

Enhancing Islamic Religious Education Learning Outcomes through Matching Card Media: A Classroom Action Research

Leni^{1*}, Quadri Adeniyi Ridwan²

¹SDN 1 Tegaldlimo, East Java, Indonesia

²Lagos State University, Nigeria

*Corresponding author: wardahmamah76@gmail.com

Abstract:

Islamic Religious Education in primary schools often faces the challenge of translating abstract faith concepts into learning experiences that engage students and improve achievement. Active learning theory suggests that collaborative and interactive activities can strengthen students' understanding by shifting learning from passive reception to direct participation. This study aimed to improve fourth-grade students' learning outcomes on belief in Prophets and Messengers through Matching Card media. The study employed Classroom Action Research conducted in two cycles, each consisting of planning, action, observation, and reflection. Twenty students participated, while data were collected through achievement tests, classroom observations, and interviews, and analyzed descriptively. The findings showed an increase in the mean score from 67.50 in the pre-cycle stage to 74.75 in Cycle I and 81.25 in Cycle II. Learning mastery also increased from 35% to 60% and finally reached 90%. Classroom observations further indicated stronger participation, confidence, collaboration, and familiarity with the learning activity after instructional refinement. The study concludes that Matching Card media can support progressive improvement in learning achievement and classroom engagement when implemented through reflective instructional cycles. Teachers are therefore encouraged to adapt card-based activities to conceptual Islamic Religious Education topics while providing differentiated guidance for students who require support.

Keywords: Islamic Religious Education; Matching Card; learning outcomes; student engagement; learning mastery

Abstrak:

Pendidikan Agama Islam di sekolah dasar menghadapi tantangan dalam menerjemahkan konsep keimanan yang abstrak menjadi pengalaman belajar yang mampu melibatkan siswa dan meningkatkan capaian belajar. Teori pembelajaran aktif menegaskan bahwa aktivitas kolaboratif dan interaktif dapat memperkuat pemahaman dengan menggeser pembelajaran dari penerimaan pasif menjadi partisipasi langsung. Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa kelas IV pada materi beriman kepada Nabi dan Rasul melalui media Matching Card. Penelitian ini menggunakan Classroom Action Research dalam dua siklus, yang masing-masing meliputi perencanaan, tindakan, observasi, dan refleksi. Sebanyak 20 siswa terlibat sebagai subjek penelitian. Data dikumpulkan melalui tes hasil belajar, observasi kelas, dan wawancara, kemudian dianalisis secara deskriptif. Hasil penelitian menunjukkan peningkatan rata-rata nilai dari 67,50 pada pra-siklus menjadi 74,75 pada Siklus I dan 81,25 pada Siklus II. Ketuntasan belajar juga meningkat dari 35% menjadi 60% dan akhirnya mencapai 90%. Observasi kelas menunjukkan peningkatan partisipasi, kepercayaan diri, kolaborasi, dan pemahaman terhadap aktivitas belajar setelah dilakukan perbaikan pembelajaran. Penelitian ini menyimpulkan bahwa media Matching Card dapat mendukung peningkatan hasil belajar dan keterlibatan kelas melalui siklus pembelajaran reflektif. Guru disarankan mengadaptasi aktivitas berbasis kartu pada materi PAI konseptual serta memberikan pendampingan berbeda bagi siswa yang membutuhkan dukungan secara lebih intensif agar seluruh siswa dapat mencapai standar ketuntasan belajar.

Kata kunci: Pendidikan Agama Islam; Matching Card; hasil belajar; keterlibatan siswa; ketuntasan belajar

Publisher: LPTK IAIN Kediri

Licensed: This work is licensed under
a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/)



INTRODUCTION

Islamic Religious Education in elementary schools faces a challenge when abstract concepts are taught through routines positioning students mainly as recipients of information. This matters because early religious learning should build understanding and meaningful engagement, not merely transmit knowledge. The problem sharpens when memorization and teacher-centered explanations dominate lessons that require students to distinguish related concepts. Recent studies still report rigid, lecture-based, and memorization-oriented practices in Islamic elementary education (Hasanah, 2025; Royo et al., 2025). Such approaches are associated with limited engagement and weak contextual understanding of religious material (Fakrijal, 2025). By contrast, contextual and participatory approaches are linked to stronger involvement and comprehension (Wulandari et al., 2025). Therefore, improving learning outcomes requires a shift from passive transmission to active, interactive learning experiences.

Previous research has examined active, cooperative, and card-based learning as alternatives to conventional Islamic Religious Education, yet an explanatory gap remains. These studies are important because they consistently show improvements in achievement, participation, and classroom enthusiasm. However, most emphasize whether outcomes improve rather than how instructional refinement changes mastery across students. Make a Match studies report higher learning outcomes in experimental and classroom-action settings (Noveda & Zen, 2022). Other studies document increased activity and mastery after matching interventions in Islamic Religious Education (Ashar, 2023; Fadil et al., 2024). Descriptive research explains implementation procedures but gives less attention to how uneven participation is corrected across cycles (Alviandra &

Rahman, 2024). This leaves room to examine improvement as a progressive process rather than as a final score difference.

One strand of literature presents Make a Match and card-based strategies as mechanisms for increasing activity and achievement. These approaches matter because matching tasks require learners to search, compare, decide, and communicate rather than simply listen. Their game-like structure reduces monotony while creating opportunities for peer interaction. In elementary Islamic Religious Education, Make a Match has increased mastery across classroom-action cycles (Ashar, 2023). Similar findings appear in broader Islamic Education contexts, where Make a Match improved achievement and engagement (Fadil et al., 2024; Noveda & Zen, 2022). Index Card Match research likewise links card-based interaction with stronger participation and student-centered learning. These findings establish card-based cooperative learning as promising, but they do not fully explain progression from partial to broader mastery.

A second strand of literature describes active Islamic Religious Education through constructivist and cooperative learning perspectives that emphasize participation, interaction, and meaning-making. This orientation matters because religious concepts become understandable when students connect new information to experience and peer discussion. It also positions the teacher as a facilitator who structures opportunities to test and consolidate understanding. Constructivist accounts link active participation to deeper conceptual comprehension and reflective learning (Fakrijal, 2025; Royo et al., 2025). Cooperative learning studies show that structured interaction can strengthen understanding, confidence, communication, and engagement (Rizal & Rahman, 2025; Wulandari et al., 2025). These processes are compatible with Islamic educational values such as cooperation, responsibility, and mutual assistance. Accordingly, Matching Card can be understood not merely as a game, but as a social mechanism for constructing religious knowledge.

This study examines how Matching Card media can improve fourth-grade students' achievement in Islamic Religious Education through a reflective two-cycle Classroom Action Research process. The study responds to prior research by focusing not only on whether scores increase but also on how achievement develops

through instructional refinement. This approach treats the intervention as a staged learning process rather than a single comparison. The first analysis identifies baseline achievement before introducing Matching Card. The second examines the initial improvement during Cycle I when students begin engaging with matching activities. The third evaluates whether clearer guidance and refined participation structures in Cycle II extend mastery to more students. Through these stages, the study seeks to explain how progressive instructional adjustment can convert early gains into broader learning mastery.

The study argues that Matching Card learning improves achievement when its cooperative and constructivist features are strengthened through reflection and instructional adjustment. This proposition assumes that improvement comes not from the cards alone but from interaction, comparison, feedback, and guided participation. It predicts that clearer instructions and balanced participation will allow gains to spread beyond responsive students. Active and cooperative learning research links structured peer interaction with stronger conceptual understanding and engagement. Card-based studies report rising mastery when students repeatedly engage in matching and collaborative tasks. Constructivist perspectives explain these gains as learners build understanding through mediated social experience. Therefore, mastery is expected when the intervention supports increasingly inclusive participation.

METHOD

The unit of analysis was the classroom learning process of 20 fourth-grade students studying Islamic Religious Education on belief in the Prophets and Messengers at SDN 1 Tegaldlimo, Banyuwangi. This focus was selected because the study examined changes in learning achievement and participation within an authentic instructional setting. The classroom provided the immediate context in which the researcher could directly observe instructional problems, student responses, and learning progress. The study was conducted during the second semester of the 2024/2025 academic year. All students in the class were included because Classroom Action Research addresses problems experienced by the actual

learning group. The analysis therefore centered on changes in achievement and participation across the pre-cycle, Cycle I, and Cycle II stages (Lidiawati et al., 2025).

The study employed a mixed-methods Classroom Action Research design conducted through two cycles of planning, action, observation, and reflection. This design was appropriate because the study aimed to measure changes in learning outcomes while also understanding students' responses to the Matching Card intervention. Combining quantitative and qualitative evidence allowed instructional decisions to consider both achievement data and classroom processes throughout the intervention. Quantitative data tracked score changes and mastery rates across the three stages. Qualitative data documented participation, interaction, and student responses during implementation. The cyclical structure allowed findings from Cycle I to guide instructional refinement in Cycle II, consistent with recent Classroom Action Research practices that use iterative evidence to improve elementary teaching and learning (Lee & Kang, 2025; Lidiawati et al., 2025).

The study used three principal data sources: student achievement scores, classroom observation records, and interview responses from the teacher and students. The study selected these sources because it needed to examine learning improvement through both measurable achievement and the classroom processes accompanying change. Multiple sources also provided a more complete account of whether score improvement coincided with changes in participation and interaction. Achievement data came from pre-cycle, Cycle I, and Cycle II tests administered to all 20 students. We recorded observational data during each cycle to capture participation, interaction, and task engagement. Interview data from the teacher and students clarified classroom experiences and perceptions of Matching Card activities, supporting methodological triangulation across different forms of evidence (Flynn et al., 2024; Nurdin et al., 2025).

Data collection proceeded sequentially across the pre-cycle stage and two action-research cycles using tests, classroom observations, and semi-structured interviews. These techniques were chosen because each captured a different dimension of the intervention, systematically linking achievement changes with classroom behavior and instructional experience. Together, they also reduced reliance on a single form of evidence when evaluating learning improvement. First,

a pre-cycle test established students' initial achievement before introducing Matching Card media. Second, achievement tests and structured observations were conducted during each cycle to document score progression, participation, and interaction. Third, semi-structured interviews with the teacher and students clarified difficulties, responses, and reflections that informed adjustments implemented in Cycle II, consistent with mixed-method educational inquiry (Flynn et al., 2024; Walag et al., 2025).

Data analysis combined descriptive quantitative procedures with qualitative thematic interpretation to examine changes across the three intervention stages. This approach was used because the study required numerical evidence of learning progress alongside contextual explanations of how classroom processes changed during each cycle. Integrating both forms of analysis also supported reflective decision-making within Classroom Action Research. Quantitative analysis calculated individual scores, class means, numbers of students reaching the minimum mastery criterion of 75, and mastery percentages. Qualitative observation and interview data were organized and compared to identify recurring patterns in participation, interaction, confidence, and instructional difficulties. The researchers then triangulated and interpreted findings from both strands to guide reflection and determine whether the predetermined success criterion had been achieved (Nurdin et al., 2025; Walag et al., 2025).

RESULTS AND DISCUSSION

Baseline Learning Achievement before the Matching Card Intervention

Before the Matching Card intervention, students' achievement in Islamic Religious Education clearly showed a baseline problem characterized by low mastery and limited participation. Teacher explanation and conventional discussion dominated learning, while students had few opportunities to interact with the material. This condition was visible in the topic of belief in the Prophets and Messengers, where students were expected to distinguish related names, characteristics, and concepts. Initial observations indicated that several students relied on memorization, struggled to maintain focus, and showed limited confidence in responding to questions. The pre-cycle assessment therefore served as a

reference point for identifying students' initial learning conditions and evaluating changes after implementing Matching Card media in Cycle I and Cycle II.

Table 1. Students' Learning Achievement in the Pre-Cycle Stage

No.	Student Code	Pre-Cycle Score	Mastery
1	AA	60	Not Achieved
2	AB	50	Not Achieved
3	AC	70	Not Achieved
4	AD	55	Not Achieved
5	AE	75	Achieved
6	AF	65	Not Achieved
7	AG	80	Achieved
8	AH	60	Not Achieved
9	AI	70	Not Achieved
10	AJ	75	Achieved
11	AK	50	Not Achieved
12	AL	85	Achieved
13	AM	65	Not Achieved
14	AN	90	Achieved
15	AO	55	Not Achieved
16	AP	75	Achieved
17	AQ	60	Not Achieved
18	AR	70	Not Achieved
19	AS	85	Achieved
20	AT	55	Not Achieved

Source: Authors' classroom action research data, 2024/2025

Table 1 shows that students' learning achievement before implementing the Matching Card media was generally below the expected mastery level. Of the 20 students, only seven students achieved the minimum mastery criterion of 75, resulting in a mastery rate of 35%. The remaining 13 students had not yet reached the required standard. The class mean score was 67.50, indicating that most students still struggled to master the learning material. These results establish the pre-cycle condition as a baseline for evaluating changes in students' achievement after the Matching Card intervention was introduced in subsequent learning cycles.

The score distribution shows a clear concentration of students below the mastery threshold. Thirteen of the 20 students, or 65% of the class, scored between 50 and 70, indicating that low to moderate achievement dominated the pre-cycle condition. Only seven students scored 75 or higher, while the highest score was 90 and the lowest was 50. This 40-point range also indicates considerable variation in students' initial achievement levels. Although several students performed relatively

well, the overall pattern remained weighted toward scores below the minimum mastery criterion. The data therefore suggest that learning difficulties were not limited to a small group of students but affected the majority of the class, establishing a clear need for instructional improvement in the subsequent cycle.

The predominance of scores below the mastery criterion can be interpreted as more than an individual learning deficit; it reflects a pedagogical mismatch between the conceptual nature of Islamic Religious Education and a learning environment in which students have limited opportunities to actively construct meaning. In the broader social context of classroom learning, limited interaction and student participation reduce opportunities to negotiate knowledge through peer discussion, experience, and collaborative engagement, which are particularly important for understanding religious concepts rather than merely recalling them (Rizal & Rahman, 2025; Royo et al., 2025). This pattern also reflects a longer-standing tendency in Islamic Religious Education toward expository, teacher-centered, and memorization-oriented instruction, which recent studies identify as limiting deeper conceptual understanding and meaningful student engagement (Fakrijal, 2025; Royo et al., 2025). From a constructivist perspective, the findings suggest that students require opportunities to connect new religious knowledge with prior experience through active participation and social interaction, rather than receiving concepts as fixed information from the teacher (Fakrijal, 2025; Romdhon et al., 2024). Therefore, the pre-cycle achievement pattern indicates a need to shift toward a more learner-centered and interactive instructional orientation.

Initial Improvement in Learning Achievement during Cycle I

The first cycle showed an initial improvement in students' learning achievement after introducing Matching Card media. Compared with the pre-cycle condition, students became more actively involved in identifying and matching concepts related to the Prophets and Messengers, while classroom interaction shifted toward a more participatory learning process. This change was accompanied by an increase in the class mean from 67.50 to 74.75 and a rise in learning mastery from 35% to 60%. Although the predetermined success criterion had not yet been

achieved, the results indicate that the first implementation of Matching Card media produced a positive movement in students' achievement. Cycle I therefore represents an important transitional stage in which instructional improvement became visible but still required further refinement.

Table 2. Students' Learning Achievement in Cycle I

No.	Student Code	Cycle I Score	Mastery
1	AA	70	Not Achieved
2	AB	75	Achieved
3	AC	80	Achieved
4	AD	60	Not Achieved
5	AE	85	Achieved
6	AF	75	Achieved
7	AG	80	Achieved
8	AH	70	Not Achieved
9	AI	80	Achieved
10	AJ	75	Achieved
11	AK	65	Not Achieved
12	AL	85	Achieved
13	AM	70	Not Achieved
14	AN	90	Achieved
15	AO	60	Not Achieved
16	AP	75	Achieved
17	AQ	70	Not Achieved
18	AR	80	Achieved
19	AS	85	Achieved
20	AT	65	Not Achieved

Source: Authors' classroom action research data, 2024/2025

Table 2 shows that students' learning achievement improved after the first implementation of Matching Card media. Of the 20 students, 12 reached the minimum mastery criterion of 75, representing 60% of the class, while eight students remained below the required standard. The class mean increased to 74.75, showing clear improvement from the pre-cycle mean of 67.50. The score distribution also shifted upward, with more students achieving scores within or above the mastery range. Although the predetermined success criterion had not yet been reached, the Cycle I results indicate that the initial use of Matching Card media was followed by measurable progress in students' learning achievement and provided a basis for further instructional refinement in Cycle II.

The score distribution in Cycle I shows a clear upward shift compared with the pre-cycle stage. Most students scored between 70 and 85, with 15 of the 20

students falling within this range. Among the students who achieved mastery, four scored 75, four scored 80, three scored 85, and one scored 90. Meanwhile, the eight students who had not yet achieved mastery were concentrated between 60 and 70, with four students scoring 70 and therefore remaining only five points below the required criterion. The score range also narrowed from 40 points in the pre-cycle stage to 30 points in Cycle I. This pattern indicates a reduced gap between lower- and higher-performing students after the first learning cycle.

The improvement in Cycle I reflects an initial shift from passive knowledge reception toward socially mediated learning through peer interaction and matching activities. From a social constructivist perspective, students develop understanding more effectively when they actively negotiate meaning and connect concepts through collaborative tasks rather than merely receive information from the teacher (Videnovik et al., 2024). This pattern also reflects a broader pedagogical transition in Islamic Religious Education from teacher-centered instruction toward participatory and cooperative learning (Rizal & Rahman, 2025; Syukur et al., 2024). This collaboration aligns with Islamic educational values of cooperation, responsibility, mutual assistance, and *ukhuwah* (Rizal & Rahman, 2025; Rohi Saputri et al., 2025). However, the 60% mastery rate indicates that the transition remained incomplete and required clearer scaffolding and more structured participation.

Achievement of Learning Mastery during Cycle II

Cycle II met the predetermined learning mastery target after refining the Matching Card activity. Based on Cycle I reflection, the teacher provided clearer instructions, more focused guidance, and stronger support for students who had previously remained passive or below the mastery threshold. These adjustments were accompanied by a further increase in the class mean from 74.75 to 81.25 and a rise in learning mastery from 60% to 90%. Eighteen of the 20 students achieved the minimum mastery criterion, leaving only two students below the required score. This pattern indicates that the second cycle not only continued the earlier improvement but also consolidated it into a more evenly distributed level of achievement across the class.

Table 3. Students' Learning Achievement in Cycle II

No.	Student Code	Cycle II Score	Mastery
1	AA	80	Achieved
2	AB	75	Achieved
3	AC	85	Achieved
4	AD	70	Not Achieved
5	AE	90	Achieved
6	AF	80	Achieved
7	AG	85	Achieved
8	AH	75	Achieved
9	AI	85	Achieved
10	AJ	80	Achieved
11	AK	75	Achieved
12	AL	90	Achieved
13	AM	75	Achieved
14	AN	95	Achieved
15	AO	70	Not Achieved
16	AP	85	Achieved
17	AQ	80	Achieved
18	AR	85	Achieved
19	AS	90	Achieved
20	AT	75	Achieved

Source: Authors' classroom action research data, 2024/2025

Table 3 shows that students' learning achievement improved further in Cycle II after the instructional refinements were implemented. Of the 20 students, 18 achieved the minimum mastery criterion of 75, representing 90% of the class, while only two students remained below the required standard. The class mean increased to 81.25, exceeding both the pre-cycle mean of 67.50 and the Cycle I mean of 74.75. Most students also moved into the mastery range, with scores concentrated between 75 and 90. These results indicate that the second cycle produced stronger, more evenly distributed improvement in learning achievement while also meeting the predetermined success criterion of at least 80% learning mastery.

The score distribution in Cycle II shows a pattern within the mastery range. Eighteen of the 20 students scored 75 or above, while only two students remained below the criterion, both with scores of 70. Most scores were clustered between 75 and 90, including five students who scored 75, four who scored 80, five who scored 85, and three who scored 90. One student scored the highest, at 95. Compared with Cycle I, the score range narrowed from 30 to 25 points, while the proportion of students below mastery decreased substantially. This pattern indicates that

improvement was not limited to a few high-performing students but spread more evenly across the class, with most students reaching or exceeding the expected learning standard.

The 90% mastery achieved in Cycle II suggests that instructional refinement transformed the initial improvement into more broadly shared learning progress. Socially, structured peer interaction and clearer guidance enabled students with different initial abilities to participate more effectively in knowledge construction, consistent with social constructivism, which views understanding as developing through mediated interaction and collaborative meaning-making (Rohman & Rohman, 2025; Sinaga et al., 2024). Historically, this progression reflects the continuing shift in Islamic Religious Education from transmissive instruction toward learner-centered cooperative practices that emphasize participation and conceptual mastery (Adi Warma et al., 2023; Fitriya et al., 2025). Ideologically, cooperative learning also accommodates Islamic educational values such as responsibility, empathy, mutual assistance, and respect, integrating cognitive achievement with character formation (Nurlaila Ramadhani et al., 2025; Rohman & Rohman, 2025). Thus, Cycle II consolidates both academic mastery and participatory learning.

CONCLUSION

Meaningful improvement in Islamic Religious Education emerged when instructional change was implemented reflectively and refined across cycles. The Matching Card activity enabled students to engage with abstract concepts through direct interaction and peer collaboration. Its contribution became stronger when Cycle II addressed weaknesses identified during the first implementation. The class mean increased from 67.50 in the pre-cycle stage to 74.75 in Cycle I and 81.25 in Cycle II. Learning mastery also rose from 35% to 60% and finally reached 90% after instructional refinement. Classroom participation became more evenly distributed as students gained familiarity with the activity and received clearer guidance. These findings show that sustained learning improvement depends not only on introducing an instructional medium but also on continuously adjusting its implementation to students' learning needs.

A simple card-based activity provided a structured mechanism for improving learning when embedded within a reflective Classroom Action Research process. The study provides empirical data on achievement across three stages and links instructional refinement to measurable classroom change. It also extends the practical application of cooperative and constructivist principles within elementary Islamic Religious Education. The study documented individual student scores across the pre-cycle, Cycle I, and Cycle II stages. Mastery increased from seven students to twelve, and finally to eighteen. Test data, classroom observation, and reflective cycles together provide a coherent basis for interpreting changes in learning outcomes. These contributions offer a contextual model for designing, evaluating, and refining active learning strategies in religious education classrooms using accessible instructional media.

The findings remain bounded by the small-scale classroom context and the intervention's limited duration. The involvement of only 20 fourth-grade students restricts the transferability of the results to other schools, grade levels, and learning environments. The two-cycle duration also provides no evidence regarding long-term retention or the sustainability of the observed improvement. Two students remained below the mastery criterion at the end of Cycle II. The study did not examine whether differences in prior ability, motivation, or learning preferences contributed to these remaining gaps. It also did not compare Matching Card instruction with an alternative intervention or control group. Further research should therefore involve broader samples, longer implementation periods, and comparative designs to examine the consistency and durability of the observed learning gains.

REFERENCES

Adi Warma, Wangiman, & Neneng Wahyuni. (2023). Improving Learning Outcomes Of Islamic Religious Education In Civil Decisions Material Implementing Prophets And Apostles Through Cooperative Learning Types Of Investigation Groups For Class V Students UPTD Negara 06 Koto Primary School, Guguak District. *IJGIE (International Journal of Graduate of Islamic Education)*, 4(2), 314–324. <https://doi.org/10.37567/ijgie.v4i2.2334>

- Alviondra, D., & Rahman, R. (2024). Pelaksanaan Model Pembelajaran Make A Match Pada Mata Pelajaran PAI dalam Meningkatkan Hasil Belajar Siswa. *An-Nuha*, 4(3), 260–268. <https://doi.org/10.24036/annuha.v4i3.538>
- Ashar, S. (2023). Peningkatan Aktivitas dan Hasil Belajar Pendidikan Agama Islam dan Budi Pekerti melalui Strategi Pembelajaran Cooperative Learning Tipe Make A Match. *Paedagogie*, 18(1), 59–70. <https://doi.org/10.31603/paedagogie.v18i1.8641>
- Fadil, K., Hakim, F., & Rusmana, I. (2024). Meningkatkan Hasil Belajar Menggunakan Metode Make A Match Pada Mata Pelajaran Pendidikan Agama Islam Di SMP IT eL Ma'mur Kota Bogor. *Jurnal Pendidik Indonesia*, 5(1), 10–16. <https://doi.org/10.61291/jpi.v5i1.58>
- Fakrijal, F. (2025). KONSTRUKTIVISME DALAM PENDIDIKAN AGAMA ISLAM TINJAUAN FILOSOFIS TERHADAP PEMBELAJARAN AKTIF. *NIHAYAH: Journal of Islamic Studies*, 1(1), 34–54. <https://doi.org/10.65802/nihayah.v1i1.8>
- Fitriya, E., Saadah, S., & Kariadinata, R. (2025). A Comparative Analysis of Jigsaw, Team Games Tournament, and Conventional Approaches on Student Achievement in Islamic Religious Education at the Elementary Level. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, 5(1), 41–56. <https://doi.org/10.15575/jipai.v5i1.46840>
- Flynn, N., Teemant, A., Viesca, K. M., & Perumal, R. (2024). Effective Teachers of Multilingual Learners: A Mixed-Method Study of UK and US Critical Sociocultural Teaching Practices. *TESOL Quarterly*, 58(1), 195–221. <https://doi.org/10.1002/tesq.3224>
- Hasanah, M. (2025). Between Doctrine and Practice: Rethinking Akidah Akhlak Curriculum in Islamic Elementary Schools Amidst Contemporary Moral Challengesbb. *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, 5(2), 108–119. <https://doi.org/10.53515/tdjpai.v5i2.189>
- Lee, H., & Kang, E. (2025). Classroom Action Research on a Blended Project-Based Learning Program to Foster Cooperative Communication Competencies. *The Society for Cognitive Enhancement and Intervention*, 16(3), 265–282. <https://doi.org/10.21197/JCEI.16.3.14>
- Lidiawati, Haryanto, E., & Habibi, A. (2025). Classroom Action Research in IPAS Learning: Enhancing Students' Cognitive Abilities through a Differentiated Approach in Elementary Schools. *Lembaran Ilmu Kependidikan*, 54(1), 134–143. <https://doi.org/10.15294/lik.v54i1.22158>
- Noveda, Y., & Zen, Z. (2022). PENGARUH MODEL PEMBELAJARAN MAKE A MATCH TERHADAP HASIL BELAJAR SISWA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM. *E-Tech: Jurnal Ilmiah Teknologi Pendidikan*, 10(1). <https://doi.org/10.24036/et.v10i1.120256>

- Nuridin, Muhammad Yaumi, Rusli Malli, Muhammad Ali Bakri, Bahaking Rama, Sumiati, & Agustina. (2025). Assessing Pedagogic Competence through Qualitative Inquiry: Insights from Evaluation Practices in Secondary Education. *International Journal on Studies in Education*, 7(3), 482–494. <https://doi.org/10.46328/ijonse.5433>
- Nurlaila Ramadhani, Nisa Adriani, & Gusmaneli Gusmaneli. (2025). Strategi Pembelajaran Kooperatif Terhadap Peningkatan Karakter Religius Siswa dalam Mata Pelajaran PAI. *Aliansi: Jurnal Hukum, Pendidikan Dan Sosial Humaniora*, 2(3), 44–55. <https://doi.org/10.62383/aliansi.v2i3.876>
- Rizal, K., & Rahman, A. (2025). Cooperative Learning Strategies in Islamic Religious Education. *Tadrib: Jurnal Pendidikan Agama Islam*, 11(2), 405–413. <https://doi.org/10.19109/tadrib.v11i2.32186>
- Rohi Saputri, Julita Amalia Siregar, & Gusmaneli Gusmaneli. (2025). Penggunaan Strategi Pembelajaran Kooperatif dalam Meningkatkan Partisipasi Siswa pada Mata Pelajaran PAI. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, 3(2), 162–176. <https://doi.org/10.61132/sadewa.v3i2.1763>
- Rohman, M. K., & Rohman, F. (2025). Implementation of Think–Pair–Share–Based Cooperative Learning in Enhancing Social Skills and Conceptual Understanding in Islamic Religious Education. *Journal of Islamic Education Research*, 6(4), 509–524. <https://doi.org/10.35719/jier.v6i4.533>
- Romdhon, J., Masrifah, M., Shiyama, N. M., & Suharyati, H. (2024). Applying Constructivist Learning Theory to Enhance Student Learning Outcomes in Elementary Schools. *International Journal of Sustainable Development & Future Society*, 2(2), 62–69. <https://doi.org/10.62157/ijdsdfs.v2i2.73>
- Royo, A., Safitriana, D. I., & Kamal, R. (2025). Transformasi Pembelajaran Pendidikan Agama Islam Melalui Active Learning: Kajian Atas Metode Card Sort, The Power of Two, dan Snowballing. *JURNAL Riset Rumpun Ilmu Pendidikan*, 4(2), 228–237. <https://doi.org/10.55606/jurripen.v4i2.5573>
- Sinaga, L., Sinaga, M., & Sidabukke, H. (2024). Application of the Cooperative Learning Method in Improving Learning Achievement in Islamic Religious Education at SD Negeri 106226 Padang Baru. *Jurnal Pendidikan Profesi Guru*, 2(2), 81–87. <https://doi.org/10.22373/jppg.v2i2.6737>
- Syukur, A., Rambe, M. A., & Ananda, N. (2024). Application of the Index Card Match Method to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 39 Bukit Tujuh. *Jurnal Pendidikan Profesi Guru*, 2(1), 69–78. <https://doi.org/10.22373/jppg.v2i1.6688>
- Videnovik, M., Vold, T., Kiønig, L., Bogdanova, A. M., & Trajkovik, V. (2024). PlayfulPeer Pedagogy: A Framework for Integrating Game-Based Learning and Peer Interaction in Primary Education. *2024 21st International Conference on Information Technology Based Higher Education and Training (ITHET)*, 1–6. <https://doi.org/10.1109/ITHET61869.2024.10837602>

- Walag, A. M. P., Madronero, J. M., Tapay, A. G. Q., Sales, G. M. G., & Malawi, N. M. (2025). Technology-Enhanced Action Research Training for Science Teachers: An Explanatory Sequential Mixed-Methods Needs Assessment. *Journal of Educational Technology and Learning Creativity*, 3(2), 269–281. <https://doi.org/10.37251/jetlc.v3i2.2301>
- Wulandari, S. L., Maulana, I., & Zaman, N. (2025). Pemanfaatan Active Learning untuk Mengembangkan Higher Order Thinking Skills (HOTS) dalam Pembelajaran Pendidikan Agama Islam: Suatu Studi Literatur. *Hidayah : Cendekia Pendidikan Islam Dan Hukum Syariah*, 2(3), 81–90. <https://doi.org/10.61132/hidayah.v2i3.1475>