

THE EFFECT OF COOPERATIVE LEARNING METHOD IN IMPROVING STUDENTS' ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES AT MAN 2 KOTA PALU

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ABSTRACT

This research discussed the importance of employing effective learning methods to improve students' learning outcomes in Islamic Religious Education (PAI). The objective of this research is to determine the effect of the cooperative learning method on improving students' learning outcomes at MAN 2 Kota Palu.

This research used a quantitative approach with a nonequivalent control group design. The research subjects consist of two groups: the experimental class, which received the cooperative learning method, and the control class, which used the conventional method. Data were collected through an initial test (pretest) and a final test (posttest). Data analysis used the Wilcoxon test to examine differences before and after the treatment and the Mann-Whitney U test to compare learning outcomes between the two groups. The research results indicated a difference between the students' pretest and posttest scores, with a significance level of $0.007 < 0.05$. However, the Mann-Whitney U test results show a p-value greater than 0.05, indicating no significant difference in learning outcomes between the experimental and control classes. The conclusion of this research is that the cooperative learning method has not yet provided a significant effect on improving students' learning outcomes compared to the conventional method. Nevertheless, this method still has potential to enhance students' engagement, collaboration, and social skills in the learning process.

1. Introduction

Education plays a very important role in shaping the quality of knowledgeable, characterful human resources capable of facing various life challenges. Through the education process, students not only acquire cognitive knowledge but also moral values, attitudes, and social skills necessary for living in society (Refa Regia Andini, 2024). Therefore, education becomes one of the main factors in determining a nation's progress. Quality education will be able to produce a generation that is not only intellectually intelligent but also possesses a good personality and the ability to adapt to the developments of the times (Ulung, 2026). In school education, the learning process must be designed effectively to optimally achieve educational goals, including in Islamic Religious Education (PAI), which plays a strategic role in shaping students' character (Hasil et al., 2024).

Islamic Religious Education learning is not only oriented toward mastering theoretical material but also toward forming attitudes and behaviors in accordance with Islamic teachings (Khasanah, 2023). Therefore, the PAI learning process needs to use methods that can actively involve students so that they not only understand the material but are also able to practice it in daily life (Saingo, 2025). However, in practice, the classroom learning process is still often dominated by conventional methods that are teacher-centered (teacher-centered learning). This condition causes students to tend to be passive, less involved in the learning process, and less able to develop critical thinking and collaboration skills.

Along with the development of educational paradigms, current learning is directed toward a student-centered approach (student-centered learning). This approach provides opportunities for students to play an active role in the learning process through various activities such as discussions, group work, and social interactions (Siang, 2021). One learning method that can support this approach is cooperative learning. This method emphasizes collaboration among students in groups to achieve learning objectives together. Through this method, students are expected to improve their understanding of the material, social skills, and communication and collaboration skills with others (Tambak, 2017).

The cooperative learning method has various advantages, including increasing student activeness, strengthening social interactions, and creating a more enjoyable and meaningful learning atmosphere (Susanti, 2021). In PAI learning, this method can help students understand the material more deeply through discussions and group work. For example, students can discuss the application of moral values in daily life, solve problems related to fiqh material, or collaborate in understanding the history of Islamic development (Hidayah & Rochmawan, 2024). Thus, learning is not only theoretical but also more contextual and applicable.

The implementation of the cooperative learning method in learning does not always yield optimal results. Under some conditions, this method has not demonstrated a significant effect on students' learning outcomes. This can be caused by various factors, such as differences in students' academic abilities, levels of group activity, and teachers' lack of readiness to manage group learning dynamics effectively. In addition, time constraints in learning often hinder the implementation of this method, as the discussion and group collaboration processes require more time than conventional methods. The availability of learning facilities and infrastructure also influences the success of applying the cooperative learning method, especially in supporting interactive and collaborative learning activities. Besides that, students' lack of understanding of group work mechanisms can prevent learning from running at its full potential, such as domination by some group members or lack of participation by some students. Therefore, the success of this method greatly depends on the teacher's ability to design learning strategies, manage the classroom, and provide appropriate guidance during the learning process (Amar, 2022).

This condition is also evident in Islamic Religious Education learning at MAN 2 Kota Palu. Based on the research results, there is a difference between students' pretest and posttest scores, indicating improvement after the learning process. This indicates that, in general, the learning process carried out has a positive impact on students' understanding. However, further statistical analysis using the Mann-Whitney U test indicates no significant difference in learning outcomes between the experimental class that used the cooperative learning method and the control class that used the conventional learning method. In other words, although there is an improvement in learning outcomes, this improvement is not specifically influenced by the use of the cooperative learning method. This finding indicates that other factors beyond the learning method may also influence students' learning outcomes, such as learning motivation, learning environment, and the teacher's role in delivering the learning material.

Based on the description above, this research aims to analyze the effect of the cooperative learning method on the Islamic Religious Education learning outcomes of students at MAN 2 Kota Palu. This research is expected to provide a more comprehensive picture of the effectiveness of the cooperative learning method in PAI learning and to serve as a basis for teachers' consideration when selecting and applying appropriate learning methods. In addition, the results of this research are also expected to serve as a reference for subsequent research in examining various factors that influence the success of the learning process in schools.

2. Literature Review

2.1 Concept of the Cooperative Learning Method

The cooperative learning method is a learning approach that emphasizes collaboration among students in small groups to achieve learning objectives. In this method, students do not only learn individually but also help each other, discuss, and exchange information with their group members. Cooperative learning is based on the principle that learning is more effective when it occurs through social interaction and collaboration among students (Mubaroqah et al., 2022). Therefore, this method becomes one of the alternatives in creating an active, participatory, and meaningful learning atmosphere. In its application, cooperative learning positions the teacher as a facilitator who guides the learning process, while students play an active role in constructing their own knowledge through group interactions. The teacher is no longer the sole source of information but instead provides opportunities for students to explore the learning material independently or in groups. Thus, learning focuses not only on final outcomes but also on the learning process, which involves student engagement and participation.

The cooperative learning method has several main characteristics, including positive interdependence among group members, individual accountability, face-to-face interaction, and the development of social skills in collaboration. Students are required to help each other understand the lesson material, so the group's success depends greatly on each member's contribution. In addition, this method encourages students to develop communication skills, collaboration, and problem-solving skills. Some common forms of cooperative learning used in teaching include Student Teams Achievement Division (STAD), Jigsaw, Think-Pair-Share, and Group Investigation. Each type has different implementation steps but still prioritizes the principles of collaboration and interaction among students. With proper application, this method is expected to enhance conceptual understanding and student engagement in the learning process.

Although it has various advantages, the cooperative learning method also has some weaknesses. One common challenge is differences in students' abilities within the group, which can lead to imbalances in contributions to group work. In addition, it requires teachers' classroom management skills to ensure the learning process runs effectively. Therefore, the success of this method largely depends on the teacher's planning and implementation of learning.

2.2 The Learning Outcomes in Islamic Religious Education Learning

Learning outcomes are among the key indicators of the success of the learning process. Learning outcomes reflect the changes that occur in students after participating in the learning process, across cognitive, affective, and psychomotor domains. In the context of education, learning outcomes are measured not only by grades or test scores but also by changes in students' attitudes, understanding, and skills. In Islamic Religious Education (PAI), learning outcomes have a broader meaning, as they relate not only to mastery of material but also to the formation of students' character and behavior. Students are expected not only to understand Islamic teachings theoretically but also to practice them in daily life. Therefore, the assessment of learning outcomes in PAI should consider multiple aspects that reflect students' overall development.

Several factors influence students' learning outcomes, including internal and external factors. Internal factors include intellectual ability, learning motivation, interest, and students' physical and psychological conditions. Meanwhile, external factors include family environment, school environment, the learning method used, and the teacher's role in the learning process. An appropriate learning method can help improve students' learning outcomes, while an unsuitable method can hinder the learning process. In the PAI learning process, teachers are required to select learning methods that are not only effective at delivering material but also increase student engagement. Active and interactive learning is expected to help students understand the material more deeply and improve their learning outcomes. Therefore, innovative learning methods, such as cooperative learning, are among the alternatives that can enhance the quality of PAI learning.

2.3 The Implementation of Cooperative Learning in Islamic Religious Education Learning

The Implementation of the cooperative learning method in Islamic Religious Education learning plays an important role in creating an active, interactive, and meaningful learning process. This method provides opportunities for students to learn together through group work, allowing them to exchange information, discuss, and help each other in understanding the learning material (Divya et al., 2024). Thus, learning is not only teacher-centered but also actively involves students in the learning process. In PAI learning, the cooperative learning method can be applied to various lesson materials. In Akidah Akhlak learning, students can discuss in groups how to apply moral values in daily life. In Fiqih learning, students can collaborate to understand worship procedures and solve problems related to Islamic law. Meanwhile, in the History of Islamic Culture course, students can engage in group discussions to understand key events in Islamic development.

The application of the cooperative learning method can also enhance various student skills, such as critical thinking, communication, and collaboration. Students are trained to express opinions, respect others' opinions, and work together to complete group tasks. In addition, this method can increase students' motivation to learn because they feel more engaged in the learning process. However, based on the research, the application of the cooperative learning method does not consistently have a significant effect on students' learning outcomes. Although this method can increase student activeness and social interaction, the learning outcomes achieved are not always significantly different from those of conventional learning methods. This can be caused by various factors, such as differences in students' abilities, ineffective group management, and time constraints in learning (Kurnia & Rahmawati, 2023). Thus, the application of the cooperative learning method in Islamic Religious Education still holds great potential to improve the quality of the learning process. However, the success of this method greatly depends on the teacher's readiness, students' conditions, and support for the learning environment. Therefore, thorough planning and implementation are needed to ensure this method yields optimal results in improving students' learning outcomes.

3. Methodology

This research uses a quantitative approach with a quasi-experimental research type (quasi-experimental design) aimed at determining the effect of the cooperative learning method on the Islamic Religious Education (PAI) learning outcomes of students. The quantitative approach is a research method that emphasizes the collection and analysis of numerical data to test hypotheses statistically (Rustina et al., 2025). The quantitative approach is used because this research focuses on measuring and analyzing numerical data to test the formulated hypotheses. The research design used is the nonequivalent control group design, which involves two groups without randomization. In this design, there is an experimental class given treatment using the cooperative learning method and a control class using the conventional learning method. Both groups are given a pretest before treatment and a posttest after treatment to assess changes in learning outcomes. This research was conducted at Madrasah Aliyah Negeri (MAN) 2 Kota Palu. The selection of the research location was based on the consideration that the school has implemented various learning methods, including cooperative learning, thereby allowing the researcher to directly examine the effect of these methods on students' learning outcomes. The research subjects comprise students divided into two groups: the experimental class and the control class. Classes were determined non-randomly, taking into account the equality of students' initial abilities based on pretest results.

The data collection technique in this research was carried out through tests as the main instrument. The tests used were pretest and posttest questions designed to measure students' learning outcomes before and after the treatment. The test instrument was developed based on the indicators of competency achievement in the Islamic Religious Education subject. In addition, documentation was used to supplement the research data, including grade lists, student data, and other relevant supporting documents. The data analysis technique was conducted using nonparametric statistical tests. The Wilcoxon test was used to assess differences in students' learning outcomes before and after the treatment within a single group. Meanwhile, the Mann-Whitney U test was used to assess differences in learning outcomes between the experimental and control classes after the treatment. Decision-making was based on comparing the significance value (Sig.) to the significance level of 0.05. If the significance value is less than 0.05, there is a significant difference, whereas if it is greater than 0.05, there is no significant difference. Through this analysis method, this research is expected to provide an objective picture of the effect of the cooperative learning method on students' learning outcomes in the Islamic Religious Education subject. Thus, the research results can serve as a basis for evaluating the effectiveness of the learning method and for developing more optimal learning strategies in schools.

4. Result and Discussion

4.1 Students' Learning Outcomes in the Application of the Cooperative Learning Method

Based on research conducted at MAN 2 Kota Palu through the administration of pretests and posttests, data were obtained showing changes in students' learning outcomes after the learning process was implemented. This research involved two groups, namely the experimental class using the cooperative learning method and the control class using the conventional learning method. The cooperative learning method emphasizes collaboration among students in small groups to achieve learning objectives together. During its implementation, students were encouraged to discuss, exchange opinions, and help each other understand the Islamic Religious Education learning material.

The research results show that there is an improvement in students' learning outcomes after the learning process has taken place. This improvement can be seen from the comparison of pretest and posttest scores in both groups. In the experimental class, the application of the cooperative learning method encouraged students to be more active in learning, making it easier for them to understand the material presented. The interactions in the learning groups provided opportunities for students to clarify their understanding and deepen their understanding of the material through group discussions. On the other hand, in the control class using the conventional learning method, learning outcomes still improved. This indicates that the conventional method remains effective for delivering learning material, especially when carried out well by the teacher. However, this method tends to make students more passive because learning is more teacher-centered.

Berikut adalah ringkasan hasil pretest dan posttest peserta didik.

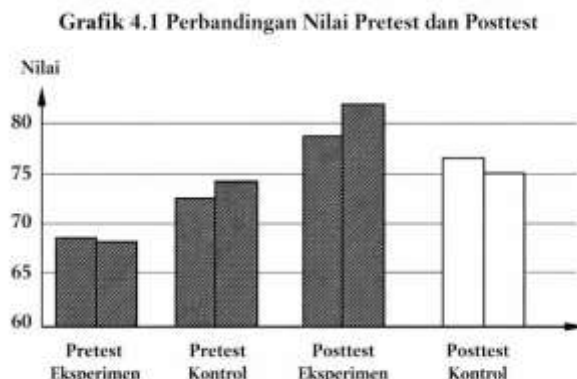
Tabel 4.1 The Comparison of Pretest and Posttest Scores

Kelompok	Rata-rata Pretest	Rata-rata Posttest	Selisih	Keterangan
Experimental Class	65	78	13	Meningkat
Control Class	64	76	12	Meningkat

Based on the table above, it is evident that both groups experienced a quite significant improvement in learning outcomes after the learning process was implemented. The experimental class experienced a 13-point increase, while the control class experienced a 12-point increase. Although the experimental class showed a slightly higher increase, the difference in improvement between the two groups is relatively small. This indicates that although the cooperative learning method has a positive impact on students' learning outcomes, the improvement is not substantially different from that of the conventional learning method. In other words, both learning methods are equally capable of enhancing students' understanding of the material taught. In addition, the Wilcoxon test results show a $p\text{-value of } 0.007 < 0.05$, indicating a significant difference between the pretest and posttest scores. This finding indicates that the learning process conducted in both the experimental and control classes is generally effective in improving students' learning outcomes. This improvement shows that students experienced better changes in understanding after participating in the learning. Thus, it can be concluded that both the cooperative learning method and the conventional method contribute to improving students' learning outcomes. However, the improvement does not show

a significant difference between the two groups, so the effectiveness of both methods is relatively balanced in the context of this research.

The following is an illustration of the improvement in students' learning outcomes:



The graph above shows an increase in scores for both groups after the learning session. This indicates that the learning process had a positive impact on students' learning outcomes.

4.2 Perbandingan Hasil Belajar Kelas Eksperimen dan Kelas Kontrol

To determine whether there is a difference in learning outcomes between the experimental and control classes, the Mann-Whitney U test was conducted. The test results show that the significance value (Sig.) is greater than 0.05, so the alternative hypothesis (H_a) is rejected. This means there is no significant difference between the learning outcomes of students in both groups after the learning process was implemented. This finding indicates that although the cooperative learning method can improve students' learning outcomes, the improvement is not significantly different from that of the conventional learning method. In other words, the cooperative learning method has not demonstrated a significant advantage in improving students' learning outcomes in the Islamic Religious Education subject. Several factors suspected of influencing these results include differences in student characteristics, levels of group activity, and the teacher's ability to manage learning. In cooperative learning, success greatly depends on collaboration among group members. However, in practice, not all students participate to the same extent. There are active students, but there are also those who tend to be passive and rely on their group mates. This can affect the effectiveness of learning. In addition, time constraints in learning are also an obstacle to applying the cooperative learning method. The discussion and group work processes require more time compared to conventional methods, so not all material can be discussed in depth. Another influencing factor is the teacher's readiness to design and implement collaboration-based learning. If the teacher has not fully mastered cooperative learning strategies, the learning process will not run optimally.

4.2 Discussion

The results of this research show that the application of the cooperative learning method contributes positively to the learning process, particularly in increasing student activeness and interaction in the classroom. Students who were previously passive in conventional learning became more actively engaged through group discussions, collaboration, and exchanging information with their groupmates. This active involvement provides opportunities for students to express opinions, ask questions, and respond to the material being studied. Thus, the learning process becomes more dynamic and less centered solely on the teacher as the main source of information.

The increase in student engagement in this learning aligns with constructivist theory, which holds that knowledge is not merely acquired passively but actively constructed through social interaction and learning experiences. In this context, the cooperative learning method provides space for students to build their own understanding through discussion and collaboration. Interactions among students enable the exchange of ideas and experiences, making the understanding of the material deeper and more meaningful. This shows that learning that actively involves students tends to be more effective at helping them understand concepts than one-way learning. In addition to increasing activeness, the cooperative learning method has also proven effective in developing students' social skills. These skills include the ability to collaborate, interpersonal communication, tolerance, and respecting others' opinions. In the group learning process, students are required to interact and work together to complete assigned tasks. They learn to share roles, listen to others' opinions, and resolve differences constructively. These social skills are very important in Islamic Religious Education, as the learning objectives focus not only on cognitive aspects but also on shaping students' attitudes and character.

In Islamic Religious Education, the cooperative learning method can help students internalize religious values through social interactions during the learning process. For example, values such as collaboration, mutual respect, and responsibility can be directly practiced by students in group activities. Thus, learning not only produces conceptual understanding but also shapes attitudes and behaviours in accordance with Islamic teachings. This demonstrates that the cooperative learning method has advantages in developing students' affective and social aspects, which are often less emphasized in conventional learning methods.

The research results also show that the cooperative learning method has not yet provided a significant effect on students' learning outcomes compared to the conventional learning method. This is evident from the Mann-Whitney U test results, which indicate no significant difference between the experimental and control classes. This finding shows that the improvement in learning outcomes is not solely due to the use of the cooperative learning method but is also influenced by other factors in the learning process.

Several factors suspected to influence these results include students' motivation to learn, the teacher's readiness to apply the learning method, and the learning environment. High motivation to learn can encourage students to be more active and serious in their learning, thereby improving learning outcomes. Conversely, if motivation to learn is low, the learning method used will not yield optimal results. In addition, the teacher's readiness to design and manage cooperative learning also greatly determines the success of this method. Teachers need skills in forming effective groups, managing learning time, and providing appropriate guidance to students during the learning process. Another influencing factor is the learning environment, including available facilities and the classroom atmosphere. A conducive learning environment can support optimal learning, while an unsupportive one can hinder it. In this context, cooperative learning requires classroom conditions that allow effective interactions among students. If these conditions are not met, this method will not yield optimal results.

On the other hand, the conventional learning method used in the control class also produced quite good results. This shows that the conventional method has not been entirely abandoned and remains relevant under certain conditions. This method offers advantages in time efficiency and ease of material delivery, especially for conceptual material. Therefore, the use of conventional methods is still necessary, but should be combined with other methods to make learning more varied and not boring.

Based on these findings, it is clear that no single learning method is superior under all conditions. Each method has its own strengths and weaknesses, so teachers need to adapt the method used to the characteristics of students, learning material, and classroom conditions. Cooperative learning can be used as an alternative to increase student activity and engagement, but it needs to be combined with other methods to achieve optimal results. Therefore, teachers need to enhance their professional competence, especially in selecting and applying appropriate learning methods. Teachers also need to innovate in learning by combining various methods to make the learning process more engaging and effective. In addition, teachers need to provide more intensive guidance to students, especially during group work, so that every student can participate actively and benefit from the learning process.

Thus, it can be concluded that the cooperative learning method has great potential to improve the quality of the Islamic Religious Education learning process, particularly in terms of student activity, social interaction, and character building. However, this method has not shown a significant effect on quantitative learning outcomes. Therefore, more effective efforts are needed to implement this method, in terms of planning, implementation, and evaluation of learning, to achieve maximum results in the future.

5. Conclusion

Based on the research conducted, it can be concluded that the application of the cooperative learning method in Islamic Religious Education at MAN 2 Kota Palu has not shown a significant effect on students' learning outcomes compared to the conventional learning method. This is supported by statistical test results, where the Wilcoxon test indicates a difference between pretest and posttest scores ($p = 0.007 < 0.05$), indicating an improvement in learning outcomes after the learning process. However, the Mann-Whitney U test results show a p-value greater than 0.05, indicating no significant difference in learning outcomes between the experimental and control classes. This finding indicates that although the cooperative learning method can improve students' learning outcomes, the improvement is not significantly greater than that of the conventional learning method.

Nevertheless, the application of the cooperative learning method still has a positive impact on the learning process, particularly by increasing student engagement, social interaction, and group collaboration skills. This method also gives students opportunities to be more engaged in the learning process, making learning more lively and not monotonous. However, in its implementation, there are still several obstacles, such as differences in students' abilities within groups, time constraints in learning, and suboptimal classroom management by the teacher in applying cooperative learning.

To overcome these obstacles, teachers need to take various steps to improve the application of the cooperative learning method. Efforts that can be made include designing more structured learning, forming heterogeneous groups, and providing more intensive guidance to students during the learning process. In addition, teachers also need to manage learning time well and combine the cooperative learning method with other methods that are more suitable to the characteristics of the material and students. Thus, the cooperative learning method is expected to provide a more optimal contribution in improving the quality of the Islamic Religious Education learning process and outcomes.

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