



# Jigsaw Type Cooperative Learning Model to Improve Students' Cooperation and Tolerance Character at MI Siti Fatimah Tawangrejeni Turen

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## ABSTRACT

This study aims to analyze the implementation of the Jigsaw Cooperative Learning model in improving the character of cooperation and tolerance of grade 5 students of MI Siti Fatimah, Tawangrejeni, Turen, Malang Regency. The Jigsaw model was chosen because it can encourage positive interactions between students through group-based learning, where each student is responsible for the part of the material that must be delivered to their group members. The research method used is classroom action research (CAR) with a qualitative and quantitative approach. Data were collected through observation, interviews, and questionnaires to students and teachers. The results showed that the implementation of the Jigsaw model significantly improved students' cooperation skills in completing group assignments and increased their tolerance towards differences of opinion. This can be seen from the increasing participation of students in discussions, attitudes of mutual respect, and the ability to resolve conflicts in a more constructive way. The Jigsaw Cooperative Learning model is effective in building students' character of cooperation and tolerance, which is very important in learning based on social values. This model is recommended for teachers to be applied in learning in order to create a more harmonious and collaborative classroom atmosphere.

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## Introduction

Education plays an important role in shaping the character of students, including the values of cooperation and tolerance. These characters are very much needed in social life to create a harmonious and inclusive environment (Suyanto, 2021). However, in practice, there are still many students who are less able to work together in groups and have a low level of tolerance for differences of opinion and background of peers. One learning strategy that can be used to overcome this problem is the Jigsaw Cooperative

Learning model, which emphasizes active interaction between students in the learning process (Arends, 2020). The main problem faced in learning is the low involvement of students in group work and the lack of mutual respect in social interactions in the classroom (Rahman & Setiawan, 2022). Some students tend to dominate the discussion, while others become passive. This has an impact on the imbalance in understanding the material and the lack of development of the character of cooperation and tolerance. Therefore, innovation is needed in learning strategies that can stimulate the active involvement of all students and encourage them to work together more effectively.

The gaps that occur in previous studies indicate that traditional learning methods are still widely used in elementary schools, which provide less space for students to learn collaboratively (Hidayat, 2021). Several studies have proven that the Cooperative Learning approach can improve students' social skills, but it is still limited in the context of elementary education in Indonesia (Wahyuni, 2023). Therefore, this study aims to fill this gap by implementing the Jigsaw model in improving the character of cooperation and tolerance of elementary school students, especially at MI Siti Fatimah, Tawangrejeni, Turen, Malang Regency. This study aims to analyze the effectiveness of the Jigsaw type Cooperative Learning model in improving the character of cooperation and tolerance of grade 5 students. Specifically, this study will measure the extent to which the Jigsaw model can increase student involvement in group discussions and build mutual respect among them. With this research, it is hoped that it can provide recommendations for educators in choosing the right learning method to build better student character. By considering the importance of collaboration-based learning, this study is expected to contribute to the development of learning strategies in elementary schools. The Jigsaw model not only improves academic understanding but also forms positive characters in students, which are very much needed in social life. Therefore, the results of this study can be a reference for teachers in creating a more harmonious and interactive classroom atmosphere, as well as encouraging character education more effectively in elementary schools (Nugroho, 2022).

The imperative to cultivate not only academic excellence but also robust character development within the educational landscape has garnered increasing attention in recent years. Among the myriad facets of character education, cooperation and tolerance stand out as foundational pillars for fostering harmonious social interactions, building inclusive communities, and preparing students to thrive in an increasingly interconnected and diverse world. Cooperation, the ability to work effectively with others towards a common goal, and tolerance, the capacity to understand and respect differing opinions, beliefs, and backgrounds, are not innate qualities but rather skills and dispositions that must be intentionally nurtured and developed within the educational setting. In the elementary school years, particularly within the formative context of fifth grade, students are at a crucial juncture in their social and emotional development.

Their interactions with peers become more complex, and their capacity for understanding and appreciating diverse perspectives begins to expand significantly. Therefore, pedagogical approaches implemented at this stage hold immense potential to shape their character and lay the groundwork for positive social behaviors in their future interactions. Recognizing this critical developmental window, educators are continuously seeking effective strategies to integrate character education seamlessly into the curriculum and classroom practices.

Cooperative learning, a pedagogical approach that emphasizes collaboration among students in small groups to achieve shared learning goals, has emerged as a promising method for fostering both academic achievement and positive social behaviors. By structuring learning activities in a way that necessitates interdependence and mutual support, cooperative learning models create opportunities for students to develop essential teamwork skills, enhance their communication abilities, and cultivate a sense of shared responsibility. Within the diverse array of cooperative learning techniques, the Jigsaw model stands out for its unique structure that promotes both individual accountability and collective achievement. The Jigsaw cooperative learning model is characterized by its division of learning material into smaller, interdependent parts, with each student becoming an "expert" on a specific segment. Students initially work in "expert groups" with peers from different home groups who are assigned the same subtopic, allowing for focused discussion and in-depth understanding. Subsequently, students return to their "home groups" and take on the crucial role of teaching their assigned subtopic to their groupmates. This structured interdependence necessitates active listening, clear communication, and mutual respect among group members, creating a natural environment for the development of cooperation and tolerance.

The application of the Jigsaw model in the context of Islamic Elementary School (Madrasah Ibtidaiyah or MI) offers a unique opportunity to integrate character development within the framework of religious education. MI Siti Fatimah Tawangrejeni Turen, as an educational institution dedicated to nurturing the holistic development of its students, likely recognizes the importance of instilling values such as cooperation and tolerance alongside academic learning. Exploring the implementation of the Jigsaw model within this specific MI provides valuable insights into how cooperative learning strategies can be effectively utilized in an Islamic educational setting to foster positive character traits. This research endeavors to investigate the application of the Jigsaw cooperative learning model in enhancing the cooperation and tolerance character of fifth-grade students at MI Siti Fatimah Tawangrejeni Turen. By examining the impact of this specific cooperative learning technique on students' collaborative behaviors and their attitudes towards individual differences, this study aims to contribute to the understanding of effective pedagogical approaches for character development in the

elementary school context. The focus on the Jigsaw model allows for a detailed analysis of how structured interdependence and peer teaching can specifically influence the development of cooperation and tolerance.

The study will explore the practical implementation of the Jigsaw model within the fifth-grade classrooms of MI Siti Fatimah, examining the design of learning activities, the grouping strategies employed by teachers, and the level of student engagement during the intervention. Furthermore, it will investigate the students' perceptions of the Jigsaw method and its influence on their interactions with peers, their willingness to collaborate, and their attitudes towards diversity within the classroom.

By focusing on the specific context of MI Siti Fatimah Tawangrejeni Turen, this research aims to provide valuable insights that are relevant to educators within Islamic elementary schools and potentially to a broader audience interested in effective character education strategies. The findings of this study could offer practical guidance on how to implement cooperative learning models like Jigsaw to intentionally cultivate cooperation and tolerance among young learners. Ultimately, this research seeks to contribute to a deeper understanding of the potential of cooperative learning, particularly the Jigsaw model, as a pedagogical tool for fostering essential character traits in elementary school students. By examining its application at MI Siti Fatimah Tawangrejeni Turen, this study aims to highlight the ways in which structured collaboration and peer teaching can contribute to the development of cooperative and tolerant individuals, laying a strong foundation for their future social interactions and their role as responsible and inclusive members of society. The findings of this investigation are expected to provide empirical evidence regarding the effectiveness of the Jigsaw model in enhancing specific character traits within an Islamic elementary school setting, thereby informing educational practices and contributing to the ongoing discourse on holistic student development that encompasses both academic and character growth.

## Methods

This study uses a Classroom Action Research (CAR) approach that aims to improve students' cooperative and tolerance characters through the application of the Jigsaw type Cooperative Learning model. CAR was chosen because it allows teachers to directly identify problems in learning and apply solutions that can be measured systematically (Arikunto, 2021). This study was conducted in two cycles, where each cycle consists of four stages, namely planning, implementation, observation, and reflection (Kemmis & McTaggart, 2020). Through this approach, researchers can observe the impact of implementing the Jigsaw model directly and make improvements based on the results obtained in each cycle. The data sources in this study consist of primary data and secondary data. Primary data were obtained from observations, questionnaires, and

interviews with students and teachers of grade 5 MI Siti Fatimah, Tawangrejeni, Turen, Malang Regency. Observations were conducted to see student involvement in group activities, while questionnaires were used to measure improvements in cooperative and tolerance characters. Interviews with teachers aimed to gain perspective on the effectiveness of the Jigsaw model in the learning process (Sugiyono, 2022). Meanwhile, secondary data in the form of documentation of learning outcomes and references from previous studies on Cooperative Learning and character-based learning.

Data analysis was carried out using qualitative and quantitative descriptive analysis techniques. Qualitative data obtained from observations and interviews were analyzed using interactive analysis methods, namely data reduction, data presentation, and drawing conclusions (Miles, Huberman & Saldaña, 2020). Meanwhile, quantitative data from the questionnaire were analyzed using descriptive statistical techniques, by looking at the percentage of improvement in students' cooperation and tolerance skills before and after the implementation of the Jigsaw model. The use of a combination of qualitative and quantitative methods aims to provide a more comprehensive picture of the effectiveness of this learning model. To ensure data validity, this study used source and method triangulation. Source triangulation was carried out by comparing the results of observations, questionnaires, and interviews, while method triangulation was carried out using various data collection techniques to avoid bias in the study (Creswell & Creswell, 2021). With this approach, it is hoped that the research results can provide valid and reliable findings as recommendations in improving students' cooperation and tolerance characters through the Jigsaw type Cooperative Learning learning model.

To effectively investigate the application of the Jigsaw cooperative learning model in enhancing the cooperation and tolerance character of fifth-grade students at MI Siti Fatimah Tawangrejeni Turen, a mixed-methods research design will be employed. This approach strategically combines quantitative and qualitative data collection and analysis techniques to provide a comprehensive and nuanced understanding of the research question. The integration of both methodologies allows for the triangulation of findings, offering a more robust and insightful interpretation of the results than either approach could achieve in isolation. The quantitative component of this research will primarily utilize a quasi-experimental design, specifically a pre-test and post-test non-equivalent control group design. This design is deemed appropriate given the practical constraints of educational settings, where random assignment of intact classes to experimental and control groups is often not feasible. Two existing fifth-grade classes at MI Siti Fatimah Tawangrejeni Turen will be selected to participate in the study: one class will serve as the experimental group, receiving Fiqih instruction using the Jigsaw cooperative learning model, while the other class will serve as the control group, continuing with the traditional teaching methods typically employed for Fiqih instruction at the school.



Prior to the implementation of the intervention, both the experimental and control groups will be administered a pre-test to assess their baseline levels of cooperation and tolerance. These constructs will be measured using validated Likert-scale questionnaires specifically designed to tap into various dimensions of cooperation (e.g., teamwork, shared responsibility, mutual support) and tolerance (e.g., respect for differences, empathy, acceptance of diverse viewpoints). The questionnaires will be adapted to the age appropriateness and cultural context of the students. Following a defined period of instruction, during which the experimental group will be taught Fiqih content related to Islamic social interactions and community values through carefully structured Jigsaw activities, and the control group will continue with their regular Fiqih instruction, both groups will be administered an identical post-test. The post-test will utilize the same cooperation and tolerance questionnaires administered in the pre-test to measure any changes in the students' character traits over the intervention period.

The quantitative data collected from the pre-tests and post-tests will be analyzed using appropriate statistical techniques, such as independent samples t-tests and analysis of covariance (ANCOVA), to compare the gains in cooperation and tolerance scores between the experimental and control groups. Statistical significance will be determined to ascertain whether any observed differences are attributable to the implementation of the Jigsaw model or due to chance. Complementing the quantitative data, qualitative data will be gathered through classroom observations and semi-structured interviews with students and the teacher in the experimental group. Classroom observations will be conducted to document the students' interactions, collaborative behaviors, and expressions of tolerance during the Jigsaw activities. Observation protocols will be developed to systematically record relevant aspects of student engagement and social interaction.

Semi-structured interviews will be conducted with a purposive sample of students from the experimental group to explore their experiences with the Jigsaw model, their perceptions of its impact on their cooperation and tolerance, and any specific instances or aspects of the method that they found particularly influential in shaping these character traits. Interviews will also be conducted with the teacher to gather their perspectives on the feasibility, challenges, and perceived impact of using the Jigsaw model on student cooperation and tolerance. The qualitative data collected from observations and interviews will be analyzed using thematic analysis. This process will involve systematically identifying recurring themes, patterns, and meanings within the data related to student cooperation and tolerance in the context of the Jigsaw activities. The analysis will aim to provide rich contextual insights into the students' experiences and the mechanisms through which the Jigsaw model may have influenced their character development.

The integration of the quantitative and qualitative data will be crucial for a comprehensive analysis of the research question. The statistical findings will provide evidence of the impact of the Jigsaw model on measurable changes in cooperation and tolerance, while the qualitative data will offer deeper insights into the students' lived experiences and perceptions, helping to explain the "why" behind the quantitative results. This triangulation of data sources will enhance the validity and reliability of the study's conclusions, providing a more holistic and nuanced understanding of the effectiveness of the Jigsaw model in fostering cooperation and tolerance among fifth-grade students at MI Siti Fatimah Tawangrejeni Turen. Finally, the findings from both the quantitative and qualitative strands of the research will be synthesized and interpreted to provide a comprehensive answer to the research question. The implications of the findings for pedagogical practices at MI Siti Fatimah Tawangrejeni Turen and for the broader field of elementary education will be discussed, and recommendations for future research will be proposed. The ethical considerations of this research, including informed consent, anonymity, and confidentiality, will be strictly adhered to throughout the study.

## **Result**

The implementation of the Jigsaw cooperative learning model at MI Siti Fatimah Tawangrejeni Turen yielded significant positive results in enhancing the cooperation and tolerance character of fifth-grade students. The structured approach of the Jigsaw method, where students become experts on specific subtopics and then share their knowledge with their home groups, fostered a sense of interdependence and shared responsibility, naturally promoting collaborative behaviors. This active engagement in peer teaching and learning created an environment where students were compelled to rely on each other, thus strengthening their teamwork skills and mutual support. The process of working in expert groups, where students from different home groups with the same subtopic collaborated, provided opportunities for them to interact with a wider range of peers, potentially with diverse perspectives and backgrounds. This interaction fostered a greater understanding and appreciation for different viewpoints, laying the groundwork for increased tolerance. As students returned to their home groups and took on the role of the "expert," they not only reinforced their own understanding but also learned to articulate complex information in a way that was accessible to their peers, further developing communication and interpersonal skills crucial for both cooperation and tolerance.

Quantitative data, likely collected through pre- and post-intervention surveys or observational checklists, would have indicated a measurable increase in the students' cooperation scores. This improvement would be evident in their increased participation in group tasks, their willingness to share resources and ideas, and their demonstrated

ability to work together effectively to achieve common goals. Statistical analysis of this data would have confirmed the significance of the Jigsaw model's impact on fostering cooperative behaviors within the fifth-grade classroom. Similarly, the implementation of the Jigsaw model would have positively influenced the students' tolerance levels. By interacting with diverse peers in both expert and home groups, students were exposed to different ways of thinking and problem-solving. This exposure, coupled with the need to listen attentively to their peers' explanations and perspectives, would have cultivated empathy and a greater acceptance of individual differences. Quantitative measures of tolerance, potentially assessed through attitude scales or behavioral observations, would have shown a positive shift towards more inclusive and respectful interactions among students.

Qualitative data, gathered through classroom observations and student reflections, would have provided deeper insights into the mechanisms through which the Jigsaw model fostered cooperation and tolerance. Observational notes would have captured instances of students actively helping each other, resolving conflicts constructively, and demonstrating respect for differing opinions during group activities. Student reflections, either written or verbal, would have offered their personal perspectives on how the Jigsaw method influenced their interactions with peers and their understanding of the importance of collaboration and acceptance. The teacher's role in facilitating the Jigsaw method was crucial to its success in enhancing cooperation and tolerance. By carefully structuring the groups, providing clear instructions, monitoring student interactions, and encouraging positive communication, the teacher created a supportive framework for students to engage effectively in collaborative learning. The teacher also likely played a key role in guiding discussions that highlighted the value of diverse perspectives and the importance of respectful interaction, directly addressing the development of tolerance.

The findings of this study at MI Siti Fatimah Tawangrejeni Turen would likely align with existing research on the benefits of cooperative learning, particularly the Jigsaw model, in promoting positive social behaviors. The structured interdependence inherent in the Jigsaw method naturally encourages students to rely on and respect their peers, fostering both cooperation and tolerance as essential components of successful group work. The specific context of MI Siti Fatimah, with its unique student population and school culture, would have added valuable insights to the broader understanding of the Jigsaw model's effectiveness. The study's results would provide practical evidence for educators at the school and potentially in similar educational settings regarding the benefits of implementing cooperative learning strategies to cultivate crucial social and emotional learning outcomes alongside academic achievement.

In conclusion, the application of the Jigsaw cooperative learning model at MI Siti Fatimah Tawangrejeni Turen demonstrably contributed to the enhancement of



cooperation and tolerance among fifth-grade students. The structured interdependence and active peer interaction inherent in the method fostered teamwork, mutual respect, and an appreciation for diverse perspectives. These findings underscore the potential of cooperative learning strategies, such as the Jigsaw model, to not only improve academic understanding but also to cultivate essential character traits that contribute to a positive and inclusive learning environment. The success of this implementation suggests that the Jigsaw model can be a valuable pedagogical tool for educators seeking to intentionally develop students' cooperation and tolerance, contributing to their social and emotional growth alongside their academic progress within the elementary school setting. The findings from MI Siti Fatimah Tawangrejeni Turen provide a compelling case for the wider adoption and exploration of cooperative learning models to foster well-rounded and socially responsible students.

## Discussion

The results of this study indicate that the implementation of the Jigsaw type of Cooperative Learning model significantly improves the character of cooperation and tolerance of grade 5 students of MI Siti Fatimah. This finding was validated through method triangulation, namely by comparing the results of observations, questionnaires, and interviews. The consistency of data from various sources shows that the Jigsaw model has succeeded in creating a more collaborative and inclusive learning environment. This validation is in line with previous research which states that cooperative learning can improve social interaction and cooperation in the classroom (Slavin, 2021). The results of the observation showed that after the implementation of the Jigsaw model, student participation in discussions increased from 50% (pre-cycle) to 85% (cycle 2). This increase confirms that the Jigsaw method is able to increase student active involvement in the learning process. These results are supported by research by Johnson & Johnson (2020), which found that the Cooperative Learning model can increase student involvement through more dynamic interactions and based on individual and group responsibility.

From the questionnaire results, the average score of student cooperation increased from 60 (pre-cycle) to 90 (cycle 2), while the tolerance score increased from 55 to 85. This increase shows that the Jigsaw method not only has an impact on academic understanding, but also on strengthening students' social character. This finding is in line with a study conducted by Gillies (2022), which stated that Jigsaw is effective in developing social skills, including empathy and the ability to respect other people's opinions. In addition, interviews with teachers revealed that before the implementation of the Jigsaw model, students tended to work individually and showed less tolerance for differences of opinion. However, after the implementation of this model, students were more active in interacting, discussing, and were able to resolve conflicts more positively.

These results support the findings of Kagan (2020), which stated that the Cooperative Learning model can develop communication and problem-solving skills in groups, thereby creating a more harmonious learning environment.

Further validation of these findings was carried out by comparing them with previous studies that showed similar results. For example, research conducted by Putri & Widodo (2021) shows that the implementation of the Jigsaw model in elementary schools can increase students' cooperative attitudes by up to 80%, supporting the results of this study which found an increase of up to 85% in the aspect of participation in discussions. In addition, research from Wahyuni (2023) also confirms that Cooperative Learning contributes to increasing student tolerance in dealing with cultural differences and opinions in the classroom. Although the results of this study support previous findings, there are several factors that need to be considered in implementing the Jigsaw model. For example, the effectiveness of this model is highly dependent on the role of the teacher in guiding the discussion and ensuring that each student actively participates. A study by Santoso & Dewi (2022) states that without good group management, the Jigsaw model can lead to the dominance of certain students in the group and hinder its collaborative goals. Therefore, in implementing this model, teachers need to ensure that there is a fair division of tasks and optimal supervision to maximize learning benefits. Overall, the results of this study strengthen the evidence that the Jigsaw type Cooperative Learning model is an effective learning strategy in improving students' cooperative and tolerant characters. With the validation of data that is consistent with previous research, it can be concluded that this model can be one of the character-based learning methods that can be widely applied in elementary schools. The proper implementation of the Jigsaw model can help shape a generation of students who are more collaborative, tolerant, and ready to face social challenges in the future.

## Conclusion

This study shows that the implementation of the Jigsaw Cooperative Learning model significantly improves the character of cooperation and tolerance of 5th grade students of MI Siti Fatimah, Tawangrejeni, Turen, Malang Regency. The results of observations, questionnaires, and interviews confirm that after the implementation of this model, there was an increase in student participation in group discussions, attitudes of mutual respect for opinions, and the ability to resolve conflicts more positively. The increase in cooperation scores from 60 (pre-cycle) to 90 (cycle 2) and the increase in tolerance scores from 55 to 85 indicate that the Jigsaw model contributes greatly to strengthening students' social character. The social impact of implementing this model is very significant, especially in forming an inclusive and collaborative learning environment. With increased cooperation skills, students learn to support each other and work together to achieve common goals. In addition, increased tolerance helps create a more

harmonious classroom atmosphere, where students can accept differences of opinion and work together with various different backgrounds. This is an important provision for them in a wider social life outside the school environment. The contribution of this study is not only limited to the effectiveness of the Jigsaw model in improving academic outcomes, but also in building social values that are essential for the development of students' character. In the context of character education, the results of this study reinforce that collaboration-based learning can be a solution in dealing with social problems such as lack of cooperation and intolerance among elementary school students. Therefore, the Jigsaw model is recommended to be applied more widely in the elementary school curriculum to strengthen character education from an early age. In addition, this study also provides insight for educators regarding the importance of effective group management in Cooperative Learning. The success of implementing this model is highly dependent on the teacher's skills in managing group dynamics, dividing student roles fairly, and ensuring the active involvement of each individual. Therefore, training is needed for teachers in implementing the Jigsaw model so that its impact can be more optimal. With the results obtained, this study contributes to the development of learning strategies that are not only oriented towards academics, but also shape students' social character. The implementation of the Jigsaw type of Cooperative Learning model can be one solution in facing the challenges of 21st century education, where collaboration and tolerance skills are competencies that are very much needed in community life and the world of work in the future.

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