



Implementation of the Make a Match Method to Improve Student Learning Outcomes in Qur'an Hadith Learning at MAN 21 Jakarta Utara

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ABSTRACT

This study aims to determine the application of the Make a Match method in improving learning outcomes of the main material of the contents of the Qur'an in the subject of the Al-Qur'an Hadith class X at MAN 21 North Jakarta. The Make a Match method is one of the cooperative learning models that utilizes the match between two different cards, which aims to increase interaction between students and help understand the material in a fun way. This study uses a quantitative approach with an experimental research design. Data were collected through learning outcome tests given before and after the application of the Make a Match method. The results showed a significant increase in student learning outcomes after the application of this method, with the average final test score of students being higher than the score before the application. This indicates that the Make a Match method is effective in improving students' understanding of the main material of the contents of the Qur'an. Based on these findings, it is suggested that the Make a Match method can be applied more widely to improve the quality of learning in the Al-Qur'an Hadith subject in other schools.

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Introduction

Islamic religious education, especially in teaching the Qur'an, is a very important part of the education system in Indonesia. The Qur'an, as the holy book of Muslims, not only contains religious values, but also provides guidelines for life that must be understood by every individual. One of the main objectives in teaching the Qur'an is so that students can understand the main contents of the Qur'an which include interpretation and its application in everyday life (Rahman, 2021). However, in practice, many students have difficulty in mastering the main material of the contents of the Qur'an, especially in

understanding its meaning and interpretation. The purpose of this study was to analyze the application of the Make a Match method in improving learning outcomes of the main material of the contents of the Qur'an in the Al-Qur'an Hadith subject in class X MAN 21 North Jakarta. Make a Match is a cooperative learning method that prioritizes interaction between students in the learning process (Jamaludin & Rosyadi, 2020). This study aims to see whether this method can improve students' understanding of the main points of the Qur'an more effectively and enjoyably.

The main problem faced in learning the Qur'an in many schools, including MAN 21 North Jakarta, is the low level of students' understanding of the main points of the Qur'an. Based on observations, students tend to have difficulty memorizing and understanding the meaning and interpretation of the verses of the Qur'an. In addition, more conventional learning methods, such as lectures and memorization, often make students feel bored and less actively interact (Furqan, 2020). As a result, their learning outcomes are not optimal. Research by Firdaus et al. (2020) revealed that a monotonous learning approach has the potential to reduce student motivation and their learning outcomes.

In addition to these problems, there is also a gap in the approach to learning the Qur'an used in schools. Many of the methods used still rely on traditional approaches, where the teacher acts as the center of information, while students become passive recipients of information. This approach does not actively involve students in the learning process, so the results achieved are limited (Sari & Ilyas, 2021). Learning the Qur'an should involve students in interactive activities, not only memorizing the text, but also understanding the interpretation and its application in everyday life.

The Make a Match method is one solution to overcome this problem. This method is designed to encourage collaboration and communication between students, which can increase their involvement in the learning process. In this method, students are given cards containing verses of the Qur'an that need to be matched with relevant interpretations or explanations. In this way, students not only memorize the verses of the Qur'an but can also understand and discuss the meaning of the verses in more depth (Mahmud & Anwar, 2021).

Although the Make a Match method has been widely applied in various fields of learning, very little research has examined the application of this method in the context of teaching the Qur'an, especially to improve understanding of the main points of the contents of the Qur'an. Most studies on Make a Match focus more on science, mathematics, or language learning (Hidayat, 2020). Therefore, this study is important to fill this gap by looking at the application of the Make a Match method in learning the Qur'an.

Previous studies have shown that the use of cooperative methods can improve student learning outcomes. For example, research by Kurniawan et al. (2021) states that cooperative learning methods, such as Make a Match, can increase student participation, which in turn has a positive impact on understanding the subject matter. Students who are active in discussions and collaborate tend to remember and understand the material taught more easily than students who only listen to teacher lectures passively.

Research by Kholis et al. (2020) also shows that learning methods that actively involve students, such as Make a Match, can strengthen the relationship between students and the subject matter, as well as between students and their classmates. This creates a more enjoyable learning atmosphere and reduces the boredom that students often experience in monotonous Al-Qur'an learning. Based on this, this study will test whether the application of the Make a Match method can improve student learning outcomes in the main material of the contents of the Al-Qur'an in class X MAN 21 North Jakarta.

The research method used is an experiment with a pre-test and post-test design. This study will collect data from learning outcome tests given before and after the application of the Make a Match method. This test will cover students' understanding of the verses of the Qur'an and the interpretations that have been studied. The test data will then be analyzed to see if there is a significant difference in student learning outcomes after the method is applied (Sari, 2020).

Through this study, it is hoped that empirical evidence can be found regarding the effectiveness of the Make a Match method in learning the Qur'an, especially on the main material of the contents of the Qur'an. This study also aims to contribute to the development of a more interactive Islamic religious learning model, based on student collaboration, and in accordance with the needs and characteristics of current students (Furqan, 2020; Mahmud & Anwar, 2021).

If proven effective, the results of this study can provide recommendations for the development of more creative and enjoyable Qur'an learning in Islamic schools. In addition, this study can enrich the literature related to the application of cooperative learning methods in the context of Islamic religious education, as well as provide a basis for further research exploring the use of other cooperative methods in learning the Qur'an at various levels of education.

Methods

This study uses a quantitative approach with an experimental design to analyze the application of the Make a Match method in improving learning outcomes of the main contents of the Al-Qur'an in the Al-Qur'an Hadith subject in class X MAN 21 North

Jakarta. This experimental design uses a pre-test and post-test to measure changes in student understanding before and after the application of the Make a Match method. The use of this experimental design allows researchers to directly measure the effect of the method on student learning outcomes (Creswell, 2020).

The data sources in this study involved two groups, namely the experimental group and the control group. The experimental group consisted of class X students who would be applied to the Make a Match method in learning the Al-Qur'an Hadith, while the control group used conventional learning methods. The main data used in this study were the results of student tests given before and after the application of the learning method. This test focuses on students' understanding of the main contents of the Al-Qur'an, including the verses and their interpretations. In addition, observations of the learning process were also carried out to see student interaction and participation during the learning process (Arikunto, 2021).

The researcher also conducted interviews with teachers of the Al-Qur'an Hadith subject to obtain information regarding the difficulties faced by students in understanding the material and the teacher's response to the application of the Make a Match method in learning. This interview aims to enrich the quantitative data obtained from the test and provide a deeper picture of the learning conditions in the class. Thus, this study combines quantitative and qualitative data to provide a more comprehensive analysis of the application of learning methods (Sutrisno & Mahyuddin, 2020).

The data obtained from the results of the pre-test and post-test will be analyzed statistically to measure the increase in students' understanding of the main material of the contents of the Al-Qur'an. The t-test for paired samples will be used to test for significant differences between the pre-test and post-test scores in the experimental group and the control group. This t-test is used to see if there are significant changes in student learning outcomes after the application of the Make a Match method compared to the control group using conventional learning methods (Ali, 2021).

In addition, qualitative data obtained from observations and interviews will be analyzed using thematic analysis techniques. This analysis will help researchers to identify themes related to the implementation of the Make a Match method and the responses of students and teachers to the method. The results of this analysis will provide additional information on how the Make a Match method is received by students and teachers and how it affects students' active participation in learning. Thus, this data analysis is expected to provide a more holistic picture of the impact of the Make a Match method on learning the Qur'an (Rahayu, 2020).

Result

This study was conducted at MAN 21 North Jakarta, with five classes consisting of 30 to 37 students in each class. The study aims to analyze the impact of the implementation of the Make a Match method on student learning outcomes in the subject of the main contents of the Al-Qur'an. Each class was given a pre-test before the implementation of the Make a Match method and a post-test after the method was implemented. The pre-test and post-test scores were used to assess students' understanding of the main contents of the Al-Qur'an.

The following is the data on the pre-test and post-test results for each class.

Table 1: Pre-test and Post-test Results in Five Classes at MAN 21 North Jakarta

Class	Number of students	Pre-test Average (Score)	Post-test Average (Score)	Improvement (Score)
X-A	35	58.4	82.9	24.5
X-B	37	59.2	83.4	24.2
X-C	32	60.0	85.1	25.1
X-D	30	57.5	81.3	23.8
X-E	34	58.7	82.1	23.4

From the table, it can be seen that the average pre-test score for all classes ranged from 57.5 to 60.0, indicating that students' initial understanding of the main material of the contents of the Qur'an was not much different. After implementing the Make a Match method, all classes showed a significant increase in post-test scores, with an average post-test score ranging from 81.3 to 85.1. The increase in scores in each class ranged from 23.4 to 25.1 points. The following is an explanation of the analysis of the increase in scores:

- Class X-A showed an increase of 24.5 points, with an average post-test score reaching 82.9. This significant increase shows the effectiveness of the Make a Match method in improving students' understanding of the material.
- Class X-B recorded an increase of 24.2 points, with a post-test score reaching 83.4. This shows that the Make a Match method has also succeeded in improving learning outcomes in the class with the largest number of students (37 students).
- Class X-C experienced the highest score increase, which was 25.1 points, with an average post-test score reaching 85.1. This shows that the implementation of the Make a Match method is very effective in this class, which consists of 32 students.
- Class X-D recorded an increase of 23.8 points, with a post-test score of 81.3. Although the increase was slightly lower than the other classes, this result still shows the success of the method in improving student understanding.
- Class X-E showed an increase of 23.4 points, with a post-test score reaching 82.1, which shows that although the increase was slightly lower, this method was still effective.

Overall, the implementation of the Make a Match method showed positive results across all classes, with a significant increase in students' understanding of the main points of the contents of the Qur'an.

Data Verification

Data verification in this study was conducted through two main approaches: statistical analysis and qualitative observation.

1. Statistical Analysis

To verify the recorded improvement results, a paired sample t-test was conducted. This t-test was used to check whether the difference between the pre-test and post-test scores in each class was significant or not. Table 2 shows the results of the t-test in each class.

Table 2: Paired Sample t-Test Results in Each Class

Class	t-count	p-value	Conclusion
X-A	9.36	0.000	Significant ($p < 0.05$)
X-B	8.92	0.000	Significant ($p < 0.05$)
X-C	10.05	0.000	Significant ($p < 0.05$)
X-D	8.71	0.000	Significant ($p < 0.05$)
X-E	8.98	0.000	Significant ($p < 0.05$)

The t-test results in each class showed a very small p-value ($p < 0.05$), which means that the difference between the pre-test and post-test scores is significant. The high t-count value in each class also confirms that the increase in scores did not occur by chance, but as a result of the application of the Make a Match method. Therefore, these data indicate that this method significantly improves student learning outcomes.

2. Qualitative Observation

In addition to statistical analysis, data verification was also carried out through direct observation during the application of the Make a Match method in class. Observations showed that students became more active in the learning process after this method was applied. Students seemed more involved in group discussions, where they matched the verses of the Qur'an with their interpretations. Interaction between students increased, and they found it easier to remember the verses and interpretations they had learned because they were directly involved in the matching activity.

The teacher in charge of the Al-Qur'an Hadith subject also provided positive feedback regarding the application of this method. The teacher stated that students became more enthusiastic and creative in understanding the Al-Qur'an material after being given the opportunity to collaborate with their friends. Teachers noted that after the implementation of this method, more students asked questions and discussed the meaning of the verses of the Qur'an in more depth.

In addition, interviews with several students showed that they felt that the Make a Match method made learning more enjoyable and easier to understand. Several students also stated that they remembered the interpretation and context of the verses taught more quickly, because they were involved in matching and discussing with their friends. This shows that the Make a Match method helps students to learn more interactively and contextually.

The results of statistical analysis and qualitative observations consistently showed that the implementation of the Make a Match method significantly improved the learning outcomes of the main contents of the Qur'an in all five classes at MAN 21 North Jakarta. Statistical data showed a significant increase in pre-test and post-test scores, while observations and interviews with teachers and students showed an increase in student participation and their understanding of the material. Therefore, it can be concluded that the Make a Match method is an effective method for improving the learning outcomes of the Qur'an at the secondary school level.

Discussion

This study aims to analyze the application of the Make a Match method in improving the learning outcomes of the main contents of the Al-Qur'an at MAN 21 North Jakarta. In validating the data obtained, several methods were used to ensure that the research results obtained were valid and valid. Data validation was carried out through statistical analysis (t-test), direct observation, and interviews with teachers and students. This validation aims to ensure that the improvement in learning outcomes recorded is not just a coincidence or external factors, but a direct impact of the application of the method used. To verify the quantitative data obtained from the pre-test and post-test, a t-test for paired samples was used. The results of the t-test showed that the p-value for each class was very small ($p < 0.05$), which indicated that the difference between the pre-test and post-test scores was statistically significant. These results indicate that the observed differences in scores were not caused by coincidence, but rather the result of the application of the Make a Match method which effectively improved student learning outcomes. This finding is in line with research by Sari & Ningsih (2021) which states that the use of cooperative methods significantly improves student learning outcomes in various subjects.

From the results of the t-test, it can be seen that the entire class showed a significant increase, with an average post-test score that was much higher than the pre-test score. This shows that the application of the Make a Match method has contributed positively to improving students' understanding of the main contents of the Qur'an. This significant increase is in accordance with the results of research by Prasetyo (2020), which shows that the Make a Match method can help students better understand the material in a fun and collaborative way.

In addition to statistical analysis, data validation was also carried out through direct observation during the application of the Make a Match method. This observation aims to determine how students are involved in learning activities and how this method is applied in the classroom. Observations show that students are very enthusiastic and actively participate in the activity of matching verses of the Qur'an with their interpretations. This shows that this method not only improves understanding but also activates a more collaborative learning process. Research by Fitria & Iskandar (2021) also found that the cooperative method increases interaction between students and facilitates active learning. In addition to observing students, the role of teachers in implementing the Make a Match method is also a major focus in data validation. Teachers involved in this study showed that the Make a Match method succeeded in increasing interaction between students and making learning more enjoyable. Teachers also reported that they found it easier to explain the material and students found it easier to understand the main points of the contents of the Qur'an. Teachers act as facilitators who guide students in matching activities and group discussions, thus creating a more open and active learning atmosphere. These results are consistent with the findings reported by Hidayat (2020), who stated that teachers who act as facilitators in the cooperative method can help students understand the material more easily. Interviews with students were also an important part of data validation. Most students stated that they felt more interested and involved in learning after using the Make a Match method. Students admitted that it was easier to remember the interpretation and context of the verses of the Qur'an because they actively collaborated in group discussions. Students also felt that this method made learning more enjoyable and less boring. This finding is in line with research by Sulaiman (2021), which shows that students are more motivated to learn when they are involved in interactive and cooperative learning processes.

Observation results show that the Make a Match method encourages students to interact more intensively with their friends. The process of matching verses and interpretations in small groups increases cooperation between students. This increased interaction is an important factor in improving students' understanding of the Qur'an material. This supports the findings of Rizki & Yuliana (2022), which states that cooperative learning models, such as Make a Match, can improve students' social and communication skills which lead to a better understanding of the subject matter.

In addition to better understanding the material, the application of the Make a Match method also has a positive impact on students' motivation to learn. In interviews, students reported that they felt more challenged to learn the main points of the Qur'an because this method involved them in fun and collaborative activities. This supports the findings put forward by Hadi (2020), which showed that learning methods that involve social activities can increase students' motivation and interest in learning.

The Make a Match method facilitates active learning by involving students in matching activities that require physical and cognitive involvement. Each student is responsible for finding the right pair of verses and understanding their interpretation. This helps them build a deeper understanding of the material being studied. This active learning supports the results of research by Saifullah & Indriyani (2021), which shows that active learning can improve student learning outcomes because students are more involved in the learning process.

One important finding of this study is that the Make a Match method successfully improves students' understanding of the main material of the contents of the Qur'an. The results of the pre-test and post-test which showed a significant increase confirmed this. By using this method, students find it easier to understand and remember the interpretation and context of the verses of the Qur'an. This finding is in accordance with the results of research by Arief & Nurhayati (2020), which shows that cooperative methods can help students better understand complex material, such as religious lessons.

The Make a Match method also helps students improve their social skills. In the process of discussion and collaboration, students learn to work together, listen to each other, and share understanding. This has a positive effect on their social skills, which are important for long-term learning. This finding is in line with research by Subhan & Hadi (2022) which shows that the cooperative learning model can significantly improve students' social skills.

One important aspect that makes the Make a Match method effective is its fun and creative nature. Students do not feel pressured while studying, because they can interact with their friends in a more relaxed and collaborative atmosphere. This is in accordance with the results of research by Salim (2022), which revealed that creative learning can increase students' interest in learning.

The results of this study are in line with the constructivism learning theory which states that students will find it easier to understand the material if they are actively involved in the learning process. In this case, the Make a Match method provides students with the opportunity to build their own knowledge through social interaction and matching materials. This theory is supported by research conducted by Setiawan & Mulyana (2021), which shows that constructivism-based learning improves student understanding and engagement.

The application of the Make a Match method not only has a positive impact in the short term, but is also expected to have a greater influence on long-term learning. With more interactive learning and actively involving students, they will be better prepared to understand and remember the subject matter of the Qur'an in everyday life. This finding

is in line with research by Wulandari & Andayani (2023) which shows that collaborative learning can help students retain information longer.

This study provides important implications for teaching the Qur'an in schools, especially in the context of implementing more creative and innovative methods. By using the Make a Match method, teachers can create a more dynamic and interesting learning atmosphere for students. The results of this study are in line with the recommendations of Sari & Sudirman (2021) who suggest the application of cooperative methods to optimize religious learning in schools.

Overall, the results of data validation in this study show that the application of the Make a Match method has a significant positive impact on improving student learning outcomes on the main contents of the Qur'an. Therefore, this method can be an effective choice in learning the Qur'an in schools. Further research is expected to further explore variations in the application of this method and analyze its impact on other skills such as students' critical thinking skills.

Conclusion

Based on the results of the research that has been conducted on the application of the Make a Match method in learning the main contents of the Al-Qur'an at MAN 21 North Jakarta, it can be concluded that this method has a significant impact on improving student learning outcomes. The main findings show that the application of the Make a Match method has succeeded in improving students' understanding of the Al-Qur'an material, which is reflected in the significant difference between the pre-test and post-test scores. This is supported by data validation obtained through statistical analysis, direct observation, and interviews with teachers and students.

The application of the Make a Match method encourages students to be more actively involved in the learning process, improve their social skills through interaction with friends in groups, and increase motivation to understand the material in depth. The activity of matching verses with interpretations carried out in groups strengthens understanding and accelerates the learning process. Therefore, this method is not only effective in improving student learning outcomes, but also creates a more enjoyable and collaborative learning atmosphere.

The academic impact of this finding is very significant. The Make a Match method has been proven to improve the quality of learning in the field of Islamic religion, especially in understanding the main contents of the Al-Qur'an. The improvement recorded in the post-test results shows that this method makes a significant contribution to students' academic abilities in learning the interpretation and context of the verses of the Qur'an. Thus, this method can be an effective alternative to improve the quality of religious teaching in schools. These findings also provide empirical

evidence that can be used by educators in choosing more creative and interactive learning methods.

Furthermore, socially, this study also makes a significant contribution to improving the quality of religious education in society, especially in the context of learning the Qur'an. By improving students' understanding of religious material in a comprehensive and enjoyable way, the Make a Match method can help create a younger generation that is more knowledgeable and applicable in practicing the teachings of the Qur'an in everyday life. In addition, this method also improves students' social skills, such as cooperation, communication, and empathy, which are greatly needed in an increasingly complex and interconnected society. Therefore, this study not only contributes to students' academic improvement, but also has a positive impact in forming better social characters.

Thus, the application of the Make a Match method in learning the Qur'an is expected to be a useful solution to improve student learning outcomes and provide a broader impact on society in terms of religious and social education. This study provides concrete evidence that collaborative and interactive learning can bring positive changes in the education process, especially in forming a generation that better understands and appreciates the values of the Qur'an in their lives.

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