Contents lists available at ojs.aeducia.org

Jurnal Indonesia Kajian Pendidikan Islam

Volume 2, Issue 1 (2026), 10.64420/jikpi.v2i1

Journal homepage: https://ojs.aeducia.org/index.php/jikpi

JIKPI

E-ISSN 3089-6290

P-ISSN 3089-7386

Research Article **Read Online:** https://doi.org/10.64420/jikpi.v2i1.365 **Open Access**

Improving Elementary School Students' Learning Outcomes in Islamic Religious Education Using the STAD (Student Teams-Achievement Divisions) Cooperative Learning Model

Hasanah[1], Pasmah Chandra[2]

1 Sekolah Dasar Negeri 12 Palembang, Indonesia

2 Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia

ARTICLE HISTORY

Submitted: October 23, 2025

Revised: January 26, 2026

Accepted: January 29, 2026

Published: January 31, 2026

CONTENT

ABSTRACT

Background: Low student learning outcomes in Islamic Religious Education, particularly in Understanding Puberty, are influenced by the continued use of conventional, teacher-centered instructional methods that limit student engagement. **Objective:** This study aimed to improve students' learning outcomes by implementing the Cooperative Learning model, specifically the STAD (Student Teams–Achievement Divisions) type, in Islamic Religious Education. **Method:** This research used a Classroom Action Research (CAR) design. The research subjects were 20 fourth-grade students at SD Negeri 12 Palembang. Data were collected through observations and achievement tests and analyzed using descriptive quantitative techniques. **Findings:** The findings showed a significant improvement in students' learning outcomes following the implementation of the STAD model. Mastery learning increased from 30% in the pre-cycle to 50% in Cycle I, 80% in Cycle II, and 99% in Cycle III. In addition, students' engagement and collaboration steadily improved throughout the learning cycles. **Conclusion:** The STAD Cooperative Learning model effectively enhances students' learning outcomes and engagement in Islamic Religious Education. This model promotes an active, collaborative, and meaningful learning environment. **Contribution:** This study offers practical guidance for teachers in developing innovative instructional strategies for Islamic Religious Education and strengthens empirical evidence regarding the effectiveness of the STAD model in improving elementary school students' learning outcomes.

KEYWORDS

Learning Outcomes; Cooperative Learning STAD Model; Islamic Religious Education

1. INTRODUCTION

Teachers are the frontline of education because they not only deliver material but also serve as facilitators, motivators, and guides for students (Arsini et al., 2023). This role requires teachers to possess strong pedagogical,

* **Corresponding Author:** Hasanah, hasanah.21@gmail.com

Sekolah Dasar Negeri 12 Palembang, Indonesia

Address: Jl. Tj. Rawo No.54, RW.54, Bukit Lama, Kec. Ilir Bar. I, Kota Palembang, Sumatera Selatan 30121, Indonesia

How to Cite (APA 7th Edition):

Hasanah, H., Chandra, P. (2026). Improving Elementary School Students' Learning Outcomes in Islamic Religious Education Using the STAD (Student Teams-Achievement Divisions) Cooperative Learning Model. *Jurnal Indonesia Kajian Pendidikan Islam, 2*(1), 20-29. https://doi.org/10.64420/jikpi.v2i1.365

professional, social, and personal competencies to ensure that learning is effective and enjoyable (Setyaningrum et al., 2025). The quality of the learning process is heavily influenced by the models and methods employed. The proper methods not only help students understand the material but also foster creativity, critical thinking skills, and independent learning. In other words, teachers have a direct responsibility for shaping the quality of human resources through education.

In Islamic Religious Education, the teacher's role becomes more complex because the material is abstract and requires understanding moral and spiritual values (Parnawi & Ridho, 2023). Teachers not only present theory but also need to connect the material to students' real-life experiences (Nursarofah, 2022). Monotonous or less interactive teaching can lead to boredom and misunderstanding. Therefore, varied, creative, and engaging learning strategies are crucial to ensure that students not only memorize but also internalize religious values in daily behavior.

The sudden changes brought about by the COVID-19 pandemic have worsened learning conditions in Indonesia. Face-to-face learning shifted to distance learning, posing new challenges for both teachers and students. Educational disparities between regions became more apparent, with students with good access to technology continuing to learn effectively, while those in remote areas struggle to keep up (Pratiwi, 2021). This situation underscores the need for flexible, adaptive learning approaches that meet all students' needs.

One relevant approach is differentiated learning, tailored to each student's needs, interests, and abilities. Differentiated learning is not merely giving different treatments without reason but involves adjusting strategies, materials, and methods so that all students can develop optimally (Fajriati et al., 2025). Characteristics of differentiated learning include a conducive learning environment, clear learning objectives, continuous assessment, teacher responsiveness to students' needs, and effective classroom management (Azmy & Fanny, 2023). With this approach, teachers can ensure that every student experiences learning that matches their learning profile.

However, research shows that student activity in class remains a significant challenge. Many classrooms still use teacher-centered learning, causing students to be passive, unmotivated, and easily bored (Prameswara, 2023; Aditama et al., 2024). The lack of active interaction reduces students' interest, attitude, and motivation (Susanti et al., 2024; Najmira et al., 2024). As a result, overall student achievement has not met expected targets. This condition highlights the need for more innovative and participatory learning strategies so students can actively learn and gain a deeper understanding.

Previous studies have demonstrated the effectiveness of interactive learning methods, including the STAD (Student Teams–Achievement Divisions) cooperative learning model, in improving motivation, activity, and student achievement. However, gaps remain, particularly in the application of differentiated learning in Islamic Religious Education at the elementary level, which remains limited. This underscores the need for research exploring learning strategies that integrate differentiation principles with cooperative learning models to make religious education more effective, creative, and engaging.

This study aims to analyze and implement differentiated learning through the STAD cooperative learning model in Islamic Religious Education. The research is expected to enhance student engagement, interest, understanding, and achievement. Additionally, it provides practical contributions for teachers in developing adaptive teaching strategies aligned with students' characteristics and the Merdeka Curriculum, ensuring that Islamic Religious Education not only delivers theory but also shapes students' moral and spiritual behavior in real life.

2. METHOD

2.1 Research Design

Based on the focus of this study, the research employed a Classroom Action Research (CAR) design. CAR is a type of research conducted to address shortcomings or problems occurring in the classroom learning process through specific actions (Utomo et al., 2024). The primary goal of this study is to improve learning quality to ensure the intended learning objectives are achieved optimally. This research is reflective in nature, as each action is evaluated to determine the next steps for improvement.

2.2 Research Object

The subjects of this study were 20 fourth-grade students at SD Negeri 12 Palembang. The focus of the learning material was on the topic "Entering Puberty." The selection of both subjects and materials was based on their relevance to the study's objective: to enhance students' understanding and active participation in Islamic Religious Education through a more interactive and engaging teaching method.

2.3 Data Collection

Data were collected using two primary methods: observation and tests. Observation was used to assess students' activity, participation, and responses during the learning process, while tests measured students' understanding of the material taught. The data obtained from both methods served as the basis for evaluating and planning improvements for the following research cycle.

2.4 Data Analysis

The collected data were analyzed quantitatively to assess the extent of improvement in students' learning outcomes and engagement after implementing the learning actions. Analysis was conducted by comparing pre-test (before the action) and post-test (after the action) results, as well as observation results, to determine the effectiveness of the applied learning method. The results of this analysis were then used as the basis for reflection and improvement in the subsequent cycles of the classroom action research.

3. RESULT AND DISCUSSION

3.1 Result

Based on the researcher's field observations, the students' learning outcomes on the topic "Entering Puberty" at SDN 12 Palembang were initially very low. This was primarily due to the limited use of learning models, particularly the STAD (Student Teams–Achievement Divisions) cooperative learning model, leading to low student enthusiasm. The following table presents the students' learning outcomes before implementing the STAD model:

Table 1. Pre-Cycle Learning Outcomes

No	Student Name	Score	Mastery
1	HVNM	78	Mastered
2	MFD	65	Remedial
3	MFH	65	Remedial
4	MHA	63	Remedial
5	RAP	77	Mastered
6	RH	63	Remedial
7	SIS	62	Remedial
8	RAAA	62	Remedial
9	MFS	79	Mastered
10	AWH	60	Remedial
11	MAA	68	Remedial
12	MIA	65	Remedial
13	MSA	77	Mastered
14	MH	64	Remedial
15	YM	66	Remedial
16	TMA	77	Mastered
17	AM	69	Remedial
18	ZN	78	Mastered
19	ZAK	64	Remedial
20	BF	62	Remedial

Total: 1,364
Average Score: 68
Mastery Percentage: 30%
Not Mastered Percentage: 70%

As shown in Table 1, students' test scores were still low. Only 6 students (30%) achieved mastery, while 14 students (70%) had not met the learning criteria. The average score was 68. Based on these findings, the researcher began implementing classroom action research in Class IVA to improve learning and student outcomes using the STAD (Student Teams–Achievement Divisions) method.

a) Cycle I Results

Cycle I was conducted on October 28, 2023, as part of a three-cycle classroom action research process. Each Cycle consisted of one session for learning activities and one session for the post-cycle problem-solving test. Learning activities in each Cycle followed the prepared lesson plan. In Class IVA, 20 students participated in STAD-based "Entering Puberty" learning activities.

The classroom action research was conducted in four stages: planning, implementation, observation, and reflection. These stages generated data relevant to the study's objective: to improve students' learning outcomes through the STAD cooperative learning model at SDN 12 Palembang.

During the planning stage, the researcher prepared a learning module on "Entering Puberty", developed STAD-based lesson plans, prepared teaching materials, created observation sheets for monitoring learning activities, prepared the post-cycle problem-solving test for Cycle I, and set up a camera to document the learning process.

Observation results from Cycle I are presented in the table below:

Table 2. Cycle I Learning Outcomes

No	Student Name	Score	Mastery
1	HVN	80	Mastered
2	MFD	78	Mastered
3	MFH	76	Mastered
4	MHA	68	Remedial
5	RAP	80	Mastered
6	RH	64	Remedial
7	SIR	69	Remedial
8	ZPK	65	Remedial
9	MFS	80	Mastered
10	AWH	69	Remedial
11	MAA	78	Mastered
12	MIA	70	Remedial
13	MSA	80	Mastered
14	MH	67	Remedial
15	Y	69	Remedial
16	TMA	79	Mastered
17	A	78	Mastered
18	ZN	80	Mastered
19	ZAK	68	Remedial
20	BF	65	Remedial

Total: 1,463
Average Score: 73
Mastery Percentage: 50%
Not Mastered Percentage: 50%

As shown in Table 2, students' knowledge improved compared to the initial condition before using the STAD model. The percentage of students achieving mastery increased to 50%, while those not yet achieving mastery decreased to 50%. The average test score also increased to 73.

Based on the eight aspects of learning activities observed by the researcher in Cycle I, a total score of 22 was achieved, representing 68.75%, compared to the previous score of 10 (50%). This indicates that both the teacher's and the student's activities improved. However, the performance indicator had not yet reached the desired level of 85%, so further improvements were planned for Cycle II. In Cycle II, the researcher focused on addressing students' difficulties and improving coordination in the learning process further to enhance student learning outcomes through the STAD method.

b) Cycle II Results

During the planning stage of Cycle II, the researcher collaborated with the teacher to prepare the implementation plan, which included: developing a teaching module (TM) on the topic "Obligations After Reaching Puberty" using the STAD (Student Teams–Achievement Divisions) method, preparing teaching materials, creating observation sheets to monitor the learning process, preparing a post-cycle problem-solving test for Cycle II, and setting up a camera to document classroom activities.

Observation results during Cycle II are presented in the following table:

Table 3. Cycle II Learning Outcomes

No	Student Name	Score	Mastery
1	HVN	87	Mastered
2	MFD	82	Mastered
3	MFH	85	Mastered
4	MHA	78	Mastered
5	RAP	86	Mastered
6	RH	80	Mastered
7	SIR	78	Mastered
8	ZPK	65	Remedial
9	MFS	87	Mastered
10	AWH	69	Remedial
11	MAA	83	Mastered
12	MIA	80	Mastered
13	MSA	85	Mastered
14	MH	77	Mastered
15	Y	80	Mastered
16	TMA	85	Mastered
17	A	85	Mastered
18	ZN	87	Mastered
19	ZAK	69	Remedial
20	BF	66	Remedial

Total: 1,594
Average Score: 79
Mastery Percentage: 80%
Not Mastered Percentage: 20%

As shown in Table 3, students' knowledge improved compared to the initial condition before using the STAD method. The percentage of students achieving mastery increased to 80%, while those not achieving mastery decreased to 20%. The average score rose to 79.

Observation data also indicate consistent improvement in each cycle. Cognitive scores increased from 50% in the pre-cycle to 80% in Cycle II. Similarly, observational scores of STAD implementation in analyzing the *"Entering Puberty"* material improved from 68.75% in Cycle I to 78.12% in Cycle II.

c) Cycle III Results

During the planning stage of Cycle III, the researcher collaborated with the teacher to prepare the implementation plan, which included: developing a teaching module on *"Procedures for Performing the Major Ritual Bath (Mandi Hadas Besar) and the Intention Recitation (Lafal Niat) of the Major Bath"* with practical applications in daily life, using the STAD (Student Teams–Achievement Divisions) method; preparing teaching materials; creating observation sheets; preparing a post-cycle problem-solving test for Cycle III; and setting up a camera to document classroom activities.

Table 4. Cycle III Learning Outcomes

No	Student Name	Score	Mastery
1	HVN	87	Mastered
2	MFD	82	Mastered
3	MFH	85	Mastered
4	MHA	80	Mastered
5	RAP	86	Mastered
6	RH	80	Mastered
7	SIR	80	Mastered
8	ZPK	80	Mastered
9	MFS	87	Mastered
10	AWH	80	Mastered
11	MAA	83	Mastered
12	MIA	80	Mastered
13	MSA	85	Mastered

No	Student Name	Score	Mastery
14	MH	80	Mastered
15	Y	80	Mastered
16	TMA	85	Mastered
17	A	85	Mastered
18	ZN	87	Mastered
19	ZAK	80	Mastered
20	BF	68	Remedial

Total: 1,640
Average Score: 82
Mastery Percentage: 99%
Not Mastered Percentage: 1%

Table 4 shows that students' knowledge further improved compared to the initial condition before implementing the STAD method. The percentage of students achieving mastery rose to 99%, while only 1% had not. The average test score increased to 82.

Observations across cycles indicate consistent improvement. Cognitive scores rose from 80% in Cycle II to 99% in Cycle III. Likewise, observation scores of STAD implementation in analyzing "Entering Puberty" increased from 78.12% to 99%.

By comparing the pre-study test, Cycle I, Cycle II, and Cycle III, it is evident that each cycle showed progressive improvement in students' understanding of "Entering Puberty" using the STAD cooperative learning model. Student engagement also increased in each cycle. The percentage of students achieving mastery rose from 30% in the pre-study to 50% in Cycle I, 80% in Cycle II, and 99% in Cycle III, demonstrating the effectiveness of the STAD method in enhancing learning outcomes at SDN 12 Palembang.

Table 5. Student Mastery Levels Through the STAD Cooperative Learning Model

No	Stage	Students Mastered	Students Not Mastered
1	Pre-Study	30%	70%
2	Cycle I	50%	50%
3	Cycle II	80%	20%
4	Cycle III	99%	1%

Based on Table 5, there is a substantial and consistent improvement in students' mastery levels following the implementation of the STAD cooperative learning model in the topic "Entering Puberty." In the pre-study stage, only 30% of students achieved mastery, while 70% had not yet mastered the material, indicating low initial understanding. After Cycle I, the mastery level increased to 50%, suggesting that the initial application of the STAD model began to influence student learning positively. A more pronounced improvement was observed in Cycle II, where mastery rose to 80%, reflecting the effectiveness of collaborative learning, peer interaction, and active participation promoted by the STAD approach. By Cycle III, mastery reached 99%, with only 1% of students remaining below the mastery threshold. These findings demonstrate that the STAD cooperative learning model is highly effective in progressively improving student learning outcomes and achieving near-complete mastery of the instructional material.

3.2. Discussion

The results of this study indicate that implementing the STAD (Student Teams–Achievement Divisions) cooperative learning model has a significant positive impact on students' learning outcomes in Islamic Religious Education, particularly on the topic of "Entering Puberty." This is evident from the gradual increase in student mastery percentages from the pre-cycle stage through Cycle I and Cycle II, ultimately reaching near-complete mastery in Cycle III. These findings support the study's primary objective: improving the quality of the learning process and enhancing student outcomes through a more active, participatory learning model. Thus, the study not only achieved its goals but also demonstrated the effectiveness of the STAD model as a solution to low PAI learning outcomes in the classroom.

Theoretically, these findings align with constructivist learning theory, which emphasizes that learning is an active process in which knowledge is constructed through experience and social interaction (Nerita et al., 2023). The STAD model allows students to construct their own understanding through group discussions, collaboration, and the exchange of ideas among group members (Wulandari & Kunci, 2022). In the context of PAI learning, particularly

on the topic "Entering Puberty," this approach enables students to gain a deeper conceptual understanding by not merely receiving information from the teacher but also processing it collaboratively with peers. This knowledge construction process contributes to improved conceptual comprehension and memory retention of the material.

In addition to constructivism, the findings also support Bandura's social learning theory, which highlights the importance of social interaction and learning through observation (Irama et al., 2024). In STAD-based learning, students learn from examples, explanations, and strategies demonstrated by their group members (Ramafrizal & Julia, 2018). This interaction creates a supportive learning environment in which higher-performing students can assist peers who are struggling. Consequently, learning becomes both individual and collective, positively influencing both academic achievement and social attitudes (Sembiring, 2023).

Comparisons between pre-cycle learning conditions and post-STAD implementation show significant changes, especially in student engagement and motivation. In the pre-cycle stage, conventional teaching methods led to passive participation and minimal involvement. After implementing the STAD model, students became more active in discussions, expressing opinions, and collaborating on group tasks. This increased engagement directly influenced comprehension, as reflected in rising average scores and mastery percentages across the cycles.

These findings are consistent with previous research indicating that the STAD cooperative learning model effectively improves student outcomes (Hasi, 2025). Prior studies also show that STAD can enhance motivation, collaboration, and academic achievement across various subjects, including Islamic Religious Education (Oktana & Hidayaturrahman, 2025; Hafidah & Syarifin, 2024). The consistency of these results demonstrates that STAD is a learning model that reliably produces positive outcomes when applied systematically and adapted to the material and student characteristics.

This study also makes unique contributions, particularly in its subject matter. "Entering Puberty" is an abstract and sensitive topic for elementary students. Using the STAD model, students were able to discuss this material more openly and comfortably in small groups. Group discussions helped students gradually and contextually understand physical changes and obligations after puberty, transforming the material from a potentially tricky or embarrassing concept into a natural part of personal development in line with Islamic teachings (Jafril, 2024).

Another strength of this study lies in the progressive and sustainable improvement in learning outcomes. Each learning cycle showed advancements in planning, implementation, and evaluation. This indicates that the success of STAD is influenced not only by the model itself but also by ongoing reflection and teacher-improvements. Thus, STAD is effective not only as a method but also as part of a reflective teaching process in Classroom Action Research.

Overall, the study reveals that the STAD cooperative learning model enhances learning outcomes, student engagement, and social interaction in Islamic Religious Education. These findings provide practical guidance for teachers in selecting and implementing appropriate learning models for elementary students. Theoretically, the study reinforces the relevance of cooperative learning theory in PAI instruction, particularly for topics that require understanding, internalizing, and applying moral and religious values in daily life.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Imlications

The findings of this study have important implications for the practice of Islamic Religious Education (PAI) in elementary schools, particularly regarding the selection and implementation of student-centered learning models. The implementation of the STAD (Student Teams–Achievement Divisions) cooperative learning model was shown to enhance students' learning outcomes, motivation, and collaboration, making it a strategic alternative for teachers seeking to move away from conventional teaching methods. Furthermore, this study suggests that teachers should adopt a reflective, adaptive approach when designing lessons, taking into account the characteristics of the material and students' needs. With consistent, well-planned application of STAD, PAI learning can become more meaningful, contextual, and more supportive of achieving educational objectives.

4.2 Research Contributions

This study provides both theoretical and practical contributions to the development of Islamic Religious Education. Theoretically, it reinforces the relevance of cooperative learning theory, particularly the STAD model, in enhancing learning outcomes for abstract and value-based religious material. In practice, the study provides empirical evidence for teachers and schools on the effectiveness of STAD in PAI instruction at the elementary level. Additionally, the study can serve as a reference for future research exploring cooperative learning in other subjects

or educational levels and encourages the development of more participatory, student-centered instructional approaches.

5. LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH DIRECTIONS

5.1 Limitations of the Study

This study has several limitations that should be considered when interpreting the results. First, it was conducted on a limited scale, focusing on a single class with a relatively small number of subjects, which limits the generalizability of the findings. Second, the study used a Classroom Action Research (CAR) design aimed at improving the learning process, without directly comparing the effectiveness of STAD with other learning models. Third, the assessment of learning outcomes primarily focused on cognitive aspects, while affective and psychomotor dimensions were not examined in depth. Therefore, the results should be understood as context-specific findings relevant to the classroom under study.

5.2 Recommendations for Further Research Directions

Given these limitations, future research is recommended to examine the application of the STAD cooperative learning model across broader contexts, including different educational levels and subjects. Subsequent studies could adopt experimental or quasi-experimental designs to compare the effectiveness of STAD with other teaching models. In addition, future research should examine the impact of STAD on affective and psychomotor aspects, including religious attitudes, teamwork, and social skills, to provide a more comprehensive understanding of the model's effectiveness in education.

6. CONCLUSION

Based on the Classroom Action Research, the STAD cooperative learning model is efficacious in improving students' learning outcomes in Islamic Religious Education, particularly on the topic of "Entering Puberty." Improvements were observed progressively from the pre-cycle stage through Cycle III, both in terms of average scores and mastery percentages. This demonstrates that the STAD model is a suitable solution for addressing low student achievement caused by conventional teaching methods.

In addition to enhancing learning outcomes, STAD positively impacted student engagement, motivation, and collaboration throughout the learning process. Structured group activities encouraged students to express opinions, assist peers in understanding the material, and demonstrate responsibility for their group's success. This created a more conducive and enjoyable learning environment, ensuring that PAI instruction not only targets cognitive achievement but also fosters social skills and shared values.

The study concludes that the STAD cooperative learning model is highly recommended as an alternative instructional strategy in elementary PAI. Its implementation helps teachers create active, participatory, and meaningful learning experiences. These findings are expected to serve as a reference for educators and future researchers seeking to develop innovative, student-centered learning strategies that improve both the quality of the learning process and student outcomes.

Acknowledgments

The author expresses sincere gratitude to the supervising lecturer for valuable guidance and suggestions throughout the preparation of this final project.

Author Contribution Statement

The author declares that all data presented in this study are the results of independent field research. Hasanah: Conceptualization and Design, Methodology, Writing - Original Draft; Performed data collection and Analysis. Pasmah Chandra: Performed data collection and Analysis, Writing - Review & Editing.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The author declares that Artificial Intelligence (AI) tools were used only as a limited aid for language editing, sentence structure improvement, and organization of ideas. All scientific content, research data, analysis, interpretation of results, and conclusions remain the sole responsibility of the author. AI use did not affect the authenticity

of the data nor replace the author's role in academic decision-making. All instances of Generative AI usage in this article were conducted by the authors in accordance with the JIKPI GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict of Interest Statement

The author declares no potential conflicts of interest related to the research, authorship, or publication of this article.

REFERENCES

Aditama, D. Y., Bella, A., & Kamilah, A. (2024). Analisis Keaktifan Belajar Siswa melalui Model Project Based Learning dalam Pembelajaran IPA. *Tarunateach: Journal of Elementary School*, *2*(2), 128-134. https://doi.org/10.54298/tarunateach.v2i2.456

Arsini, Y., Yoana, L., & Prastami, Y. (2023). Peranan Guru Sebagai Model dalam Pembentukan Karakter Peserta Didik. *MUDABBIR Journal Research and Education Studies*, *3*(2), 27-35. https://doi.org/10.56832/mudabbir.v3i2.368

Azmy, B., & Fanny, A. M. (2023). Literature review: pembelajaran berdiferensiasi dalam kurikulum merdeka belajar di sekolah dasar. *Inventa: Jurnal Pendidikan Guru Sekolah Dasar*, *7*(2), 217-223. https://doi.org/10.36456/inventa.7.2.a8739

Fajriati, R., Suri, M., & Ihsan, K. (2025). Penerapan Pendekatan Pembelajaran Berdiferensiasi untuk Meningkatkan Hasil Belajar Siswa Kelas IV SD Negeri 1 Asahan Cut Aceh Selatan. *JOURNAL OF EDUCATION SCIENCE*, *10*(2), 65-75. https://doi.org/10.33143/jes.v10i2.4428

Hafidah, M., & Syarifin, A. . (2024). The Use of the Problem-Based Learning (PBL) Model to Improve Islamic Education Learning Outcomes for Elementary School Students. *Jurnal Indonesia Pendidikan Profesi Guru*, *1*(2), 46–54. https://doi.org/10.64420/jippg.v1i2.242

Hasi, M. (2025). Implementation of the Share, Think, Observe, and Present (STOP) Model in Cooperative Learning to Improve Understanding of Islamic Religious Education for Elementary School Students. *Jurnal Indonesia Pendidikan Profesi Guru*, *2*(3), 165–175. https://doi.org/10.64420/jippg.v2i3.395

Irama, D. I., Sutarto, S., & RISAL, S. (2024). Implementasi teori belajar sosial menurut Albert Bandura dalam pembelajaran PAI. *Jurnal Literasiologi*, *12*(4). https://doi.org/10.47783/literasiologi.v12i4.819

Jafril, J. (2024). Peningkatan Hasil Belajar Siswa Mata Pelajaran PAI Materi Menyambut Usia Baligh Melalui Media Diskusi Dan Media Audio Visual Kelas IV SD N 10 Simpang Selatan Kecamatan Simpang Alahan Mati Kabupaten Pasaman. *EduSpirit: Jurnal Pendidikan Kolaboratif*, *1*(4), 27-32. https://journal.makwafoundation.org/index.php/eduspirit/article/view/719

Najmira, S., Insani, N., Maharani, L. A., Sastradipura, R. A., & Rostika, D. (2023). Analisis Perilaku Less-Interaction Siswa Dalam Proses Pembelajaran Kelas. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, *9*(5), 3591-3601. https://doi.org/10.36989/didaktik.v9i5.2344

Nerita, S., Ananda, A., & Mukhaiyar, M. (2023). Pemikiran konstruktivisme dan implementasinya dalam pembelajaran. *Jurnal Education and development*, *11*(2), 292-297. https://doi.org/10.37081/ed.v11i2.4634

Nursarofah, N. (2022). Meningkatkan kualitas pendidikan anak usia dini melalui pembelajaran kontekstual dengan pendekatan merdeka belajar. *Journal Ashil: Jurnal Pendidikan Anak Usia Dini*, *2*(1), 38-51. https://doi.org/10.33367/piaud.v2i1.2492

Oktana, Y., & Hidayaturrahman, M. . (2025). Implementing the Cooperative Learning Model with LCD Projector Media to Improve Elementary School Students' Learning Outcomes. *Jurnal Indonesia Pendidikan Profesi Guru*, *2*(1), 1–9. https://doi.org/10.64420/jippg.v2i1.248

Parnawi, A., & Ridho, D. A. A. (2023). Peran Guru Pendidikan Agama Islam Dalam Menanamkan Nilai-Nilai Moral Dan Etika Siswa Di Smk Negeri 4 Batam. *Berajah Journal*, *3*(1), 167-178. https://doi.org/10.47353/bj.v3i1.209

Prameswara, A. Y. (2023). Upaya Meningkatkan Keaktifan dan hasil Belajar Siswa Kelas 4 SDK Wignya Mandala Melalui Pembelajaran Kooperatif: Indonesia. *Sapa: Jurnal Kateketik dan Pastoral*, *8*(1), 1-9. https://doi.org/10.53544/sapa.v8i1.327

Pratiwi, H. (2021). Permasalahan belajar dari rumah bagi guru lembaga pendidikan anak usia dini di daerah terpencil. *Jurnal Pendidikan Dan Kebudayaan*, *6*(2), 130-144. https://jurnaldikbud.kemdikbud.go.id/index.php/jpnk/article/view/1928

Ramafrizal, Y., & Julia, T. (2018). Kajian Model Pembelajaran Kooperatif Tipe STAD (Student Teams Achievement Division) Dalam Upaya Meningkatkan Efektifitas Proses Belajar Mengajar Akuntansi. *Oikos: Jurnal Kajian Pendidikan Ekonomi dan Ilmu Ekonomi*, *2*(2), 133-145. https://doi.org/10.23969/oikos.v2i2.1049

Sembiring, F. M. (2023). Peran pembelajaran kooperatif terhadap prestasi akademik dan pengembangan keterampilan sosial. *EDUCARE: Jurnal Pendidikan dan Kesehatan*, *1*(1), 36-40. https://doi.org/10.70437/jedu.v1i1.1

Setyaningrum, H., Nurkholifah, Y. F., Maulana, U., & Soraya, S. Z. (2025). Membentuk Guru Profesional: Peran kompetensi Pedagogik dan Kepribadian. *Jurnal Teknologi Pendidikan Dan Pembelajaran| E-ISSN: 3026-6629*, *2*(4), 1032-1036. https://jurnal.kopusindo.com/index.php/jtpp/article/view/920

Susanti, S., Aminah, F., Assa'idah, I. M., Aulia, M. W., & Angelika, T. (2024). Dampak negatif metode pengajaran monoton terhadap motivasi belajar Siswa. *Pedagogik: Jurnal Pendidikan dan Riset*, *2*(2), 86-93. https://ejournal.edutechjaya.com/index.php/pedagogik/article/view/529

Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode penelitian tindakan kelas (PTK): Panduan praktis untuk guru dan mahasiswa di institusi pendidikan. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia, 1*(4), 19-19. https://doi.org/10.47134/ptk.v1i4.821

Wulandari, I., & Kunci, K. (2022). Model pembelajaran kooperatif tipe STAD (student teams achievement division) dalam pembelajaran MI. *Jurnal papeda*, *4*(1). https://e-journal.unimudasorong.ac.id/index.php/jurnalpendidikandasar/article/view/1785

Article Information

Article info:
DOI: https://doi.org/10.64420/jikpi.v2i1.365
Word Count: 4854