

The Application of The Team-Based Learning Method in Enhancing Tenth-Grade Students' Understanding of The Story of Umar Bin Khattab At MA Darunnajah

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Article Info	Abstract
<p><i>Article history:</i> Received: April 20, 2025 Revised: May 26, 2025 Accepted: April 29, 2026</p> <hr/> <p><i>Keywords:</i> Team-Based Learning Classroom Action Research Quasi-Experimental Design Learning Cycle</p>	<p>This study examines the application of the Team-Based Learning method to enhance tenth-grade students' understanding of the story of Umar bin Khattab at MA Darunnajah. The objective is to measure the effectiveness of the Team-Based Learning method in improving students' comprehension of this historical narrative. The research adopts a Classroom Action Research framework employing a Quasi-Experimental Design with a One-Group Pretest-Posttest Design, involving a single group without a control group. The study was conducted in two cycles, each comprising four strategic stages: planning, implementation, observation, and reflection. The researcher measured the variable prior to the intervention (pretest), administered the treatment, and subsequently measured it again after the intervention (posttest). The findings indicate that the minimum score achieved by students was 81, the maximum score was 96, and the class mean was 89.36, with a standard deviation of 4.32 and a variance of 18.66. All 28 students met the Minimum Completion Criteria, resulting in a 100% completion rate. These results demonstrate that the Team-Based Learning method effectively enhances students' understanding of the story of Umar bin Khattab.</p>
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A. Introduction

Education plays a crucial role in shaping students' character and personality (Tarigan et al., 2024). It is not solely intended to impart knowledge, but also to instill moral, ethical, and noble character values (Uzma & Masyithoh, 2024). The model of personality and conduct directly demonstrated by the Prophet Muhammad (peace be upon him) constitutes a standard of learning that every companion and subsequent generation of Muslims is expected to emulate (Arief, 2022). In the context of Islamic education, understanding Islamic history is crucial to shaping students' character. The narratives of Islamic history, particularly those concerning the lives of the Prophet's companions, contain numerous lessons that can serve as exemplary models in everyday life.

One of the figures who played a significant role in Islamic history is Umar bin Khattab, the second caliph after Abu Bakr Ash-Shiddiq. Umar bin Khattab is renowned as a just, resolute leader who possessed great devotion to Islam (Fianda, 2016). His decisions in leading the Muslim community reflected extraordinary wisdom and firmness in upholding justice. The life of Umar

bin Khattab is an inspirational narrative that can shape students' attitudes and personalities. Therefore, students' understanding of the story of Umar bin Khattab becomes essential in cultivating strong, disciplined, and responsible character.

In practice, however, history learning is often perceived as tedious by students. This perception is attributable to several factors, including instructional approaches that lack interactivity, one-way lecture methods, and insufficient student involvement in the learning process. Consequently, students' understanding of historical material remains suboptimal, and the values embedded within historical narratives are not adequately internalized. Although the lecture method offers the advantage of conveying information directly, it proves less effective in fostering deep understanding. Students tend to be passive recipients of material, rendering the learning process monotonous and unengaging. Low student engagement in the learning process makes it difficult for them to relate historical narratives to their real-life experiences (Syukri, 2025). This results in limited appreciation for Islamic history and difficulty in applying the values learned to everyday life.

In contemporary education, more interactive learning methods that engage students in active participation are needed to improve comprehension of instructional material (Depita, 2024). One method that can be implemented in Islamic history courses is Team-Based Learning. The Team-Based Learning method constitutes an instructional approach centered on collaborative group work (Junanto & Sartika, 2023). Students are divided into small teams to learn together as they solve a given problem. This method emphasizes active learning, in which students not only receive information passively but also contribute to discussions, analyze information, and seek solutions to the problems presented.

Several studies have examined the application of the Team-Based Learning method. The study by Islamarida (2019) investigated the impact of implementing the Team-Based Learning method on knowledge enhancement, learning outcomes, and cooperation. The findings revealed that the Team-Based Learning method positively influences comprehension, critical thinking, and team cooperation. Furthermore, this method is considered effective in fostering independent learning, encouraging active participation in complex discussions, and improving problem-solving skills. The study by Pardamean et al. (2022) aimed to develop an online learning portal supported by Artificial Intelligence within the Team-Based Learning framework. The findings indicated that implementing Artificial Intelligence-based online learning within the Team-Based Learning framework significantly improved student learning outcomes. Meanwhile, the present study offers a novel application of the Team-Based Learning method to Islamic education within a pesantren

(Islamic boarding school) environment, particularly through narrative-based learning on the Islamic figure Umar bin Khattab. This study explores how Team-Based Learning can deepen students' understanding of Islamic history among santri (students of Islamic boarding schools). Lev Vygotsky maintained that interaction with others during the learning process plays a vital role in the construction of understanding and knowledge (Sugrah, 2019).

Through this method, students not only gain a deeper understanding of the life of Umar bin Khattab but also develop critical thinking, communication, and teamwork skills. This is expected to enhance student engagement in the learning process and foster greater activity in comprehending and applying the values of Islamic history in their lives. Fundamentally, knowledge is constructed through social interaction rather than being merely the product of individual exploration (Deddy et al., 2022). The application of the Team-Based Learning method in instruction, particularly in teaching the story of Umar bin Khattab, is an effective way to enhance student understanding. Through interactive, collaborative, and problem-solving-based learning, students not only achieve better academic comprehension but also internalize the values of leadership, justice, and piety exemplified by Umar bin Khattab.

Given the issues outlined above, this study is essential for determining the extent to which the Team-Based Learning method can enhance students' understanding of the story of Umar bin Khattab. This research also seeks to explore the effectiveness of this method in creating a learning environment that is more engaging, interactive, and meaningful for students. Furthermore, this study may serve as a reference for educational institutions seeking to implement innovative instructional strategies to improve the quality of Islamic history learning. The findings are expected to provide useful recommendations for teachers in designing more effective learning methods aligned with students' needs. Accordingly, the study entitled “The Application of the Team-Based Learning Method in Enhancing Tenth-Grade Students' Understanding of the Story of Umar bin Khattab at MA Darunnajah” is expected to contribute to the development of more effective instructional methods in Islamic education.

B. Methods

This research is classified as Classroom Action Research (CAR). It employs a Quasi-Experimental Design, which is a quantitative research approach. This approach was selected because the data collected pertain to numerical values that can be calculated mathematically and analyzed statistically (Kemmis & McTaggart, 1988). The Quasi-Experimental Design is characterized by the administration of a specific treatment to research subjects selected from pre-existing groups, such as already-formed classes. It is a method employed to investigate the effects

of a particular treatment under conditions controlled by the researcher (Sugiyono, 2017). Within the Quasi-Experimental Design, the One-Group Pretest-Posttest Design was employed, which involves a single group without a control group. The researcher measured the variable prior to the treatment (pretest), administered the treatment, and subsequently measured it again after the treatment (posttest). The instrument used in this study was a test. A test is a measurement method consisting of a series of questions, statements, or tasks that respondents must complete or answer (Arifin, 2012).

This classroom action research was conducted in two cycles. Each cycle consisted of four stages: planning, implementation, observation, and reflection. The research was carried out at MA Darunnajah, located at Jl. Ulujami Raya No. 86, Ulujami, Pesanggrahan District, South Jakarta. The study was conducted during the even semester of the 2024/2025 academic year, from January through March 2025. The research subjects comprised 28 tenth-grade students at MA Darunnajah Jakarta during the 2024/2025 academic year. The objective of the study was to enhance students' understanding of the story of Umar bin Khattab through the application of the Team-Based Learning method, as measured through written tests. The success of this instructional method was determined by improvements in students' understanding of the material, as evidenced by significant changes in test scores following Team-Based Learning sessions. The application of the Team-Based Learning model was deemed effective if students attained the established Minimum Completion Criteria score of 75.

C. Result and Discussion

Result Cycle I

a. Planning

After evaluating and analyzing the issues that emerged, the researcher prepared the following steps for the action stage: (1) designing a Lesson Plan (RPP) employing the conventional method; (2) preparing the equipment and materials required for the learning process; (3) preparing a series of test items to measure students' comprehension of the instructional material; and (4) preparing the assessment guidelines. The purpose of these steps was to ensure a clear and detailed understanding of the planned learning implementation.

b. Implementation

The Cycle I action was conducted on Saturday, 8 February 2025, from 11:30 to 12:10 Western Indonesia Time. In this cycle, the conventional method was employed throughout the learning process, and the researcher served as both instructor and observer. The session began with an opening greeting and prayer, followed by a check on students' learning readiness and the conveyance of

learning objectives. The teacher then commenced the apperception phase by linking the instructional material to students' life experiences.

The core activity of Cycle I was carried out as follows: (1) motivating students to focus on the topic; (2) students listened to the teacher's explanation; (3) students read the textbook and observed the text; (4) students were allowed to ask questions about content they had not yet understood; (5) the teacher addressed the questions raised during the learning process; (6) the teacher delivered the conclusions; and (7) the teacher conveyed moral messages and closed the session with a greeting.

c. Observation

Based on observations of student learning activities, students successfully demonstrated three indicators at the Good (B) achievement level out of eight indicators observed. Meanwhile, one indicator reached the Sufficient (C) level, and four indicators showed Poor (K) achievement.

In Cycle I, the researcher employed an essay test consisting of six items. The Cycle I test results are presented below.

Table 1. Cycle I Test Results

No	Name	Score	Description
1	Adzran Bymarzhein	23	Not Passed
2	Agung Huswara	100	Passed
3	Ahmad Habibi Akmal	31	Not Passed
4	Ahmad Syaucie Yusuf	85	Passed
5	Ahmad Yosemite Ataya	31	Not Passed
6	Ajhar Muhammad	38	Not Passed
7	Arrayhan Mujahid Hasyim	77	Passed
8	Charis Fitriyansah Putuwijaya	88	Passed
9	Dzakky Muhammad Reisyafa	38	Not Passed
10	Fahri Todiansyah	77	Passed
11	Faiz Abiyyu Tsaqib	73	Not Passed
12	Fuad Zulfikar Djafar	54	Not Passed
13	Ghifari Miftah Novandra Latif	31	Not Passed
14	Jati Ibrahim Toba	100	Passed
15	Lutfy Maulana	88	Passed
16	M. Raja Ramadhan	15	Not Passed

No	Name	Score	Description
17	Mohammad Rashya Adriyan Yusma	85	Passed
18	Muhammad Abdan Syakuro Wiratama	69	Not Passed
19	Muhammad Fathan Mubina	73	Not Passed
20	Muhammad Ghaza Alfarizi	77	Passed
21	Muhammad Ihsan Haqqi Tamam	73	Not Passed
22	Multazam 'Izul Haqi	46	Not Passed
23	Rifat Uqail Akbar	73	Not Passed
24	Rizky Purnama Sidik	81	Passed
25	Shiddieq Aminullah	23	Not Passed
26	Thariq Ziyad Rachman	100	Passed
27	Wildan Bayuaji Nuurfaiz	73	Not Passed
28	Yusuf Nur Adnan	92	Passed

Table 2. Recapitulation of Cycle I Pretest Data

No	Material Mastery (%)	Frequency	Percentage (%)
1	85–100	8	28.57
2	70–84	9	32.14
3	55–69	1	3.57
4	46–54	2	7.14
5	0–45	8	28.57
	Total	28	100.00

Based on the Cycle I test results, the minimum score was 15, the maximum was 100, and the class mean was 64.79. From these data, the standard deviation was calculated to be 25.86, and the variance was 668.60. Based on the test results, 12 students met the Minimum Completion Criteria for the akhlak (Islamic ethics) subject, representing 42.86%, while 16 did not, representing 57.14%.

d. Reflection

Based on the observation and test results obtained, several discrepancies were identified between the data and the planned instructional design and predetermined success indicators, namely: (1) the researcher's role as instructor was not yet optimal in directing and guiding students to comprehend the material, which caused several students to experience difficulty in answering the test items; (2) students were less actively involved in discussions or in posing questions; (3) the

implementation of learning aimed at examining the findings within the material was not yet optimal; and (4) student learning activities had not yet attained the expected success indicators. Based on the learning outcomes, only 42.86% of the 28 students were able to follow the instructional material adequately to completion.

To achieve better outcomes in Cycle II, several improvements were required. The planned improvements included the following: (1) replacing the conventional instructional design with the Team-Based Learning method using heterogeneously composed group members. This arrangement enabled students with higher cognitive ability to function as peer tutors, a step expected to enhance instructional effectiveness; (2) intensifying efforts to direct, guide, and monitor student involvement in discussions to ensure attainment of the desired learning objectives; (3) emphasizing each student's involvement in inter-student discussions concerning their group findings; (4) optimizing the teacher's role as moderator in inter-student discussions by providing equal opportunities for each student or group to convey ideas, opinions, and questions about material that had not yet been understood, while also managing time to ensure effective learning; and (5) providing each group with the opportunity to present a summary of the instructional material at the end of the learning session.

Research Results: Cycle II

a. Planning

After evaluating and analyzing the issues that emerged in Cycle I, the researcher prepared the following steps for the action stage: (1) designing a Lesson Plan (RPP) employing the Team-Based Learning method; (2) preparing the equipment and materials required for the learning process; (3) developing Student Worksheets (LKPD) for students to record their learning outcomes; (4) preparing a series of test items to measure students' comprehension of the instructional material; and (5) preparing observation guidelines and assessment rubrics. The purpose of these steps was to ensure a clear and detailed understanding of the planned learning implementation.

b. Implementation

The Cycle II action was conducted on Monday, 24 February 2025, from 08:20 to 09:00 Western Indonesia Time. In this cycle, the researcher served as both instructor and observer. The session began with an opening greeting and prayer, followed by a check on students' learning readiness and the conveyance of learning objectives. The teacher then commenced the apperception phase by linking the instructional material to students' life experiences.

The core activity of Cycle II was carried out as follows: (1) the teacher divided students into small groups; (2) students were given motivation or stimulation to focus their attention on the topic; (3) each group read the textbook; (4) each group examined and observed the text; (5) the teacher provided each group with the opportunity to discuss and identify points related to the material; (6)

each group was allowed to ask the teacher questions about anything not yet understood; (7) each group recorded the key points of the material studied on the worksheet; (8) group representatives presented their findings in turn; (9) each group was given time to read and memorize the discussion outcomes in preparation for the written test; (10) all students answered the written test items individually; and (11) the Cycle II activity was concluded by the teacher with the conveyance of moral messages and closed with a greeting.

c. Observation

Based on observations of student learning activities, students successfully demonstrated six of eight observed indicators at the Very Good (SB) achievement level. The remaining two indicators reached the Good (B) achievement level.

In Cycle II, the researcher employed an essay test consisting of six items. The Cycle II test results are presented below.

Table 3. Cycle II Test Results

No	Name	Score	Description
1	Adzran Bymarzhein	88	Passed
2	Agung Huswara	96	Passed
3	Ahmad Habibi Akmal	92	Passed
4	Ahmad Syauqie Yusuf	96	Passed
5	Ahmad Yosemite Ataya	81	Passed
6	Ajhar Muhammad	92	Passed
7	Arrayhan Mujahid Hasyim	88	Passed
8	Charis Fitriyansah Putuwijaya	92	Passed
9	Dzakky Muhammad Reisyafa	81	Passed
10	Fahri Todiansyah	85	Passed
11	Faiz Abiyyu Tsaqib	92	Passed
12	Fuad Zulfikar Djafar	81	Passed
13	Ghifari Miftah Novandra Latif	88	Passed
14	Jati Ibrahim Toba	88	Passed
15	Lutfy Maulana	88	Passed
16	M. Raja Ramadhan	85	Passed
17	Mohammad Rashya Adriyan Yusma	92	Passed
18	Muhammad Abdan Syakuro Wiratama	92	Passed

No	Name	Score	Description
19	Muhammad Fathan Mubina	96	Passed
20	Muhammad Ghaza Alfarizi	88	Passed
21	Muhammad Ihsan Haqqi Tamam	92	Passed
22	Multazam 'Izul Haqi	88	Passed
23	Rifat Uqail Akbar	88	Passed
24	Rizky Purnama Sidik	96	Passed
25	Shiddieq Aminullah	85	Passed
26	Thariq Ziyad Rachman	92	Passed
27	Wildan Bayuaji Nuurfaiz	88	Passed
28	Yusuf Nur Adnan	92	Passed

Table 4. Recapitulation of Cycle II Posttest Data

No	Material Mastery (%)	Frequency	Percentage (%)
1	85–100	25	89.29
2	70–84	3	10.71
3	55–69	0	0
4	46–54	0	0
5	0–45	0	0
	Total	28	100.00

Based on the Cycle II test results, using the Team-Based Learning method, the minimum score was 81, the maximum was 96, and the class mean was 89.36. From these data, the standard deviation was calculated to be 4.32 and the variance to be 18.66. Based on the test results, all 28 students met the Minimum Completion Criteria, resulting in a 100% completion rate.

d. Reflection

After analyzing the data from observations and evaluations, the following findings emerged: (1) overall, the learning process implementing the Team-Based Learning method proceeded in accordance with the previously formulated plan; (2) student learning activities reached the success threshold, with six indicators attaining the Very Good (SB) level and two indicators attaining the Good (B) level out of the eight indicators listed in the observation guidelines; and (3) in terms of student learning outcomes, 100% of the 28 students who participated in the learning process employing the

Team-Based Learning method successfully achieved the Minimum Completion Criteria of 75 in the akhlak subject.

Discussion

This section reviews the data presented previously. Based on the established indicators, two principal points are addressed. First, all indicators of student learning activity within the learning process listed in the observation guidelines should attain the Good (B) or Very Good (SB) qualification. Second, students participating in the learning process employing the Team-Based Learning method should achieve a minimum score of 75 in the akhlak subject. Data analysis indicates the extent to which both indicators have been attained. It provides an overview of the effectiveness of implementing the Team-Based Learning model in enhancing student learning activity and outcomes.

In the Cycle I action, learning was conducted using the conventional method. Student learning activity was confined to listening to the teacher's explanation and subsequently answering the prepared questions. In this cycle, not all students were actively involved in the learning process. Data obtained from the Cycle I observations indicate that many aspects of student learning activity within the learning process did not yet meet the qualifications established in the observation guidelines. The observation results showed three indicators at the Good (B) achievement level, one at the Sufficient (C) level, and four at the Poor (K) level. The data may be described as follows: (1) students were rated "Good" in attending to the objectives and apperception conveyed by the teacher, paying attention to the teacher's explanation, and copying information from the board into their notebooks; (2) students were rated "Sufficient" in reading and observing the text; and (3) students were rated "Poor" in posing questions about material not yet understood, summarizing their findings, presenting their findings, and conveying conclusions at the end of the lesson. Student test scores in Cycle I, particularly on material related to the story of Umar bin Khattab, indicated that learning outcomes remained unsatisfactory. Only 12 students met the Minimum Completion Criteria, representing 42.86%. Meanwhile, 16 students had not met the established Minimum Completion Criteria, representing 57.14%.

The scores in this dataset exhibit considerable dispersion, with a relatively high standard deviation of 25.86. This indicates that the values are spread far from the mean, meaning the scores in this dataset vary widely. They are inconsistent, with several scores substantially higher or lower than others. A high standard deviation indicates that the data are not tightly clustered around the mean but rather widely dispersed. In other words, there are significant differences among

individual values within the data: some scores are very high, such as 100, while others are considerably lower, such as 15 or 23.

A high variance, as in the present data, where the variance is 668.60, indicates considerable variation among individual values within the dataset. This means that the values vary widely and are not concentrated near the mean. The greater the variance, the wider the dispersion or differences among the values within the dataset. When linked to the established research success indicators, more than half of the students remained below the target for achieving learning mastery. The application of the Team-Based Learning method in the learning process was therefore considered a viable solution to address this issue. Through this method, students become directly engaged in acquiring knowledge, which positively impacts their learning outcomes.

In the Cycle II action, learning was conducted using the Team-Based Learning method. The improvements agreed upon during Cycle I reflection were implemented. The observation results indicate that student activity attained the research success indicators, with six of the eight observed indicators reaching the Very Good (SB) achievement level. The remaining two indicators reached the Good (B) achievement level. The data may be described as follows: (1) students were rated “Very Good” in attending to the learning objectives and apperception conveyed by the teacher, forming groups in accordance with the teacher's instructions, with each group representative collecting the worksheet, each student providing perspectives and ideas based on findings in analyzing the instructional material, each group representative presenting the discussion outcomes, and each group representative submitting the discussion results to the teacher; and (2) students were rated “Good” in their active participation in group discussions and in analyzing the instructional material.

Students' active engagement and direct involvement in the Cycle II learning process produced a positive impact on learning outcomes. Based on the Cycle II test results, 100% of the 28 students participating in the learning process met the Minimum Completion Criteria. With a standard deviation of 4.32, the data indicate that the values in the dataset are not widely dispersed from the mean of 89.36, with most values falling between 84.96 and 93.76. Although variation exists, the dispersion remains reasonable and not extreme, with values ranging from 81 to 96. This variation reflects differences among individuals within the tested group, though they are not particularly significant. Overall, the data are well clustered around the mean, and although individual values differ to some degree, these differences remain within a reasonable range and are not pronounced.

A variance of 18.66 indicates that although there is variation among individual values, this variation remains within reasonable limits and is not excessive. The majority of values are distributed within approximately 4.32 points of the mean, signifying that although differences exist, the variation is not significant. With a relatively small standard deviation, the data tend to cluster well around the mean. Despite some differences among the values, the dispersion is not so wide that the data deviate substantially from being evenly distributed around the mean. The implementation of learning in Cycle II demonstrates that student activity and learning outcomes have met the established research success indicators. Therefore, the research has reached a successful stage. The high level of student engagement substantially influenced the success of the action in this cycle in seeking, discovering, and constructing their own knowledge.

CONCLUSION

This study demonstrates that the application of the Team-Based Learning method can enhance tenth-grade students' understanding of the story of Umar bin Khattab at MA Darunnajah. The findings show a significant improvement in students' comprehension of this narrative, both individually and through group discussion. The outcome of implementing this method is reflected in increased evaluation scores, indicating a deeper understanding of the story. All 28 students who participated in the learning process successfully attained the established Minimum Completion Criteria.

The learning process employing Team-Based Learning fostered active interaction among students, both in individual tasks and group discussions. This approach encouraged collaborative student engagement in the learning process and enhanced their critical thinking ability. With the active participation of each group member, the Team-Based Learning process optimized students' understanding of the material. The observation results indicate that student activity attained the research success indicators, with six of the eight observed indicators reaching the Very Good (SB) achievement level. In comparison, the remaining two indicators reached the Good (B) achievement level.

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