities but also builds their motivation and enthusiasm for learning.

Environmental-based learning has a positive impact on student activity and understanding because the learning process is carried out through real-life experiences that involve direct interaction with objects and situations around students. Based on constructivism theory, knowledge will be more easily understood if students are actively involved in the process of discovering and constructing concepts through concrete experiences. In environmental-based learning, students not only passively receive information from the teacher, but also conduct observations, explorations, discussions, and direct practice so that learning activities become more active and participatory (Rizal, 2024). This condition can increase students' learning motivation, curiosity, courage to ask questions, and critical thinking skills. In addition, the use of the real environment as a learning resource helps students understand the material more deeply because the concepts learned can be seen and experienced directly, making learning more meaningful and easier to remember for a longer period of time. Thus, environmental-based learning not only improves cognitive learning outcomes but also strengthens emotional engagement and students' overall learning experience.

### **Environment-Based Learning in Student Character Development**

Environmentally-based learning not only improves students' academic understanding but also contributes to the development of their character and social attitudes. Research shows that students become more environmentally conscious, more appreciative of their community, and exhibit better cooperative behaviors during the learning process. When students learn directly in a community setting, they develop social values such as courtesy, responsibility, and concern for others.

Learning activities outside the classroom also train students to work together in groups, help each other, and discuss with their peers. This demonstrates that environment-based learning can simultaneously develop students' affective and social aspects. Learning is oriented not only toward knowledge transfer but also toward holistic character development.

This finding is relevant to research by Thala'at et al. (2022), which states that learning based on the local environment and culture can develop students' cognitive, affective, and psychomotor aspects in a balanced manner (Thala'at et al., 2022). In the context of Madrasah Ibtidaiyah Nurfitri, the surrounding environment is not only a source of knowledge but also a means of character formation for students through social experiences and real interactions with the community.

Environmental-based learning plays a crucial role in student character development because the learning process focuses not only on mastering knowledge but also on developing positive attitudes, values, and behaviors through direct experiences in real-world environments (Nasution et al., 2022). From a character education perspective, the

surrounding environment serves as an effective medium for instilling values such as responsibility, cooperation, discipline, social awareness, and a love of the environment. When students engage in observation, social interaction, and problem-solving activities in their surroundings, they learn to understand the importance of preserving the environment, respecting society, and collaborating with peers in completing learning tasks. Environmental-based learning also helps students develop empathy and social awareness as they encounter the realities of everyday life. Thus, this learning strategy can shape students' character more holistically through the integration of cognitive, affective, and psychomotor learning experiences in authentic and meaningful situations.

Despite its numerous benefits, the implementation of environment-based learning at Nurfitri Elementary School still faces several challenges. The main challenges identified are student safety and supervision issues during learning activities outside the classroom. Teachers must pay closer attention to ensure students remain focused and prevent excessive play during activities. Furthermore, limited learning time is a challenge, as observation activities outside the classroom require more time than conventional in-class learning.

Another obstacle is teachers' readiness to integrate all learning materials with the surrounding environment. Not all learning materials are easily connected to the real world, requiring creativity and strong planning skills. This situation suggests that implementing environment-based learning requires ongoing support from the school.

To address these challenges, the school has provided support in the form of permits for outdoor learning activities, the provision of simple facilities, and strengthened coordination between teachers. The principal also plans to develop specific guidelines for utilizing the environment as a learning resource to provide teachers with a clearer framework for implementing environment-based learning. This step is crucial for improving learning effectiveness and ensuring the sustainable implementation of environmental strategies at the madrasah.

#### **D. Conclusion**

This study shows that thematic learning innovation through the strategy of utilizing the surrounding environment at Madrasah Ibtidaiyah Nurfitri North Sumatra is able to create more contextual, active, and meaningful learning for students. Utilizing the natural and social environment as a learning resource successfully changed the learning pattern that previously tended to be teacher-centered to learning that is more oriented towards students' direct experiences. Teachers utilize various potentials of the surrounding environment such as community gardens, plants, community activities, and social facilities as learning media to connect the subject matter with the real lives of students. This strategy has been proven to be able to increase student participation, motivation, courage to ask questions, and understanding of the learning material. In addition to impacting cognitive aspects, environment-based learning also contributes to the formation of student character such as concern for the environment, social attitudes, cooperation, and respect for the surrounding

community. The findings of this study emphasize that the surrounding environment has a strategic role as an effective learning resource in supporting the implementation of thematic learning at Madrasah Ibtidaiyah.

Although the implementation of environment-based learning has had a positive impact, this study also found several obstacles such as limited learning time, student safety aspects during outdoor activities, and teacher readiness in integrating learning materials with the surrounding environment. Therefore, ongoing support from schools is needed through the development of environment-based learning guidelines, improving teacher competency, and strengthening collaboration with the surrounding community so that the learning process can run more effectively and safely. This study implies that utilizing the surrounding environment can be an alternative, innovative learning strategy relevant to the needs of 21st-century education because it can develop critical thinking skills, real-life learning experiences, and students' character holistically. Going forward, similar research can be developed in the context of madrasas or other schools with a focus on technology integration, the development of a more systematic environment-based learning model, and the evaluation of its impact on student learning outcomes in the long term.

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