



The Effectiveness of the Team Games Tournament Strategy in Improving Student Learning Outcomes in Islamic Religious Education Learning Class VIII SMP it Wildan Mamuju

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ABSTRACT

This research aims to determine the application of the TGT strategy in Islamic Religious Education learning. To determine the increase in student learning outcomes in class VIII Islamic Religious Education learning at SMP IT Wildan Mamuju. And to find out the effectiveness of the TGT strategy in improving student learning outcomes in class VIII Islamic Religious Education learning at SMP IT Wildan Mamuju. This study uses a quantitative approach. The type of research used is quasi experimental design research. The population in this study was all 63 class VIII students. The sampling technique used was purposive sampling technique. The sample in this study was class VIII B which was divided into two groups, namely the experimental group of 16 people and the control group of 13 people. The research instruments used were observation and tests (pre test and post test) with data collection techniques being observation and documentation. The results of this research indicate that the application of the TGT strategy can improve student learning outcomes in class VIII PAI learning at SMP IT Wildan Mamuju. This is proven by the Paired Samples T Test (T test), which obtained a sig (2-tailed) value of $0.00 < 0.05$, so it can be concluded that there is a significant difference between student learning outcomes in the pre-test and post-test data. Judging from the results of descriptive statistics in the Paired sample t test, the average (mean) value of the pre-test learning results was 52.5000, while the average (mean) value of the post-test learning results was 78.1875. This shows that the post test learning results are greater than the pre test learning results in the experimental group, so H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that the application of the TGT type cooperative learning model can improve student learning outcomes in class VIII PAI Learning at SMP IT Wildan Mamuju.

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INTRODUCTION

Education is a means of improving the quality of human resources. Education can improve people's lives and lead to a better civilization. In the process of improving the quality of human resources, education plays a very important role. One of them is preparing quality human resources in accordance with changing times so that there is no gap between reality and ideality.

It is said in his book Muh. Musfhi El Iqbal et al, who quote from Sanjaya, argue that in the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular goal. So, in this way a learning strategy contains a series of activities and is a plan designed to achieve certain educational goals. It was emphasized again by quoting J.R. David's thoughts, saying that there is a meaning

of planning in learning strategies and Kemp also stated that learning strategies are a planned activity that must be carried out by an educator and students so that learning goals can be achieved effectively and efficiently. So, the decisions that will be taken in implementing learning are strategies that are basically still conceptual in nature.

Ability or competence is very necessary in an educator in creating strategies or learning models to stimulate and understand children's thinking patterns with information that is remembered and will be connected to daily activities or life, because the low absorption capacity in learning of students is one of the a problem for practitioners of formal and non-formal education. The learning methods applied in PAI learning so far are still dominated by the lecture method. This method is still often used by PAI educators in the learning process, because this method is considered the simplest and only conveys information. In fact, according to Tikno Anianto, quoting from France, student-centered learning is better than teacher-centered learning (lectures) because student-centered learning will make students more active in teaching and learning activities in the class. In the learning process activities, educators do not have to stick to or focus on just one learning method, but educators should use varied methods so that the learning process is not boring. The task of educators is to determine the success of the goals to be achieved in learning, so that educators pay attention to what designs or strategies are suitable for students' conditions in classroom learning.

So it can be concluded that strategies in learning play an important role, because learning strategies cannot be separated from teaching and learning activities and make students capable of applying material taught by educators, not just theoretical.

Judging from the characteristics of PAI subjects, one appropriate learning model is cooperative learning. This is supported by research conducted by Dian Kusuma Wardani and Ahmad Burhanuddin which revealed that the cooperative learning model of the Team Games Tournament (TGT) type had an effect on students' ushul fiqh learning outcomes, namely higher than learning using the lecture method.

Based on the results of initial observations conducted by researchers at Wildan Mamuju IT Middle School, researchers found that students did not cooperate enough in the learning process, were less able to solve problems, were less active in learning, lacked enthusiasm in learning and had difficulty understanding the material so that students' learning outcomes were poor. maximum. Student activity is one indicator that determines student learning success, so it is very important to implement the Team Games Tournament strategy at Wildan Mamuju IT Middle School, because apart from being cooperative, this strategy is also more active through games and tournaments or competitions. The Team Games Tournament strategy has many similarities with STAD, the difference only adds to the excitement obtained from using games in the form of tournaments. This learning strategy also increases students' individual responsibility. When the match starts, group representatives must not be assisted by any party in answering tournament questions. Tournaments train students to study more actively by increasing students' sense of competition in order to win in tournaments. This learning strategy is suitable for implementation at various levels of education, especially junior high school. The middle school age period is still a very unstable age where students have a high sense of being cared for and have a high competitive spirit as well. Therefore, we as educators must direct this potential according to its portion.

METHOD

The type of research used is quasi experimental design research. The population in this study was all 63 class VIII students. The sampling technique used was purposive sampling technique. The sample in this study was class VIII B which was divided into two groups, namely the experimental group of 16 people and the control group of 13 people. The research instruments used were observation and tests (pre test and post test) with data collection techniques being observation and documentation.

RESULTS

Application of the TGT (Team Games Tournament) Type Cooperative Learning Model in PAI Learning

This section specifically explains the application of the TGT (Team Games Tournament) type cooperative learning model in Islamic Religious Education subjects with material on faith in the books of Allah SWT. during 4 meetings in class VIII SMP IT Wildan Mamuju.

Initial activity

The Islamic Religious Education (PAI) teacher greets when entering the class, then gives thanks to Allah SWT, asks how the students are doing and their presence and invites all students to pray before starting learning. After that, the PAI teacher introduced the researcher to the students and conveyed the purpose of arriving at Wildan Mamuju IT Middle School and entering class VIII B. Next, the researcher gave a pre-test to the students before starting the learning process. The PAI teacher's job is only as an observer in the classroom who observes the ongoing learning process. After giving the pre-test, the researcher who served as an educator asked questions about the material to be studied as an apperception to find out the students' initial

knowledge about the material about believing in the books of Allah SWT. Questions asked by educators make students actively ask their classmates, most of them answer incorrectly but there are also those who answer questions correctly. Giving questions to students before starting learning makes it initial knowledge that needs to be improved. Educators also convey the competencies achieved, planned activities to be carried out, scope and assessment techniques to be used and the benefits of learning materials. Then the educator moves on to the core activities in the learning process.

Core activities

The step in the core activity is for the educator to briefly explain the material about believing in Allah's books. After that, the educator divides the students into 4 small groups. Students work in groups consisting of 4 people whose members are heterogeneous in terms of academic abilities, different races or ethnicities. With the heterogeneity of group members, it is hoped that it can motivate students to help each other between students who have more abilities and students who have less abilities in mastering the subject material. This will lead to a growing sense of awareness among students that learning cooperatively is very fun. During learning, the group's function is to deepen the material with their group friends and more specifically to prepare group members to work well and optimally during games/tournaments.

In the next process, the educator informs each group of the material to have a discussion with their group members and all groups answer the multiple choice questions on the Student Worksheet (LKS) that has been distributed. The first group discussed material about the meaning of faith in our book, Allah SWT. The second group discussed material about the names of the books that must be believed and the names of the prophets who received the books of Allah SWT. The third group discussed material about the contents of His books. The fourth group discussed material about the wisdom of faith in the books of Allah SWT. After distributing the group material, the educator then provides direction regarding the learning model that will be implemented in the learning process.

Material is given to each group to hold discussions with their group members and share knowledge and experience until all group members can understand the material. Educators observe and approach the activities of students in each group during discussions. If there are group members who have difficulty understanding the material provided, the educator provides an overview of the material in question and directions for collaborating with the group.

End activities

The educator gives directions to each group to master the material that has been given because it will be presented next week. Each group has a representative to explain the material in front of the other groups and is expected to be active in collaborating when answering questions from other group members. Educators end the learning process by saying greetings. The scores obtained from each study group starting from groups one, two, three, four using the quizzz application can be seen in the picture below:

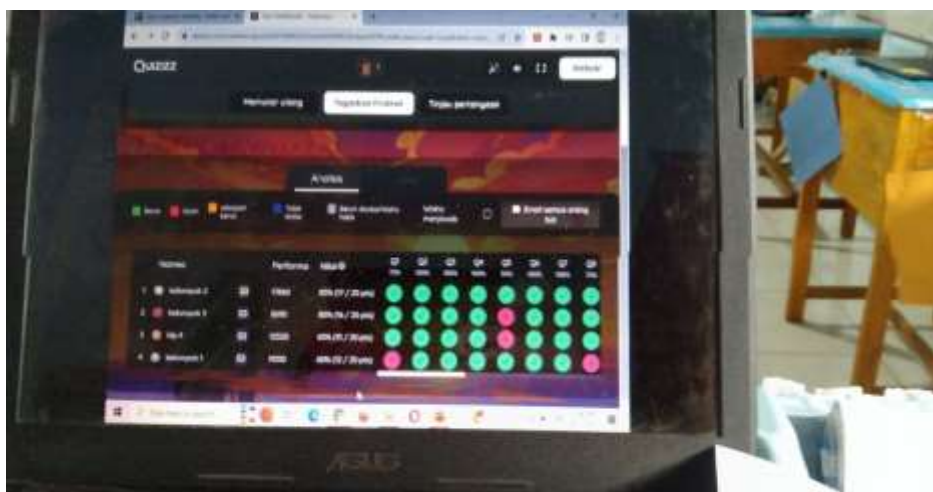


Figure 1. Results of Group Tournament Points Earned

During the learning process, the researcher who served as an educator obtained a general overview of the implementation of learning between the experimental class and the control class. Students in the experimental class are more active and critical so they dominate the learning process in class. This can be understood because students are motivated to compete to answer a series of questions on the Quizzz application which challenges students to think critically and are also motivated to get the best grades through

games and tournaments. Meanwhile for students in the control class, the learning process is still dominated by the teacher, the characteristics of the learning atmosphere only provide opportunities for students to hear explanations and answer questions from the teacher, so that students are less able to think critically in solving problems. This has an impact on the learning outcomes achieved by students.

DISCUSSION

Implementation of the Team Games Tournament (TGT) Type Cooperative Learning Model in Class VIII SMP IT Wildan Mamuju

The steps taken in implementing the Team Games Tournament type cooperative learning model in experimental research begin with providing a pre-test as a measuring tool in determining students' initial understanding of the material on faith in the books of Allah SWT. Next, apply the Team Games Tournament (TGT) type cooperative learning model which is divided into 5 stages, namely:

Class Presentation (Class Presentation)

The educator explains the TGT type cooperative learning model that will be used by conveying objectives, presenting learning materials, guiding study groups, and providing motivation for students to be active in the learning process, competent honestly, fairly and enthusiastically in learning. The Islamic Religious Education lesson material explained by the educator in this activity is belief in the books of Allah SWT. This material is explained in the form of content outlines which can facilitate understanding of the core of the material.

Study in a team or group (team)

Students are divided into small groups of 4 students heterogeneously according to academic ability, race, culture and ethnicity. The expected goal in grouping students based on diversity is to establish friendship and accept differences between ethnicity, race, culture and learning achievements. Students' different achievement backgrounds can exchange information so that they can unite opinions and increase knowledge. Providing learning materials with the main topics discussed for each group which is equipped with student worksheets. Student worksheets are distributed to each group for study and discussion. Educator's direction and guidance in providing instructions to students to activate discussions by asking questions to group friends who are presenting and providing answers to friends from other groups who ask questions as well as input from other group friends. This aims to increase knowledge and train students to speak in front of their friends.

Games

Educators design questions and use the learning quiz maker application, namely quizizz, so that the game is more interesting and makes it easier to calculate scores. The teacher writes lottery numbers 1 to 4 on a roll of paper and asks group members to draw lots to determine who will come forward to answer the question first.

Match (Tournament)

Educators ask group representatives to come to the tournament table and answer questions in the form of a quiz on the chromebook within the time specified in the Quizizz application. In this game, each student who competes is a representative of their group. Students representing their groups are each placed in tournament tables. Each tournament table is occupied by 4 participants. At each tournament table, efforts are made so that no participants come from the same group. Students are grouped at one tournament table homogeneously in terms of academic ability. This can be determined by looking at the scores they obtained during the pre-test.

Group Awards (Team Recognition)

Educators give awards to the group with the highest scores in the Quizizz application. Giving awards is important for students so that they feel involved in the class. This feeling of involvement increases his motivation in understanding the teaching material. Apart from that, appreciation can also increase empathy, sensitivity and self-evaluation. With group awards, students feel satisfied and proud of the results they have obtained through teamwork. Because of satisfaction with the results they obtain, students will be even more motivated to get better. Because good numbers or grades have great potential to motivate students to study harder.

When implementing the TGT type cooperative learning model, there are several advantages obtained, including spending more time on games and tournaments which can deepen students' knowledge, motivating students to continue learning and getting better results, improving relationships between students due to good interaction. active in class, helping students develop communication and social skills, and developing cooperation skills needed in students' lives. Apart from that, teaching methods are more varied, not just

verbal communication or lectures through spoken words by educators, so that students do not feel bored, bored and educators do not run out of energy. Students can do more learning activities because they not only listen to the teacher's explanations, but also other activities such as observing, doing, acting and demonstrating.

In implementing the Team Games Tournament (TGT) type cooperative learning model, the term academic tournament is used, which uses quizzes and an individual progress score system, where students compete as representatives of their team with other team members to collect the highest score.

The final stage of this learning activity is giving a post test. Post Test is the final test given after the learning process is complete. This test needs to be carried out as a tool to measure students' learning progress and to evaluate learning programs. Tests provide feedback on the effectiveness of learning. Information obtained from test results can be used to evaluate several aspects of the learning process. This test can help determine the extent to which the learning objectives are realistic and to find out whether the teaching methods and materials are appropriately used in the learning.

Before the post test begins, the educator asks students to sit back in their respective places and informs them that a test will be held. Educators also emphasize to students not to copy each other's answers and to discuss them during the test. On this occasion, educators monitor students by going around to see students' work and accompanying them if there are students who have difficulty understanding questions. After the time allotted for working on the post test is up, the educator asks the students to collect the results of their extensive work.

The results obtained from implementing the Team Games Tournament (TGT) type cooperative learning model can be seen in the test results and observations. The observation sheet is filled in by the PAI teacher as an observer with 5 aspects assessed, namely attention in teaching and learning, student enthusiasm in participating in group discussion activities, interest in learning, student activity in answering quizzes, student participation in closing learning activities. With the test results and observations, the researchers were able to determine the increase in learning outcomes and student activity during four meetings on PAI subjects on faith in the books of Allah SWT.

TGT type cooperative learning is slightly different from other types of cooperative learning because in this type students are given academic games in the form of tournaments. With tournaments, students can grow their enthusiasm for competition, sportsmanship and self-confidence. The questions that students work on using the Quizizz application are proven to be easier to use and more interesting, thereby increasing students' learning motivation. From the results of the tournament scores, it is also known that most group members have mastered the lessons and worksheets given by the teacher during group activities.

Improving Student Learning Outcomes in Class VIII Islamic Religious Education Learning at SMP IT Wildan Mamuju

Student learning outcomes are shown by the results of pre-tests and post-tests given to students before starting learning and after learning. The purpose of the pre-test is given to students to determine students' initial knowledge and understanding before providing material that has not been taught with material about faith in the books of Allah SWT. Meanwhile, the post test is given after the learning process which aims to determine the increase in knowledge and initial understanding of the pre test results. By providing pre-tests and post-tests, researchers can find out students' learning outcomes before and after implementing the TGT type cooperative learning method. Then find the increase in learning outcomes by looking at the highest and average scores obtained by students. For more details, see table 4.8. Descriptive Statistics page 77 regarding the learning outcomes of pre-test and post-test students in the experimental group..

Based on the pre-test results table, the learning outcomes of students in Islamic Religious Education learning before being treated (treatment) by implementing the TGT type cooperative learning model in the experimental class, are still far from the expected standard of learning completeness, which is greater than 70. This is proven by The pre-test scores are only between 30 and 67. The pre-test results are not only used to determine students' initial knowledge, but also as a reference for forming study groups. The study groups in this activity can be seen in table 4.1 page 63.

Based on the pre-test results, the researchers conducted an experiment to improve student learning outcomes by applying the Team Games Tournament (TGT) type cooperative learning model to Islamic Religious Education (PAI) learning. After students are given a post test, there is an increase in learning outcomes. This can be seen by the lowest score found in the pre-test results being 57 while the highest score is 100. Based on the results of the frequency distribution of post-test learning outcomes for the experimental group in table 4.7 page 76, it was found that 11 students met the Minimum Completeness Criteria while those who did not. Only 5 students out of 16 students in the experimental group completed it. The average score (mean) of the pre-test obtained using SPSS version 23 was 52.50, while the mean of the post-test was 78.19. These results show an increase from the pre-test results to the post-test. Thus, it can be concluded that there is an increase in student learning outcomes in Islamic Religious Education learning with material on faith in the books of Allah SWT. after implementing the Team Games Tournament (TGT) type cooperative learning

The Effectiveness of the TGT (Team Games Tournament) Type Cooperative Learning Method in Improving Student Learning Outcomes in Class VIII Islamic Religious Education Learning at SMP IT Wildan Mamuju

Researchers conducted an N-gain score test to determine the effectiveness of the experimental group that was given treatment by implementing a team games tournament (TGT) type cooperative learning model. From the results of the N-gain score test calculation, an average N-gain score value of 57.2809 or 57% was obtained. Based on the interpretation category of N-Gain effectiveness in table 3.4 page 57, it is included in the quite effective category. Thus, the TGT type cooperative learning model is proven to be able to improve student learning outcomes in Islamic Religious Education learning with material about faith in the books of Allah SWT. in class VIII of SMP IT Wildan Mamuju.

The TGT type cooperative learning model is a variation model in learning that encourages students to be active during the learning process and can create a fun learning atmosphere because the learning process is packaged with games. This learning model can be an activity that can make students superior among their peers. In this learning process, students in groups who succeed in achieving achievements can prove their status in the class. This change will be very important in the social consequences of academic success in achieving academic achievement. This learning model can create a sense of self-esteem in students so that this can build students' learning abilities and motivation, so that students are more motivated to learn and students can be more active in the learning process which ultimately can improve their learning outcomes in educational learning. Islam. This is different from the control group which was not given treatment, but only used lecture methods and textbooks (conventional learning model), students were more passive and less motivated in the learning process so that many students' learning outcomes did not meet the Minimum Completeness Criteria (KKM).

The learning outcomes of students who apply the TGT type cooperative learning model are proven to be significantly different from the learning outcomes of students who apply the conventional model. In accordance with the results of previous research conducted by Lilik Fauziyah (2018), it shows that there are differences in students' science learning outcomes before and after implementing learning using the Thinking Empowerment Pattern through Questions (PBMP) in Cooperative Team Games Tournament (TGT) Learning and PBMP Pattern Learning -TGT has proven to be more effective in increasing the motivation and learning outcomes of class IV MIN 2 students in Malang City. In the research conducted there were differences in terms of subjects, namely science. Meanwhile, researchers focus on PAI subjects. However, the results obtained are the same, namely the TGT type cooperative learning method is effective in improving student learning outcomes. In the TGT type cooperative learning model, not only learning material is taught, but in this model students are required to work together and be responsible in teams so that the goals of the group can be met.

CONCLUSION

The application of the Team Games Tournament (TGT) type cooperative learning model in Islamic Religious Education learning for students consists of 5 components, namely class presentations, team (group) learning, games, tournaments and group awards.

After implementing the Team Games Tournament (TGT) type cooperative learning method, student learning outcomes in Islamic Religious Education at SMP IT Wildan Mamuju have increased significantly. This can be seen from the results of the average value obtained from the experimental group, namely 78.19.

After analyzing the data using the t test, at a significance level of 5%, a sig value was obtained. (2-tailed) $0.000 < 0.05$. This shows that there is a difference in the average learning outcomes of students between the TGT type cooperative learning model and the conventional model. Furthermore, the results of the N-gain score test calculation show that the average N-gain score for the experimental group is 57%. Therefore, it can be concluded that the application of the TGT type cooperative learning method is quite effective in improving learning outcomes in PAI subjects regarding faith in the books of Allah SWT. for class VIII students at SMP IT Wildan Mamuju for the 2023 academic year.

IMPLICATIONS

Teachers always develop their professional competence in implementing learning models using increasingly sophisticated learning tools and media such as chromebooks, audio visuals and online-based applications. Because the wifi network is already available at SMP IT Wildan Mamuju.

Students can increase their activeness and courage in expressing ideas and opinions. Students can also work together, exchange information and strengthen each other's understanding of the material being taught, thereby increasing student motivation and learning outcomes. Regarding students' skills in working on questions related to the material of believing in the books of Allah SWT. which is carried out in groups, peer tutoring is created which is very helpful in understanding students' learning, especially students who have

limited abilities in PAI lessons.

Future researchers can develop learning models by testing more varied combinations of learning models so that they have a greater influence on learning motivation and are more effective in improving student learning outcomes.

RECOMMENDATION

This research is field research that experiments the Team Games Tournament (TGT) type cooperative method in learning Islamic Religious Education (PAI). The research results prove that applying the Team Games Tournament (TGT) type cooperative learning method is able to improve student learning outcomes in PAI subjects. Thus, the Team Games Tournament (TGT) type cooperative learning method is one of the aspects that determines students' learning success. Therefore, educators must be able to be creative in implementing Team Games Tournament (TGT) type cooperative learning methods.

This Team Games Tournament (TGT) type cooperative learning method requires careful preparation before implementation. Therefore, educators must prepare a learning implementation plan before entering class and hold a simulation before implementing the TGT cooperative learning model in Islamic Religious Education (PAI) learning. So that students understand the game mechanics well and are adept at taking quizzes in Chromebook. Implementing the Team Games Tournament (TGT) type cooperative learning method does require a long time, money, good media, but educators must be able to be creative and innovative in managing PAI learning. Thus, to implement effective, meaningful and efficient learning, the implementation of learning using the Team Games Tournament (TGT) type cooperative learning model pays attention to three main things, namely infrastructure and learning tools (starting from the curriculum, classrooms to learning implementation plans), learning activities, and carrying out evaluations. When the three cannot be integrated properly, it will affect application in the field.

This research material is limited to material about belief in the books of Allah SWT., so it is hoped that other researchers who wish to apply learning using the Team Games Tournament type cooperative learning model can develop it using other appropriate material and make improvements in order to obtain results. better.

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