Efforts To Improve The Quality Of Islamic Religious Education And Thoughts Through The Jigsaw Method In Namira Junior High School Probolinggo City

Maulid Agustin, Devy Habibi Muhammad, Dimas Adji Pangestu
STAI Muhammadiyah Probolinggo
Correspondent Email: maulidagustin95@gmail.com

ABSTRACT

Efforts to improve the learning quality of Class VII Junior High School Students in Islamic Religious Education Subjects with the Jigsaw Type Learning Model at Namira Middle School in Probolinggo City for the 2021/2022 Academic Year. This research is a classroom action research that aims to improve the learning quality of students of SMP Namira City Probolinggo class VII-A with a jigsaw type of learning model. The subjects of this study were students of class VII-A SMP Namira Probolinggo City as many as 22 students. The information collection tool used is in the form of observation sheets and ordinary multiple preference objective tests, based on the results of observations in cycle I and cycle II activities, there is an increase in the quality of student learning. Universally obtained 50% of students in the first cycle and 90, 90% in the second cycle. This increase in learning quality took place because each student discussed the division of his group members into expert groups based on the teacher's direction, as well as in the group from which the students were eager to present the results of the discussion. Next, it was found that the increase in learning outcomes that appeared in the gain index criteria for each student were 11 moderate students and 11 high students in the first cycle, 20 high students in the second cycle.

Keywords: Learning Quality, Cooperative Learning, Jigsaw Type Model.

INTRODUCTION

Learning is an influential and essential factor for forming an individual child's personality, and learning is a process carried out by individuals to obtain changes in behavior and morals as a whole, as a result of experience when interacting with the environment (Arifin, 2017). In a study of Islamic Religious Education this is not just reality, concept, and memorization but also has to hold the side of reconstructing thoughts and education that is intertwined with students. (Elihami & Syahid, 2018). Therefore, knowledge needs to be designed in such a way as to be able to produce an interactive atmosphere and a conducive classroom atmosphere in order to achieve the learning objectives of Islamic Religious Education and increase awareness, sensitivity, and at the same time, develop students as highly intellectual beings with religious knowledge who can integrate Aqli and

Naqli. Rational moral education is an educational concept that can stimulate and foster creativity and initiative, while tasawwuf moral education is an educational concept to train the soul with activities aimed at liberating humans from worldliness with the aim of getting closer to God. (Prasetiya, 2018). Therefore, the burden that schools bear, in this case teachers, is quite heavy because Islamic Religious Education teachers have a very big responsibility to shape the character of students.

The problem of learning Islamic Religious Education is that teachers have difficulties in conveying Religious Education material so that it is attractive to students (Mulasi & Saputra, 2019) . This resulted in the quality of learning outcomes in Islamic Religious Education subjects not being optimal, so that a teacher was encouraged to change teaching techniques and classroom management. Currently, at Namira Middle School, Probolinggo City, especially teachers, they still prioritize the achievement of mastery of teaching materials rather than the learning process that takes place in students, so that the teacher's role is only as a transformer (introduction of material) to students.

This gives rise to the selection of conventional teaching methods for the best alternative way to be used in the continuity of the learning process. One of the traditional learning methods that are often used is discussion. The discussion method is a way of learning to use the discussion method on several problems and exchange opinions, which produces several ideas in children's thinking and submit beliefs, which students in groups carry out to find out the truth (Nasihah & Muchasan, 2015). This activity aims to get a proper and more in-depth understanding of matters and problem-solving, as well as answering statements, adding to and understanding students' news, and making decisions. (Andriani, 2019). Learning with the discussion method causes less interaction between students, and intelligent students dominate discussion activities. Thus, smart students can only understand information about the concepts conveyed by the teacher. Based on these circumstances, a discussion method is needed to produce a perfect interaction process between students.

Methods within the scope of learning to present (decompose, exemplify, and develop training), and teaching concepts to students in order to achieve specific competencies (Ahyat, 2017). The success of education has an incredible impact when using appropriate learning methods. Not only planning, one of the other alternatives to improve the teaching and learning process in the classroom is a learning model that fits the conditions of students. One learning model that can increase student activity is the cooperative learning model.

The choice of teaching model must be aligned with the conditions of the current classroom situation. And the target is to be the output of the ongoing collaborative process carried out between the teacher and students. In this way, an educator must choose a teaching model to be applied in the delivery of material so that students can easily understand what is being taught by the teacher. Based on the problems obtained at class VII-A Namira Middle School, Probolinggo City, the cooperative jigsaw model is relevant to solving these problems. Cooperative learning is an opportunity for students to communicate and collaborate in a harmonious and conducive learning atmosphere (Slavin,

1980). On the other hand, collaborative learning is a humanistic approach in which this kind of learning plan is very suitable for educators to choose because it is a possible means of increasing positive relationships that can create an ideal classroom atmosphere On the other hand, collaborative learning is a humanistic approach in which this kind of learning plan is very suitable for educators to choose because it is a possible means of increasing positive relationships that can create an ideal classroom atmosphere (Kahar et al., 2020).

Based on the research study of the jigsaw cooperative learning model, which focuses more on the effectiveness of learning in brainstorming activities, it can be seen from the quality of learning (Kahar et al., 2020). The results of this study are about the processes that occur during learning takes place in class. Cultural pluralism is a logical consequence of the modernization process that must be embraced by the world of education (Naimah & Hidayah, 2017).

This model proves that there is positive student activity. These two concepts become one in an activity, namely learning interactions occur between teachers and students, as well as students and students when learning occurs (Lisa et al., 2019). Not only student activities, other things that make the classroom atmosphere conducive as well as good student interaction during discussions. Student interaction also determines the success of a learning activity. The material that the researcher chose in this study was material about Faith in Allah's books. It is a concept that is quite complete, clear and the discussion is quite broad. So that students find it a little difficult to catch it. Reading or literacy efforts are needed for students. The child will record every incident around him and he will always remember the events that happened to him, both pleasant and sad events (Muhammad, 2019).

In this classroom action research what is to be achieved is the goal of improving the quality of student learning through the jigsaw model cooperative learning process. the formation of religious attitudes turns out to require many strategies that are quite complex, many aspects are needed to support the achievement of these goals (Prasetiya & Hidayah, 2022). In addition, to obtain information about the results of achievement at the learning stage. So that this method can awaken and animate ways of thinking and provide deep reflection (Nurjayanti, 2021). Not only that, the jigsaw type method also has an impact on the external environment of society. If the environment around them does many bad things such as rarely praying, lying, saying dirty words, gambling and even promiscuous association, of course it will be difficult for parents to educate their children, because of course it is not only the family environment that children face, but as well as the surrounding community (Khoiriyah & Zainab, 2021).

By conducting classroom action research at Namira Middle School, Probolinggo City entitled, Efforts to Improve the Quality of Islamic Religious Education and Moral Education through the Jigsaw Method in Class VII-A, Namira Middle School, Probolinggo City, benefits can be obtained for students and teachers. For teachers, it can provide a positive understanding of learning between students throughout the learning activities in class. Smart students can help students who are lacking by interacting in education (peers). Fewer students can also be motivated to learn because of the influence of group

attachments to complete tasks together. For teachers it can be a solution to improve student learning during learning activities in the classroom and motivate teachers to carry out research on the results of joint classroom action.

Cooperative learning is a learning technique that forms students into small groups consisting of 4-5 people (Rustaman, 2005). With this appropriate learning technique, it will include a good relationship between group members. All members in a group are required to be directly involved because the activeness of its members supports the success of the group, so that group members help each other.

Exchange of ideas is inevitable for reasoning development (Mu'min, 2013). While this reasoning cannot be taught directly, critical confrontation can stimulate its growth, especially with peers. Just as differences of opinion are essential for constructing knowledge, it is inevitable to shape physical and logical-mathematical interpretations. According to Piaget, students must have their views, express them, defend them, and feel responsible for them. Honest expressions ultimately foster balance construction and make students more intelligent and more motivated to continue learning.

Teachers who have a desire and develop need to be equipped with strategies and learning methods that are always useful in carrying out teaching and learning activities every day (Slavin, 1980). eachers can sort and modify their own strategies according to class conditions. Thus, the method that can be used is the Jigsaw cooperative learning method.

At first glance in Islamic Religious Education, religion has a significant role in human life. Religion is a guide or guide in one's efforts to create a meaningful, peaceful and dignified life. Definitely achieve happiness in the world until the hereafter. Allah says in the Qur'an/3:19.

It means: "The only religion blessed by Allah is Islam. There is no dispute among those who were given the book, except after they acquired knowledge, because of jealousy among them. Whoever denies the verses of Allah, then indeed Allah is very fast in His reckoning." (Q.S.Al Imron/3:19).

This verse is used as the argument for naqli in implementing the learning process of Islamic Religious Education. Islamic education is expected to produce students who constantly strive to perfect their faith, purity, and noble character or character. Islamic religious education in schools aims to improve morals and spirituality, including introducing, understanding, cultivating, and practicing Islamic religious values in students' lives at school and in society.

In the Deepening of Islamic Religious Education Materials in Junior High Schools by the Muhammadiyah Probolinggo Islamic Religious Education Higher School of Islamic Religious Education study program, there are several characteristics of Islamic Religious Education learning materials for junior high school students, such as Islamic Religious Education which is a collection of lessons developed from the principal teachings that contained in Islam. The purpose of Islamic religious education is to seek the formation of students who have faith and are devoted to Allah SWT, have noble character (noble character), and know the core teachings of Islam and implement them in everyday life.

Jigsaw Type Cooperative Learning is a technique used in the cooperative learning method. Elliot Aronson first used this technique with his students in 1971 in Austin, Texas. In the Jigsaw technique, students are grouped between 5 to 6 people, where each student within the scope of one group has different material, which is then discussed. The uniqueness of the Jigsaw technique is that there is a group of experts, namely a group of students, who discuss the same material. After students consulted with the initial group, an expert group was then formed and finally returned to the initial group to provide additional information about each material.

The use of the Jigsaw technique helps students to interact in understanding specific material. Roger, David Johnson, and Mary Beth explained the Jigsaw-type cooperative learning method, which is a group method where teamwork is required and the responsibility of each member to carry out their structured tasks (Johnson et al., 2000). In addition, Elliot Aronson and Bridgeman explained the Jigsaw technique's advantages: 1) Most teachers can easily apply the Jigsaw technique. 2) The teacher likes to apply the Jigsaw technique in the classroom. 3) The jigsaw technique can be used with other learning strategies. 4) Applicable even for one hour lesson (Aronson & Bridgeman, 1979). This prompted the author to conduct a study entitled "Efforts to Improve the Quality of Islamic Religious Education and Moral Education through the Jigsaw Method at Namira Middle School, Probolinggo City." Namira School, an educational institution that was established in the city and district of Probolinggo, was born on the initiative of 3 brothers. Aiming to provide quality general and religious education, now Namira School has become one of the favorite schools. The educational institution which was founded in 2013 is the result of the hard work of Nabilah Faza, SE, DR.dr. Mirrah Samiyah, M.Kes, and Fara Nadhia, S.T. From the acronym of the names of the 3 people, the name Namira School were also agreed upon. The levels start from Kindergarten, Elementary, and Middle School, to Tahfidz School. The research problem formulation is whether the jigsaw method can improve the quality of learning, responsibility, and independence of students at Namira Middle School, Probolinggo City? The purpose of this study was to determine the implementation of the jigsaw method in improving the quality of learning before and after the application of the jigsaw method at Namira Middle School, Probolinggo City.

METHOD

In the research carried out, the researcher uses the class action research method (CAR), which is research conducted by evaluating existing problems in the classroom, using various methods and actions that are structured and have a plan and analyze each influencer, and the actions taken have a purpose. Namely to solve problems in class (Andriani, 2019). This research is a systemic research on how to improve the quality and practice of learning by combining groups of students in practical activities or the results of learning actions in class. (Legiman, 2015). his Classroom Action Research was carried out using the Kemmis and Mc Taggart (1997) system design. Starting from Problem → Initial

plan → Action/Observation → Reflection → Revised plan → Action/Cycle I → Reflection → Revised plan → Action/Cycle II → Reflection → Conclusion.

   To examine the level of success or the percentage of students' success after the learning process takes place from each round carried out through the evaluation stage (Wibawa, 1993). Evaluation is given by giving written test questions at the end of each game. In calculating data analysis involving quantitative data, simple statistics are used. Then qualitative data is used to assess field observation notes. Qualitative data are interpreted descriptively at each meeting and each cycle, which will be used as material for cycle reflection.

FINDING AND DISCUSSION

Chapter IV will describe the implementation, discussion, and results of classroom action research that has been carried out in each cycle, starting from process I to cycle II, and the influence of action analysis during the initial observation of learning.

Research Data Analysis Each cycle

Table 1: Test Results with 20 Questions

NO	Name	Pre Tes (Diagnostik)		Cycle I		Cycle II	
		Learning Outcomes	Category	Learning Outcomes	Category	Learning Outcomes	Category
1.	Abang Lukman Bima Nugraha	76	incomplete	78	incomplete	78	incomplete
2.	Almira Aulia R.P	77	incomplete	80	incomplete	91	complete
3.	Arsy Hanifaizatus Zahra	87	complete	90	complete	94	complete
4.	Dwi Andika Zahra	84	complete	86	complete	90	complete
5.	Hishya Atha Khalila	91	complete	90	complete	91	complete
6.	Jibril Ahmad Al Amir Fathoni	76	incomplete	81	incomplete	83	complete
7.	Mazzaya Raisya Wahid	86	complete	90	complete	94	complete
8.	Moch Rayhan Farrellino Daffa Raekha	76	incomplete	80	incomplete	89	complete
9.	Muhammad Alif Mirza Ukail	87	complete	88	complete	92	complete
10.	M. Tsaqif Al Hafizh S.	79	incomplete	86	complete	91	complete
11.	M.Wildanov Vinwiryawan	81	incomplete	82	incomplete	83	complete
12.	Muthia Dewinta	86	complete	90	complete	95	complete
13.	Nabila Hafizah Putri Cahyani	92	complete	93	complete	95	complete
14.	Nafila Shansi	80	incomplete	82	incomplete	88	complete
15.	Najlah Kamilah Abduh	78	incomplete	78	incomplete	83	complete
16.	Nur Chamdan	82	incomplete	86	complete	90	complete
17.	Raditya Nurcahyadi	75	incomplete	82	incomplete	88	complete
18.	Rara Keyla Putri Annazir	91	complete	91	complete	95	complete
19.	Salsabila Taqya Kamil	90	complete	90	complete	91	complete
20.	Shabrina Anastasya Utomo	79	incomplete	82	incomplete	92	complete
21.	Siti Maulina	76	incomplete	78	incomplete	79	incomplete
22.	Almira Kalyca Kalis	78	incomplete	80	incomplete	83	complete

Source: Namira Middle School

The results of the first cycle test showed an increase in student learning completeness. They compared the results of the pre-test using learning media for grouping learning that can help students increase interest and learning outcomes. However, some learning outcomes have not shown a good level of understanding.

Second Cycle Discussion

Then a multiple choice test was used to carry out the trial, which was adopted from the level of difficulty in Cycle I. Twenty questions were still used for Cycle II according to the planned time.

In Cycle II, Teaching and Learning Activities went according to plan. All group members enjoyed group discussion tasks. When difficulties occur and students do not immediately find the answer, the Expert Group organizes its members. Unfortunately, when asked to present their work, most of them could not. So it was decided that the results of the group's work be posted on the classroom wall for other group members to see.

From the Cycle II trial results, there was a significant increase in student learning completeness. The increase in test scores achieved by students was very substantial compared to the mastery learning that took place in cycle I. The test scores achieved by students in cycle II were categorized as exceeded. This shows that changing the questions from using the jigsaw cooperative learning model and learning media from Cycle I to Cycle II can help students increase their interest and learning outcomes. This ultimately returns to the teacher's intention, like it or not, to find a learning model that suits the characteristics of students and seeks to habituate the use of learning media in every activity of the teaching and learning process. Even though this learning media is straightforward, it will definitely help carry out the understanding process in capturing student learning. Likewise, the selection of learning models will significantly help the process of implementing teaching and learning activities to be successful.

Analysis of Each Cycle

Recapitulation of observations during the Teaching and Learning activities (KBM) which were carried out at the second meeting can be seen in the table below.

Table 2: Recapitulation of Cycle II Teaching and Learning Observations

| Teaching and Learning activities | Cycle I | | Cycle II | |
	Percentage of Learning Outcomes	Information	Percentage of Learning Outcomes	Information
Initial activity	50%	Constrained motivation to learn	80%	Learning media is filled
Core activities	50%	Constrained student readiness	85%	Fluent
End activities	70%	Constrained learning media	91%	Fluent

Source: Namira Middle School

Based on table 2 recapitulation, the implementation of Cycle II in general, took place efficiently and very smoothly. In Cycle I, Obstacles in Teaching and Learning Activities directly conveyed weak points to students. Especially the technical problem is the need for more learning media that supports learning. Students who are a source of noise in Cycle I can be maximized to carry out group work assignments well.

Judging from the results of student learning outcomes in Cycle I, it has yet to show the success of learning completeness to be achieved. The result is not up to 60%. To find

out more about the effect of the learning strategy used, students have been warned or hinted that there will be a second test as assistance, where the score yesterday at the first meeting still needs to be completed. And all students must take the test. What has been achieved in the first meeting, is used to add value and peer tutors (enrichment).

The time used for the post-test is about 30 minutes. Enough to work on the multiple choice questions that have been prepared with a total of 20 questions. The test questions in cycle II were taken from the questions are given in cycle I. The test results showed that of the 22 students in class VII-A, 11 students completed the lesson with the predicate of being exceeded. While 11 students have not been able to achieve. 2 students managed to get a score of 80 and above. 20 students scored 90 and above.

Cycle Reflection

Implementation of Cycle II was smooth, as happened in the learning process in Cycle I. According to the Teaching Module, the learning process in Cycle II ran smoothly, orderly and under control. If there are students who have not been able to achieve learning outcomes , then there are problems regarding learning difficulties. Action is needed to provide assistance. Enrichment measures are also given to students who have achieved learning mastery. To help when his friends need repairs.

In the implementation of Cycle II there was an increase in satisfying learning outcomes. In particular, student learning outcomes experienced a very significant increase compared to cycle I learning outcomes. Student completeness in cycle II reached 90.90%.

The implementation of this cycle can be obtained through reflection or benchmarks so that the teacher's supervision of learning becomes even more optimal with learning activities. The cooperative learning model of the jigsaw model requires strict maintenance of students who work or play a role in their groups, significantly optimizing the Expert Group of designated students. Do not get group work assignments, but only one child or several group participants do the work. While the others were chatting, the teacher also had to reprimand students who were separated from their groups.

Research Analysis

Overall, this Classroom Action Research can be analyzed based on the distribution of student learning outcomes. As in the table below. The range column is a collection of the range of achievements obtained by students. Range column, pre column (%), Cycle I column (%), and Cycle II column (%). Each column shows the number of students within a certain range of achievements described in percent (%)
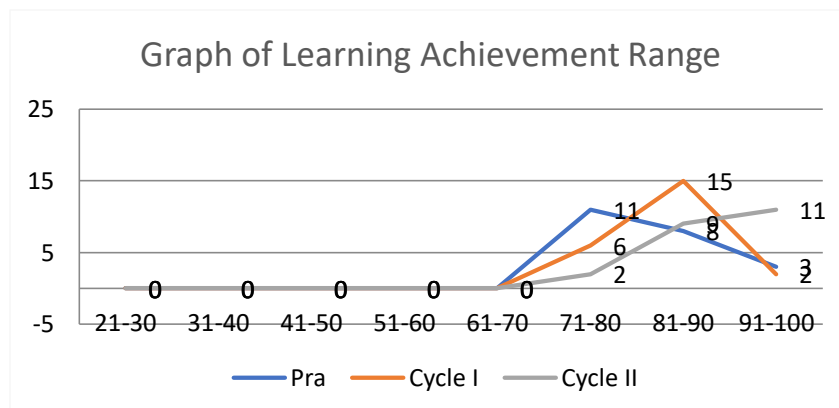
Figure 1 : Graph of Learning Achievement Range

The blue line for the pre-test shows the value of most of the students, some of which are less than 83. Meanwhile, the red linefor cycle I show an increase in value where most students can reach above 83. The gree bar results from cycle II which can achieve 90 completeness % more.

To show the results of the participants' complete learning in each cycle, below is a diagram of the achievement of student learning outcomes in cycle I and cycle II. From analyzing the diagram below, it is clear that the success of the process of teaching and learning activities of students in the implementation of cycle II.
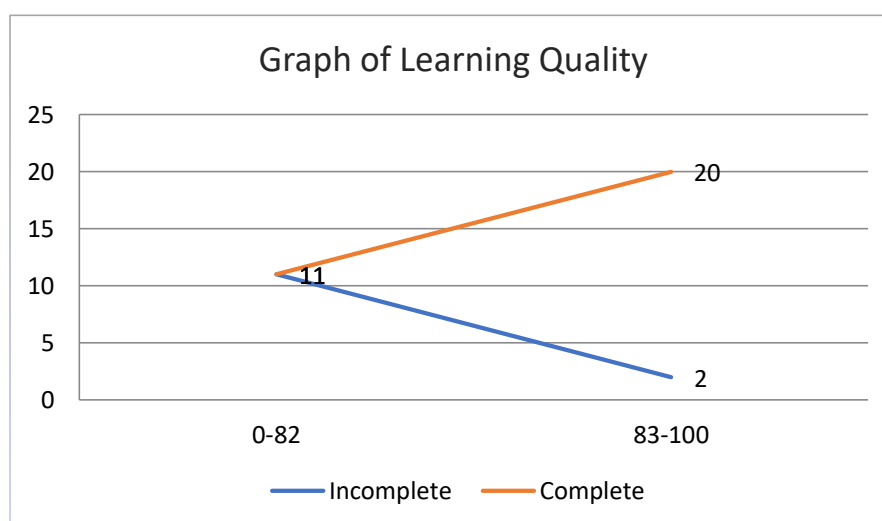

Figure 2: Graph of Achievement of Student Learning Quality
The blue line in cycle I did not show a significant increase in learning outcomes for most students. Meanwhile, the red line for cycle II show a significant increase in the value

of student learning outcomes because they have exceeded the Complete Learning Achievement Criteria in the Islamic Religious Education subject at Namira Middle School, Probolinggo City. Two students have not been able to get a score above learning achievement, so assistance is needed.

In general, the research went well and was successful. Consists of 2 meetings and 2 cycles. Obstacles seen in session I were learning motivation and minimal references, so we had to look for other learning resources in the library or the internet. Then the expert group has not demonstrated its ability to coordinate its members. To prepare for the second meeting, the expert group can bring learning resources borrowed from the library from these two constraints. The expert group is assembled separately and is motivated to be confident in coordinating its members. For Meeting II, the constraints were not too burdensome for the teacher's activities because they had been anticipated beforehand. Students can enjoy learning, even though two columns are added as book contents and book arguments in student worksheets.

In addition to the two reference books, some students have worksheets to find the answers in the three reference books. If one or two students overdo it, it is a form of reaction to the new learning strategy. And that is a form of justice. At this second meeting, one group could also present their work, namely the group led by Rara Keyla. The learning discussion took place smoothly, orderly, and politely. Student enthusiasm does not cause noise and remains within the limits of decency norms that are already owned by each student.

From the learning process that takes place, the motivation of students to ask questions is very large. Some students even dare to ask questions outside of the learning material. For the results of student learning achievements that have been completed in Cycle I, it still has not proven a significant increase from the pre-test. Of the 22 students, 11 students scored above Complete Learning Achievement Criteria with a percentage of 50%. But the average class is still minimal.

Furthermore, there was an increase in student learning outcomes for Cycle II. Of the 22 students, there were 20 students who managed to get scores above the Complete Learning Achievement Criteria of around 90.90%. This increase was very significant from the learning outcomes of Cycle I to Cycle II. At least with the use of this type of jigsaw cooperative learning model, class VII-A students show an increase in the quality of learning.

CONCLUSSION

Based on the results of the research and discussion it was concluded that in general there was an increase in student interaction from cycle I (50%) to 90.90% in cycle II. The increase occurred when students were in the Origin group (apperception) 50% in cycle I and 85% in cycle II and when students were in the Origin group (discussion), namely 60% (cycle

I) to 90% (cycle II). However, there was a slight decrease in student interaction while in the expert group.

Interaction between students and teachers in general has also increased as well as the interaction between students. Student reactions to the application of jigsaw cooperative learning were very positive. This is shown by the enthusiasm of students in learning activities, providing information to each other, and collaborating in discussions, and each student provides opportunities for other colleagues to be active in their groups. Interaction of students with teaching materials shows a good interaction. This can be seen from the video analysis, the activeness of students in discussions, and filling in the answers to questions. This can also be seen from the observer's report during reflection.

The following are some suggestions based on research that has been done, especially for teachers so that jigsaw cooperative learning can be used as an alternative learning model that can create a fun learning atmosphere for students and improve the quality of student learning. By appointing the Expert Group in the group, the teacher gives lessons to students to organize small groups to complete joint tasks. For other researchers, research on social attitudes in society can be used

REFERENCES

Ahyat, N. (2017). Metode Pembelajaran Pendidikan Agama Islam. *Edusiana : Jurnal Manajemen Dan Pendidikan Islam*, *4*(1), 24–31.

Andriani. (2019). *Peningkatan Hasil Belajar Peserta Didik Melalui Metode Diskusi pada Mata Pelajaran Akidah Akhlak Kelas VIII MTs Muhammadiyah Pattongko Kec. Sinjai Tengah Kab. Sinjai*. Institut Agama Islam (IAI) Muhammadiyah Sinjai.

Arifin, H. Z. (2017). Perubahan Perkembangan Perilaku Manusia karena Belajar. *Sabilarrasyad*, *2*(1), 67.

Aronson, E., & Bridgeman, D. (1979). The Social Animal. In *Jigsaw Groups and the Desegregated Clasroom: In Pursuit of Common Goals* (Vol. 5).

Elihami, E., & Syahid, A. (2018). Penerapan Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Pribadi Yang Islami. *Edumaspul - Jurnal Pendidikan*, *2*(1), 79–96. https://doi.org/10.33487/edumaspul.v2i1.17

Johnson, D. W., Johnson, R. T., & Stanne, M. B. (2000). Cooperative Learning Methods: A Meta-Analysis. *Cooperative Learning Methods*, 1–30.

Kahar, M. S., Anwar, Z., & Murpri, D. K. (2020). Pengaruh Pembelajaran Kooperatif Tipe Jigsaw Terhadap Peningkatan Hasil Belajar Siswa. *Supermat (Jurnal Pendidikan Matematika)*, *4*(1), 33–39. https://doi.org/10.33627/sm.v4i1.355

Khoiriyah, & Zainab. (2021). Penanaman Nilai Nilai Keagamaan Orang Tua Sebagai Buruh Pabrik (Eratek Djaja) Dalam Mendidik Anak. *Media Keislaman, Pendidikan Dan Hukum Islam*, *19*(2), 311–319.

Legiman. (2015). Penelitian Tindakan Kelas (PTK). *LPMP Yogyakarta*, *1*(1), 1–15.

Lisa, J. L., Ariesta, R., & Purwadi, A. J. (2019). Analisis Interaksi Guru Dan Siswa Dalam Pembelajaran Bahasa Indonesia Di Kelas Vii Smp Negeri 15 Kota Bengkulu. *Jurnal*

Ilmiah KORPUS, *2*(3), 270–282. https://doi.org/10.33369/jik.v2i3.6782

Mu'min, S. A. (2013). Teori Pengembangan Kognitif Jian Piaget. *Jurnal AL-Ta'dib*, *6*(1), 89–99.

Muhammad, D. H. (2019). Upaya Peningkatan Baca Tulis Al-Quran Melalui Metode Qiroati. *JIE (Journal of Islamic Education)*, *3*(2), 142. https://doi.org/10.29062/jie.v3i2.97

Mulasi, S., & Saputra, F. (2019). Problematika Pembelajaran Pai Pada Madrasah Tsnawiyah Di Wilayah Barat Selatan Aceh. *Jurnal Ilmiah Islam Futura*, *18*(2), 269–281.

Naimah, C., & Hidayah, U. (2017). Reorientasi Pendidikan Islam untuk Harmonisasi Sosial: Hidden Curriculum sebagai Sebuah Tawaran. *Proceedings Ancoms*, *Seri 2*, 726–732.

Nasihah, L., & Muchasan, A. (2015). Upaya Meningkatkan Prestasi Siswa Melalui Metode Diskusi pada Mata Pelajaran Aqidah Akhlaq Kelas VIII A di MTs Sunan Ampel Semanding Pare. *Inovatif*, *1*(2), 136–163.

Nurjayanti, E. (2021). Efforts To Improve The Learning Outcomes Of Tkpi Class Xii Students In Pancasila And Ppk Subjects Through The Application Of The Panel Discussion Method At Smk Negeri 3 Tarakan Odd Semester Of 2010 Year 9/2020. *Unmul Civic Education Journal*, 1–14.

Prasetiya, B. (2018). Dialektika Pendidikan Akhlak dalam Pandangan Ibnu Miskawaih dan Al-Gazali. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, *10*(2), 249–267. https://doi.org/10.30596/intiqad.v10i2.2381

Prasetiya, B., & Hidayah, U. (2022). JPDK : Volume 4 Nomor 2 Tahun 2022 Research & Learning in Primary Education Peran Guru Mata Pelajaran Pendidikan Agama Islam Dalam Membentuk Sikap Keagamaan Peserta Didik Di SMP Islam Terpadu Permata. *Research & Learning in Primary Education Peran*, *4*(2), 135–147.

Rustaman, N. Y. (2005). Perkembangan Penelitian Pembelajaran Inkuiri Dalam Pendidikan Sains Development of Research in Inquiry Science Teaching. *Seminar Nasional II*, 22–23.

Slavin, R. E. (1980). Cooperative Learning. *Review of Educational Research*, *50*(2), 315–342. https://doi.org/10.3102/00346543050002315

Wibawa, S. (1993). Penelitian Tindakan Kelas. *Metode Penelitian*, *1970*.