

## The Effectiveness of Jigsaw Method in Learning Moral Creed at Al - Amri Integrated Islamic High School Probolinggo

Nur Kholila, Rahma El Yunusiah, Muhammad Jadid Khadavi  
*Islamic education study program, STAIM Probolinggo*

### ABSTRACT

The Jigsaw method applied to learning Aqidah Akhlak is an effective alternative method in improving students' understanding and social skills. This research involved students at the al-Amri Integrated Islamic High School as research subjects. This research aims to show the effectiveness of the Jigsaw method in learning Aqidah Akhlak at the Al-Amri Probolinggo Integrated Islamic High School. Data was collected through academic tests, observations and questionnaires. The results of this research confirm the effectiveness of the Jigsaw method in increasing students' understanding of Aqidah Akhlak. This helps teachers and schools in developing effective learning methods in the subject of Aqidah Akhlak. The Jigsaw method is very effective in improving students' social skills through the process of collaborating with other group members to understand and present material. In addition, the Jigsaw method can help students develop interpersonal communication skills.

**Keywords:** *Jigsaw Method, Interpersonal Communication*

**Corresponding author**

**Name:** *Muhammad Jadid Khadavi*

**Email:** *jadid.boyz@gmail.com*

### INTRODUCTION

Education is an organized action or effort to create a learning atmosphere and learning process, with the aim that students can develop their potential in spiritual aspects such as religious knowledge, self-control, good personality, noble character, intelligence and skills that students need to self, society, nation and state. G. Terry Page, J. B. Thanas, and AT Marshall stated that education is a process in which overall human abilities and behavior are developed (Halim 2017).

In the course of education, the teacher's role is the most important in maximizing the achievement of educational goals. The teacher is in a central position, because teachers and students interact directly in teaching and learning activities. Teachers have a very determining role in the success or failure of learning, because a teacher's job is to design, manage, implement and evaluate the learning process. (Ahdan et al. 2021; Sutrisno 2022). In line with the rapid development of technology, the role of teachers is no longer limited to just providing information, but teachers are required to provide facilities, be able to motivate and guide students so that students have more opportunities to obtain and develop information..

The definition of faith and morals education refers to efforts to educate morals and values so that students have an attitude and outlook on life (Maftuhah 2021). So all of this can be achieved through activities carried out by individuals or groups of students in internalizing and developing Islamic teachings and values as a basis for views and behavior in life (Ananda 2017; Qolbi and Hamami 2021).

Discussing education, teaching and learning are problems that cannot be avoided. An educator's perspective will influence the way teachers act and guide students in the learning process (Dewi 2022; Wahyuni and Setiyani 2017). If educators consider learning to be just memorizing, their teaching approach will be different from other teachers who view learning as a process of changing behavior. Therefore, the teacher's understanding and views about the essence of learning are very important in the teaching approach.

In the learning process there are various problems that are often faced, such as disruptive behavior, such as talking too much alone with classmates which results in the class not being conducive, as well as frequently leaving the classroom to ask for permission. Apart from that, some students also have difficulty focusing on lessons and often feel bored, making it difficult to receive lessons and often forgetting. Not only that, students who are less active and lack motivation end up neglecting their school assignments. All of these things can cause boredom and loss of enthusiasm for the teaching and learning process. The problems above can hamper learning outcomes. Therefore, an educator needs to know ways to overcome these problems.

The incident above was like what happened in class X, there were challenges in teaching and learning activities where students had difficulty concentrating. Students seem to lack focus and interest in the subject of moral beliefs has not been fully developed. This problem can be related to the learning method used for the moral aqidah subject at Al-Amri Integrated Islamic High School which is still traditional in the form of lectures. Apart from that, during the learning that takes place, the teacher only relies on one book as the main reference. No other aids are used in teaching. As a result, students' achievement of Moral Aqidah lessons has not been optimal. Most of the KKM (Minimum Completeness Criteria) scores have not been achieved by students, only around 48.39% of them have succeeded in achieving it. Meanwhile, as many as 51.61% of students still need motivation and additional guidance so that they can participate and understand well the subject of moral beliefs. The level of learning achievement for each indicator that has been implemented in a basic competency is in the range between 0 and 100%. The ideal criteria for achieving completeness on each indicator is 75%. To determine the minimum completeness criteria, the educational unit must measure and weigh the average level of student ability, the complexity of the competencies being taught, and the availability of supporting resources in organizing learning..

Based on the results of initial observations on September 4 2023, it appears that the teacher has made efforts to increase the learning achievement of his students. One of the efforts made is: the teacher tries to make himself a facilitator and positions himself as a learning friend for students. The aim is to make it easier and more enjoyable for students to capture lessons. Apart from that, teachers also use methods that are considered appropriate according to the students' conditions to support the learning process.

Creating an orderly learning atmosphere will produce a peaceful and calm environment at school. Student achievement will improve because it is supported by this atmosphere. In a school that is in an orderly atmosphere, problems caused by students who lack discipline in understanding their rights and obligations will not be a nuisance.

The situations above can support students in improving learning achievement. Students' concentration will be more focused on what the teacher is teaching, and likewise, the delivery of material by the teacher will be more comfortable (Helwig, Hong, and Hsiao-wecksler n.d.; Lestari 2020; Supriatna, Nasem, and Aenul Quthbi 2021). This will produce smooth and effective learning activities.

Improving student learning achievement is influenced by a teacher's efforts in learning, where a teacher must make efforts to improve student learning achievement, so that learning achievement can be successful as expected. The success of learning can be evaluated based on two criteria, namely through the learning process itself and the results. The learning process requires interaction between teachers and students or students, students are considered as targets who can develop their own potential. Meanwhile, in terms of results, the criteria that is emphasized is the level of achievement that has been achieved by students. Therefore, teachers need mature and strategic thinking so that student learning achievement can increase and the results achieved can be maximized.

Based on the research above, the author chose the lecture method used in learning moral beliefs for class X at the Al-Amri Leces Probolinggo Integrated Islamic High School. This method is a method that provides an explanation of material in front of the students and the students just sit and listen to the teacher's explanation.

The basic understanding of the jigsaw concept is the division of problems from one learning topic into several problems (Anitra 2021; Rahayu 2017). The problem that has been mapped is then given to each student who has joined one group. Each group member from all groups who have the same problem then 'leave' their group and join to form a new group (expert group) which is temporary in nature.

The group is new and only temporary in nature to try to solve problems, master the concept of the problem and build strategies to teach what students have learned and mastered to other students in their original group. Apart from that, jigsaw can also be interpreted as dividing materials, resources or tasks in such a way that the group task will not be done by one or a small number of group members, but each group member has an important part and is needed by all group members..

Thus, the main aim of applying the jigsaw method is to make each group member responsible for a specific task or part that must be distributed to their group friends. Jigsaw is also effective in emphasizing student integration and responsibility. Put forward three models of jigsaw methods that can be applied:

- a) Within Group Jigsaw, In this model each group member is responsible for studying one part of the problem that the group must solve. After learning it, each member must be able to teach it to other group members. This also applies to other groups.
- b) Expert Group Jigsaw, If in Within Group Jigsaw each group member studies the part of the problem given to him, then in the Expert Group Jigsaw model, group members from all groups who have the same part of the problem gather into an 'expert group' to jointly study and solve the problem. the. After finishing studying,

each person returns to their original group and teaches what they have learned to the 'expert group'.

- c) Whole Group Jigsaw, In this whole group, the first group that is formed immediately becomes an 'expert group', each of which studies different problems from the other groups. After that, each group teaches its part of the problem to the other groups through class discussions or presentations.

Data from the implementation of supervision of learning implementation in several schools shows that only a small number of teachers have experience implementing the jigsaw method independently. Most teachers have sufficient knowledge about this method, but have not tried to apply it because they are not sure they are skilled at carrying out learning using this method. In response to such conditions, it is deemed necessary to develop practical guidelines for implementing this method, especially to increase students' initiative to develop their knowledge independently and integrate understanding of several concepts through activities at one time that are explored by students independently..

## **METHOD**

This research was conducted at the al-Amri Leces Probolinggo Integrated Islamic High School for one month in September 2023. The research subjects were 20 class X students. During the research process the factors that influenced the learning process were analyzed in depth. The goal is that solutions to problems in the classroom can be found.

This research is a structured and well-organized research with the aim of improving the quality and quality of learning. This approach involves combining groups of students in efficient activities and focuses on the results of learning actions in the classroom.

Researchers conducted research in two cycles, in each cycle there were two meetings. Several stages carried out in this research include: Planning/preparation for action, Implementation of action, Observation, and Reflection. The methods used to collect data in this research are observation and documentation. The data obtained includes information about students' understanding and motivation to learn about moral belief material using the lecture method.

## **FINDING AND DISCUSSION**

### **Pre-Cycle**

Researchers conducted classroom action research starting on September 4 2023 with the aim of observing the ongoing learning at Al-Amri Integrated Islamic High School. The first thing the researcher did was initial observation and explaining the purpose of conducting research at the institution. After that, the researcher conducted interviews with several teaching staff at Al-Amri Integrated Islamic High School to find out how teachers carry out learning every day. Based on the results of observations, the lecture method, question and answer, using learning media by teachers, so that the learning process in class looks passive. After the student data was obtained, the researcher began research to increase understanding and motivation to learn on September 18 2023.

During observations, the researcher saw that most students still felt embarrassed when asked to present the material in front of the class.

**Table 1. Pre-Cycle Learning Outcomes**

No	Name	Score	Complete/Uncomplete
1	Adzkia Izzah Syamila	50	U
2	Afidah Khoirunnisa	50	U
3	Alifia Azizah	50	U
4	Alya Alvi Muharromah	25	U
5	Asilah Najah Aprilia	50	U
6	Asma Nadifa Azzahra	25	U
7	Dhiya' Alfi Majidah	25	U
8	Faizah Nur Karimah	75	C
9	Faliha Alwia	25	U
10	Ghaida' Nazreen Nawas	25	U
11	Ghaziyatur Roidah As Syahidah	25	U
12	Jauza Firdausy Ammatullah	25	U
13	Khaila Syah Dini Esiana	50	U
14	Ghaida' Nazreen Nawas	75	C
15	Lutfiyah Ambar Wangi	25	U
16	Nafiza Zahra Nur Khansa Aliya	25	U
17	Nasywa Irba Dalila Amir	75	C
18	Nur Syamsi Bahiroh	50	U
19	Nurul Azmi Robbany	25	U
20	Rahayu Rifqoh Aulia	25	U
<b>Total Score</b>		80	
<b>Average</b>		40	
<b>Completion Percentage (%)</b>		15%	

From the results of observations, researchers can find out that the KKM (Minimum Completeness Criteria) figure for Al-Amri Integrated Islamic High School is 75. Of the total 20 students in the class, there are 3 students or 15% who have reached the KKM limit. Meanwhile, there are 17 other students or 85% who are still below the KKM limit. Therefore, the average score obtained by students at the pre-cycle stage is 40.

### Cycle stage I

Teachers/researchers carry out several stages in planning, among others:

1. Activity theme: Becoming a Moral Servant of God
2. Sub theme: Understanding Morals
3. Implement activities in the classroom.
4. Activities are carried out using the lecture method.
5. The teacher prepares the existing media.
6. The teacher prepares an observation sheet.
7. During the activity, the researcher always makes observations.

In cycle 1, the researcher held 2 meetings. From observations regarding understanding and motivation to learn moral beliefs, the results can be seen in the table below:

**Table 2. Learning Results at First Meeting with the Lecture Method**

No	Name	Score	Complete/Uncomplete
----	------	-------	---------------------

<b>1</b>	Adzkia Izzah Syamila	75	C
<b>2</b>	Afidah Khoirunnisa	75	C
<b>3</b>	Alifia Azizah	75	C
<b>4</b>	Alya Alvi Muharromah	25	U
<b>5</b>	Asilah Najah Aprilia	50	U
<b>6</b>	Asma Nadifa Azzahra	50	U
<b>7</b>	Dhiya' Alfi Majidah	25	U
<b>8</b>	Faizah Nur Karimah	75	C
<b>9</b>	Faliha Alwia	25	U
<b>10</b>	Ghaida' Nazreen Nawas	25	U
<b>11</b>	Ghaziyatur Roidah As Syahidah	25	U
<b>12</b>	Jauza Firdausy Ammatullah	25	U
<b>13</b>	Khaila Syah Dini Esiana	50	U
<b>14</b>	Ghaida' Nazreen Nawas	75	C
<b>15</b>	Lutfiyah Ambar Wangi	50	U
<b>16</b>	Nafiza Zahra Nur Khansa Aliya	50	U
<b>17</b>	Nasywa Irba Dalila Amir	75	C
<b>18</b>	Nur Syamsi Bahiroh	50	U
<b>19</b>	Nurul Azmi Robbany	25	U
<b>20</b>	Rahayu Rifqoh Aulia	25	U
<b>Total Score</b>		950	
<b>Average</b>		47,5	
<b>Completion Percentage (%)</b>		30 %	

**Table 3. Learning Results at Second Meeting with Jigsaw Method**

No	Name	Score	Complete/Uncomplete
1	Adzkia Izzah Syamila	75	C
2	Afidah Khoirunnisa	75	C
3	Alifia Azizah	75	C
4	Alya Alvi Muharromah	50	U
5	Asilah Najah Aprilia	50	U
6	Asma Nadifa Azzahra	75	C
7	Dhiya' Alfi Majidah	50	U
8	Faizah Nur Karimah	75	C
9	Faliha Alwia	25	U
10	Ghaida' Nazreen Nawas	25	U
11	Ghaziyatur Roidah As Syahidah	25	U
12	Jauza Firdausy Ammatullah	50	U
13	Khaila Syah Dini Esiana	50	U
14	Ghaida' Nazreen Nawas	75	C
15	Lutfiyah Ambar Wangi	75	C
16	Nafiza Zahra Nur Khansa Aliya	75	C
17	Nasywa Irba Dalila Amir	75	C
18	Nur Syamsi Bahiroh	50	U
19	Nurul Azmi Robbany	50	U
20	Rahayu Rifqoh Aulia	25	U
<b>Total Score</b>		1175	
<b>Average</b>		58,75	
<b>Completion Percentage (%)</b>		45 %	

**Table 4. Results of recapitulation of values from cycle 1 of meetings 1 and 2**

cycle 1	meetings 1	meetings 2
<b>Total number of children</b>	6	9
<b>Percentage</b>	30%	45%

From the observations produced in the table above, it can be seen that of the 20 children at the first meeting, as many as 6 students or 30% were already at the specified KKM (Minimum Completeness Criteria) limit. At the second meeting, the number of students who reached the KKM increased to 9 children or 45%. There is still a slight increase in the understanding of being a servant of God who has good morals and students' learning motivation using the lecture method in cycle I at the first and second meetings.

### Cycle II stage

Cycle 2 This classroom action research is divided into 4 stages, namely planning, implementation, observation and reflection. At the planning stage the teacher/researcher carries out:

1. Activity theme: Stories of Friends in MoralsSub tema : Kisah Rasulullah SAW
2. Implement activities in the classroom
3. Activities using the jigsaw method
4. The teacher prepares the existing media
5. The teacher prepares an observation sheet

6. During the activity, the researcher always makes observations

In Cycle 2, the first meeting was held in class. Those present at this meeting were 20 students who would be used as action subjects in the research. The material presented by researchers at this meeting was related to the sub-theme of the story of Rasulullah SAW. To start the activity, an initial activity is carried out for 15 minutes. The researcher started the meeting by greeting the children, saying hello and praying. Next, the researcher helped arrange their seats so that they looked neat and checked the presence of each child. After that, the lesson began with the researcher inviting the students to name the Prophets. The researcher recorded the learning theme and explained the learning objectives for that day. At this 1st meeting, the children showed a better understanding of the material that the researchers provided, although there were still some of them who were not fully able to participate in the activities optimally. At the end of the activity, an assessment is given to the students. After that, the researcher continued with follow-up and together with the students, they summarized the day's lessons through a question and answer session. Finally, the meeting closed with greetings.

The second meeting was attended by a researcher, a class teacher, and 20 students who would be the subjects of action in the research. And learning was carried out using a different method from the previous meeting. At this meeting, the researcher created a jigsaw method that the researcher had conveyed at the first meeting to the students. Students are asked to form groups. The table below shows the learning outcomes in the second cycle:

**Table 5. Results of the 1st meeting**

No	Name	Score	Complete/Uncomplete
1	Adzkia Izzah Syamila	75	C
2	Afidah Khoirunnisa	75	C
3	Alifia Azizah	75	C
4	Alya Alvi Muharromah	50	U
5	Asilah Najah Aprilia	50	U
6	Asma Nadifa Azzahra	75	C
7	Dhiya' Alfi Majidah	50	U
8	Faizah Nur Karimah	100	C
9	Faliha Alwia	75	C
10	Ghaida' Nazreen Nawas	50	U
11	Ghaziyatur Roidah As Syahidah	75	C
12	Jauza Firdausy Ammatullah	50	U
13	Khaila Syah Dini Esiana	50	U
14	Ghaida' Nazreen Nawas	100	C
15	Lutfiyah Ambar Wangi	75	C
16	Nafiza Zahra Nur Khansa Aliya	75	C
17	Nasywa Irba Dalila Amir	75	C
18	Nur Syamsi Bahiroh	75	C
19	Nurul Azmi Robbany	75	C
20	Rahayu Rifqoh Aulia	50	U
<b>Total Score</b>		1175	
<b>Average</b>		58,75	
<b>Completion Percentage (%)</b>		45 %	

**Table 6. Results of the 2nd meeting**

No	Name	Score	Complete/Uncomplete
1	Adzkia Izzah Syamila	100	C
2	Afidah Khoirunnisa	75	C
3	Alifia Azizah	75	C
4	Alya Alvi Muharromah	100	C
5	Asilah Najah Aprilia	75	C
6	Asma Nadifa Azzahra	100	C
7	Dhiya' Alfi Majidah	75	C
8	Faizah Nur Karimah	100	C
9	Faliha Alwia	75	C
10	Ghaida' Nazreen Nawas	50	U
11	Ghaziyatur Roidah As Syahidah	75	C
12	Jauza Firdausy Ammatullah	50	U
13	Khaila Syah Dini Esiana	75	C
14	Ghaida' Nazreen Nawas	100	C
15	Lutfiyah Ambar Wangi	100	C
16	Nafiza Zahra Nur Khansa Aliya	100	C
17	Nasywa Irba Dalila Amir	100	C
18	Nur Syamsi Bahiroh	75	C
19	Nurul Azmi Robbany	100	C
20	Rahayu Rifqoh Aulia	75	C
<b>Total Score</b>		1575	
<b>Average</b>		78,75	
<b>Completion Percentage (%)</b>		45 %	

**Table 7. Results of recapitulation of scores in cycle 2, meeting 1-2**

Cycle 2	Meeting 1	Meeting 2
<b>Total number of children</b>	13	18
<b>Percentage</b>	65%	90%

From the results above, it can be seen that at the first meeting, as many as 13 students or 65% had obtained the KKM (Minimum Completeness Criteria) score. Meanwhile, at the second meeting, the number of children who reached the KKM limit increased to 18 students or 90%. The researcher concluded that there was an increase in students' understanding of being a moral servant of God and motivation to learn moral beliefs through the Jigsaw method in cycle II of meetings I-II.

After going through the research stages, in cycle II activities the results were that there were two students who did not get the best grades. The cause is embarrassment when explaining in front of the class. Even so, the students' activities have shown quite good progress. They have been actively involved in learning activities, and teachers always provide the necessary guidance and motivation during the learning process.

From the results observed by the researcher during the learning process in cycle II, the researcher can conclude that overall there has been an increase and success in students with the application of the jigsaw method. Students are increasingly enthusiastic about participating in learning. Therefore, researchers do not need to repeat the cycle because the learning objectives have been achieved well.

Based on the research results, researchers can conclude that the application of the Jigsaw Method is able to improve student learning outcomes. These results are in accordance with findings from previous research (Fauziddin 2018): The jigsaw method is an active learning method that consists of a heterogeneous learning team consisting of 4-5 people and each student is responsible for mastering a part of the learning material and is able to teach that part to other members. This approach aims to help students appreciate values and morals and form positive attitudes. Subsequent research showed that the results of cycle I and cycle II showed an increase in student learning outcomes after implementing the Jigsaw Method.

The results of this improvement can be seen from the results of observation tasks carried out by the author and teacher regarding activities that show the development of religious and moral values through the jigsaw method. There was a significant increase, where in cycle 1, the percentage of religious and moral values increased by 45% from pre-cycle which was only 15%. Furthermore, in cycle 2 there was an increase of 90% from the previous cycle, namely 45%. Based on these findings, it can be concluded that the jigsaw method is effective in increasing students' understanding and motivation to learn about religious and moral values.

## CONCLUSION

From the results of the research above, several things were concluded as follows: First, the jigsaw method was proven to be effective in learning Aqidah Akhlak at al-Amri Integrated Islamic High School. Second, learning targets can be achieved optimally because the material is easier to convey to students. Third, using the jigsaw method in learning Aqidah Akhlak has proven to be more efficient because it can increase students' enthusiasm for participating in the learning process. Fourth, this method helps students develop interpersonal communication skills so that they are trained to use good communication between groups.

## REFERENCES

- Ahdan, Syaiful, Adi Sucipto, Adhie Thyo Priandika, Tria Setyani, Wilga Safira, and Kevinda Sari. 2021. "Peningkatan Kemampuan Guru SMK Kridawisata Di Masa Pandemi Covid-19 Melalui Pengelolaan Sistem Pembelajaran Daring." *Jurnal ABDINUS : Jurnal Pengabdian Nusantara* 5(2):390–401. doi: 10.29407/ja.v5i2.15591.
- Ananda, Rizki. 2017. "Implementasi Nilai-Nilai Moral Dan Agama Pada Anak Usia Dini." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 1(1):19. doi: 10.31004/obsesi.v1i1.28.
- Anitra, Rien. 2021. "Pembelajaran Kooperatif Tipe Jigsaw Dalam Pembelajaran Matematika Di Sekolah Dasar." *JPDI (Jurnal Pendidikan Dasar Indonesia)* 6(1):8. doi: 10.26737/jpdi.v6i1.2311.

- Dewi, Syva Lestiyani. 2022. "Pengaruh Pembelajaran Berbasis Permainan Pada Pendidikan Dan Perkembangan Anak Usia Dini." *Aulad: Journal on Early Childhood* 5(2):313–19. doi: 10.31004/aulad.v5i2.346.
- Fauziddin, Moh. 2018. "Meningkatkan Aspek Perkembangan Nilai Agama Dan Moral Anak." *Aulad : Journal on Early Childhood* 1(1):28–38.
- Halim, A. Adibudi. Al. 2017. "UPAYA PENINGKATAN PRESTASI BELAJAR AKIDAH AKHLAK MELALUI CERITA ISLAMI."
- Helwig, Nathaniel E., Sungjin Hong, and Elizabeth T. Hsiao-wecksler. n.d. "UPAYA GURU PENDIDIKAN AGAMA ISLAM (PAI) DALAM MENINGKATKAN KONSENTRASI BELAJAR PESERTA DIDIK." 15–25.
- Lestari, F. 2020. "Meningkatkan Konsentrasi Belajar Siswa Dengan Menerapkan Pembelajaran Kontekstual Pada Pembelajaran IPA." *PGSD FKIP Universitas Muhammadiyah Sidoarjo*.
- Maftuhah, Maftuhah. 2021. "Pengaruh Metode Tanya Jawab Terhadap Prestasi Belajar Siswa Mata Pelajaran Akidah Akhlaq Kelas IV Di Madrasah Ibtidaiyah Muhammadiyah 06 Brondong Lamongan." *Jurnal Pendidikan Islam* 7(2):219–30. doi: 10.37286/ojs.v7i2.105.
- Qolbi, Satria Kharimul, and Tasman Hamami. 2021. "Impelementasi Asas-Asas Pengembangan Kurikulum Terhadap Pengembangan Kurikulum Pendidikan Agama Islam." *Edukatif : Jurnal Ilmu Pendidikan* 3(4):1120–32. doi: 10.31004/edukatif.v3i4.511.
- Rahayu, Siti. 2017. "Meningkatkan Prestasi Belajar Sosiologi Dengan Metode Jigsaw Dan Team Game Tournament." *Ideguru* 2(1):54–62.
- Supriatna, Asep, Nasem, and Ali Aenul Quthbi. 2021. "Penerapan Metode Pembelajaran Cooperative Script Dalam Meningkatkan Konsentrasi Belajar Siswa Pada Materi Keragaman Kenampakan Dan Pembagian Wilayah Waktu Di Indonesia." *Jurnal Tahsinia* 2(2):158–72. doi: 10.57171/jt.v2i2.302.
- Sutrisno. 2022. "Guru Melaksanakan Evaluasi Pembelajaran Di Era." *ZAHRA: Research And Thought Elementary School Of Islam Journal* 3(1):52–60.
- Wahyuni, Desti, and Rediana Setiyani. 2017. "Pengaruh Persepsi Profesi Guru, Lingkungan Keluarga, Efikasi Diri Terhadap Minat Menjadi Guru." *Economic Education Analysis Journal* 6(3):669–83.