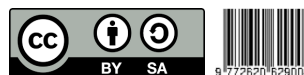


THE APPLICATION OF THE JIGSAW TYPE COOPERATIVE LEARNING MODEL IN IMPROVING THE LEARNING ACHIEVEMENT OF ISLAMIC RELIGIOUS EDUCATION CLASS XI IPS 1 STUDENTS AT MA AL-FALAH NAGREG

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Abstract

The education introduced in Indonesia aims to improve the quality of Indonesian human beings. In this regard, evidence in this field shows that there is a tendency to limit the teaching and learning process to the classroom, even though learning is more meaningful if learners understand what they are learning rather than just knowing it, and that learners themselves need to be mentally strengthened, i.e. cognitively, efficiently and psychomotorly. In the teaching and learning process, teachers are responsible for encouraging, guiding and providing learning opportunities for students to achieve their goals. Teachers are responsible for ensuring that everything that happens in the classroom helps to enhance students' developmental processes and improve learning outcomes. It is becoming increasingly important to use co-operation skills effectively to develop attitudes of mutual co-operation, accountability and healthy competition. According to Artzt and Newman, cited by Trianto, "collaborative learning means that students learn together as a team and complete group tasks to achieve a common goal". One of the innovative learning models developed to increase student participation in education is Jigsaw Type Cooperative. Students interact with each other as they perform tasks to achieve teaching and learning objectives. In short, Cooperative learning is a model where students come together in groups to help each other learn specific material. Once the expert group has completed its task, group members return to their own groups to teach the other members of their home group.

Keywords: *Learning Modelling, Jigsaw Method, Islamic Religious Education.*

INTRODUCTION

Definition of Jigsaw Cooperative

Collaborating means working together to achieve a goal (Bakkidu, 2008). In Jigsaw cooperative activities, there is a common goal to be achieved and this goal is evenly distributed to benefit each member of the group. Jigsaw type co-operative learning is a learning model where students of different ability levels learn together in heterogeneous groups.

The jigsaw technique is one of the co-operative learning techniques first implemented by Elliott Aronson in 1971 and published in 1978 (Robert E, Slavin, 2009). Co-operative learning is based on learners forming groups and teaching each other to achieve a common goal (Madewo, 2009).

In this case, well-educated students are irrelevant to less educated students. disadvantaged. Less intelligent students can learn in a fun situation because they have many friends to help and motivate them. Students who are previously used to being passive will be forced to take the initiative in order to be accepted by their group members in this type of cooperative learning.

Syafuruddin and Irwan explain that cooperative learning with puzzles is a special type of group activity that aims to promote learning and social skills through collaborative learning with three concepts, namely: a) group rewards, b) individual responsibility, and c) equal opportunity for success. According to Madewo, co-operative learning with puzzles provides opportunities for students to structure tasks. Through co-operative learning, students also become learning resources for their peers (Madewo, 2009).

Therefore, Jigsaw Co-operative Learning is able to teach itself and its students about life in the classroom and school. Therefore, collaboration can be stated as a deliberate, integrated, effective and efficient group learning activity where one seeks or explores something through a process of cooperation and mutual support (sharing) to achieve productive learning processes and outcomes (survival). (sharing) to achieve productive learning processes and outcomes (survival).

The steps of Jig Saw Co-operative learning

According to Priyanto, as cited by Madhur Wiener, there are several steps to follow when implementing puzzle cooperative learning, as follows:

- a. Formation of origin group
- b. Group learning
- c. Expert group formation
- d. Expert group discussion
- e. Home group discussion
- f. Class discussion
- g. Quiz giving
- h. Group awarding (Made Wena, 2009)

Strengths and weaknesses of Jig Saw Co-operative learning

a. Excess

The advantages of co-operative learning as a learning strategy include:

1. In collaborative learning, students are less dependent on the teacher, but can trust their own thinking ability, seek information from various sources, and learn from other students.
2. Develops the ability to put ideas and opinions into words and compare them with other points of view.
3. It helps children to respect others, realise their own limits and accept differences.
4. Through collaborative learning, students can develop the ability to test their ideas and understanding and receive feedback.
5. Interaction during collaboration can motivate and stimulate thinking.

b. Weaknesses

1. It takes time to understand the philosophy of the co-operative learning model.

2. The main feature of co-operative learning is that students teach each other.
3. The assessment given in the cooperative learning model is based on the results of group work.
4. The success of cooperative learning in developing group awareness requires a long period of time.
5. Although the ability to work together is a very important ability for students, many activities in life are only based on individual abilities.

Based on several theories that have been mentioned above, the author can conclude that the jigsaw type cooperative learning method is a learning method where students are more active in the learning process, with each student responsible for his or her own material and conversation. This method is widely used to train students' thinking skills and make them active in class.

Understanding learning achievement

There are two words here: 'outcome' and 'learning'. First, the learning process is organised in such a way that the expected results are achieved in the form of changes in the learner, in other words, something is achieved as a result of learning.

According to Hamarik, learning outcomes are changes in attitude or behaviour after following a lesson or learning process (Hamalik Oemar,2001).

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Dear believers! When it is said to you, "Make room in the assemblies," then make room, and Allah will make room for you. And when it is said to you, "Stand up," stand up, and Allah will raise those who believe among you and those who are given knowledge by several degrees. And Allah is Exhaustive of what you do.

From the explanation of the verse above, the author can conclude that Allah will raise the degree of those who believe in Allah and also the degree of those who are knowledgeable and Allah knows best. Therefore, it is necessary to understand the definition of learning in order to avoid misunderstandings. Several experts have provided definitions of learning which according to Sahabuddin states that learning is: A process of activity that creates new behaviour or changes old behaviour so that a person is better able to solve problems and adapt to situations in life (Sahabuddin,2000).

According to Slameto, training is: A process in which a person acquires new changes in behaviour generally based on experience interacting with the environment (Slameto, 2007).

Factors that affect learning achievement

In general, there are individual differences between students, including differences in learning outcomes, and these differences are influenced by two main factors, namely differences caused by the students themselves and factors outside the students and their environment. Experts explain these two factors differently (Nana Sudjana, 1989).

According to Muhibbin Syah, there are three kinds of factors that influence student learning:

- a. Internal factors (factors within students), namely the physical and psychological state of students. Both the physical and psychological aspects of students.
- b. External factors (factors other than students), namely the state of the environment where students live. Teachers, staff, administration, peers, neighbours, society.
- c. The learning methodology component refers to the type of learning effort and includes the strategies and methods learners use to conduct learning activities in the domain.

Function of learning achievement

Learning interest has the following functions:

- a. As a force that encourages students to learn.
- b. Encourages action to achieve goals.
- c. Determine the direction of learner behaviour, namely the direction towards the goal to be achieved.
- d. Ensure that the motivated learner's behaviour is always selective and keeps them focused on the goal (Sabri Alisuf, 2007).

From the various roles of interest in learning, the author can conclude that the process of achieving success in learning is highly dependent on interest and with student interest there is a constant drive to optimise and persevere in learning.

learning. Lack of student interest in the course will be an obstacle to the learning process.

Definition of Islamic Religious Education

According to Zakiah Daradjat, the definition of Islamic religious education is defined as follows:

- a. Islamic religious education is an effort in the form of guidance and care for students, so that later after completing their education they can understand and practice the teachings of Islam as a way of life.
- b. Islamic religious education is education based on Islamic teachings.
- c. Education through the teachings of Islam and guidance and care for students after they complete their studies so that they can understand, live, and practice the teachings of Islam that they believe in as a whole, in order to ensure their safety and welfare in this world and in the hereafter, and make Islamic teachings their vision of life (Zakiah Darajat, 2004).

According to Muhaimin, Islamic religious education is an effort to teach Islam and Islamic teachings and values so that it becomes a way of life (philosophy and attitude to life).

هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُبِينٍ

It is He who sent a Messenger to an illiterate people from among themselves, who recited to them His verses, purified them and taught them the Book and Wisdom (Sunnah), though before that, they were in manifest error.

From the explanation of the above verses, the author can conclude that Allah swt sent His Messenger with His Book to teach mankind. While teaching this Book, the Prophet read, taught and explained to them the wisdom and teachings of Allah in these verses. One of Ibn Kathir's interpretations in verse

2 of al-Jumu'ah (62) in the book of tafsir is: "Allah swt sent His Messenger to teach people". The benefits that the recitation of the Qur'an brings to mankind and what it teaches. This is one of the evidences that support the implementation of Islamic religious education in the Qur'an.

Muhaimin et al. explained in GBPP (Guidelines for Teaching Programmes) PAI in public schools that Islamic religious education is a conscious effort to make students believe, understand, appreciate, and practice Islam through guidance, teaching, or training activities, by paying attention to respect for other religions and inter-religious harmony in society, to realise national unity (Muhaimin,2002). According to the definition quoted by the author based on the opinions of several experts, Islamic religious education is an effort to provide guidance and care (education) based on Islamic teachings with the hope that students, after going through the guidance and care (education) process, live, and practice Islamic religious teachings and make life guidelines (way of life) in this world for the welfare of life in the world and in the hereafter. It can be concluded that this is an attempt to provide care. With further development, Islamic religious education becomes one of a number of subjects taught in public schools in order to help students believe, practice, understand, and practice Islamic teachings as a guide to life in the world and the hereafter.

Objectives of Islamic Religious Education

Islamic religious education in schools/secondary schools aims to grow and strengthen the faith of students by instilling and fostering knowledge, understanding, practice and experience of Islam so that they become Muslim humans who develop in terms of faith, belief, nation and state. They will also be able to pursue higher levels of education (Abdul Majid & Dian Andayani,2004).

The function of Islamic education

The functions of Islamic religious education in schools/secondary education include:

- a. Development, which is to increase students' faith and devotion to God.
- b. Caring for plants as a guide to life and seeking happiness in the world and the hereafter.
- c. Spiritual adaptation, which is to adapt to the physical and social environment and change it in accordance with Islamic teachings.
- d. Restoration, namely correcting mistakes, shortcomings and deficiencies in students' beliefs, understanding and experience of teachings in everyday life.
- e. Prevention, namely eliminating negative elements in the environment and other cultures that can harm him and hinder his development as a whole Indonesian.
- f. Teaching general religious knowledge (true and inner), systems and functions.
- g. Diversion is a channel for the optimal development of children with special talents in Islam so that they can use these talents Growing optimally so that they can use them for the benefit of themselves and others

METHOD

This research is a two-stage classroom action research, which is characterised by repeated actions (act) to improve the teaching and learning process in the classroom. Asrori, PTK, uses a multi-stage cycle of planning, action, observation and reflection to identify and solve learning problems that arise in the classroom (Hermawan, 2000).

The research location is the place where research is conducted to obtain the necessary data and information relevant to the research question, in this case MA Al-Falah Nagreg KP. Pamucatan, Citaman Kec. Nagreg Bandung Regency. The research subjects were MA Al-falah Nagreg students.

The theoretical considerations above indicate that 'the variable under study, or what the researcher is focusing on'. In the case of the 'study', the researcher used two variables, the independent variable and the dependent variable.

RESULT AND DISCUSSION

Brief History of the Research Site

Al-Falah II Al-Qur'an Islamic Boarding School is one of the Islamic boarding schools under the Asyasyahidiyyah Foundation which was founded by KH. Q Ahmad Syahid, M.Sc in 1993 at Km. 38 Nagreg RT.003/008 Nagreg Kendan Village Nagreg District Nagreg Bandung Regency West Java Province, an area surrounded by mountains and arid valleys. Al-Falah II Al-Qur'an Islamic Boarding School was established on 60,000 M2 of land; waqf land from a benefactor Purn. Zenal Abidin (alm) covering an area of 20,000 M2, and the results of the Foundation's efforts, covering an area of 40,000 M2. The establishment of the Al-Falah II Al-Qur'an Islamic Boarding School departed from a strong desire to continue to develop Qur'anic values, in addition to the conditional demands of the location of the Al-Falah I Al-Qur'an Islamic Boarding School in Cicalengka which was no longer representative when compared to the population of domiciled students.

Application of Jigsaw Type Co-operative Learning Method in improving learning achievement of Class XI A students at MA-Al-Falah.

Jigsaw Type cooperative learning applied at MA Al-Falah Nagreg, especially in the field of Islamic Religious Education according to the educators at MA Al-Falah Nagreg, this learning needs to be applied, because it has a positive impact on students in learning and through cooperative learning a student will become a source of learning for his other friends through the process of cooperation and mutual assistance so as to achieve productive learning processes and results.

Risyad Riswandi S.Pd: "With the application of Jigsaw Type Co-operative learning at MA Al-Falah Nagreg, namely with the application of this learning, it can make students more active in learning, especially Islamic Religious Education subjects and students do not feel bored in these subjects," he said. Islamic Religious Education subjects and students do not feel bored with the subject (Risyad,2022).

From the explanation above, the researcher can conclude that the application of the Jigsaw Type Cooperative learning model in improving students' Islamic Religious Education learning achievement at MA Al-Falah Nagreg, makes a positive contribution because students can learn actively and are not bored in learning or question and answer.

1. Initial Overview of Student Score

In learning Islamic Religious Education at MA Al-Falah Nagreg students, the author takes school documentation data from student learning outcomes.

Score Before Jigsaw Type Cooperative Learning in Islamic Education Learning XI IPS 1 MA Al-Falah Nagreg.

No	Student Name	Value
1	Abdus Salim Al-Faqih	80
2	Agan Ginanjar Syahru.A	65
3	Ahmad Fatih Dhiyaul Haq	88
4	Arangga Adrian Nugraha	65
5	Azkal Azkia Azizi	65
6	Cikal Tiar Robbani	65
7	Fahmi Dwi Noviansyah	65
8	Fazli Faizul Haq	70
9	Muhammad Alqa Azqila	75
10	Muhammad Hisyam.A	75
11	Muhammad Nazril Rosandi	80
12	Muhammad Rofif	65
13	Muhammad Ragil.A	87
14	Muhammad Rayhan. R. F	82
15	Muhammad Rizki Yasirlan	75
16	Muhammad Zidane.H	75
17	Naufal Al-Dzaki	75
18	Rayhan	77
19	Rifki Muhammad.R	85
20	Ryan Fadli Al-Rizki	70
21	Sendi Mulyana	65
22	Sidik Ghozali	70
23	Taufiqurrahman Aflah	65
24	Wildan Abdul Hakam	70
25	Wirdan Fazrian	70
26	Yusuf Syahrullah	65
27	Ziya Ulwan Nafis	85
28	Ziyad	75
Quantity		2049
Average		74

The table above shows that the value of the learning outcomes of students in class XI IPS 1 MA Al-Falah Nagreg before the implementation of the action, that classically students only obtained an average score of 74. This shows that there are still many students who have not shown initial knowledge of the subject matter in Islamic Religious Education lessons of MA Al-Falah Nagreg students, this requires special action in the implementation of learning in the classroom (MA Al-Falah Nagreg School Documentation, 2022).

2. Islamic Religious Education Learning Outcomes Through the Jigsaw Type Co-operative Learning Method
 - a. Evaluation Results of Cycle I Action

As for the evaluation results after the action and evaluation of student learning outcomes in the first cycle action in understanding the lessons given. The following are the results of the acquisition of observation scores about the activities of the learning outcomes of students in class XI IPS I.

Data on Learning Outcomes of MA Al-Falah Nagreg Students in Cycle I

No	Student Name	Value
1	Abdus Salim Al-Faqih	80
2	Agan Ginanjar Syahru.A	82
3	Ahmad Fatih Dhiyaul Haq	75
4	Arangga Adrian Nugraha	77
5	Azkal Azkia Azizi	80
6	Cikal Tiar Robbani	80
7	Fahmi Dwi Noviansyah	89
8	Fazli Faizul Haq	87
9	Muhammad Alqa Azqila	88
10	Muhammad Hisyam.A	87
11	Muhammad Nazril Rosandi	80
12	Muhammad Rofif	87
13	Muhammad Ragil.A	90
14	Muhammad Rayhan.R.F	85
15	Muhammad Rizki Yasirlan	90
16	Muhammad Zidane.H	80
17	Naufal Al-Dzaki	85
18	Rayhan	87
19	Rifki Muhammad.R	78
20	Ryan Fadli Al-Rizki	77
21	Sendi Mulyana	90
22	Sidik Ghozali	85
23	Taufiqurrahman Aflah	87
24	Wildan Abdul Hakam	85
25	Wirdan Fazrian	85
26	Yusuf Syahrullah	90
27	Ziya Ulwan Nafis	90
28	Ziyad	85
Quantity		2361
Average		83

Based on the table above, it shows that the learning test results of XII IPS I class students when receiving subjects using the Jigsaw Type Cooperative learning method are from a total of 20 students, who have an average score of 0-54 - 55-64 (Very Low, Low) none, while students who have an average score of 80-89 (High) are 22 people, while those who have an average score of 90-100 (Very High) are 02 people, the sign is still lacking or the need for Cycle II action.

- b. Reflection

In the implementation of cycle I actions, learning has not gone well / perfectly. The reflection stage carried out between researchers collaboratively concluded that there were several things that needed to be improved, namely:

In students, the weakness observed is that some students have not been able to maximally capture the intentions of the learning material instructions.

Based on the results of observation, evaluation and reflection above, this research is continued with the actions of cycle II because the success indicators of this class action research have not been achieved.

c. Results of Cycle II Evaluation Action

As for the evaluation results after the action and evaluation of student learning outcomes in cycle II actions in understanding the lessons given. The following are the results of the acquisition of observation scores about the activities of student learning outcomes class XII IPS.

No	Student Name	Value
1	Abdus Salim Al-Faqih	90
2	Agan Ginanjar Syahru.A	90
3	Ahmad Fatih Dhiyaul Haq	89
4	Arangga Adrian Nugraha	85
5	Azkal Azkia Azizi	88
6	Cikal Tiar Robbani	95
7	Fahmi Dwi Noviansyah	80
8	Fazli Faizul Haq	80
9	Muhammad Alqa Azqila	90
10	Muhammad Hisyam.A	85
11	Muhammad Nazril Rosandi	85
12	Muhammad Rofif	87
13	Muhammad Ragil.A	90
14	Muhammad Rayhan.R.F	89
15	Muhammad Rizki Yasirlan	95
16	Muhammad Zidane.H	97
17	Naufal Al-Dzaki	97
18	Rayhan	92
19	Rifki Muhammad.R	85
20	Ryan Fadli Al-Rizki	80
21	Sendi Mulyana	90
22	Sidik Ghozali	95
23	Taufiqurrahman Aflah	89
24	Wildan Abdul Hakam	89
25	Wirdan Fazrian	90
26	Yusuf Syahrullah	95
27	Ziya Ulwan Nafis	85
28	Ziyad	85
Jumlah		2487
Rata-rata		88

d. Reflection

In the implementation of cycle II actions, it has shown a high desire and student activeness in the learning process. Students also showed awareness in understanding the nature of learning with this

method and high enthusiasm in each individual in doing the exercises and tasks given. Thus, Jigsaw Type Co-operative learning is very effective because it can help students find themselves in the social world and solve problems in the form of groups.

3. Improvement of Islamic Religious Education Learning Outcomes Through the Application of Jigsaw Type Cooperative Learning MA Al-Falah Nagreg Students

As for the learning outcomes of students in class XI IPS 1 MA Al-Falah Nagreg after the actions of cycle I and cycle II.

MA Al-Falah Nagreg IPS I learning outcome data

No	Name	Before taking action	Siklus I	Siklus II
1	Abdus Salim Al-Faqih	80	80	90
2	Agan Ginanjar Syahru.A	65	82	90
3	Ahmad Fatih Dhiyaul Haq	88	75	89
4	Arangga Adrian Nugraha	65	77	85
5	Azkal Azkia Azizi	65	80	88
6	Cikal Tiar Robbani	65	80	95
7	Fahmi Dwi Noviansyah	65	89	80
8	Fazli Faizul Haq	70	87	80
9	Muhammad Alqa Azqila	75	88	90
10	Muhammad Hisyam.A	75	87	85
11	Muhammad Nazril Rosandi	80	80	85
12	Muhammad Rofif	65	87	87
13	Muhammad Ragil.A	87	90	90
14	Muhammad Rayhan.R.F	82	85	89
15	Muhammad Rizki Yasirlan	75	90	95
16	Muhammad Zidane.H	75	80	97
17	Naufal Al-Dzaki	75	85	97
18	Rayhan	77	87	92
19	Rifki Muhammad.R	85	78	85
20	Ryan Fadli Al-Rizki	70	77	80
21	Sendi Mulyana	65	90	90
22	Sidik Ghozali	65	85	95
23	Taufiqurrahman Aflah	65	87	89
24	Wildan Abdul Hakam	70	85	89
25	Wirdan Fazrian	65	85	90
26	Yusuf Syahrullah	60	90	95
27	Ziya Ulwan Nafis	70	90	85
28	Ziyad	65	85	85

Category of Learning Outcomes

No	Mastery Levels	Frequency	Categories
1	0-54	0	Very low
2	55-65	0	Low
3	65-79	0	Medium
4	80-89	12	High

5	90-100	8	Extremely high
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Based on the table above, it can be concluded that the learning outcomes of Islamic Religious Education through the application of the Jigsaw Type Cooperative Method are in a high category where there are 18 students who have an average of 80-89 and a very high category where there are 12 people who have an average of 90-100.

CONCLUSION

Based on the results of the research and discussion that has been carried out in chapter IV, it can be concluded that the application of the Jigsaw Type Cooperative learning model in improving students' Islamic Religious Education learning achievement at MA Al-Falah Nagreg, after class action both in cycle I and cycle II has increased. In cycle I, it was in the medium category (good), with an average value in cycle I of 83 and increased in cycle II with an average value of 88 in the high category. In connection with the above conclusions, the authors can provide the following suggestions:

1. To improve student learning outcomes, especially Islamic Religious Education learning outcomes, educators are expected to be able to apply the jigsaw type cooperative learning model and student motivation in the learning process.
2. With the findings of researchers for educators and MA Al-Falah Nagreg to be used as additional material for the following years.
3. With the results of this research, it is hoped that it can be developed by the next researcher.

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