
The Effect of Jigsaw Method on Fiqih Learning Outcomes in Madrasah Tsanawiyah

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ABSTRACT

This study aims to find out whether there is an influence of the use of the jigsaw method on learning outcomes in students of fiqih class VIII MTs Sat Gresik and how much influence the jigsaw method has on learning outcomes in fiqih lesson students in Mts. Researchers used Pre Experimental with Design One Group Pretest-Posttest. In this design, it only uses one group, namely the experimental group without a control group. The population is class VIII which numbers 13 students. Its data collection techniques use tests, and observations. The data analysis technique uses the T-test and KD formulas. The results showed that there was an influence of the jigsaw method in improving learning outcomes in students of Fiqh class VIII MTs lessons.

Keywords: Jigsaw Method, Learning Outcomes, Fiqih

I. INTRODUCTION

Education is very important for an individual, because it is impossible to live in the midst of a society with a happy livelihood, unless it has been prepared by both parents or other than both to face life in this world, and train him to face the struggles of this life, and there is no preparation for it

without proper education. (Muhammad, 1981, p. 85)

Education is a planned conscious effort, this means that the education process in schools is not a process that is carried out carelessly and profitably, but a process that aims so that everything that teachers and students do is directed towards achieving goals. (Sanjaya, 2011, p. 54)

The teaching and learning process is the core of educational activities in schools. Teachers are personnel who occupy strategic positions in the context of developing human resources, therefore teachers are required to keep abreast of the development of new concepts in the teaching world. According to James B. Brown as quoted by Sardiman A.M stated that the task and role of the intermediate teacher is to master and develop teaching materials such as learning materials, planning and preparing daily lessons controlling and evaluating student activities.(Sardiman, 2011, p. 85)

The teaching and learning process is one of the main factors determining learning outcomes. A good teaching and learning process is expected to be able to make a positive contribution to student learning outcomes. The teaching and learning process is a place to channel knowledge from educators to their students, it is hoped that from this process learning objectives can be achieved optimally.(Aziz, 2019) The educational process is the core of education that leads to the formation of the spirit of motivation, understanding and creativity of students. Self-confidence is also emphasized towards the formation of awareness of discipline, responsibility and a good learning culture.(Mulyasana & Fauzia, 2015, p. 78)

Many of the problems that are often faced in the world of education are the weak learning process. Students are more dominant in learning in theory, even though classroom learning is more directed to understanding and mastering the subject matter.

The success of a learning is usually indicated by the mastery of learning objectives by the learners. It is recognized that one of the success factors in learning is the factor of a teacher's ability to plan and implement learning. Effective learning activities do not come naturally. But the teacher must create learning that allows learners to achieve the goals that have been set optimally. There are many roles that must be played by teachers in efforts to implement effective learning in improving student learning outcomes.(Budiningsih, 2012)

Improving student learning outcomes goes hand in hand with students' interest and motivation in learning.(Yenuri & Aziz, 2022) If the student's interest and motivation in learning is high in a subject, then the student's learning outcomes will also increase. Various obstacles faced by teachers and students to increase students' interest and motivation to learn in a subject.(Aziz & Dewi, 2019) One of them is because of boredom with monotonous

classroom conditions. Thus influencing the interest of students to learn. Conditions that are not conducive and the situation of students who are less interested in making students lazy to learn and receive lessons from their teachers

The low learning outcomes of students, especially in fiqh lessons at Madrasah Tsanawiyah, need attention from all parties, both principals and teachers as spearheads in the field. The main factors that cause low learning outcomes in students are classroom management that uses more lecture methods in presenting material and the lack of use of learning media and learning methods. So that students are less active in classroom learning.

The teaching method is one of the ways used by teachers in establishing relationships with students during the course of teaching, therefore, the teaching method has a very large role in teaching and learning activities.(Suryosubroto, 1997)

Basically, the level of continuity of teaching and learning is influenced by factors that include factors from within and factors from outside, the jigsaw learning method is a learning model that focuses on student group work in the form of small groups. As stated by Lie, jigsaw learning is a cooperative learning model by the way students learn in

small groups of four to six people heterogenically, and students work together positively and responsibly independently.(Majid, 2013)

Therefore, one of the efforts and ways that can motivate students to improve student learning outcomes is the jigsaw learning method developed by Elliot Aronson and his friends from the University of Texas and later adapted by Slavin and his friends. Through the jigsaw method, the class is divided into several teams whose members consist of 5 or 6 i.e. consisting of the parent group and the expert group, learners with heterogeneous characteristics. Academic material is presented to learners in the form of texts. Each learner is responsible for studying a part of the academic material.

II. LITERATURE REVIEW

A. *Jigsaw Learning Methods*

The learning method is one of the efforts used to achieve a predetermined goal, in the learning process activities, the method is needed by the teacher for the benefit of learning. The characteristics of the learning method have both advantages and disadvantages, so it requires the teacher to use varied methods.(Bahri, 2000)

The Jigsaw Learning Method is a learning method developed and tested by

Elliot Aronson and his friends at the University of Texas and later adapted by Selvin et al at Hopkin University.(Qusyairi & Sakila, 2018) The meaning of Jigsaw in English is a jigsaw and there are also those who call it by the term puzzle, which is a puzzle of arranging pieces of pictures. Cooperative learning jigsaw model takes the pattern of how to work a saw (zigzag), that is, students carry out a learning activity by working together with other students (groups) to achieve common goals.(Hamdani & Jauhar, 2014)

Jigsaw is English for sawtooth. The course of the saw gear is back and forth. This illustrates the course of the strategy of learning the jigsaw method.(Ngalimun & Pd, 2014) The jigsaw method is one of the variations of the Collaborative Learning model, which is a group learning process where each member contributes information, experiences, attitude ideas, opinions, abilities and skills that they have so that together they can increase the understanding of all members.(Sulistio & Haryanti, 2022, p. 70)

Jigsaw is designed to increase learners' sense of responsibility towards their own learning as well as the learning of others. Learners must not only study the material given, but must also be ready to give and

teach the material to other members of the group. Thus, learners are interdependent on each other and they will work together cooperatively to study the assigned material.(Sulistio & Haryanti, 2022, p. 71) Learning with the jigsaw method begins with providing topics to be learned on a whiteboard, white board, or it can be by displaying power points and so on. Teachers show learners what they know about the topic. This suggestion contribution activity is intended to activate the congenital scheme or structure of learners to be stronger and ready to face new learning activities.(Suprijono, 2009, p. 91)

Jigsaw is a widely used learning method that has similarities with the method of "group to group exchange" with an important difference: each learner learns something combined with material that has been learned by other learners, create a collection of related knowledge.(Silberman, 1996, p. 160) In the jigsaw learning model, there is a division of two groups, namely the origin group and the expert group, where the origin group is taken from the number of all students then divided into several small groups of 4-5 people and appoints one of the members of the origin group to join the expert group members.

Here, the role of the teacher is to facilitate and motivate the members of the expert group to make it easy to understand the material provided. After the discussion is over, the group members then return to the original group and teach their group mates what they have gained at the time of the expert group meeting. The expert group must be able to share the knowledge gained when conducting discussions in the expert group, so that the knowledge is accepted by each member of the original group. Jigsaw learning is a learning environment in which students learn in small groups that are hitrogen to complete learner tasks,(Sari & Susiani, 2021) The main elements in cooperative learning are the presence of students in the group, the existence of learning efforts in each group member and the existence of goals that must be achieved.(Sutirman, 2013, p. 17) With the jigsaw method each student will feel responsible for trying to do their best, students can master the lessons delivered, students can fill each other with each other.(Majid, 2013, p. 20).

B. Fiqh subjects

Fiqh is a branch of science, which of course is ilmiah, logical and has certain objects and rules. Fiqh is not like Sufism which is more of a movement of heart and

feeling. Nor is it like the order which is the execution of rituals. The provision of good material within the scope of the school, will form a person who is independent, responsible, and has noble ethics. This makes it easier for students to apply it in their daily lives. Especially in modern times now more and more problems arise that require the study of fiqh and shari'a. Therefore, students need a basic Islamic science and law to respond to problems in the surrounding community.(Abdulhak, 2010)

Fiqh means faham, (know according to the term used by fiqh or Fuqoha) fiqh is a science that explains the law of Islamic sharia which is taken from its detailed postulates.(Daradjat, 2016, p. 12) In the opinion of Sheikh Muhammad ibn Qosim Al jauzi in the book of Fathul Qorib the word fiqh according to linguistic review means to understand or understand while according to the term i.e. commonly known by scholars of fiqh is to know the laws of shari'a which are amaliah (laws on charitable daily deeds) obtained from some of these legal postulates in detail. Meanwhile, in the translation of the book of waroqot by Jalaluddin Al mahalli fiqh according to the meaning of language is understanding while according to the term is knowledge of religious laws produced by means of ijtihad. The source of the

formulation of fiqh referred to here is something that is used as reference material for scholars in formulating their fiqh which is the source of the fiqh that is agreed upon by the ulama is that there are 4 namely: Quran al-karim, Sunnah of the prophet, Ijma, Qiyas.

In terms of knowledge that develops among Islamic scholars, fiqh is a science that talks about or discusses or contains Islamic laws derived from the Qur'an, Sunnah and other postulates thus meaning that fiqh is a formulation of the Nash of the Qur'an and Sunnah in the form of Islamic sharia law that will be practiced by everyone mukalaf (mukalaf means a person who has been burdened or given the responsibility of carrying out teachings Islamic sharia with signs such as baligh, sensible, aware, have converted to Islam).(Syarifuddin, 2003, p. 14).

III. METHOD

This research approach is a quantitative approach of the experimental type. The approach in this study is a quantitative approach. Quantitative approach is research whose analysis focuses more on numerical data (numbers) processed using statistical methods.(Suryabrata, 2008) This type of research is a type of experiment. Experimental research is a systematic, logical, and meticulous research in

controlling conditions.(Riyanto, 2001, p. 29) This study used Pre Experimental Design, with type One Group Pretest-Posttest. In this type, it only uses one group, namely the experimental group without a control group. Before the subjects were given treatment, the initial test was given in the form of Pretest (O1) then continued by giving treatment (X) and after that the final test in the form of posttest (O2) was carried out is a table of one group pretest-posttest design.

IV. FINDING

Broadly speaking, the data obtained will be presented by researchers according to the method used at the time of the study, namely by using the learning outcomes test of class VIII students who use test questions, both pretest and post-test. By analyzing the data, researchers can answer the problems that the researcher has formulated in the problem formulation. This research is a type of pre-experimental research design One Group Pretest-Posttest. Researchers establish research site in MTs Duduk Gresik.

In this study, the data used was quantitative data. Data collection is carried out by test and observation methods. The observation method is used to observe the state of MTs Duduk Gresik. The test method used to determine the learning outcomes of students of class VIII fiqh subjects that use

test questions both pre-test and post-test, in this case the cognitive test used is a multiple choice question of 20 questions that are carried out before the jigsaw method experiment is applied and after the jigsaw method experiment (posttest) is applied. Data in the form of pretests is given to students before the implementation of learning and posttest data is given after learning, where the class is 13 students.

This study used the T-Test sample, because there are two variables contained in this study, namely the jigsaw learning method as a free variable and denoted by X, and learning outcomes in Fiqih subjects as bound variables and denoted variable Y. Student learning outcomes data were obtained with multiple choice tests. To determine student learning outcomes, researchers gave a multiple-choice test of 20 questions to the class that was not applied to learning and the application of learning. Namely class VIII MTs. consisting of 13 students. The provision of this test is carried out before and after learning, which aims to find out the learning outcomes of students before the application of treatment in experimental classes that only use the lecture method, and classes that have been applied treatment with the jigsaw method.

Assessment data of the jigsaw method, the researcher gave a test in the form of multiple choice as many as 20 questions to the experiment class. The administration of this test is carried out after the treatment of students, which aims to find out the student's learning outcomes after the jigsaw method is applied. The following are the results of posttest data on improving the learning outcomes of students of fiqh subjects in experimental classes after being given treatment.

The recapitulation of the score details for the test answers for improving student learning outcomes in fiqh subjects in the experimental class at MTs Sat Gresik will be presented in the following table: Below is the data on pretest and posttest scores in students are;

Table 1 Pretest and posttest data

No	Pretest Value	Posttest Values
1	60	90
2	60	95
3	50	75
4	45	70
5	60	95
6	90	80
7	60	85
8	55	80
9	60	90
10	70	95
11	60	85

12	65	90
13	55	95
sum	790	1125
Average	60,76	86,53

To find out whether or not there is an influence of the Jigsaw learning method on learning outcomes in class VIII students in Fiqih subjects using the Ttest formula.

No	Name	Score		D (X-Y)	D ² (X-Y) ²
		X	Y		
1	A	60	90	-30	900
2	B	60	95	-35	1225
3	C	50	75	-25	625
4	D	45	70	-25	625
5	E	60	95	-35	1225
6	F	90	80	10	100
7	G	60	85	-25	625
8	H	55	80	-25	625
9	I	60	90	-30	900
10	J	70	95	-25	625
11	K	60	85	-25	625
12	L	65	90	-25	625
13	M	55	95	-40	1600
	13=N	790= Σ X	1125= Σ Y	-335= Σ D	10.325= Σ D ²

Then the price of criticism t or t_{table} is obtained at the 5% significance t_{table} of 2, the significance level of 1% t_{table} is obtained 3.06. By comparing the magnitude of "t" that we obtain in the calculation (t₀ = -7.80) and the magnitude of "t" listed in the table of values of t (t_{ts5%} = 2.18 and t_{ts1%} = 3.06)

then we can know that t₀ is greater than t_{table}, i.e.2, 18 < 7, 80 > 3, 06.

Because to be greater than t_{table}, the null hypothesis proposed in advance is rejected, this has proven that there is a difference between before and after treatment, it can be concluded that with the application of the Jigsaw method there are convincing (significant) differences and have an influence on improving student learning outcomes in the subject of fiqh class VIII MTs Duduk Gresik.

1. Hypothesis Testing

Based on the formulation of the problem above, namely to find out whether or not there is an influence of the use of the Jigsaw method on the learning outcomes of class VIII Mts. Munawaroh students, the researcher uses the test formula "T" From the results of analysis using the statistical formula T.

According to the formula, it can be known that the magnitude of df or db = N - 1 = 13 - 1 = 12. With a df of 12 we consult the Table of values "t", both at a significance level of 5% and at a significance level of 1%. So by obtaining df of 12 obtained the price of criticism t or table on the 5% significance t_{table} of 2.18, while at the significance rate of 1% t_{table} obtained by 3.06 By comparing the

magnitude of "t" we obtain in the calculation (to = -7.80) and the magnitude of "t" listed in the Table of values t (tt.ts5% = 2.18 and tt.ts1% = 3.06) then we can know that to is greater than tt i.e.: $2,18 < 7,80 > 3,06$

Greater than tt then the null hypothesis proposed in advance is rejected; this proves that there is a difference between before and after treatment, it can be concluded that with the application of the Jigsaw method there are convincing (significant) differences that have an influence on student learning outcomes. To find out how much influence the jigsaw method has on the learning outcomes of class VIII MTs. students with the results obtained by researchers in providing pretest-posttest tests that have been tested to class VIII MTs. students totaling 13 students.

Because to be greater than tt then the null hypothesis proposed in advance is rejected. The magnitude of the influence of the jigsaw method in improving the learning outcomes of class VIII MTs. students in fiqh subjects can be applied descriptive analysis techniques using the formula Coeffisien Determinant $KD 7.80 \times 7.80 = 60.84$, $60.84 \times 100 = 60.84\%$. Therefore, it can be concluded that there is a large influence of the jigsaw method on the learning outcomes of class

VIII MTs. students in fiqh subjects, which is 60.84%.

V. DISCUSSION

1. The Effect of Jigsaw Learning Model on Fiqih Learning Outcomes

From the results of the analysis, there were significant differences in the learning outcomes of class VIII MTs. students in fiqh subjects before and after the application of the jigsaw method. This is evidenced by the T-test formula with a result of -7.80 with a signification level of 5% = 2.18 and 1% = 3.06. Then it can be said that to is greater than tt i.e. $2,18 < 7,80 > 3,06$. So, because to is greater than tt. So the proposed Nihil Hypothesis is rejected, this shows that there is an influence of the jigsaw learning method on student learning outcomes in the subject of Fiqih class VIII MTs.

To improve student understanding by using jigsaw methods and an effective approach is needed. In delivering Fiqih material using the jigsaw method, students can understand the material effectively and efficiently, because with the use of a method that pleases students can understand the teacher's explanation regarding the fiqh material taught.

As the researcher has done, the researcher uses a question test in which the question consists of 20 questions as a

benchmark for increasing student understanding of the Fiqih subject, which in the test is in accordance with the indicators of understanding. Therefore, with the application of the jigsaw method, students can improve their comprehension ability because in this method the way of learning is to train the ability of students to be able to build cooperation and be responsible in learning because in the jigsaw method students not only learn the material given, but they must also be ready to give and teach the material to their group.

In this jigsaw learning model, student activity is needed because they are required to be active in the group because an active learning model can make students learn more motivated besides that in the jigsaw learning method students will get an assessment individually and also in groups and students will later get awards and punishments during the group quiz session..(Hamdani & Jauhar, 2014) Hal tersebut dilihat dari hasil rata-rata pretest dan posttest peningkatan hasil belajar siswa yang mengalami peningkatan dari 60,76 menjadi 86,53.

2. How Much Does the Learning Model Affect Learning Outcomes

Improvement of student learning outcomes in fiqh subjects in class VIII MTs. after the application of the jigsaw learning

method. In this category it is very high. This can be seen from the average score of pretest and posttest, which is 60.76 to 86.53. So the difference between the average pretest and posttest scores is 25.57. The Jigsaw method is a cooperative learning model designed to increase students' sense of responsibility to their own learning as well as to the learning of others. Students not only study the material given, but they must also be prepared to give and teach the material to their group. In this jigsaw learning model, student activity is needed, with the formation of small groups of 3-5 people consisting of the original group and the expert group.

The application of the jigsaw learning method has significantly enhanced student learning outcomes in fiqh subjects among eighth-grade students at MTs. The improvement is particularly evident in the very high category, as reflected by the remarkable increase in average scores from pretest to posttest. The pretest average of 60.76 soared to an impressive 86.53 in the posttest, indicating a substantial difference of 25.57 in scores. The success of the jigsaw method lies in its cooperative learning design, aiming to foster a heightened sense of responsibility among students for both their individual learning and that of their peers.

In the jigsaw learning model, students are not mere recipients of information; rather, they actively engage with the material by preparing to teach it to their peers within their small groups. These groups, comprising 3-5 individuals, include both the original group and an expert group. This collaborative structure ensures that each student assumes an active role in their learning process, promoting a dynamic exchange of ideas and knowledge transfer.

The observed improvement underscores the effectiveness of the jigsaw method in cultivating a deeper understanding of fiqh subjects. Beyond individual comprehension, students are encouraged to contribute to the collective learning experience. The success of this method not only lies in the quantitative progress measured by test scores but also in the qualitative shift towards a more interactive, engaged, and collaborative learning environment.

Students are divided into heterogeneous study groups of 3-5 people using the pattern of origin groups and expert groups. The origin group is the initial group of students consisting of how many members of the expert group formed with an eye on diversity and background. Teachers must be skilled

and know the background of the students in order to create a good atmosphere for each member of the group. While the expert group, which is a group of students consisting of members of another group (origin) who are assigned to explore certain topics to be explained to members of the original group. Members of different groups of origin meet on the same topic in expert groups to discuss and discuss the material assigned to each group member and help each other to study their topic. (Kurniasih & Sani, 2015)

Through this method, the resulting learning atmosphere will be more pleasant because students learn and exchange ideas with their groups. In addition to being able to improve the ability of individual students, it also trains in working together in groups which ultimately triggers an increase in student learning outcomes. The purpose of jigsaw learning is to maximize student learning for the improvement of academic achievement and understanding both individually and in groups. because students work in a team, it can naturally improve relationships among students from various ethnic backgrounds and abilities, develop group process skills and problem solving. (Trianto, 2009)

In this Jigsaw cooperative model students have many opportunities to express opinions and process the information obtained and can improve communication skills, group members are responsible for the success of their group and the completeness of the part of the material studied and can convey their information to other groups. Other findings by researchers when applying the jigsaw method during the learning process of fiqh subjects are as follows.

1. There has never been a jigsaw learning method applied when the fiqh subject takes place
2. The student works together to learn and is responsible for the progress of learning for himself and also the theme,
The researcher's findings are in line with the theory proposed by Jhonson cited by Trianto regarding the purpose of the jigsaw learning method that the main goal in this learning model is to maximize learning to improve academic achievement and understanding both individually and in groups. Because students work in a team, students from various ethnic backgrounds and abilities naturally develop group learning skills and problem solving.
3. Students are more active in discussing and answering questions and talk more and have more opinions

The researcher's findings are one of the advantages of the jigsaw method which is said by Rusaman that in this method can train students to be more active in speaking and arguing.

4. Teachers must choose the right group of experts, then monitor their performance in explaining the material so that the material explained can be conveyed accurately

This is in line with the theory proposed by Rusman that one of the weaknesses of the jigsaw learning method is that students who have low reading and thinking skills will find it difficult to explain what they are intended as experts

VI. CONCLUSION

Based on the results of the research and discussion that has been explained, there are significant differences in student learning outcomes in MTs. in Fiqih lessons before and after the application of the jigsaw learning method It can be known the calculation to = 7.80 with the coofesien $t_{t.5\%} = 2.18$ and $t_{t.1\%} = 3.18$. Thus if it has been obtained to $t > t_{t}$ then it can be concluded that H_a is accepted and H_o is rejected. Thus there are significant differences in the learning outcomes of students of fiqh subjects in MTs. before and after using the jigsaw learning method. The magnitude of the difference in

learning outcomes in class VIII MTs. students in fiqh lessons can be seen from the average pretest score and the average posttest score of 60.76 to 86.53.

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