Suluah Pasaman
https://e-journal.stai-ydi.ac.id/index.php/suluhpasaman

Innovation in Islamic Education Learning Models

Herina Yanti[1], Marfal Julian[1], Nurul Kifani Putri[1], Fauzi Akmal[2], Burhanuddin[3]
[1]STAI YDI Lubuk Sikaping Pasaman Sumatera Barat, Indonesia
[2]UCYP University, Malaysia
[3]Al-Azhar University, Egypt
herinayanti@stai-ydi.ac.id*

Article Information:
Received February 5, 2024
Revised March 8, 2024
Accepted April 8, 2024

Keywords: *Innovation, model and kearning*

Abstract

Teachers' success in teaching can be seen from increased student motivation and improved learning outcomes. One of the key factors that support this success is the use of effective teaching strategies. In the context of Islamic religious education, teachers have adopted a combination of strategy mapping and the jigsaw method. This integrated strategy has proven to be effective in providing comprehensive solutions to learning challenges. Not only does it help students master the subject matter, but it also guides them in understanding key concepts deeply, encourages critical and creative thinking, and fosters meaningful peer collaboration. Through strategy mapping, students are able to visualize relationships between concepts, which enhances their cognitive understanding. Meanwhile, the jigsaw strategy trains students to become responsible for their own learning and that of their peers. This method promotes active participation, improves communication skills, teaches the ethics of debate, and instills a sense of respect among students. Furthermore, it nurtures a cooperative spirit as students are encouraged to share knowledge and support each other in the learning process. As a result, the application of these strategies not only increases students' academic performance but also contributes significantly to their character development, which is a vital component of Islamic religious education.

INTRODUCTION

In this regard, teachers are positioned as the main facilitators who not only deliver knowledge but also design a learning experience that is meaningful and contextual for students. The effectiveness of learning largely depends on how well the teacher selects, applies, and evaluates the learning model used in the classroom (Anderson & Krathwohl, 2001). In the context of Islamic Religious Education (PAI), the choice of learning model becomes even more crucial because it must integrate cognitive development with affective and spiritual values, which are the core of religious education itself. Therefore, learning models in PAI must not only aim to increase students' understanding of religious texts and principles, but must also encourage their active involvement in practicing the values taught in their daily lives.

How to cite: Yanti, H., Julian, M., Putri, N.K., Akmal, F., Burhanuddin, B (2024). Innovation in Islamic Religious Education Learning Models. *Suluah Pasaman*, *2*(1), 17-25.

E-ISSN: 2986-8467
Published by: The Institute for Research and Community Service

Innovative and student-centered learning models are proven to improve the quality of learning outcomes and foster 21st-century skills such as critical thinking, collaboration, and creativity (Trilling & Fadel, 2009). In today's dynamic and globalized era, religious education must respond to the challenges of the times without losing its essence. This includes encouraging students to become individuals who are spiritually strong, morally upright, and intellectually competent. The development of learning models such as mind mapping and jigsaw has shown positive impacts in making Islamic education more interactive and engaging. These models encourage student participation, increase understanding, and build communication and collaboration skills, which are essential in today's educational landscape.

Furthermore, the teacher's ability to adapt and innovate learning models in accordance with students' needs and characteristics is a manifestation of professional competence. Teachers who are able to combine pedagogical knowledge with creative teaching strategies will be more successful in creating a dynamic learning atmosphere that stimulates student interest and motivation (Darling-Hammond et al., 2017). Thus, to realize superior and quality Islamic education, it is essential to continuously explore and implement learning models that not only focus on the delivery of content but also on the development of the students as whole human beings. This becomes the foundation for the creation of a generation that is not only knowledgeable but also has a strong religious and moral character in facing future challenges.

METHODS

This research uses *descriptive*. The data sources are PAI teachers, school principals, deputy principals for curriculum, and students (Suprihatin, 2023). Data collection techniques through interviews, observation, and documentation. Testing Data analysis techniques are data reduction, *displaying* data, and drawing conclusions (Alam, 2021). Testing the validity of the data through credibility, *transferability*, *dependability*, as well confirmability (Kyngas et al., 2020).

RESULT AND DISCUSSION

Innovative form of Islamic Religious Education learning model carried out by Islamic Religious Education Teachers

Many learning innovation efforts have been carried out, including the following: a). *Mind Mapping* Mind mapping is a way to place information into the brain and take it back out of the brain. The form of mind mapping is like a map of a road in a city that has many branches. Like a road map, we can create a comprehensive view of the subject matter in a very large area. With a map, we can plan the fastest and most accurate route and know where we are going and where we are (Polat & Aydın, 2020). Mind mapping can be called a route map used by memory, allowing us to organize facts and thoughts in such a way that the natural way our brain works is involved from the start so that remembering information will be easier and more reliable than using ordinary note-taking techniques. Mind mapping, called mind mapping or mind maps, is a way of recording lesson material that makes it easier for students to learn. Mind mapping can also be categorized as a creative note-taking technique. It is categorized as a creative technique because making mind mapping requires the use of the creator's imagination. Creative students will find it easier to create this mind map. Likewise, the more often students make mind maps, the more creative they will be (Al Kamli, 2019).

The concept of Mind Mapping was originally introduced by Tony Buzan in the 1970s. This technique is also known by the name Radiant Thinking. A mind map has

a central idea or word, and there are 5 to 10 other ideas that come from that central idea. Mind Mapping is very effective when used to bring up hidden ideas that we have and create associations between these ideas. Mind Mapping is also useful for organizing the information you have. The shape of the diagram is like a tree diagram and its branches make it easy to reference one piece of information to another. Mind mapping is a note-taking technique to help students use the full potential of their brain optimally. The method is to combine the work of the left and right parts of the brain. With the mind mapping method, students can improve their memory by up to 78%.

Difference between Regular Notes and Mind Maps Normal notes i) regular notes, ii) it's just writing, iii) only in one color, iv) it takes a long time to review again, v) the time required to study is longer, vi) statis

From this description, mind mapping is a note-taking technique that develops a visual learning style. Mind maps combine and develop the working potential of the brain within a person. With the involvement of both hemispheres of the brain, it makes it easier for a person to organize and remember all forms of information, both written and verbal. The combination of colors, symbols, shapes and so on makes it easier for the brain to absorb the information received (Rosciano, 2015). The mind maps created by students can vary every day. This is due to the different emotions and feelings that students experience every day. The pleasant atmosphere that students get when they are in the classroom during the learning process will influence the creation of mind maps. The teacher's task in the learning process is to create an atmosphere that can support students' learning conditions, especially in the process of making mind maps (Fu et al., 2019).

To make a mind map, first prepare a blank sheet of paper arranged in a landscape position then place the topic to be discussed in the middle of the paper page in a horizontal position. Try to use images, symbols, or codes in the mind mapping you create. By visualizing the work of the left brain which is rational, numerical, and verbal in synergy with the work of the right brain which is imaginative, emotional, creative, and artistic. By synergizing the potential of the left and right brain, students can more easily grasp and master lesson material (Rizal & Syaifulloh, 2021). Apart from that, students can use keywords as associations to an idea in each branch of thought in the form of a single word and not a sentence. Each branch line is connected to the center of the image and efforts are made to make sure the lines are not straight so they don't get boring. Branch lines should be made thinner as they move away from the main image to indicate the hierarchy or level of importance of each line (Masoud & Ibrahim, 2017).

The Mind Mapping learning model is very good for students' initial knowledge or to find alternative answers. Used in group work in pairs (2 people). Mind mapping is a technique for compiling notes to help students use the full potential of their brain optimally. The way to combine the left and right brain. This model makes it easier to enter information into the brain and to retrieve information again in the brain. Mind mapping is the best model for helping the brain's thinking process regularly because it uses graphic techniques derived from human thought which are useful for providing universal keys to reveal the brain's potential.

Learning steps: 1) The teacher conveys the competencies to be achieved. 2) The teacher presents the material as usual. 3) To find out students' absorption capacity, form groups of two people. 4) Assign one of the students in the pair to tell the material they have just received from the teacher and their partner listens while making small notes, then changes roles. Likewise other groups. 5) Assign students to take turns/randomly to convey the results of their interviews with their partners. Until some students have submitted the results of their interviews. 6) The teacher

repeats/explains material that students may not understand. 7) Conclusion/conclusion.

Mind Mapping uses the technique of channeling ideas using free keywords, symbols, and images, and describing them as a whole using the tree technique. Some of the benefits of having a mind map include: : 1) Planning. 2) Communicate. 3) Get Creative. 4) Saving time. 5) Solving Problems. 6) Focusing Attention. 7) Organize and Clarify Thoughts. 8) Remember better. 9) Learn Faster and More Efficient. 10) Looking at the whole picture

There are several advantages when using this mind mapping technique, namely: a) This method is fast. b) Techniques can be used to organize the ideas that pop into your head. c) The process of drawing diagrams can give rise to other ideas. d) The diagram that has been formed can be a guide for writing. Disadvantages of the mind mapping learning model: 1. Only active students are involved. 2. Not all students learn. 3. The detailed amount of information cannot be entered

Jigsaw Learning: Jigsaw is a type of cooperative learning developed by Elliot Aronson. This learning model is designed to increase students' sense of responsibility for their own learning and also the learning of others. Students not only study the material provided, but they must also be ready to provide and teach the material to their group. In this jigsaw learning model, student activity (*student-centered*) is really needed, with the formation of small groups consisting of 3-5 people consisting of the original group and the expert group (Leyva-Moral & Camps, 2016).

In Jigsaw Model Cooperative Learning, students are divided into several heterogeneous study groups consisting of 3-5 people using the pattern of home groups and expert groups. The home group is the initial group of students consisting of a number of expert group members formed by taking into account diversity and background. Teachers must be skilled and know the students' backgrounds in order to create a good atmosphere for each group member. Meanwhile, the expert group is a group of students consisting of members of another group (home group) who are assigned to study a certain topic in depth and then explain it to members of the home group (Zamani, 2016).

Members from different home groups meet on the same topic in expert groups to discuss and discuss the material assigned to each group member and help each other learn their topic (Kibble et al., 2016). Here, the teacher's role is to facilitate and motivate the members of the expert group so that it is easy for them to understand the material provided (Gullo et al., 2015). After the discussion is finished, the group members then return to their original group and teach their group friends what they have learned during the meeting in the expert group.

Expert groups must be able to share the knowledge gained during discussions in expert groups, so that this knowledge is accepted by each member of the original group (Dörnyei & Muir, 2019). The key to this Jigsaw type is the interdependence of each student on team members who provide the necessary information. This means that students must have responsibility and positive cooperation and interdependence to obtain information and solve the problems given.

When compared with traditional learning methods, the Jigsaw learning model has several advantages, namely: 1) It makes the teacher's job easier in teaching because there is already a group of experts whose job is to explain the material to their colleagues. 2) Even mastery of the material can be achieved in a shorter time. 3) This learning method can train students to be more active in speaking and expressing opinions. Learning activities are systematic and sequential activities. Therefore, learning activities need to be planned well (Jovanovic et al., 2019). Among the competencies that Islamic religious education teachers must master in particular are planning and designing learning. An Islamic religious education teacher needs to have the competence to plan, implement, and evaluate learning outcomes and processes.

The competency forms of Islamic religious education teachers include being required to be creative and innovative in all things, including being creative in determining models, methods, media, and evaluation tools in the learning process. Teaching and learning activities should provide good opportunities for students to obtain information, ideas, skills, values, ways of thinking, means to express themselves, and ways to learn how to learn (Wahyuni & Bhattacharya, 2021).

To carry out their duties professionally, Islamic religious education teachers need solid insight into the possibilities of teaching and learning models that are in accordance with the learning objectives of Islamic religious education that have been formulated, both learning objectives that are formulated explicitly in the teaching and learning process, as well as learning outcomes. For example, the ability to think critically, and creatively, and have an open attitude after students take part in small group discussions in the learning process (Demirel Ucan & Wright, 2019).

Based on observations, interviews, and documentation at the research location, it can be concluded that this is a form of learning model innovation *mind mapping and jigsaw* What Islamic religious education teachers do is give students the opportunity to form groups and express opinions, using media that is not only audio-visual, but can take the form of pictures, ornaments, photos, and so on. And this learning model helps achieve learning objectives

Implementation of Islamic Religious Education Learning Model Innovation carried out by Islamic Religious Education Teachers

Based on data found in the field, it was found that there are several learning models that have been implemented by teachers in the learning process, as follows: *Mind Mapping*: *Mind mapping* is a form of learning that is used to train the ability to present content (*content*) lesson material with mind mapping (*mind mapping*). Based on the observations made by the author, it can be seen that PAI teachers are indeed seen using mind *mapping* when teaching in class, where the teacher makes mind *mapping* through cardboard. Where the teacher writes the main framework of the material that will be taught. The author also saw teachers using it mapping through power *point* which is displayed via Infocus. Based on the observations made by the author, it can be seen that the steps mind *mapping* which is applied in class, in principle follows the existing steps, but in implementing it the teacher makes variations by making his own steps without eliminating steps *mapping* available.

The model used by the teacher can help students to understand the learning material provided, especially if the learning material has just been studied because in this concept map model it is grouped from a general discussion first, and the teacher can explain the material according to learning indicators. This indicates that the model applied by the teacher not only helps the teacher in delivering the lesson but is also suitable for the students, the model applied is in accordance with the lesson material, in accordance with the student's understanding, and it is proven that it is easy for students to memorize and understand the lesson, so that they can improve interest, activeness of students in learning and also no less important can put into practice the material that has been studied.

Based on the statement above, it can be concluded that the model used by religious teachers can increase students' learning motivation because the increase in students' motivation is quite good, this is proven by the activeness of students in class in learning Islamic religion. The application of modeling *mapping* can provide several benefits, namely, students are enthusiastic when learning, and students are active in asking questions and expressing opinions, this is proven that the application of the learning model *mapping* makes the teaching and learning process easier and makes it easier for students to learn, meaning models mind mapping can be used to optimize the work of the left brain and right brain so that students can increase their learning creativity.

Jigsaw Learning (learning jigsaw model): ased on observations made by the author, it can be seen that teachers also use model jigsaw in learning Islamic Religious Education. This can be seen when learning in class, where the teacher carries out the steps jigsaw in teaching. The step that can be seen is that the teacher divides students into several groups. Each group learns together. It can be seen that in innovating the jigsaw model when teaching teachers emphasize the process rather than the results of debates between groups. As for the innovation jigsaw What the author saw was the teacher when the students were discussing, the teacher said that each group member had to memorize the material being discussed. And when the results of the discussion appear. The teacher immediately appoints students who will provide questions and responses.

Based on observations, it can be seen that there is little innovation in providing students with active innovation in discussing and memorizing the material being studied. Then it can also be seen from the innovations carried out by teachers that students' interest and motivation in learning is increasing. This interest and motivation can be seen in the way students learn, they are very enthusiastic about learning strategically. The participants were so enthusiastic about learning, that they actively spoke. Then it was also seen that the students were very serious about learning, no students came in and out of the classroom during the learning process. Everyone focuses on studying in their respective groups. Even when conveying the results of their discussions to other groups, the students seemed to really understand what they had discussed.

Factors Inhibiting the Implementation of Islamic Religious Education Learning Model Innovations by Islamic Religious Education Teachers

The implementation of the learning process is of course not smooth in conveying knowledge to students, there are definitely factors that hinder teachers in improving the quality of students' learning (Erlangga, 2022). In relation to these inhibiting and supporting factors, the researcher conducted an interview with an Islamic religious education teacher, he said that "in delivering the material there were obstacles that I experienced, such as some students who were not paying attention, there were students who were busy chatting to themselves, there were sleepy and so on."

Based on the above, it can be concluded that the obstacles faced by Islamic Religious Education teachers in innovating Islamic Religious Education learning models are background factors and teachers' understanding of the concept of the model. *mind mapping* and jigsaw, then the ability, interest, and motivation of students, the suitability between the model and the objectives and learning material, and the lack of complete facilities and infrastructure as well as limited time allocation.

CONCLUSION

Based on the results of data analysis and discussion in the research conducted by the author, it can be concluded that the results of calculating the ability to read and write the Quran for class df (degree of freedom) degrees of freedom of 91. To test the hypothesis, look at the calculation results them selvesis 0.783 which means it is greater than 0.05 (0.783 > 0.05) so Ho is accepted and Ha is rejected (Marlius & Jovanka, 2023; Oktavia et al., 2021). So, the reading and writing ability of the Quran for class. Correlation of students' ability to read and write the Quran to the learning outcomes of Islamic education class counthas a value of 0.245 and r table has a value of 0.205 with an N of 92 and a probability level of 0.05 in the correlation test, because rcount 0,245 >r table 0.205 then Ho is rejected and Ha is accepted. Correlation test of the ability to read and write the Quran on the learning outcomes of the Islamic education subject class of 6.00 or 60% and another 40% is influenced by other factors. So, there is a significant influence between the ability to read and write the Quran on the learning outcomes of the class.

REFERENCES

Al Kamli, H. M. (2019). *The effect of using mind maps to enhance EFL learners' writing achievement and students' attitudes towards writing at Taif University*. https://doi.org/10.31235/osf.io/r4ybf

Alam, M. K. (2021). A systematic qualitative case study: questions, data collection, NVivo analysis and saturation. *Qualitative Research in Organizations and Management: An International Journal*, *16*(1), 1–31. https://doi.org/10.1108/QROM-09-2019-1825

Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu. *European Journal of Education*, *54*(3), 356–369. https://doi.org/10.1111/ejed.12345

Carlson, J., Daehler, K. R., Alonzo, A. C., Barendsen, E., Berry, A., Borowski, A., & Wilson, C. D. (2019). The refined consensus model of pedagogical content knowledge in science education. In *Repositioning pedagogical content knowledge in teachers' knowledge for teaching science* (pp. 77–94). https://doi.org/10.1007/978-981-13-5898-2_15

Demirel Ucan, A., & Wright, A. (2019). Improving the pedagogy of Islamic religious education through an application of critical religious education, variation theory and the learning study model. *British Journal of Religious Education*, *41*(2), 202–217. https://doi.org/10.1080/01416200.2018.1484695

Dörnyei, Z., & Muir, C. (2019). Creating a motivating classroom environment. In *Second handbook of English language teaching* (pp. 719–736). https://doi.org/10.1111/jgs.13866

Dwijayanti, R., & Syafril, S. (2024). An Analysis of Linguistic Intelligence in Gifted and Talented Children of Muslim Schools. *International Journal of Islamic Studies Higher Education*, *3*(3). https://doi.org/10.24036/insight.v3i3.185

Engkizar, E., Jaafar, A., Taufan, M., Rahman, I., Oktavia, G., & Guspita, R. (2023). Quran Teacher: Future Profession or Devotion to the Ummah?. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, *6*(4), 196-210. https://doi.org/10.24036/ijmurhica.v6i4.321

Engkizar, E., Jaafar, A., Sarianto, D., Ayad, N., Rahman, A., Febriani, A., ... & Rahman, I. (2024). Analysis of Quran Education Problems in Majority Muslim Countries. *International Journal of Islamic Studies Higher Education*, *3*(1), 65-80. https://doi.org/10.24036/insight.v3i1.209

Erlangga, D. T. (2022). Student Problems in Online Learning: Solutions to Keep Education Going on. *Journal of English Language Teaching and Learning*, *3*(1), 21–26. https://doi.org/10.33365/jeltl.v3i1.1694

Fu, Q. K., Lin, C. J., Hwang, G. J., & Zhang, L. (2019). Impacts of a mind mapping-based contextual gaming approach on EFL students' writing performance, learning perceptions and generative uses in an English course. *Computers & Education*, *137*, 59–77. https://doi.org/10.1016/j.compedu.2019.04.005

Gullo, C., Ha, T. C., & Cook, S. (2015). Twelve tips for facilitating team-based learning. *Medical Teacher*, *37*(9), 819–824. https://doi.org/10.3109/0142159X.2014.1001729

Helena, H., Yaswinda, Y., Rahmi, A., Rahmalia, D., Intan, N., & Zeky, S. (2024). Science Learning Model Based on Multisensory-Ecologi of Cognitive and Social Development in Early Chilhood. *International Journal of Islamic Studies Higher Education*, *3*(2), 96-107. https://doi.org/10.24036/insight.v3i2.202

Hudamahya, A., Putri, A., Rapi Pernandes, R., & Ramadhani, I. R. M. V. (2022). Implementation of the Five Methods in Tahsin Activities at the Quran House Rabbani. *Islamic Studies*, *2622*, 2623-1468. https://doi.org/10.24036/ijmurhica.v5i3.135

Hussin, N. H., & Tamuri, A. H. (2019). Embedding values in teaching Islamic education among excellent teachers. *Journal for Multicultural Education*, *13*(1), 2–18. https://doi.org/10.1108/JME-07-2017-0040

Kibble, J. D., Bellew, C., Asmar, A., & Barkley, L. (2016). Team-based learning in large enrollment classes. *Advances in Physiology Education*, *40*(4), 435–442. https://doi.org/10.1152/advan.00095.2016

Kyngas, H., Kaariainen, M., & Elo, S. (2020). The trustworthiness of content analysis. In *The application of content analysis in nursing science research* (pp. 41–48). https://doi.org/10.1097/DCC.0000000000000253

Leyva-Moral, J. M., & Camps, M. R. (2016). Teaching research methods in nursing using Aronson's Jigsaw Technique. A cross-sectional survey of student satisfaction. *Nurse Education Today*, *40*, 78–83. https://doi.org/10.1016/j.nedt.2016.02.017

Masoud, H., & Ibrahim, O. L. (2017). The effectiveness of using an e-mind mapping software based program in developing faculty of education 2nd year english majors' vocabulary acquisition and use. *Journal of Research in Curriculum Instruction and Educational Technology*, *3*(4), 177–224. https://doi.org/10.21608/jrciet.2017.24441

Nuha, N. U., Faridi, A., & Tobroni, T. (2024). Implementation of the Context, Input, Process, Product Model in Evaluating Islamic Education Institutions. *International Journal of Islamic Studies Higher Education*, *3*(3). https://doi.org/10.24036/insight.v3i3.195

Polat, Ö., & Aydın, E. (2020). The effect of mind mapping on young children's critical thinking skills. *Thinking Skills and Creativity*, *38*, 100743. https://doi.org/10.1016/j.tsc.2020.100743

Putri, M., Abbas, E. W., Jumriani, J., Subiyakto, B., & Putra, M. A. H. (2022). Contribution of social interaction materials to the establishment of social institutions in the social studies student's book class VII. *The Kalimantan Social Studies Journal*, *3*(2), 110–115. https://doi.org/10.20527/kss.v3i2.3685

Rahmad, A., Rahmi, R., Nakita, D. S., Akbar, Z., & Rahman, R. P. I. (2021). Implementation of Learners' Methods of Memorizing the Qur'an at the Dar El-Iman Indonesia Modern Islamic Boarding School. *Islamic Studies*, *2622*, 741x. http://ijmurhica.ppj.unp.ac.id/index.php/ijmurhica

Rahman, I., Nisa, K., & Saputri, R. E. (2020). Seven Students' Activities: A Case Study on Rumah Tahfidz An-Nur Daily Routine and Memorization Levels. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, *3*(3), 110-120. https://doi.org/10.24036/ijmurhica.v3i3.184

Rachmaniar, R., Yahya, M., & Lamada, M. (2021). Evaluation of Learning through Work Practices Industry Program at University with the CIPP Model Approach. *International Journal of Environment, Engineering and Education*, *3*(2), 59–68. https://doi.org/10.55151/ijeedu.v3i2.55

Rizal, A. S., & Syaifulloh, A. (2021). Student Corner Learning Construction At MTs-MA Al-Qur'an La Raiba Hanifida Jombang. *Journal of Industrial Engineering & Management Research*, *2*(4), 330–346. https://doi.org/10.7777/jiemar.v5i2.508

Rosciano, A. (2015). The effectiveness of mind mapping as an active learning strategy among associate degree nursing students. *Teaching and Learning in Nursing*, *10*(2), 93–99. https://doi.org/10.1016/j.teln.2015.01.003

Sholikhin, A. (2023). Innovation of Islamic Education (Multisite Study at Madrasah Aliyah Pesantren Al-Amin and Madrasah Aliyah Darul Hikmah, Mojokerto Regency. *Journal Of World Science*, *2*(1), 75–88. https://doi.org/10.58344/jws.v2i1.114

Suprihatin, S. (2023). Academic Supervision of Madrasah Heads and Supervisors for PAI Cluster Teachers at State MTs throughout Boyolali Regency in 2022/2023.

AS-SABIQUN,*5*(5), 1294–1306. https://doi.org/10.36088/assabiqun.v5i5.3854

Wahyuni, S., & Bhattacharya, S. (2021). Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation. *Tafkir: Interdisciplinary Journal of Islamic Education*, *2*(2), 229–249. https://doi.org/10.31538/tijie.v2i2.22

Yulianti, T., & Sulistiyawati, A. (2020). The Blended Learning for Student's Character Building. *International Conference on Progressive Education (ICOPE 2019*, 56–60. https://doi.org/10.2991/assehr.k.200323.089

Zamani, M. (2016). Cooperative learning: Homogeneous and heterogeneous grouping of Iranian EFL learners in a writing context. *Cogent Education*, *3*(1), 1149959. https://doi.org/10.1080/2331186X.2016.1149959