2

Improving Creativity and Learning Outcomes Through Team-Assisted Individualization Learning Islamic Education Lessons

Abbas Lumbilsa[1], *Asrori[2], Rusman[3]
[1,2,3]Universitas Muhammadiyah Surabaya, Jl. Sutorejo No.59, East Java, Indonesia
*asrori2@um-surabaya.ac.id

Abstract: *The purpose of this research is to improve the level of creativity and student learning outcomes of Islamic education. This study uses classroom action research to see the success of Team Assisted Individualization learning in increasing the creativity and learning outcomes of students in Islamic education in class VII (Junior High School) Wittayasansuksa School Songkhla Thailand. The research results can be seen from the increase in percentage, in the first cycle, the average student learning creativity is at a score of 42.50%, included in the (creative) category, while in the second cycle, the average student learning creativity has increased to reach a score of 47.50. % category (creative) and 30% category (very creative). Student learning outcomes have also increased. This can be seen from the percentage increase, in the first cycle, the average student learning outcomes were at a score of 25% (good) category, while in the second cycle, the average student learning outcomes experienced an increase in achieving a score by 60% category (good) and 25% category (Very Good).*

Keywords: *Student Creativity, Learning Outcomes, Individualized Learning, Islamic Education.*

Introduction

Problems in the learning process in school education are commonplace in the current era. As times progress, the demand for success in the learning process increases to give birth to someone who can be useful for himself, the environment, the nation and religion (Ridlwan, M., & Asrori, 2022). Problems in the learning process come from several aspects of education, especially teacher problems. The teacher holds a very central role in the whole learning process (Gui et al., 2020). Teachers must realize appropriate teaching behaviour so that effective learning behaviour occurs in students (Asrori, 2019);(Ikhwan et al., 2019). In addition, teachers are expected to be

DOI: https://doi.org/10.54956/edukasi.v11i2.371

able to create learning interactions so that students can realize the quality of their learning behaviour effectively (Geier, 2022) and can create conducive learning situations so that creativity and student learning outcomes are at an optimal level (Tatto, 2021).

If students have high creativity in learning activities, then these students will have greater curiosity to understand all the problems that exist in the lesson (Karwowski et al., 2020) students tend to diligently seek information in studying broadly and deeply. Students will act creatively to deal with good and correct lesson assignments (Asrori, 2020). While learning outcomes are teaching and learning process that is a change in behaviour in students who learn behaviour (Erikson & Erikson, 2019) as a result of learning in a broad sense covering the fields of cognitive, affective, and psychomotor (Hidayat, 2020). To get creativity and optimal learning outcomes much influenced by the relationship between teachers and students (Dewi & Alam, 2021). Teachers are required to improve the quality of student learning through learning activities that can produce independent individuals, effective students, and productive students (Kulenovic, 2018). The teacher is important in creating the best possible learning atmosphere (Frenzel et al., 2009).

Students learning conditions at (Junior High School) Wittayasansuksa School Songkhla Thailand class VII only record and memorize what the teacher says in front of the class, and the teacher uses more conventional methods in the learning process. Therefore, the creativity and average score of class VII Islamic Education student learning outcomes are still low. Based on the problems above, it is necessary to look for innovative learning solutions that can increase creative attitudes and can facilitate the development of student's abilities optimally, which will lead to increased learning outcomes (Ikhwan & Jailani, 2014);(Asrafzani et al., 2022). One of the efforts made is by applying appropriate learning methods such as Team Assisted Individualization learning. Robert E. Slavin developed Team Assisted Individualization learning modelling. Team Assisted Individualization learning is a method that combines cooperative learning with individual teaching. The basis of this method is to adapt teaching to individual differences related to students' abilities and achievements (Slavin, 2005). Steps for Implementing Team-Assisted Individualization Learning have eight stages of its implementation (Wiley & Guerrero, 2023).

DOI: https://doi.org/10.54956/edukasi.v11i2.371

Table 1. Stages of team assisted individualization learning

Team Assisted Individualization	Stages
Teams	Formation of groups where students are divided into small groups consisting of 4-5 students.
Placement test	The procedure for forming groups is based on the set pre-test and is ranked based on the score obtained.
Teaching Group	The handouts were distributed, and the teacher briefly explained the subject matter to be discussed at the meeting.
Student Creative	Students individually learn the material in the handout and work on the questions.
Team Study	Students discuss the material and correct answers with a group of friends.
Whole-Class Units	1) Group representatives come forward to present the results of group work. 2) Other groups respond to questions. 3) Evaluation of the results of the discussion and refinement of student answers by the teacher.
Facts test	Implementation of the final test and students work on it individually.
Team scores and team recognition	Announcement of scores for each group and determining and awarding super, great, and good groups.

In overcoming the problem of low creativity and student learning outcomes in Islamic education in class VII (Junior High School) Wittayasansuksa School Songkhla Thailand applies Team Assisted Individualization learning.

Method

The type of research carried out is "Classroom Action Research". This research is collaborative (Asrori & Rusman, 2020), where researchers and teachers of Islamic Education at (Junior High School) Wittayasansuksa School Songkhla Thailand collaborate to improve and improve the learning process in the classroom where the research takes place. This research was conducted at the Wittayasansuksa School Songkhla Thailand and was carried out in the odd semester of the 2022/2023 school year. The subjects of this study were students of class VII (Junior High School) Wittayasansuksa School Songkhla Thailand, with a total of 40 students (20 female students and 20 male students).

DOI: https://doi.org/10.54956/edukasi.v11i2.371

This research was conducted in two cycles, each with four stages. If the expected results have not been achieved in the second cycle in accordance with the success criteria of the research, then the research can be continued in the next cycle. Each cycle consists of 2 meetings and 1 final cycle test. In 2 meetings, each meeting has a time allocation of 2 x 45 minutes.

In this study, the data collection method was a quantitative descriptive method using data collection instruments in the form of tests and observations (Asrori & Rusman, 2020). The test method is a way of obtaining data in the form of a task that must be done by a person or group of people being tested (Mahendran et al., 2022). The tests in this study were used to measure students' Islamic education learning outcomes by applying the Team Assisted Individualization model in the form of items according to the subject matter given. The observation method is a way of obtaining data by observing and recording systematically a particular object (Ciesielska et al., 2017).

The observation method in this study was used to measure student learning creativity. After the research data was collected, then data analysis was carried out. Data were analyzed using quantitative descriptive analysis. This quantitative descriptive analysis method is used to determine Islamic education's high and low levels of creativity and learning outcomes. Analysis of the value of creativity and individual learning outcomes using the following formula:

$$N = \frac{F}{G} x100\% \text{..... (1)}$$

Information:

F = Final score

G= Gain Score

M= Max Score

Creativity data and classical learning outcomes (*fX*) were analyzed by adding up all of the individual student creativity scores. To determine the average/mean value, use the following formula:

$$M = \frac{\sum fX}{N} \text{ ..... (2)}$$

DOI: https://doi.org/10.54956/edukasi.v11i2.371

Information:

M = Mean

$\sum fX$ = Total student scores

N = Total students

Then to determine the percentage value of creativity and student learning outcomes using the following formula:

$$M\ (\%) = \frac{M}{NMI} x100\% \ldots\ldots\ldots\ldots (3)$$

Information:

M (%) = Percent average

M = Score average

NMI = Ideal maximum value

After obtaining the percentage, then for student learning outcomes must determine the percentage of learning completeness using the following formula:

$$KB\ (\%) = \frac{\sum n \geq 62}{N} 100\% \ldots\ldots\ldots\ldots\ldots (4)$$

Information:

KB (%) = Percent learning completeness

$\sum n$ = Total student score

N = Total individual

The level of success regarding creativity and learning outcomes of Islamic Education can be determined by comparing M (%) or the average per cent to the PAP scale of five with the criteria presented in Table 1 Guidelines for Conversion of PAP Scale Five concerning Levels of Creativity and Learning Outcomes of Islamic education (Farhan et al., 2021).

DOI: https://doi.org/10.54956/edukasi.v11i2.371

Table 2. Guidelines for converting PAP scale five on levels creativity and learning outcomes in Islamic education

Percentage	Learning Outcomes Category	Creativity Category
90 – 100	Very high	Very creative
76 – 89	High	Creative
62 – 75	Medium	Moderately creative
40 – 61	Low	Less creative
0 – 39	Very low	Very less creative

Result and Discussion

The first reflection was done by observing and testing in class VII (Junior High School) Wittayasansuksa School Songkhla Thailand to determine student learning outcomes in Islamic education. Students only record and memorize what the teacher conveys in front of the class during the learning process. Because of this, the average value of class VII learning outcomes in Islamic education is still below the minimum completeness criteria, which obtained a score of 60.87, while judging from the percentage of students' minimum completeness criteria that have been determined class VII (Junior High School) Wittayasansuksa School Songkhla Thailand 62 out of a total of 40 students, 25 (62.5%) people are still below the minimum completeness criteria and 15 students (37.5%) complete. In this study, two data types were collected: student learning creativity and student learning outcomes data in Islamic education subjects. Data on student learning creativity is collected for face-to-face learning during the implementation of the cycle. In contrast, data for student learning outcomes is collected at the end of each cycle. The data that has been collected is analyzed according to a predetermined data analysis technique.

Based on the results of observations, it was found that only a few students (less than 50%) looked creative in learning activities. In more detail regarding the initial reflections on the results and creativity of learning Islamic education students are presented in Table 3:

Table 3. Frequency of student creativity evaluation data

No.	Value (x)	Frequency (f)	Fx
1.	50	21	1050
2.	60	14	840
3.	70	5	350
	$\sum fX$		2240

DOI: https://doi.org/10.54956/edukasi.v11i2.371

From the value of creativity, it can be seen that the average value of student creativity is 56.00. From these data, it can be seen that the percentage of students learning creativity in classical Islamic education is 56%. The percentage of the average value of learning creativity in Islamic education, if converted into a five-scale PAP in Table 3.6, which is in the range of 40% -61%, is included in the less category looking at the value of the creativity of students in Islamic education at the initial reflection, it is known that the level of completeness achieved by students is 0%, with 47.50% being in the sufficient category, and 52.50% in the less category. The frequency of learning outcomes evaluation data is presented in Table 4:

Table 4. Frequency of learning outcome evaluation data

No.	Value (x)	Frequency (f)	Fx
1.	55	24	1320
2.	60	1	60
3.	65	7	455
4	75	8	600
	$\sum fX$		2435

From the learning outcomes above, it can be seen that the average student learning outcome in Islamic education is 60.87. These data show that the percentage of student learning outcomes in classical Islamic education is 60.87%. The data belongs to the "Less Category" because it lies in the range between 40%- 61%. After knowing the percentage of student learning outcomes in classical Islamic education, it can be seen that student learning completeness is 37.5%. That is, most students have not reached the minimum completeness criteria; looking at the scores of student learning outcomes in Islamic education at the initial reflection, it is known that the level of completeness achieved by students is 37.5%, with 60.0% being in the less category, 40.0% in the sufficient category, so it is not under the predetermined research completeness criteria, that classically students are in a good category at least 75%.

Based on these results, the learning outcomes of class VII (Junior High School) Wittayasansuksa School Songkhla Thailand, Islamic education students in semester one, really need to be improved according to predetermined research success criteria. The cycle I was learning process was carried out in 3 meetings consisting of 2 meetings for implementing actions and meetings for carrying out tests. Based on the observations made to measure the learning creativity of Islamic education students during two meetings using

DOI: https://doi.org/10.54956/edukasi.v11i2.371

observation instruments that have been implemented, the results of observing student creativity can be summarized in Table 5:

Table 5. Frequency of student creativity evaluation data

No.	Value (x)	Frequency (f)	Fx
1.	60	17	1020
2.	70	6	420
3.	80	17	1360
	$\sum fX$		2800

From the value of creativity above, it can be seen that the average value of student creativity is 70.00. From these data, it can be seen that the percentage of creativity of students in classical Islamic education is 70.00%. The percentage of the average value of the creativity of Islamic Education students, if converted into a five-scale PAP in Table 3.6, which is in the range of 62%-75%, is included in the sufficient category. By looking at the value of student creativity in cycle I, it is known that the level of completeness achieved by students is 42.50%, with 57.00% being in the sufficient category and 42.50% in the good category, so it is not under the research completeness criteria It has been determined that classically students are in a good category at least 75%. Thus, this research was declared incomplete from the acquisition of student creativity in cycle one. At the end of the cycle, after carrying out the learning process, an evaluation is held to determine student learning outcomes for the learning that has been implemented. The frequency of learning outcomes evaluation data can be seen in Table 6:

Table 6. Frequency of learning outcomes evaluation data

No.	Value (x)	Frequency (f)	Fx
1.	55	4	220
2.	60	10	600
3.	70	6	420
4.	75	10	750
5.	80	10	800
	$\sum fX$		2790

From the learning outcomes above, it can be seen that the average student learning outcome in Islamic education is 69.75. These data show that the percentage of student learning outcomes in classical Islamic Education is 69.75%. The data is classified as quite good because it lies in the range of scores between 62% -75%. After knowing the percentage of student learning outcomes in classical

DOI: https://doi.org/10.54956/edukasi.v11i2.371

Islamic education, it can be seen that student learning completeness is 68.25%.

Looking at the scores of student learning outcomes in Islamic education in cycle I, it is known that the level of mastery achieved by students is 68.25%, with 35.0% being in the less category, 40.0% in the sufficient category, and 25.0 % is in a good category, so it isn't under the predetermined research completeness criteria, that classically students are in a good category at least 75%. Thus, this research was declared incomplete from acquiring student learning outcomes in Islamic education in cycle one. Thus this research must be continued in cycle II.

At the implementation stage of cycle II, students are invited to be more serious in the learning process. In terms of the learning approach, cycle II still used the same approach as cycle I, but the difference was in the media used in the learning process. Cycle II observations were carried out to reassess student learning creativity. The frequency of student creativity evaluation data is presented in Table 7.

Table 7. Frequency of student creativity evaluation data

No.	Value (x)	Frequency (f)	Fx
1.	70	9	490
2.	80	19	1520
3.	90	12	1080
	$\sum fX$		3320

From the value of creativity above, it can be seen that the average value of student creativity is 83.00. From these data, it can be seen that the percentage of students learning creativity in classical Islamic education is 83.00%. The percentage of the average value of student creativity, if converted into a PAP scale of five, which is in the range of 76% -89%, is included in the good category. Looking at the value of student creativity in Islamic education lessons cycle II, it is known that the level of completeness achieved by students is 77.50%, with 22.50% in the sufficient category, 47.50% in the good category, and 30.00% in the very good category, so that according to the predetermined research completeness criteria, classically students are in a good category at least 75%. Thus, this research was declared complete from the acquisition of student learning creativity in Islamic education lessons cycle II.

After giving an evaluation in cycle II, in the form of a test to 40 class VII students to find out the learning outcomes of students in

DOI: https://doi.org/10.54956/edukasi.v11i2.371

Islamic education lessons have been carried out. The frequency of student learning outcomes evaluation data can be seen in Table 8.

Table 8. Frequency of learning outcomes evaluation data

No.	Value (x)	Frequency (f)	Fx
1.	70	5	350
2.	75	1	75
3.	80	4	320
4.	85	20	1700
5.	90	7	630
6.	95	3	285
	$\sum fX$		3360

From the learning outcomes above, it can be seen that the average student learning outcome in Islamic education is 84.00. From these data, it can be seen that the percentage of student learning outcomes in classical Islamic education is 84.00%. The data belongs to the good category because it lies in the range of scores between 76% - 89%. After knowing the percentage of student learning outcomes in classical Islamic education, it can be seen that student learning completeness is 100%.

Looking at the scores of student learning outcomes in Islamic Education lessons cycle II, it is known that the level of completeness achieved by students is 100%, with 15.00% being in the sufficient category, 60.00% being in a good category, and 25.00% being in a good category. Very good category, so according to the predetermined research completeness criteria, classically students are in a good category at least 75%. Thus, this research was declared complete from the acquisition of student learning outcomes in Islamic Education cycle II. To make it easier to find out the increase in data about creativity and student learning outcomes from pre-cycle, cycle I to cycle II, a summary of the research results is summarized in Table 9 and Table 10.

Table 9. Summary of pre-cycle student creativity

Stages	Less creative	Moderately creative	Creative	Very creative
Pre-Cycle	52,50%	47,50%		
Cycle I		57,50%	42,50%	
Cycle II		22,50%	47,50%	30%

Table 10. Summary of Pre-Cycle Learning Outcomes

Stages	Less creative	Moderately creative	Creative	Very creative

DOI: https://doi.org/10.54956/edukasi.v11i2.371

Pre-Cycle	60%	40%		
Cycle I	35%	40%	25%	
Cycle II		15%	60%	25%

The results showed that the application of the Team Assisted Individualization learning model increased students' creativity at the Wittayasansuksa School Songkhla Thailand odd semester of Islamic Education (SMP). The increase in the percentage of learning creativity in the first cycle was 57.50% (moderately creative) and 42.50% (creative). Implementation of the design in cycle II which is a remedial action in cycle I provides a significant increase in results. From the results of observations and tests in cycle II, it is known that students learning creativity in Islamic education are 22.50% (moderately creative), 47.50% (creative) and 30% (very creative). So research with the Team Assisted Individualization learning model can "increase student learning creativity". This research is supported by Lewinarsi B Samosir which states that the TAI (Team Assisted Individualization) type of cooperative learning model can increase student creativity (Samosir, 2013).

The results of the increase can be seen from Figure 1 on the increase in creativity:

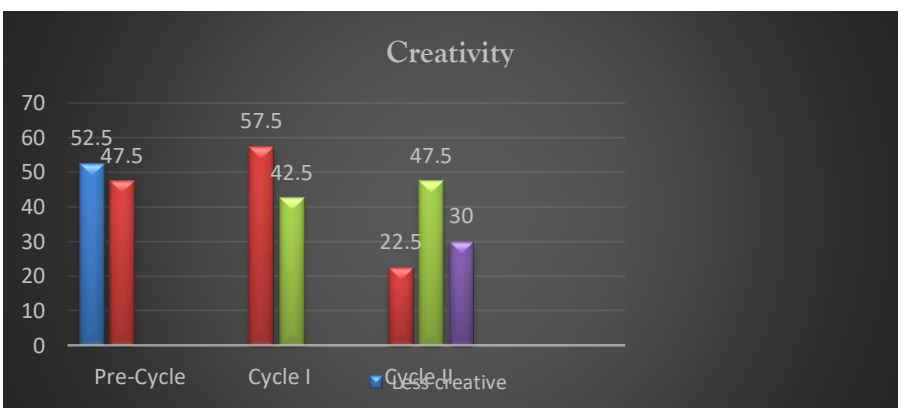

Figure 1. *Creativity*

The results showed that applying the Team Assisted Individualization learning model could improve student learning outcomes at the Wittayasansuksa School Songkhla Thailand odd semester of Islamic Religious Education. Increasing the percentage of learning outcomes in the first cycle of student learning outcomes by 35% (low), 40% (medium) and 25% (high). Implementation of the design in cycle II which is a remedial action in cycle I provides a significant increase in results. From the results of observations and tests in cycle II it is known that student learning outcomes in Islamic

DOI: https://doi.org/10.54956/edukasi.v11i2.371

education are 15% (medium), 60% (high) and 25% (very high). So research with the Team Assisted Individualization learning model can "improve student learning outcomes". In this study the same as research carried out by Muhammad Haris Mustofa and istiqomah, using the Team Assisted Individualization (TAI) learning model can actually improve learning outcomes because this learning is interesting for students (Mustofa & Istiqomah, 2018).

The results of the increase can be seen from Figure 2 on the increase in learning outcomes:

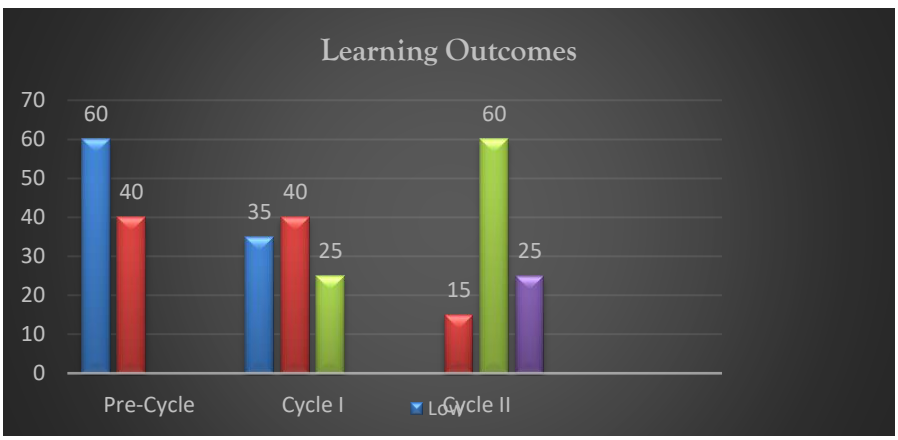

Figure 2. *learning Outcomes*

Based on the creativity and learning outcomes of students who continue to increase starting from initial reflections to research cycle II, this proves that the application of the Team Assisted Individualization learning model in Islamic education lessons has succeeded in increasing the creativity and learning outcomes of students in class VII at (Junior High School) Wittayasansuksa School Songkhla Thailand. This is because the Team Assisted Individualization Learning Model in its teaching prioritizes student creativity rather than the teacher, and also learning is arranged systematically according to predetermined cycles. During the learning process, the teacher supervises and guides as necessary to students in solving problems and doing assignments in their respective groups. Students' creative participation aims to involve more students in examining and understanding the problem to be solved. Therefore, applying the Team Assisted Individualization model can increase Islamic education students' creativity and learning outcomes at (Junior High School) Wittayasansuksa School Songkhla Thailand.

Conclusion

DOI: https://doi.org/10.54956/edukasi.v11i2.371

The application of the Team Assisted Individualization learning model can increase student learning creativity in Islamic education lessons. This can be seen from the increase in percentage, in cycle I the average student learning creativity was at a score of 42.50% which was in the creative category, while in cycle II the average student learning creativity experienced an increase reaching a score of 47.50% which also are in the creative category and 30% are in the very creative category so that they have reached the set target. The application of the Team Assisted Individualization learning model can improve student learning outcomes in Islamic education lessons. This can be seen from the increase in percentage, in cycle I the average student learning outcomes were at a score of 25% which was in the good category, while in cycle II the average student learning outcomes experienced an increase reaching a score of 60% which was in the good category. and 25% in the Very good category so that it has reached the set target.

Bibliography

Asrafzani, A. R., Charis, M., Asrori, A., & Zakaria, G. A. N. (2022). Problem Posing Method In Establishing Students' Creative Thinking Ability In Islamic Education Subjects. *At-Tarbiyat :Jurnal Pendidikan Islam*, *5*(3). https://doi.org/https://doi.org/10.37758/jat.v5i3.476

Asrori. (2019). *Inovasi Belajar dan Pembelajaran PAI (Teori & Aplikatif)*. UMSurabaya Press.

Asrori. (2020). *Psikologi Pendidikan Pendekatan Multidisipliner*. Pena Persada.

Asrori, A., & Rusman, R. (2020). *Classroom Acion Research: Pengembangan Kompetensi Guru*. Pena Persada.

Ciesielska, M., Boström, K. W., & Öhlander, M. (2017). Observation Methods. In *Qualitative Methodologies in Organization Studies*. https://doi.org/10.1007/978-3-319-65442-3_2

Dewi, A. E. R. D., & Alam, A. A. (2021). The Effect of Contextual Teaching and Learning Approach and Learning Creativity on Student Learning Outcomes. *Journal of Educational Science and Technology (EST)*. https://doi.org/10.26858/est.v7i3.24675

Erikson, M. G., & Erikson, M. (2019). Learning Outcomes and Critical Thinking–Good Intentions in Conflict. *Studies in Higher*

Education. https://doi.org/10.1080/03075079.2018.1486813

Farhan, A., Nurlaili, Susanna, Soewarno, & Yusriza. (2021). Students' Creative Thinking Skills and Impact on Learning Outcomes in Physics Laboratory II Academic Using the Learning Model Project-Based. *AIP Conference Proceedings*. https://doi.org/10.1063/5.0037632

Frenzel, A. C., Goetz, T., Lüdtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional Transmission in the Classroom: Exploring the Relationship Between Teacher and Student Enjoyment. *Journal of Educational Psychology*. https://doi.org/10.1037/a0014695

Geier, M. T. (2022). The Teacher Behavior Checklist: The Mediation Role of Teacher Behaviors in the Relationship Between the Students' Importance of Teacher Behaviors and Students' Effort. *Teaching of Psychology*. https://doi.org/10.1177/0098628320979896

Gui, A. K. W., Yasin, M., Abdullah, N. S. M., & Saharuddin, N. (2020). Roles of Teacher and Challenges in Developing Students' Morality. *Universal Journal of Educational Research*. https://doi.org/10.13189/ujer.2020.081606

Hidayat, M. C. (2020). Implementation of Cognitive, Affective, Psychomotor Aspect Assessment Case Study at SDN Ngembung Cerme Gresik. *Studia Religia: Jurnal Pemikiran Dan Pendidikan Islam*, *4*, 71–83.

Ikhwan, A., Fahriana, A. S., Fahruddin, M. M., & Jaelani, D. I. (2019). Innovation of Islamic Education through the Implementation of Mandatory Program Madrasah Diniyah (Non-Formal Religious Education Institutions) in Formal Institution. *1st International Conference on Life, Innovation, Change and Knowledge (ICLICK 2018)*, 320–323.

Ikhwan, A., & Jailani, D. I. (2014). Introdoction to the Islamic Education Concepts (an Integral Paradigm Building Efforts). *International Seminar on Islamic Law, Economic, Education and Science*, *1*(Fakulti Tamadun Islam, UTM Malaysia), 136–147.

Karwowski, M., Jankowska, D. M., Brzeski, A., Czerwonka, M., Gajda, A., Lebuda, I., & Beghetto, R. A. (2020). Delving into Creativity and Learning. *Creativity Research Journal*. https://doi.org/10.1080/10400419.2020.1712165

Kulenovic, E. (2018). How Can Student Peer Assessment Be Used to

Improve the Quality of Student Learning? *Teacher Education Advancement Network Journal*.

Mahendran, M., Lizotte, D., & Bauer, G. R. (2022). Quantitative methods for descriptive intersectional analysis with binary health outcomes. *SSM - Population Health*. https://doi.org/10.1016/j.ssmph.2022.101032

Mustofa, M. H., & Istiqomah, I. (2018). Penggunaan Model Pembelajaran Kooperatif Tipe Team Assisted Individualization (TAI) Dalam Meningkatkan Hasil Belajar Siswa. *Prosiding Seminar Nasional Pendidikan Matematika Etnomatnesia*.

Ridlwan, M., & Asrori, A. (2022). Problems of Implementation of Islamic Religious Education at Muhammadiyah Junior High School 4 Gadung Surabaya. *In International Conference on Islamic and Muhammadiyah Studies (ICIMS 2022)*, 312–318. https://doi.org/https://doi.org/10.2991/assehr.k.220708.039

Samosir, L. B. (2013). *Penerapan Pembelajaran Kooperatif Tipe Team Assisted Individualization (TAI) Untuk Meningkatkan Kreativitas Matematika Siswa di Kelas VIII SMP St.Yoseph Medan*. Universitas Negeri Medan.

Slavin, R. E. (2005). *Cooperative Learning: Theory, Research and Practice*. Allymand Bacon.

Tatto, M. T. (2021). Professionalism in Teaching and the Role of Teacher Education. *European Journal of Teacher Education*, *44*(1). https://doi.org/https://doi.org/10.1080/02619768.2020.1849130

Wiley, J., & Guerrero, T. A. (2023). *Fundamental Processes of Learning: an Overview* (R. J. Tierney, F. Rizvi, & K. B. T.-I. E. of E. (Fourth E. Ercikan (eds.); pp. 107–116). Elsevier. https://doi.org/https://doi.org/10.1016/B978-0-12-818630-5.14014-X

DOI: https://doi.org/10.54956/edukasi.v11i2.371