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Efforts to Increase Students' Islamic Religious Learning Outcomes through Nasyid in Elementary School

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Abstrak

Penelitian ini dilatarbelakangi observasi awal yang menunjukkan rendahnya perolehan belajar Agama Islam siswa kelas III SDN 064969. Dibuktikan perolehan belajar Agama Islam siswa hanya 45% tuntas. Dikarenakan siswa bosan dengan proses pembelajaran yang monoton. Maka peneliti menawarkan penerapan Nasyid. Tujuan dari penelitian ini adalah untuk mengetahui 1) signifikansi perbedaan perolehan belajar Agama Islam dengan menggunakan nasyid di kelas III SDN 064969. 2) Interaksi antara penggunaan nasyid dan gaya belajar dengan perolehan belajar Agama Islam siswa kelas III SDN 064969. Metode penelitian yang digunakan adalah PTK. Penelitian dilaksanakan dalam tiga siklus, terdiri atas perencanaan, pelaksanaan tindakan, observasi dan refleksi. Subjek dalam penelitian ini siswa kelas III SDN 064969 sebanyak 35 orang. Data penelitian ini diperoleh dari lembar panduan observasi, pedoman wawancara, kuesioner, hasil belajar dan catatan lapangan. Hasil yang diperoleh dari penelitian ini adalah 1) Terdapat perbedaan perolehan belajar Agama Islam yang signifikan dengan nasyid. 2) Terdapat interaksi yang nyata antara penggunaan nasyid dan gaya belajar dengan perolehan belajar Agama Islam. Melalui penelitian ini, dipahami bahwa kegiatan ekstrakurikuler nasyid membantu siswa sekolah dasar dalam peningkatan hasil belajar pendidikan agama Islam.

Kata Kunci: Hasil Belajar, Nasyid, Pendidikan Agama Islam, Siswa SD.

Abstract

This research was motivated by initial observations which showed the low learning achievement of Islamic Religion for the rest of class III at SDN 064969. It was proven that only 45% of students' learning achievement of Islam was complete because students are bored with the monotonous learning process. So the researcher offers the application of Nasyid. The purpose of this study was to determine 1) the significance of differences in the acquisition of Islamic learning by using nasyid in class III SDN 064969. 2) The interaction between the use of nasyid and learning styles with the acquisition of Islamic learning for third-grade students of SDN 064969. The research method used was PTK. . The research was carried out in three cycles, consisting of planning, implementing actions, observing, and reflecting. The subjects in this study were the third-grade students of SDN 064969 as many as 35 people. The research data were obtained from observation guide sheets, interview guidelines, questionnaires, learning outcomes, and field notes. The results obtained from this study are 1) There is a significant difference in the acquisition of learning Islam with nasyid. 2) There is a real interaction between the use of nasyid and learning styles with the acquisition of Islamic learning. Through this research, it is understood that nasyid extracurricular activities help elementary school students in improving Islamic religious education learning outcomes.

Keywords: Learning Outcomes, Nasyid, Islamic Education, Elementary School Students.

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INTRODUCTION

Education is a process that individuals go through to improve self-competence according to the stage (phase) of development (Ningrum, 2016). Ideally, a quality education system is reflected in the service (academic) and the quality of graduates (Raharjo, 2012). That is, students who were originally less skilled and lacked insight, after going through the education process, will become skilled and broad-minded individuals who are sensitive to the needs of the surrounding community (have a personality with integrity) (Idzhar, 2016).

The implementation of national education is the government's effort to facilitate the development of future human resources (Ilham, 2019). For this reason, various changes, improvements, and innovations are needed in the field of education, including the curriculum, educational facilities and infrastructure, the quality of educators and education personnel, education management, and the role (share) of the community (Kadi & Awwaliyah, 2017). Through the improvement of the education component, it is hoped that intellectual and superior people in Indonesia will be realized.

With regard to education staff, Islamic religious education teachers are among those who have an important role that demands a number of professional requirements for them (Solehudin, 2018). Among them, having adequate professional education qualifications, experts in the fields of science that are occupied, creative and productive, having a high work ethic, continuous self-development, and various other professional demands. Thus, teachers are no longer directed as knowledge-based individuals, but rather move up a level as competency-based individuals. Thus, learning is no longer just an interaction between teachers and students, but involves other learning resources such as books, the internet, and supporting applications in the field of education (Rahmawati, 2015).

Through the concept of professionalism, the function of Islamic religious education teachers in the future is no longer just as a teacher, but as a mentor, coach and manager for students (Agustina, 2018). The reflection displayed by the teacher is also not just an ability in the field of insight, but also a role model for students, being a friend who guides students, helping students develop self-competence independently, directing students to work hard in achieving their goals, and helping students appreciate every educational process. the value of learning and the essence of science (Lase, 2019).

The phenomenon shows that there are still many Islamic religious education teachers who teach tend to use monotonous (not varied) methods and learning styles. As a result, students are not stimulated to be creative and develop their potential independently (Sujatmika, 2016). This kind of learning culture is feared to form a generation that is passive, does not have the courage to create change, is weak in the aspect of reasoning, and even has a high dependence on others.

Extracurricular activities play an important role in helping students avoid this passive mentality (Sari, *et.al.*, 2021). Because, through these various activities, student saturation is reduced, creativity is increased, interaction between students and also students and teachers is more communicative. In fact, students will be stimulated to develop their potential independently.

Among the extracurricular activities that are correlated with Islamic religious education are nasyid (humming Islamic songs) (Azra, 2003). Through nasyid activities, students will be brought into a fun learning environment, organize students' mental and emotional feelings with lyrics with Islamic spiritual nuances (Al-Amin, *et.al.*, 2016). As done by the Class III PAI teacher at SDN 064969, Medan Tembung District, T.P. 2020/2021 makes nasyid as an alternative to improve student learning outcomes and Islamic understanding.

Indeed, research on efforts to improve student learning outcomes through extracurricular activities (nasyid) has been previously studied. Among them are researching from the aspect of the correlation of nasyid with learning outcomes of the Qur'an Hadith for students (Alim, *et.al.*, 2020), the function of nasyid activities with the application of Islamic religious education values (Wahidin, 2014), the role of nasyid activities in shaping the religious character of students (Zahid, 2021; Noor, *et.al.*, 2020), the influence of extracurricular

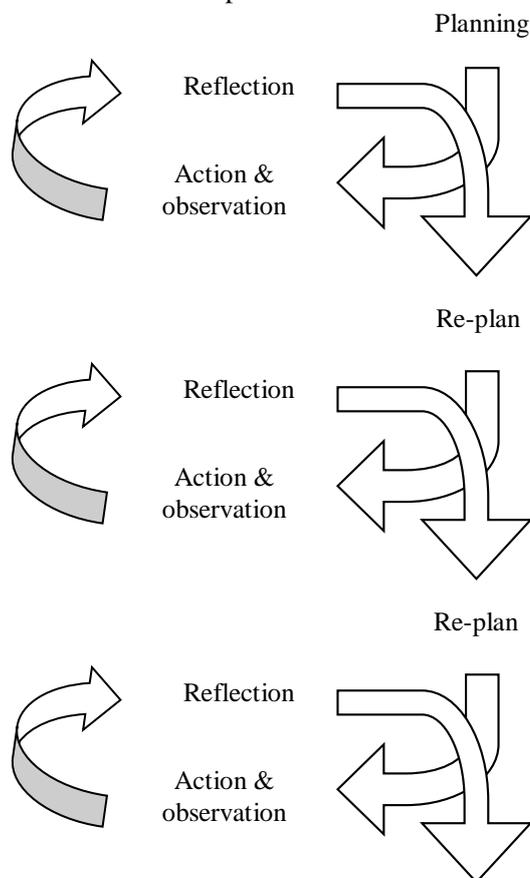
activities on the development of students' talents (Hasibuan, 2016), and internalization of character values through extracurricular activities (Nasrul, *et.al.*, 2020).

Observing the literature review above, it is known that the study of nasyid as an alternative to improving student learning outcomes has been studied comprehensively. Likewise, there is an "empty opportunity" that needs to be investigated further, namely the significance of increasing students' Islamic religious learning outcomes through nasyid activities with classroom action research. The research is summarized in the title, "Efforts to Improve Students' Learning Outcomes of Islamic Religious Education through Nasyid in Class III SDN 064969, Medan Tembung District, Semester I T.P. 2020/2021".

METHOD

The main problem in this study is to increase the efficiency and effectiveness of learning, through a learning model using nasyid (Islamic songs) in Islamic subjects. This shows that the research aims to solve learning problems in the classroom. On that basis, this research is action research. Action Research is a form of self-reflective study that is characterized by participatory and collaborative activities carried out by participants in social situations in order to increase their rationality and assessment of the practice/implementation of an activity (Moleong, 2000).

CAR is carried out in the form of a cycle assessment process consisting of 3 stages, namely (a) planning; (b) action (action); and (c) reflection. To facilitate our understanding of the three stages in the CAR procedure, it can be visually depicted in the form of a CAR spiral below:



Picture 1. CAR Spiral

The chart above can explain how the procedure for implementing CAR in an effort to solve problems. To overcome any problems that arise or may occur in the learning process, the teacher must always make a learning plan first, then the implementation of actions as the implementation of the plan. The implementation of the

action is always accompanied by observations, both by the actors themselves and by other observers. In this case the observer in question may also be students, fellow teachers, school principals or others. Observations are carried out as an effort to collect data, the observer plays the role of seeing, hearing and recording everything that happens during the implementation of the action, either with or without observation aids. Observers should not blame but are supportive, not assessing and after the data is obtained as soon as possible a feedback discussion is carried out.

In carrying out the discussion on the data obtained from the observations and from the test will be selected, simplified, organized systematically and rationally and the tri-angulation technique will be obtained a conclusion. This activity is a reflection activity, where reflection is carried out together to find out which things have to be maintained, and which things must be improved or abandoned. If the activity called reflection is carried out correctly and has involved all relevant parties, then learning activities or implementing CAR actions will always lead to the result of an action, namely the preparation of plans and subsequent corrective actions.

The focus of the research is on increasing Islamic religious learning outcomes for third grade students at SDN 064969 Medan Tembung in the first semester of the 2020/2021 academic year, through nasyid activities. The research was carried out in three cycles, consisting of planning, implementing actions, observing and reflecting (Assingkily, 2021). The subjects in this study were the third grade students of SDN 064969 as many as 35 people. The research data were obtained from observation guide sheets, interview guidelines, questionnaires, learning outcomes and field notes.

The techniques/instruments used are tests, student worksheets (LKS), and observation sheets. In detail, the research procedures carried out include; First, the 2013 curriculum analysis (especially the III grade PAI material); Second, initial observations; Third, action planning includes; (a) making syllabus and learning scenarios, (b) making worksheets to measure students' abilities in the chosen theme in the learning approach through Islamic boarding school activities, (c) making evaluation sheets to measure students' abilities before and after learning and lightning boarding activities are carried out; (d) making observation sheets to observe the attitudes and activities of students during learning and boarding school activities; Fourth, the implementation of the action includes observation and reflection for each cycle and planning for improvement in the next cycle.

RESULTS AND DISCUSSION

Action Preparation

In the first observation carried out on August 3, 2020, in studying Islam, the thing the teacher did, when he was about to start the lesson, was to do a short meditation ending with a prayer and greeting. In opening the lesson, the Islamic Religion teacher started by assigning students to listen to a short story told by the Islamic Religion teacher, followed by a question and answer session about the contents of the story.

The main activity of the lesson, the teacher begins by assigning students to listen to the story in the story when the Prophet migrated to Mecca which the teacher wrote on the blackboard according to the story in the activity of opening Islamic lessons. Then, the teacher discusses how to complete the story with the completion steps. After the discussion ended, the teacher gave the students the opportunity to ask questions.

Furthermore, after the teacher carried out the activities to discuss completing the story of the Prophet's journey during the hijrah and the question and answer was completed. The final activity of this activity is to carry out an evaluation. Questions that have been prepared by the teacher in the form of worksheets are distributed to students individually. The results of this evaluation were collected without checking first.

The final activity or activity closing the lesson the teacher assigns students to complete the homework that the teacher has prepared correctly. Then the teacher invites students to prepare the next textbook, namely the Islamic Religion textbook.

Based on the results of observations as described above regarding the implementation of Islamic learning in class III SDN 064969 Medan Tembung District in Semester I T.P. 2020/2021, when viewed from the breakdown of time can be classified in the following table.

Table 1
Details of the implementation time of Islamic learning

No	Type of activity	Time	Percentage (%)
1	Initial activity	20 minutes	25.00
2	Core activities		
	a. Discussion of the Acts of the Apostles	20 minutes	25.00
	b. Question and answer	5 minutes	6.25
	c. Evaluation	25 minutes	31.25
3	Final/closing activity	10 minutes	12.50
		80 minutes	100

The data in the table above shows that in the overall learning activities which are teacher activities, it reaches half of the activity time, namely 50%. More than a quarter of the time the activities were dominated by students reaching 31.25% and the remainder being teacher and student activities reaching 18.75%.

Based on the description above, it shows that Islamic learning activities in class III SDN 064969 Medan Tembung District in Semester I T.P.2020/2021 are not in accordance with the important role of learning Islam, especially when it is associated with the nature of education in general. On this basis, improvements need to be made.

The initial action taken by the author to improve the quality of religious learning is to reflect on the learning approach that has been carried out by the author so far. The purpose is in addition to knowing the ability of students to solve Islamic story problems, as well as to provide an understanding to the author of the importance of determining an appropriate learning approach in achieving the learning objectives that have been set.

From the results of these initial actions, it can be concluded that the failure of students in completing the stories of the apostles apart from being caused by the lack of students' ability to understand the words used in the sentences of the stories of the Prophets, is also caused by the lack of precise use of the learning approach by the author as a teacher. Islam in class III SDN 064969 Medan Tembung sub-district so that students cannot optimize their abilities and achieve full self-satisfaction in completing the tasks they receive. On that basis, the author plans to implement an approach through the media of nasyid (songs with Islamic breath) as a solution to the problems mentioned above.

Implementation of Action I

The learning action was carried out on August 10, 2020, with the following steps.

1. Planning

Activities carried out in this planning stage include group formation based on student heterogeneity, both in terms of gender, academic achievement, and students' daily activities.

2. Implementation and observation of learning activities using nasyid (songs with Islamic breath)

The initial activity carried out by the teacher in the learning process is conducting a pre-test. The targets to be achieved through this pre-test are 1) to determine the level of students' ability to the material to be worked on and 2) to determine the level of student learning success in the cognitive field by using an approach using nasyid (songs with Islamic breath). The results of the pre-test both individually and in groups can be seen in the following table.

Table 2
Respondents' test scores in class III in Phase I

No	Score	No	Score	No	Score	Information
1	6.4	12	4.5	23	6.5	Pass limit 7.0
2	7.5	13	7.5	24	4.5	
3	5.5	14	5.0	25	6.0	
4	7.5	15	6.0	26	4.5	
5	6.5	16	6.0	27	5.0	
6	7.0	17	4.5	28	4.5	
7	3.5	18	3.5	29	5.5	
8	7.0	19	7.5	30	7.5	
9	4.5	20	6.5	31	7.5	
10	3.5	21	6.5	32	5.5	
11	4.0	22	6.5			

From the table it can be concluded that there are 3 students or less than half (11.5%) who passed, while the rest were declared not to pass in the pre-test. While the class average value of the pre-test is 5.83.

In the core activity, the teacher presents questions about the story of the Apostles and informs the steps that students must take when completing the story classically. Then the teacher assigns students to enter into groups that have been formed to carry out the task of completing the LKS distributed by the teacher.

3. Analysis, Reflection, and Revision of Learning

Based on the results of observations of the actions showed that learning activities using nasyid (songs with Islamic breath) were as expected. In this activity, especially those related to the development of aspects of cooperation, aspects of leadership and aspects of developing democratic values that have not been in line with expectations for the aspect of cooperation, each student tends to prioritize his own work, almost more than half (68.5%) do not want to provide assistance against his friend. This behavior can be seen when his friend has not finished doing his task, then his other friends in the group do not help him, on the contrary they even tell him to finish it quickly.

Implementation of Action II

The second learning action was carried out on September 7, 2020.

1. Planning

At the planning stage, the activities carried out by the teacher are problem formulation based on the results of the author's analysis and reflection on the first action. The problem that the students will pay attention to in the second action is "*try to pay close attention to the words in italics in the story of the story of the Apostles and understand their meaning*".

2. Implementation and observation of learning activities using nasyid (songs with Islamic breath)

In this second action, the activities carried out by the teacher in the learning process are the same as the previous activities except that the pre-test is not carried out. In the core activity, the teacher informs the students to pay attention to the words in italics on the worksheet and reminds students the steps that must be taken when solving story problems by chanting nasyid (songs with Islamic breath) entitled "Kisah Rasul" by Ustadz Ilham Ilyas, who told about the journey and Jihad of the Prophet with his friends while living in Mecca.

3. Analysis, Reflection, and Revision of Learning

Based on the results of the reflection on learning activities with nasyid (songs with Islamic breath) in the second act, it shows that group work activities that have been carried out by students in learning Islam are to complete and interpret the stories of the apostles which can improve students' ability in understanding tarekh (history). Rasulullah. This can be seen from the changes in the evaluation results of each student after carrying out group work according to their abilities. Thus, it can be concluded that in general the learning activities in

this second act have been in accordance with the author's expectations in carrying out classroom actions using an approach using nasyid (songs with Islamic breath).

Table 3
Respondents' test scores in class III in Phase II

No	Score	No	Score	No	Score	Explanation
1	8.4	12	8.5	23	7.5	Pass limit 7.0
2	7.5	13	6.5	24	7.5	
3	8.5	14	8.0	25	8.0	
4	7.5	15	8.0	26	7.5	
5	6.5	16	8.0	27	8.0	
6	7.0	17	8.5	28	7.5	
7	9.5	18	8.5	29	8.5	
8	7.0	19	8.5	30	8.5	
9	8.5	20	8.5	31	8.5	
10	8.5	21	8.5	32	8.5	
11	8.0	22	8.5			

From the table it can be concluded that in stage II there were 29 students who passed, while the rest did not pass in the pre-test. While the class average value of the pre-test is 8.13.

In the core activity, the teacher presents questions about the story of the Apostles and informs the steps that students must take when completing the story classically. Then the teacher assigns students to enter into groups that have been formed to carry out the task of completing the LKS distributed by the teacher. Thus it appears that the success of teaching Islam by using the Nasyid Learning model in class III SDN 064969 Medan Tembung District in Semester 2 T.P.2020/2021.

Discussion on Action Results

Based on the results of observations of the actions above, it shows that learning activities using nasyid (songs with Islamic breath) are as expected by the researchers. In classroom action research activities using Nasyid media as an instrument of teaching Islam in class III SDN 064969 Medan Tembung District in Semester 2 T.P.2020/2021. So the author feels that there is success in carrying out scientific research activities by showing the level of success of students in receiving teaching materials for the story of the Prophet's journey with satisfactory test results.

In line with the findings above, Susanti (2021) explained that extracurricular activities are important given to students since elementary school. Furthermore, Khairani & Putra (2021) added that through extracurricular activities, helping students in the learning process, improving learning outcomes, and inculcating character values. This shows that extracurricular helps improve learning outcomes and socio-emotional development of elementary school students.

CONCLUSION

Based on the description above, it can be concluded that nasyid extracurricular activities help elementary school students in improving Islamic religious education learning outcomes. This is characterized by two aspects, namely first, there is a significant difference in learning achievement between learning Islamic Religion using nasyid (songs with Islamic breath) in third grade students of SDN 064969, Medan Tembung T.P. 2020/2021, meaning that the use of nasyid (songs with Islamic breath) to organize the learning environment can increase the acquisition of student learning outcomes and second, there is a real interaction between the use of nasyid (songs with Islamic breath), learning styles and student learning outcomes.

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