

APPLICATION OF JIGSAW COOPERATIVE METHOD WITH INQUIRY STRATEGY IN PAI LEARNING AT STATE SENIOR HIGH SCHOOL 11 TEBO

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Abstract

This study aims to improve learning outcomes and student activities in learning Islamic Religious Education (PAI) through the application of the Jigsaw Cooperative method with the Inquiry strategy at State Senior High School 11 Tebo. The method used was Classroom Action Research (PTK) with the research subjects of class XI students. This research was conducted in two cycles, with each cycle consisting of planning, action, observation, and reflection. Each cycle involved the application of the Jigsaw Cooperative method combined with the Inquiry strategy to encourage active student involvement in the learning process. The results showed a significant increase in student learning outcomes, which was reflected in the students' average score which increased from 65.5 in cycle I to 80.2 in cycle II. In addition, student activity in learning also increased, which was recorded through observations at each meeting. This study proves that the application of the Jigsaw Cooperative method with the Inquiry strategy can improve learning outcomes and student involvement in PAI learning. Thus, it can be concluded that both methods are effective to improve the quality of learning in the classroom, especially in PAI learning at State Senior High School 11 Tebo. This study makes a positive contribution to the development of teaching methods that can improve learning outcomes and student activities in the context of PAI learning.

Keywords: Islamic Religious Education, Jigsaw Cooperative Method, Inquiry Strategy, Learning Outcomes, Student Activity.

مستخلص البحث

هدف هذا البحث إلى تحسين نتائج التعلم ونشاط الطلاب في مادة التربية الدينية الإسلامية من خلال تطبيق طريقة التعاونية جيفسو مع استراتيجية الاستقصائية في المدرسة الثانوية الحكومية ١١ بتيبو. استخدم البحث منهج البحث الإجرائي الصفّي، حيث كان طلاب الصف الحادي عشر هم عينة البحث. تم تنفيذ البحث على دورتين، تضمنت كل دورة: التخطيط، التنفيذ، الملاحظة، والتقييم. في كل دورة، تم تطبيق طريقة التعاونية جيفسو مدمجة مع استراتيجية الاستقصائية لتشجيع الطلاب على المشاركة النشطة في العملية التعليمية. أظهرت النتائج تحسناً ملحوظاً في نتائج التعلم، حيث ارتفع متوسط درجات الطلاب من 65,5 في الدورة الأولى إلى 80,2 في الدورة الثانية. كما لوحظ أيضاً ارتفاع في نشاط الطلاب أثناء التعلم، وتم تسجيله من خلال الملاحظة في كل اجتماع. ثبت هذا البحث أن تطبيق طريقة التعاونية جيفسو مع استراتيجية الاستقصائية يمكن أن يعزز من نتائج التعلم ومشاركة الطلاب في تعلم مادة التربية الدينية الإسلامية. وبناء عليه، يمكن الاستنتاج أن كلا الطريقتين فعالتان لتحسين جودة التعليم داخل الصف،



خاصة في سياق تعلم مادة التربية الدينية الإسلامية في المدرسة الثانوية الحكومية ١١ بتبويب. وتعد هذا البحث مساهمة إيجابية في تطوير أساليب التدريس التي تسهم في رفع كفاءة التحصيل والنشاط الطلابي في تعلم مادة التربية الدينية الإسلامية.

الكلمات المفتاحية: التربية الدينية الإسلامية وطريقة التعاونية جينغسو واستراتيجية الاستقصائية ونتائج التعلم ونشاط الطلاب.

INTRODUCTION

Education in Indonesia has unique challenges and potential. With the development of the times, the problems that arise in the world of education are increasingly diverse. One of the main problems faced by the world of education in Indonesia is limited access to adequate educational facilities, sub-optimal teaching quality, and lack of trained human resources. This causes inequality in the quality of education in various regions. In the teaching and learning process, there are several things that can affect learning outcomes, namely learning methods. So as to achieve learning goals, there are several factors that can influence the achievement of learning goals such as teachers, students, curriculum, environment at school, learning methods, teaching materials, and so on.

The field of education is the main key in shaping the character of a nation.¹ It can be seen that nations² and countries that have good quality human resources³ are superior to others.⁴ Because they are able to manage the country and process its natural resources.⁵ The objectives of national education are basically directed at the development of various character values in accordance with the Indonesian State, although in reality the process of organizing education is still far from what is intended in the Law. National education should contain character values education as well, not just for academic education alone.

Different student understanding is also the reason for the uneven quality of education in Indonesia. In understanding all subjects, students will not always master all the material in it, it is triggered by the lack of enthusiasm of students to understand or the method used by the teacher

¹ Thomas Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (New York: Bantam Books, 2009), p. 12.

² Muhammad Anas Ma`arif and Ari Kartiko, "Phenomenology of Punishment in Pesantren: An Analysis of the Santri Code of Conduct at Daruttaqwa Gresik Islamic Boarding School," *Nadwa* 12, no. 1 (June 22, 2018): p. 186. <https://doi.org/10.21580/nw.2018.12.1.1862>.

³ Lickona, *Educating for Character*.

⁴ Nofiaturrmah Fifi, "Character Education Model in Pesantren (Study of Al-Munawwir Krapyak and Muallimin Muallimat Islamic Boarding Schools in Yogyakarta)" (doctoral, UIN Sunan Kalijaga, 2015). <http://digilib.uin-suka.ac.id/23812/>.

⁵ Fethullah Gülen, "Education from cradle to grave - Fethullah Gülen's Official Web Site," accessed May 28, 2019. <https://fgulen.com/en/fethullah-gulens-works/toward-a-global-civilization-of-love-and-tolerance/education/25271-education-from-cradle-to-grave>.

to deliver the material is not appropriate. One of the subjects considered difficult by students is religious studies, such as Islamic Religious Education (PAI). This difficulty varies, such as teachers only asking students to memorize material without understanding the essence and values contained in religious teachings. This condition has an impact on the low quality of religious understanding among the younger generation, which should be the foundation of character in everyday life.⁶

The purpose of Islamic religious education (PAI) is for students to have a devout attitude as a Muslim by adhering to their faith and piety in Allah SWT. Islamic religious education (PAI) has a very important role in shaping the character and morals of students at school. In schools, Islamic religious education (PAI) not only aims to provide an understanding of Islamic teachings, but also to form good attitudes and behaviors in accordance with religious values. But in practice, there are often challenges in implementing effective learning methods to achieve these goals.⁷

Therefore, innovation is needed in learning methods that are more interactive, creative, and encourage students to actively think, discuss, and solve problems together. One alternative that can be implemented to improve the quality of learning is to use the jigsaw model cooperative method combined with inquiry learning strategies. The Jigsaw model has been proven to be effective in improving social skills, collaboration, and in-depth understanding of concepts. By using this approach, students can work in groups to teach each other the material they have learned, which allows them to gain a more comprehensive understanding. Meanwhile, the inquiry learning strategy can encourage students to be more active in exploring knowledge through questions and research, so that learning becomes more meaningful. The application of the Jigsaw model cooperative method in Islamic Religious Education (PAI) learning can be an effective strategy to improve students' understanding, especially in terms of teaching religious values, understanding religious texts, and developing social skills such as cooperation, communication, and tolerance.⁸ The purpose of this research is to apply the cooperative method of Jigsaw model with inquiry learning strategy to improve the effectiveness of teaching Islamic religious education (PAI) of students at State Senior High School 11 Tebo.

⁶ Adi Bayu Nugroho and Mhd Lailan Arqam, "Islamic Education in Indonesia: Challenges and Opportunities in the Context of Multiculturalism," *Islam in World Perspectives* 3, no. 2 (2024): pp. 134-46.

⁷ Syarifuddin Sy, Hairunnisa Hairunnisa, And Laila Rahmawati, "Akidah Akhlak Learning in Madrasah Tsanawiyah Negeri Model Darussalam Martapura Banjar Regency," *Tashwir* 1, no. 2 (September 18, 2014). <https://doi.org/10.18592/jt.v1i2.164>.

⁸ Robert E. Slavin, "Cooperative Learning," *Review of Educational Research* 50, no. 2 (1980): p. 315. <https://doi.org/10.2307/1170149>.

METHOD

The type of research used in this study is qualitative research to reveal and understand the reality in the field in accordance with the actual conditions. According to Moleong (2011) qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions and others, holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods. Qualitative research is descriptive research and tends to use analysis.

Data collection techniques used in this study include: 1) Observation, researchers conducted non-participant observations to record student activeness, interactions between students, and the suitability of the implementation of the Jigsaw method with the procedures that have been designed, 2) Test, is a question or implementation of learning carried out with the cooperative method of the jigsaw model using the inquiry learning strategy, 3) Documentation researchers collect related documents such as student attendance lists, teacher daily notes, and lesson plans (RPP) to support observation and test data. While the data sources in this study include, among others, class XI students at State Senior High School 11 Tebo who are the research subjects, documents of learning test results using the jigsaw model cooperative method using inquiry learning strategies, and direct observation during the learning process to record class dynamics and student responses to the applied learning methods. For the type of data used is quantitative data in the form of student learning outcomes test scores before conducting learning using the jigsaw model cooperative method using inquiry learning strategies. The data analysis used in this class action research is qualitative data analysis. Qualitative data analysis which aims to accommodate the data obtained, reveal the data obtained and look for data that is incomplete and needs to be corrected.

This research was conducted at State Senior High School 11 Tebo, which was chosen because it has characteristics that are in accordance with the needs of the research, namely a school that teaches Islamic Religious Education (PAI) subjects as part of the Islamic Religious Education curriculum. The selection of this location also considered the availability of facilities and support from the school to carry out the research.

RESULTS AND DISCUSSION

Results

From the research conducted on the application of the Jigsaw Cooperative method with the Inquiry strategy in learning Islamic Religious Education (PAI) at State Senior High School 11 Tebo, several main findings were found that illustrated significant improvements in learning outcomes and student activities. The following is a summary of the main findings of this study:

Key Findings:

1. Improving Student Learning Outcomes:
 - Cycle I: The average student learning outcome score was 65.5.
 - Cycle II: The average student learning outcome score increased to 80.2.
 - This significant increase shows the effectiveness of applying the Jigsaw Cooperative method with the Inquiry strategy in improving students' understanding of PAI material.
2. Student Activity Improvement:
 - Student activities also experienced an increase recorded in observations at each meeting. This reflects that students are more active in the learning process, both in discussing, collaborating, and in answering questions or asking questions (according to the Inquiry strategy used).
3. The Role of Jigsaw Cooperative Model and Inquiry Strategy:
 - The Jigsaw model, which encourages students to teach each other the material they have learned, has proven effective in improving collaboration and deep understanding.
 - The Inquiry strategy, which encourages students to explore knowledge through questioning and research, makes learning more meaningful and encourages students to think critically.

Data or Patterns Found:

- Average Score of Cycle I (Before Implementation of Jigsaw + Inquiry):
 - Average Value = 65.5
- Average Score of Cycle II (After Implementation of Jigsaw + Inquiry):
 - Average Value = 80.2
- Student Activity Improvement:
 - Student activity was recorded higher in cycle II than cycle I based on direct observation during the learning process.

Graph or Table of Student Learning Outcomes:

To provide a clearer picture, the following graph illustrates the changes in student learning outcomes between cycle I and cycle II:

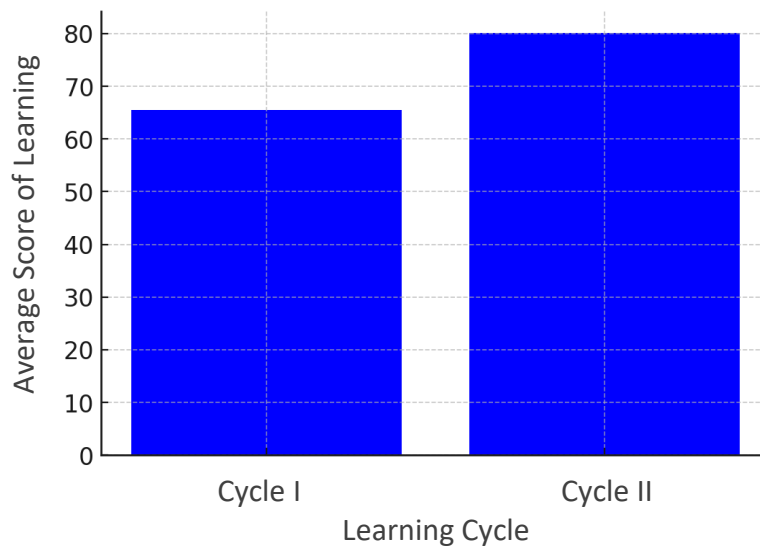


Figure 1. Improving Student Learning Outcomes in PAI

Discussion

In this study, the application of the Jigsaw Cooperative method combined with the Inquiry strategy has succeeded in improving learning outcomes and student activities in learning Islamic Religious Education (PAI) at State Senior High School 11 Tebo. These results are in line with several previous studies that show that cooperative learning methods and inquiry-based approaches can have a positive impact on students' understanding and their involvement in the learning process.

The increase in student learning outcomes from 65.5 in Cycle I to 80.2 in Cycle II shows that the application of the Jigsaw Cooperative method and the Inquiry strategy is effective in improving students' understanding of PAI materials. This finding is supported by previous research which found that the application of the Jigsaw method can significantly improve students' understanding. For example, research by Johnson and Johnson (2021) stated that the Jigsaw method can improve learning outcomes through cooperation and group problem solving.⁹ The results obtained from

⁹ R. T. Johnson, D. W., & Johnson, "Cooperative Learning and Jigsaw," *Journal of Educational Psychology*, 2021, p. 46. http://search.proquest.com/docview/1651847437?accountid=14548%5Cnhttp://metadata.lib.hku.hk/hku?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:book&genre=book&sid=ProQ:ERIC&atitle=&title=Cooperative+Learning+and+Teaching&issn=&date=2013-03-08&volume=&i.

the application of Jigsaw in this study also show effectiveness in encouraging students to share knowledge with each other, which in turn deepens their understanding.

The increase in student activity, which was recorded higher in Cycle II compared to Cycle I, illustrates the effectiveness of implementing the Inquiry strategy in encouraging student engagement. The Inquiry strategy that involves students in exploring knowledge through questions and exploration contributes greatly to increasing their participation in learning. This is in line with research by Daryanto and Fakhriyah (2023) which shows that the Inquiry strategy can improve students' critical thinking skills and creativity, as well as create more active and meaningful learning.¹⁰

The role of these two methods is crucial in improving student collaboration and engagement in learning. The Jigsaw Cooperative Model allows students to work in small groups, teach each other the material they have learned, and gain a more comprehensive understanding. This has proven to be effective in improving collaboration and deep understanding. In addition, the Inquiry strategy which emphasizes the use of questions to explore deeper knowledge supports the development of students' critical thinking skills. Research by Arifin and Fitria (2022) revealed that an inquiry-based learning approach can encourage students to actively seek and analyze information, which in turn improves the quality of their learning.¹¹

The results of this study support previous studies that emphasize the importance of cooperative and inquiry methods in improving learning outcomes and student activities. Research by Fauziyah (2022) shows that the use of cooperative methods in learning can improve students' interaction, which in turn improves their understanding of the material.¹² In addition, a study by Ramadhan (2023) examining the application of inquiry strategies in religious learning found that these strategies can motivate students to be more active in seeking and understanding knowledge, which is also reflected in the results of this study.¹³

However, the study also showed that combining the two methods, Jigsaw Cooperative and Inquiry strategy, had a greater impact than applying either method separately. The results show that applying both methods together creates a more interactive and collaborative learning environment, which is more effective in improving students' understanding.

¹⁰ I. Daryanto, & Fakhriyah, "The Effect of Inquiry Strategy on Student Creativity in Learning," *Journal of Indonesian Education*, 2023.

¹¹ D. Arifin, Z., & Fitria, "Application of Inquiry-Based Learning Model in Improving Students' Critical Thinking Ability," *Journal of Education and Learning* 11, no. 2 (2022): 97-108.

¹² S. Fauziyah, "Cooperative Methods in Improving Student Interaction in the Classroom," *Journal of Classroom Education*, 2022.

¹³ I. Ramadhan, "Inquiry Strategy in Islamic Learning. Journal of Islamic Education Studies," *Journal of Islamic Education Studies*, 2023.

Analysis

In this section, the data that has been obtained through the research will be analyzed and connected with the theory and previous research. The purpose of this analysis is to provide a deeper understanding of the main findings of this research and its implications for Islamic Religious Education (PAI) learning at State Senior High School 11 Tebo, as well as to provide recommendations for future research.

1. Improved Student Learning Outcomes

The results showed that the application of the Jigsaw Cooperative method with the Inquiry strategy significantly improved student learning outcomes, from an average score of 65.5 in cycle I to 80.2 in cycle II. This increase shows the effectiveness of both methods in improving the understanding of PAI material.

- Supportive Theory: According to Slavin (2015), cooperative methods such as Jigsaw allow students to teach each other material, which deepens their understanding. Cooperative learning has been proven effective in improving learning outcomes as students play an active role in the learning process, which creates a sense of collective responsibility for the success of the group.¹⁴

In addition, the Inquiry strategy applied in this study encourages students to be active in asking questions and seeking answers through discussion and research. Research by Lee et al. (2022) revealed that inquiry strategies can assist students in deepening their understanding of concepts in a more meaningful and contextualized way.¹⁵ This is evident in the improvement of learning outcomes that occurred over the two cycles of this study, which proves that the application of inquiry actively supports the improvement of students' understanding.

- Analysis of Findings: The significant increase in learning outcomes shows that the combination of the Jigsaw method and the Inquiry strategy has a positive impact on the way students perceive PAI materials. This more collaboration and problem-solving based learning allows students to gain a deeper understanding, not only theoretically but also in practical aspects such as discussing and asking critical questions.

In addition, these results are also consistent with research conducted by Johnson and Johnson (2021), which showed that the Jigsaw model improved student motivation and

¹⁴ R. E. Slavin, *Cooperative Learning: Theory, Research, and Practice (3rd Ed.)*, 2015.

¹⁵ Lee, S. M., et al. "Inquiry-Based Learning and Its Impact on Student Engagement," *Educational Psychology Review*, 2022.

learning outcomes. The application of this method encourages students to be more active and responsible for their learning, which ultimately results in a significant improvement in their final grades.¹⁶

2. Student Activity Improvement

The higher student activity recorded in cycle II compared to cycle I indicates the successful application of both methods in encouraging student engagement during the learning process. This higher activity was reflected in more interactions between students, both in group discussions and in collaborating to solve problems.

- Supporting Theory: According to Piaget (1970), learning that involves active activity from students will be more profound than passive learning.¹⁷ Students who are actively involved in the learning process, as in the Jigsaw model, have a greater chance of internalizing and applying the knowledge gained. In addition, the Inquiry strategy, which emphasizes the exploration of knowledge through questioning and analysis, contributes greatly to increased student engagement.

This is in line with research conducted by Daryanto and Fakhriyah (2023), which revealed that the application of inquiry strategies in learning can increase student activity because students are encouraged to think more critically and play a more active role in the learning process.

- Analysis of Findings: The increase in student activity also shows that the Inquisitive strategy can stimulate curiosity and motivate students to be more involved in the discussion. Group discussions in the Jigsaw method allow students to share information and learn from their peers, which not only enriches their learning experience but also encourages the development of social and communication skills.

This increase in student activity also shows that active participation-oriented learning can create more enjoyable and effective learning. More interaction between students in small groups accelerates their learning process, in accordance with the principles of constructivist learning proposed by Vygotsky (1978), where social interaction is very important in learning.¹⁸

¹⁶ Johnson, D. W., & Johnson, "Cooperative Learning and Jigsaw."

¹⁷ J. Piaget, *Psychology and Education* (Viking Press, 1970).

¹⁸ L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Harvard University Press, 1978).

3. The Role of Jigsaw Cooperative Model and Inquiry Strategy in PAI Learning

The combination of the Jigsaw Cooperative method with the Inquiry strategy has a great impact on the quality of PAI learning. The Jigsaw model encourages students to work together in groups, solve problems, and teach the material to their peers. Meanwhile, the Inquiry strategy allows students to develop critical thinking skills through questioning and research.

- Supporting Theory: Research by Arends (2014) shows that cooperative learning models such as Jigsaw can strengthen students' social skills and improve their understanding of the material being studied.¹⁹ This happens because students collaborate with each other to achieve a common goal and share the information they have.

On the other hand, the Inquiry strategy increases curiosity and helps students think more critically. Constructivist learning theory proposed by Piaget and Vygotsky also reveals that learning that involves problem solving and questioning can help students understand concepts more deeply.

- Analysis of Findings: The role of these two methods is crucial to creating an interactive, collaborative and meaningful learning experience. The application of the Jigsaw and Inquiry methods not only improves learning outcomes and student activity, but also develops social, communication, and critical thinking skills. This collaboration- and question-first learning helps students not only to understand the PAI material, but also to connect it to their life experiences, thus making learning more relevant and applicable.

Implications for Future Research:

1. Learning Model Development: This research shows that combining cooperative methods with inquiry strategies can improve the quality of learning. Further research could explore the application of this method combination in other subjects at different levels to identify whether similar results can be achieved.
2. Focus on Social and Critical Skills Development: Future research could further explore how these two methods affect not only academic outcomes, but also the development of students' social skills and critical thinking abilities in a broader social context.
3. Influence on Student Character: Given the importance of Islamic Religious Education (PAI) in student character building, further research could examine how the use of the Jigsaw

¹⁹ R. I Arends, *Learning to Teach (10th Ed.)* (McGraw-Hill, 2014).

method and the Inquiry strategy can contribute to the development of student character, religious values, and morals.

CONCLUSION

This research aims to explore the application of Jigsaw cooperative method with inquiry strategy in learning Islamic Religious Education (PAI) at State Senior High School 11 Tebo. Based on the results of the research, several important points were found that need to be noted:

1. Improved Learning Outcomes: Students' learning outcomes showed a significant increase between cycle I and cycle II, from an average score of 65.5 to 80.2. This indicates that the Jigsaw cooperative method and inquiry strategy are very effective in improving students' understanding of PAI materials.
2. Increased Student Activity: Students' activities during learning also improved as evident from observations during cycle I and cycle II. Students were more involved in group discussions, collaborating, and asking questions, which reflected the success in implementing the inquiry strategy.
3. The success of the Jigsaw and Inquiry Cooperative Models: The Jigsaw model, which encourages teaching each other among students, has been shown to improve collaboration and understanding of the material, while the inquiry strategy encourages students to think critically and go deeper in exploring knowledge.

One of the surprising findings of this study was the high level of improvement in students' activities, which was not only seen in academic aspects, but also in their social and communication skills. This improvement shows that cooperative learning and inquiry have broader effects than just test results, namely developing critical thinking and social collaboration skills that are very important in religious education.

Research Limitations

This study has some limitations that need to be considered:

1. Limited Sample: This study was only conducted on grade XI students at State Senior High School 11 Tebo, which has specific characteristics. Therefore, the results of this study cannot be generalized to the entire population of students in other high schools.
2. Limited Variation: This study involved only one school site, so it could not accommodate differences in social, cultural or geographical contexts that might affect the results. Further research with a wider variety of locations is needed to strengthen these findings.

3. Limited Method: This study used a limited-cycle Classroom Action Research (PTK) approach, which may not fully illustrate the long-term effectiveness of the methods applied. Research with larger samples and more rigorous experimental methods is needed to explore more in-depth results.

Logical Consequences in the Development of Islamic Education Science and Praxis

1. Learning Method Development: This study confirms that the Jigsaw cooperative method and inquiry strategy can improve learning outcomes and increase student engagement in PAI learning. Therefore, there needs to be further development regarding the integration of these two methods in various other learning contexts, as well as the expansion of their application to other subjects in schools.
2. Policy Implications: In the context of Islamic education, this research indicates the importance of implementing active learning approaches, which encourage maximum student involvement. Learning that incorporates collaboration and problem-solving can help students understand religious teachings more deeply and apply them in their daily lives. Educational policies that are more supportive of cooperative and inquiry approaches can encourage broader learning success.
3. Improving the Quality of Islamic Education Learning: In the context of Islamic education, especially PAI, the use of methods that encourage active engagement and critical thinking is very relevant to shaping student character. Therefore, collaborative and inquiry-based curriculum development becomes very important to produce graduates who are not only knowledgeable, but also have strong social and moral skills.

RECOMMENDATIONS

For a more in-depth and comprehensive understanding, it is recommended that future research accommodate:

1. Larger and Variety of Samples: Further research needs to involve schools in different regions with different student characteristics, so as to produce more generalizable findings.
2. Use of more diverse methods: Further research could use an experimental approach with tighter controls, and examine the long-term effects of applying the Jigsaw and inquiry methods on learning outcomes and student character.
3. Evaluation of Long-Term Implementation: Future research needs to measure the impact of implementing these two methods in the long term, not only in one learning cycle, but also across a larger range of classroom situations and learning conditions.

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