



Improving Creativity and Learning Outcomes Through Learning Jigsaw on the Islamic Cultural History Subject

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Abstract

There is a tendency for students to receive information passively, low interest in reading, student conditions, and learning approaches. Expository which emphasizes verbal delivery of material, resulting in low student learning outcomes in Islamic Cultural History (SKI) learning at MTsN 2 Padang Pariaman. This study aims to determine: 1) changes in learning creativity in the control and experimental classes, 2) improvements in learning outcomes in the control and experimental classes before and after learning with direct learning models and cooperative learning types. Jigsaw, 3) a better learning model between cooperative learning models and the type of learning model jigsaw and direct learning models. This study used a quantitative approach with an experimental research method. Data collection techniques included tests, questionnaires, and observations of eighth-grade students at MTsN 2 Padang Pariaman. The analysis results showed that: 1) there was a change in student learning creativity in the class with cooperative learning type jigsaw, 2) there is an increase in class learning outcomes with cooperative learning type jigsaw, 3) cooperative learning model type jigsaw better than direct learning in SKI subjects. The results of this study provide strong empirical evidence for SKI teachers, and teachers of other subjects in general, to integrate the cooperative learning model type jigsaw into their teaching practice. This model offers an innovative alternative, creating a more interactive and student-centered learning environment, even though the learning model jigsaw also has limitations.

Article Information:

Received February 16, 2025

Revised March 26, 2025

Accepted April 26, 2025

Keywords: *Learning Model, Cooperative, Jigsaw; Learning Creativity; Learning Outcomes*

INTRODUCTION

Learning activities involve various terms such as models, approaches, strategies, and learning methods. A learning model is a conceptual framework designed based on a specific theory to achieve predetermined learning objectives (Abdullah Sani, 2019). The choice of learning model will influence the selection of strategies, methods, and learning activities to be carried out.

How to cite:

Azmiyah, A., Rehani, R., Masyhudi, F., Harmonedi, H., Trinova, Z., Batubara, J., Illahi, R, K. (2025). Improving Creativity and Learning Outcomes Through Learning Jigsaw on the Islamic Cultural History Subject. *Ahlussunnah: Journal of Islamic Education*, 4(1), 88-98.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

The term learning model has a broader meaning than strategy and method. Learning models have specific characteristics, including: 1) a logical theoretical rationale; 2) a rationale for how students learn (the learning objectives to be achieved); 3) the teaching behaviors required to successfully execute the model; and 4) the learning environment necessary for achieving learning objectives (Shoimin, 2017). This model serves as a guideline for teachers in designing and implementing learning, which is broadly divided into two categories: conventional (traditional) teacher-centered with lecture dominance, and modern. Various education experts have identified dozens of innovative learning models, including group investigations, role-playing, scientific inquiry, and cooperative and problem-based learning.

One recommended modern learning model is cooperative learning, where students work together in small groups to achieve a common goal. This principle aligns with the teachings of the Quran chapter Al-Maidah Verse 2 emphasizes mutual assistance in goodness and piety, and prohibits mutual assistance in sin and enmity (Al-Mubarakfuri, 2019a). In the context of learning, this means students help each other understand the material, develop social skills, maintain academic integrity, and avoid negative behavior. Cooperative learning also aligns with the principles of *da'wah* in the Qur'an. an-Nahl verse 125 which advocates delivery with wisdom, good advice, and polite discussion, so as to form students who are wise, ethical, and able to interact constructively (Al-Mubarakfuri, 2019b). According to Minister of Education and Culture Regulation No. 57 of 2014, cooperative learning aims to improve students' academic learning outcomes, their ability to accept differences, and develop positive social skills (Yunandra, 2022). Through cooperative learning, students are expected to gain new experiences from interactions with fellow students in study groups.

The subject of Islamic Cultural History (SKI) at Madrasah Tsanawiyah (MTs) is part of the PAI subject group, aims to form individuals who not only understand Islamic theory but also practice it. This Islamic Studies (IS) material aims to provide students with a comprehensive understanding of the history of Islamic civilization and the contributions of Muslims to various fields of science, art, culture, and architecture. However, the challenges teachers face in teaching this IS subject are often related to learning models that lack variety and are not suited to students' varying learning styles. This can hinder students' understanding and creativity in the material. The cooperative learning model type jigsaw become an option in teaching SKI because it has the following advantages; 1) teachers have the opportunity to independently improve creativity, competence, and problem-solving abilities, 2) balance in teacher and student interactions builds closeness and harmony in the learning process, 3) motivates teachers to be more proactive and innovative in their work, 4) can integrate various learning methods, including class, group, and individual approaches (Shoimin, 2017).

The subject of Islamic Religious Education (SKI) is often considered a subject that tends to be boring and difficult for students to understand. This is caused by several factors, including: 1) much of the SKI material is abstract and historical, making it difficult for students to visualize, 2) monotonous learning, which is conventional in the form of lecture methods that are still dominant, making students less active and less involved in the learning process, 3) lack of student interest in SKI or tends to be low, especially for students who do not have a strong religious education background. Based on the author's observations and interviews with the SKI subject teachers at MTsN 2 Padang Pariaman, especially MTsN Pauh Kamar, Nan Sabaris District, Padang Pariaman Regency, which is the central school (campus A) of MTsN 2 Padang Pariaman, SKI learning at this school uses a learning approach. expository or often called the direct learning model (Direct instruction) This means that SKI learning in this school is still conventional, teachers tend to use

question and answer methods, lectures, and assignments in presenting learning materials (Eliyawati, personal interview, October 21, 2024) However, SKI learning is often considered boring due to the abstract material, monotonous teaching methods (conventional/expository), and a lack of student interest in history. This can be seen from students' PTS scores in SKI subjects. There are still many students who get scores below the learning objective achievement criteria (KKTP) set by the school, namely 72, only 18% are above the KKTP, namely 72 to 88 and 82% are below the KKTP. Based on observations and interviews with the SKI subject teacher at MTsN 2 Padang Pariaman on campus A located in Pauh Kamar, Nan Sabaris District, it shows In addition to low student learning outcomes, in terms of learning creativity, students tend to passively receive information from teachers or textbooks without much initiative to delve deeper or connect the material to other contexts. This is evident in: 1. Students' answers were uniform and lacked variation when given open questions. 2. Lack of initiative to express different opinions or alternative solutions to historical problems. 3. Tends to repeat what the teacher has said without modification or development.

Therefore, the cooperative learning model type jigsaw proposed as an alternative learning model so that students are actively involved in SKI learning. jigsaw This was developed by Elliot Aronson by facilitating small group work, encouraging creativity, building harmonious teacher-student relationships, motivating teachers to be innovative, and integrating various learning approaches, making it an effective solution for fostering learning creativity and improving student outcomes in SKI learning.

METHODS

This research uses a quantitative approach with an experimental research method with a design *quasi experimental design* (quasi-experimental) and types of research design *non-equivalent control group design with pretest and posttest*. This design was used because in conducting the research, the researcher could not control all variables (Sugiyono, 2018). This design involved two classes, namely the experimental class which was given a cooperative learning model. and control class with direct learning. Both classes were given a pre-test (*pretest*) and final test (*posttest*). The data collection techniques in this study were tests, questionnaires, and observations. The population in this study were students of class VIII (eight) of MTsN 2 Padang Pariaman located on campus A Pauh Kamar, Nan Sabaris District. The sampling technique in this study was carried out using the technique *probability sampling* namely techniques *simple random sampling* namely the technique of selecting samples from a population where each member of the population has an equal opportunity to be selected, regardless of the groups or strata that may exist in the population (Sugiyono, 2016). This method can be done if the population members are considered homogeneous. Sampling in class VIII involved all populations. All students had the opportunity to be selected as samples. Sampling was done by means of homogeneity tests, normality tests, and average similarity tests. Homogeneity tests, normality tests, and average similarity tests were prerequisites in determining research samples for the experimental class and the control class. From the results of the prerequisite tests, samples of class VIII.2 students were selected as the control class and class VIII.3 students as the experimental class.

RESULT AND DISCUSSION

Understanding Learning Creativity

Creativity comes from the word "kreatif." Creativity is defined as the ability to create (Poerwadarminta, 2018). According to Yatim Riyanto, creativity is a process that requires the balance and application of three important aspects of intelligence: analytical, creative, and practical. When all three are used in a balanced and integrated manner, it will produce successful intelligence (Riyanto, 2015). In other words, creativity requires the integration and balance of three main types of intelligence: analytical, creative, and practical. This means that a person needs to be able to analyze problems, generate new ideas, and then apply those ideas effectively in the real world. When these three aspects work together harmoniously, it produces successful intelligence, demonstrating that true creativity is not just about brilliant ideas, but also about the ability to realize them.

When linked to learning, learning creativity is an individual's ability to create something new, whether it be an idea or a tangible work. This can manifest itself in creative or affective thinking, producing something completely new, or combining it with existing knowledge during the learning process (Kusmiati et al., 2021). Learning creativity refers to a student's ability to process received information, connect it with existing knowledge, and generate new and meaningful understandings or solutions. Therefore, learning creativity is the ability to generate new ideas or original solutions in a learning context that involves divergent thinking, namely the ability to view problems from multiple perspectives and generate many alternative ideas. Learning creativity also involves convergent thinking, namely the ability to evaluate different ideas and choose the most appropriate one.

Based on the definition of creativity that has been described in the first point, there are several important indicators in learning creativity which are generally based on theories of creativity that have been developed by psychology and education experts (Munandar, 2014), namely: 1) thinking *divergent* namely the ability to produce many ideas or alternative solutions, 2) thinking *original* namely the ability to produce new and unique ideas, 3) thinking *flexible* namely the ability to see a problem from various points of view and produce ideas from different categories, 4) think fluently (*fluency*) namely the ability to produce a large number of ideas or solutions in a short time, 5) elaboration (*elaboration*) namely the ability to develop ideas into something more complex, 6) sensitivity to problems (*sensitivity to problems*), 7) Creative attitudes and characteristics.

According to Suyanto (2005), behavior that indicates natural creativity in students can be recognized through the following characteristics (Sit, 2016), namely: 1) having an interest in exploring the surrounding environment, 2) tending to observe and touch everything around them; conducting exploration widely and deeply, 3) showing great curiosity by frequently asking questions, 4) spontaneously conveying ideas and emotions that they feel, 5) liking to go on adventures and seek new experiences, 6) liking to experiment by dismantling and trying various things, 7) not easily feeling bored and always having ideas for activities, 8) having a strong imagination.

Learning outcomes

Nugraha states that learning outcomes are competencies or abilities possessed by students after they have been involved in the learning process (Nugraha, 2020). This opinion provides an important understanding of the nature of learning outcomes. Learning outcomes are not only about what students know, but also what they can do after going through the learning process. Good assessment of learning outcomes must encompass various aspects of ability and must consider the learning process that students have gone through. Broadly speaking, the factors that influence learning outcomes can be grouped into two groups: internal factors and external

factors. Student learning outcomes are influenced by internal factors, namely factors that originate from within the students themselves. These factors are independent of how the learning process in the classroom takes place. These factors tend to be more difficult to change directly by teachers or parents. Among these internal factors are (Sudjana, 2000): 1) students' cognitive abilities (intelligence, talent, interests), 2) students' learning motivation, 3) students' attitudes and interests towards the lesson, 4) students' physical and mental conditions. These external factors include everything that comes from outside the students themselves. These factors are easier to modify or intervene by teachers, parents, or schools. These external factors are as follows: 1) Quality of learning (methods, media, teachers) (Arsyad, 2011; Dimiyati, 2006; Mulyasa, 2019), 2) Learning environment (family, school, friends) (Sardiman, 2016), Facilities and learning resources (Ministry of National Education, 2007).

Student learning outcome indicators are one of the main benchmarks in assessing the effectiveness of a learning process. A clear understanding of the outline of these indicators is key to measuring and obtaining student learning outcome data (Syah, 2018). Indicators are closely related to basic competencies, namely the abilities that students must master in a subject as the basis for preparation. Indicators are measurable or observable behaviors that indicate the achievement of basic competencies and serve as a reference for assessment. Learning outcome indicators encompass three aspects: cognitive, affective, and psychomotor aspects (Khodijah, 2019). Learning outcomes achieved in learning represent the results of efforts made by teachers and students, as well as all aspects that influence them. The level of student learning success can be determined based on assessment rules at each educational institution using a scale of 0-100. Each educational institution has different rules regarding learning success standards. Currently, educational units are given the freedom to determine their own Learning Objective Achievement Criteria (KKTP).

Cooperative Learning Type *Jigsaw*

According to Eggen and Kauchak (1993), cooperative learning is a series of teaching methods used by teachers to enable students to work together in understanding the subject matter (Mudlofir & Evi Fatimatur Rusydiyah, 2017). Eggen and Kauchak emphasize that cooperative learning is not just a group activity, but a planned and systematic method used by teachers. This means that teachers have an active role in designing, facilitating, and evaluating cooperative learning. In addition, cooperative learning also emphasizes interaction and collaboration between students to improve student understanding of the subject matter. Wina explains that in cooperative learning, students are grouped into teams of four to six people who are heterogeneous, both in terms of academic ability, gender, and race (Sanjaya, 2016).

This learning model is the result of development and testing by Elliot Aronson and his colleagues at the University of Texas (Ramayulis, 2018; Rusman, 2016). The term "*jigsaw*" in English means jigsaw or is often also interpreted as *puzzle*, namely the game of arranging pieces. Cooperative learning type *Jigsaw* applying a working principle that resembles the movement of a saw (*zigzag*), where students participate in collaborative activities to achieve jointly determined goals (Ramayulis, 2018; Rusman, 2016). Learning model *jigsaw* emphasizes heterogeneous small group work, consisting of four to six students (Rusman, 2016; Shoimin, 2017).

On learning *jigsaw* In this approach, students work collaboratively, positively interdependently, and take independent responsibility for mastering the material and sharing it with their group, thereby enhancing communication skills and opportunities for expressing opinions. The success of the group and mastery of the subject matter are the responsibility of each individual in the group, who is also

expected to share their knowledge with their peers (Ramayulis, 2018; Rusman, 2016; Shoimin, 2017). This means that each member plays an important role in ensuring the success of the group and that all material is well understood, and they are also responsible for explaining what they have learned to other group members.

In the cooperative learning model type *jigsaw* In this type of cooperative learning, students work together to complete cooperative tasks in two ways: 1) studying and becoming experts in the subtopic they are responsible for, 2) developing strategies to teach the subtopic to members of their original group. Implementation of cooperative learning steps type *jigsaw* This is done by dividing students into two types of groups, namely expert groups (*expert group*) which studies certain parts of the material, and the group of origin (*home group*) where they share knowledge. The subject matter is broken down into sections, each of which is studied in depth by a group of experts. Each member of the expert group must thoroughly master their section of the material in order to explain it effectively to their home group (Abdullah Sani, 2019; Agus Krisno Budiyanto, 2016; Ramayulis, 2018; Rusman, 2016).

Rusman revealed that there are seven steps in implementing cooperative learning type *jigsaw*, namely: 1) students are grouped into several teams with a minimum of 4 members called the original group, 2) each student in one team is given different materials and tasks, 3) members from each different team with the same assignment join a new group called the expert group, 4) after the discussion is carried out in the expert group, each student returns to the original group and explains the sub-topic that they have mastered to the members of the original group, 5) each expert team presents the results of the discussion, 6) discussion, 7) closing (Rusman, 2016). According to Priyanto (in Ramayulis), the application of learning *jigsaw* This must be implemented with the following steps: 1) formation of original groups, 2) learning in original groups, 3) formation of expert groups, 4) expert group discussions, 5) original group discussions, 6) class discussions, 7) giving quizzes by the teacher and done by each student, 8) giving awards to the group that gets the highest score (Ramayulis, 2018).

Aris Shoimin shares his learning *jigsaw* into eight steps which are slightly different from those expressed by Priyanto in the Ramayulis book, as follows: 1) the teacher prepares a learning plan which integrates several concepts in one time period, 2) the teacher prepares *handout* for each different material, 3) the teacher prepares a quiz according to the material that the students will study, 4) the teacher divides the students into several groups, 5) each group member studies the material in depth. *handout* which is the basis, 6) each group member from each group with the same material joins into one expert group and studies their respective material, 7) after discussing in the expert group, each student returns to their initial study group, 8) the teacher measures learning outcomes by conducting tests or giving quizzes (Shoimin, 2017).

The opinions of three experts regarding the steps of cooperative learning type *jigsaw* They share a core similarity in the cycle of group formation, task assignment, expert discussion, and return to the original groups. Differences lie in the details of the steps, the emphasis on certain activities (such as evaluation and reward), and the teacher's role in preparation. These variations demonstrate the flexibility of the model *jigsaw* and its adaptability to various educational contexts. Teachers can use guidance from various experts to design the implementation of the learning model *jigsaw* that best suits the characteristics of students and the learning objectives to be achieved. Lie's opinion quoted by Rusman regarding flexibility *jigsaw* This is reflected in the variety of steps proposed by experts. Although the core method remains the same, its implementation can be tailored to the needs and context of the learning process. Shoimin emphasizes the teacher's role in the

planning and material preparation stages, including preparing handouts and quizzes before the learning begins. This demonstrates the importance of thorough teacher preparation for the success of the learning model. *jigsaw* Priyanto and Shoimin both include evaluation (quizzes/tests) as an important step, although their placement varies slightly. This demonstrates a recognition of the need to measure individual understanding after the collaborative process. All experts implicitly emphasize the social (cooperation, discussion) and cognitive (deep understanding, peer teaching) aspects of the model. *jigsaw* which contributes to students' achievement and positive attitudes as expressed in research (as cited by Rusman).

Each learning model and type has its advantages and disadvantages. Each model and type of learning can be effective if it is appropriate to the learning material, situation and conditions, and learning objectives. This is also the case with the cooperative learning model. *jigsaw* This has advantages and disadvantages, the following are the advantages and disadvantages of this type of cooperative learning *jigsaw*.

According to Roy Killen, as quoted in Hamdayama (2014), the model *jigsaw* has the following advantages: 1) it lightens the teacher's task in delivering the material, because there is a group of experts who are responsible for explaining the material to their group members, 2) equal understanding of the material can be achieved more efficiently through learning *jigsaw*, 3) encourage students to be more courageous and active in expressing ideas and opinions (Juniardi, 2023). Overall, Roy Killen's opinion highlights the advantages of the learning model *jigsaw* from the perspective of teaching efficiency for teachers, the effectiveness of equalizing understanding of the material for students, and the development of active participation skills. Killen sees *jigsaw* as an alternative that empowers students more and makes some aspects of the teacher's job easier compared to traditional methods which tend to be more passive and teacher-centered.

Aris Shoimin also identified several shortcomings that need to be considered in implementing the cooperative learning model type. *jigsaw*, including: 1) the potential for group discussions to be hampered if the teacher neglects to emphasize the importance of implementing collaborative skills between students, 2) a lack of members in a group can also be an obstacle in implementing the learning model. *jigsaw*, 3) requires more time allocation, especially if the classroom arrangement is not optimal so that rearranging student positions can be time-consuming and noisy. Despite having many advantages, its implementation also has challenges that need to be overcome. Success *jigsaw* It relies heavily on the teacher's ability to facilitate students' cooperative skills, manage group dynamics with potentially incomplete members, and effectively plan logistical aspects and learning time. Awareness of these potential shortcomings allows teachers to take anticipatory steps and maximize the benefits of the learning model. *jigsaw*.

In this study, the author compared two learning models, namely the direct learning model in the control class and the cooperative type model. *jigsaw* in the experimental class. The study involved 31 students in the control class, namely class VIII-2 and 31 students in the experimental class, namely class VIII-3. The questions were first tested in class VIII-1 to determine the validity of the questions that would be tested in the control class and the experimental class. The questions given were 35 questions about the Ayyubid Dynasty, consisting of 10 multiple choice questions, 7 complex multiple choice questions, 8 true-false statement questions, 5 matching questions, and 5 essay questions. The study was conducted 4 times in the control class and the experimental class. The material taught in this study relates to the famous caliphs during the Ayyubid Dynasty, namely: 1) Saladin al-Ayyubi, 2) al-Adil Saifuddin, 3) al-Kamil Muhammad, 4) as-Shalih Najmuddin Ayyub, 5) al-Mu'azzam Turansyah. The Ayyubid dynasty, a large empire in the form of a dynasty, was

founded by Saladin al-Ayyubi in 1171 AD. The Ayyubid family itself has Kurdish roots from the Azerbaijan region who later moved to Iraq (Al-Usairy, 2019). The power of this dynasty stretched across the Middle East between the 12th and 13th centuries. Saladin al-Ayyubi was born in 532 AH or 1137 AD in the fortress of Tikrit (Al-Usairy, 2019; Mulyani, 2019).

Implementation of control class research

The research was conducted in 4 meetings. In the first meeting, students were given questions. *pretest* With a duration of 30 minutes, followed by the presentation of the lesson material. Each meeting presents material related to the famous caliphs of the Ayyubid Dynasty using a direct learning model with a hands-on approach. *expository* which is conventional with lecture, literacy, and question and answer methods. At the fourth meeting, *posttest* and continued with an assessment of students' learning creativity by providing a questionnaire related to students' learning creativity.

Implementation of experimental class research

In the implementation stage of the research in the experimental class, four meetings were held. In the first meeting, students were given questions. *pretest* with a duration of 30 minutes. Continued with the initial activity of the cooperative learning model experiment type *jigsaw* in the form of apperception, motivation, conveying objectives, and forming heterogeneous groups. The core activities involve the following six steps: 1. Students are oriented to work in groups. 2. Students are divided into 5 home groups and an expert group. Each home group consists of 6-7 students. 3. Each member of the expert group studied different material about the famous Ayyubid caliphs and studied it for 15 minutes. 4. Members of expert groups with the same material gather to discuss their material. 5. Each expert returned to their original group to explain the material they had learned to the other group members. They also prepared answers to the researcher's questions. The researcher, as the teacher, guided and assisted the students. 6. The core activity ends with an evaluation of the discussion results, confirmation of the material, reflection, and follow-up. 7. At the last meeting, the teacher gave each student the task of writing down the material they had mastered as a team of experts in a form that was interesting and easy for them to understand. 8. Furthermore, the researcher gave a reward in the form of writing tools to the best original group in conducting discussions with the criteria of being able to explain well, each member being actively involved in the discussion and the ability to express the material they have mastered as a team of experts on each material in the form of interesting and easy-to-understand writing.

CONCLUSION

Based on the results of data analysis, this study concluded that the implementation of the jigsaw cooperative learning model had a significant impact on the creativity and learning outcomes of eighth grade students in the SKI subject. This was evident from the average value of the experimental class students' learning creativity of 68.10 which was higher than the control class of 60.65, and the results of the independent test hypothesis test showed a significance value of $0.0013 < 0.05$ with a calculated t of $3.186 > t$ table 2.017 so that H_a was accepted and H_o was rejected, which meant there was a change in student learning creativity. In addition, the increase in student learning outcomes was also higher in the experimental class with an average pretest of 33.94 increasing to 80.36 in the posttest, while the control class only increased from 33.61 to 39.36. The results of the posttest hypothesis test also showed a significance value of $0.000 < 0.05$ with a calculated t of $18.556 > 2.028$ which confirmed a significant difference in learning outcomes between the

experimental and control classes. In percentage terms, the experimental class experienced a 137% increase in learning outcomes, significantly higher than the control class, which only saw a 17% increase. These findings demonstrate that the jigsaw learning model not only improves student mastery but also encourages students to be more creative, active, responsible, and have original thinking skills in solving problems. Group interactions in jigsaw learning encourage students to collaborate, help each other, and build social and communication skills that are essential for their holistic development. Therefore, this study provides strong empirical evidence for SKI teachers and teachers of other subjects to consider integrating the jigsaw cooperative learning model into their classroom practices. This model offers an innovative, student-centered approach, creates a more interactive learning atmosphere, and has the potential to improve both students' cognitive and affective aspects. However, it must be acknowledged that the implementation of the jigsaw model also has limitations, requiring teachers to adapt strategies to suit student conditions and classroom situations to achieve optimal results.

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Ahlussunnah: Journal of Islamic Education

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