



## Everyone is Teacher Here Method and Its Effectiveness On Learning Outcomes of Akidah Akhlak

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### Abstract :

This study aims to determine the effectiveness of the Everyone is Teacher Here method on the learning outcomes of class X students on moral akidah at MA Al-Hasan Karawang. The method used in this research is quantitative quasi-experimental. The theoretical analysis used for the learning model variable (x) is the theory of social constructivism (Vygotsky), while the formal discipline theory, identical elements and generalizations are used for the learning outcome variable (y). Based on the results of data analysis, it was concluded that first, the experimental class student learning outcomes before treatment obtained an average of 61.88, while the control class student learning outcomes before treatment were 50.38. second, the experimental class student learning outcomes after treatment obtained an average of 80.63, while the control class student learning outcomes after treatment was 66.06. it can be concluded that there is a significant difference in the average between the experimental class's post-test and the control class's post-test. That is, there is a significant difference of 14.54. third, the results of the average N-Gain in the experimental class students' learning outcomes were 49% < 55% and were included in the less influential category. In contrast, the average N-Gain of the control class is 21% < 40% and is included in the category of no effect. From the results of these studies, the authors conclude that the cooperative learning model of everyone is the teacher here has a more negligible effect on student learning outcomes. It can be concluded that there is a significant difference between the post-test of the experimental class and the post-test of the control class.

**Keywords :** *Learning Outcomes, Everyone is teacher Here*

### INTRODUCTION

Learning in its development period has undergone many progressive and dynamic changes, which are adapted to the potential needs of students. Learning today must be oriented to students (student-centred), meaning that a teacher is not allowed to dominate (teacher-centred). Teachers are not the only source of learning; teachers and students today are partners or partners; the teacher's role is only as a facilitator and motivator; students should not be imprisoned by space and time and only listen to the teacher lecture.

In teaching, a teacher must pay attention to the learning model and the method he uses and must be comprehensive, meaning that the method used must meet three aspects: Cognitive, affective, and Psychomotor aspects. Of the three aspects that must be met, teachers need to consider in order to create effective learning and produce good outputs. Based on the results of observations made at Madrasah Aliyah Al-Hasan Karawang, it can be seen that the learning of moral

aqidah still uses a conventional learning model. Teachers tend to use the lecture method only to convey the subject matter. When carrying out observations of students, it was seen that many students were sleepy and lacked focus on paying attention to the material presented. Students tended to be passive and lazy to ask questions.

**Table 1**  
**Percentage of Completeness Value Daily Akhlak Akidah**

The number of students	Percentage	Criteria
9	28.13%	Complete
23	71.88%	Not Completed

Departing from the problems above, the main problem in class x students at MA Al-Hasan is low learning outcomes. Therefore, efforts are made to provide changes or developments in the learning model. One of the learning models that can be applied is the cooperative learning type Everyone is Teacher Here.

Researchers are looking for relevant research references taken from Alim Mabrur's thesis with the research title "The Effect of the Application of the Everyone is Teacher Here Method on Indonesian Language Learning Outcomes for Class V Students of Sd Negeri 7 Lanne Pangkep Regency", and the pedagogic journal Lasta Murni Simbolon entitled "Use the everyone is a teaching method can increase the activeness of the fifth-grade students of State Elementary School 137957, Tanjungbalai City". For more details, can be seen in the following table:

**Table 2**  
**R Researchelavan**

o	Researcher	Research Title	Research purposes	Information
	Ali m Mabrur (Thesis)	<i>The Effect of the Application of the Everyone is Teacher Here Method on the Indonesian Language Learning Outcomes of Class V Elementary School 7 Lanne, Pangkep Regency</i>	This study aims to determine the effect of the implementation of the everyone is teacher here method on the learning outcomes of fifth grade Indonesian students at SD Negeri 7 Lanne, Pangkep Regency.	<ul style="list-style-type: none"> <li>• Research Type: pre experimental</li> <li>• Research focus : Indonesian students learning outcomes using the everyone is teacher method here</li> <li>• Data collection techniques: test, observation and documentation</li> </ul>
	Lasta Pure Simbolo	<i>The use of the everyone is a</i>	Aims to increase the activity of	<ul style="list-style-type: none"> <li>• Type of research: CAR</li> <li>• Research</li> </ul>

	n (Journal)	<i>teacher method can increase the activeness of the fifth grade students of State Elementary School 137957, Tanjungbalai City</i>	fifth grade students of State Elementary School 137957 Tanjungbalai City	focus : to increase the activity of the fifth grade students of State Elementary School 137957 Tanjungbalai City.
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The difference between the researcher's study and the previous one is in the learning outcomes focusing on the C4 ability (analysis). As for this study, there are several shortcomings, including the research time and the learning process being relatively short, namely, the research is only carried out for two weeks, from September 1 to September 15, with a duration of study time 2x20 minutes. This causes less efficient treatment given.

The purpose of this study is to find out 1) The learning outcomes of class X students in the Aqidah Morals subject before using the cooperative learning model everyone is the teacher here, 2) The learning outcomes of Class X students in the Aqidah Morals subjects after using the cooperative learning model. The type of everyone is the teacher here, and 3) the effectiveness of the cooperative learning model of the type everyone is the teacher here on the learning outcomes of class x students in the subject of moral aqidah.

Usefulness, The usefulness of this research is that it can add to the treasures of knowledge and experience in the field of learning and as a contribution of thought to develop learning methods, especially for Madrasah Aliyah Al-Hasan.

## RESEARCH METHOD

This study uses a quantitative approach with a quasi-experimental method (Quasi Experiment Method). With a non-equivalent control group design.

### 1. Population and Sample

This study uses a total sample, namely all students of MA Al-Hasan Karawang class X (IPA & IPS) totaling 32 students, which is then divided into two parts for the control class and the experimental class. The following is a table of the number of samples/students at MA Al-Hasan Karawang.

**Table 3**  
Student Population Class X MA Al-Hasan Karawang

No	Class	Amount
1	X IPA	16
2	X IPS	16
<b>Total</b>		<b>32 Students</b>

### 2. Data Types and Sources

- a) Primary Data: in the form of observations, results of students' pretest and posttest.
- b) In this study, secondary data collected in the form of school documents and activity documentation.

### 3. Data collection technique

#### 1. Test

##### a. Pre-test and post-test

The material taken for the pre-test and post-test is the material "Let's Stay Away from Disgraceful Behavior" for class X students.

#### 2. Observation

In this study, the authors observed or observed directly, the physical condition of the school, the teacher's observations when teaching and the use of learning methods, as well as observations of class x students at MA Al-Hasan.

#### 3. Documentation

The documents taken for research data consist of school profiles, number of teaching staff, number of students, learning administration and so on.

## FINDINGS AND DISCUSSION

### 1. Research Description

This research activity was carried out at MA Al-Hasan, Dawuan District, Karawang Regency in class X of the Akidah Akhlak subject with the theme "Let's Stay Away from Disgraceful Behavior". The research was conducted on September 1 – September 14, 2021. This study used a quasi-experimental quantitative research with descriptive analysis.

The number of samples is the total population, because the population or the number of students in class X are 32 respondents/students. The researcher then divided the experimental class and the control class. The experimental class is class X IPA, and the control class is class X IPS.

### 2. Analysis and Discussion

1. Pre-test and post-test learning outcomes data for the experimental class

**TABLE 4.1**  
**PRE-TEST AND POST-TEST LEARNING RESULTS**  
**CLASS EXPERIMENT**

No	NAME	PREV ALUE	POST RATE
1	Agnia Nissa D	50	76
2	Alfian	55	80
3	Aulia Wahidah	60	88
4	Devi Nurhikmah	60	70
5	Febri Indriyani	48	68
6	Intan Dwi S	70	80
7	Intan Nurhasanah	64	88
8	Latifa Apriliana	70	90
9	Mutiah Fauziah	47	76
10	Nayla Fitri	66	76

11	Pipin Nurhalimah	45	80
12	Pristiyani	75	88
13	Raahil Hanifatun	68	72
14	Rafli Maulidan	72	84
15	Sayidatul Aulia	76	90
16	Sifa Fauziah	64	84
Amount		990	1290
Average		<b>61.88</b>	<b>80.63</b>

From the table above, the data obtained from the pre-test and post-test learning outcomes for the experimental class, with an average number of pre-tests of **61.88** and the average number of post-tests is 80.63.

2. Pre-test and post-test learning outcomes data for the control class

**TABLE 4.2**  
**PRE-TEST AND POST-TEST LEARNING RESULTS**  
**CONTROL CLASS**

No	NAME	PREVAL UE	POST RATE
1	Adi Rosadi	40	50
2	Ahmad Saprudin	55	65
3	Alma Siti N	65	70
4	Annisa Rahmawati	48	50
5	Arif Hidayatullah	48	48
6	Dita Dwi Lestari	55	60
7	Eka Novianti	64	75
8	Fuad Badruzzaman	70	80
9	Irwan Husni Sawali	47	50
10	Mira	65	72
11	Moh Arifin	42	55
12	M Reza Santoso	68	72
13	Novi Febriyani	72	80
14	Rian Dirgantara	60	75
15	Baitul Z Salsa	70	85
16	Selpi Destia	65	70
Amount		934	1057
Average		<b>58.38</b>	<b>66.06</b>

From the table above, the data obtained from the pre-test and post-test learning outcomes for the control class, with an average number of pre-tests of 58.38 and the average number of post-tests is 66.06.

The data is then calculated using IBM SPSS 26, to find out the minimum value, maximum value, mean, median and mode.

		Statistics			
		PREEX	POSTEX	PREKNTRL	POSTKNT RL
N	Valid	16	16	16	16
	Missing	0	0	0	0
mean		61.88	80.63	58.38	66.06
Std. Error of Mean		2,553	1,796	2,652	3.075
median		64.00	80.00	62.00	70.00
Mode		60a	76a	65	50
Std. Deviation		10.210	7.182	10,607	12,299
Variance		104,250	51,583	112,517	151.263
Range		31	22	32	37
Minimum		45	68	40	48
Maximum		76	90	72	85
Sum		990	1290	934	1057

a. Multiple modes exist. The smallest value is shown

Data information obtained, that the results of the pre-test carried out before treatment using the everyone is teacher here method obtained the highest score of 76, and the lowest score of 45. However, the average count is 61.88, the median is 64.00 and the mode is 60. Meanwhile, the post results -The test which was carried out after treatment using the everyone is teacher here method obtained the highest score of 98, and the lowest score of 68. However, the average count was 80.63, the median was 80.00 and the mode was 76.

In the control class, obtained information on the pre-test learning outcomes of the control class using the lecture method, the highest score was 72, and the lowest score was 40. However, the average count was 50.38, the median was 62, and the mode was 65. The test using the lecture method obtained data with the highest score of 85, and the lowest score of 48. The average count was 66.06, the median was 70, and the mode was 50.

## A. Data analysis

### 1. Analysis Pre-requisite Test

#### a. Normality test

Tests of Normality						
Kolmogorov-Smirnova				Shapiro-Wilk		
Statistic	s	df	Sig.	Statistics	df	Sig.
Residual for POSTTES T	.075	32	.200*	.984	32	.893

\*. This is a lower bound of the true significance.

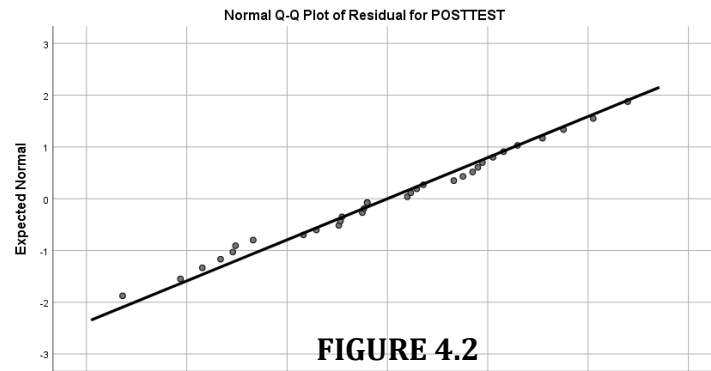
a. Lilliefors Significance Correction

The results of the Kolmograv-Smirnov test informed that the residual pre-test and post-test data of the control class and the

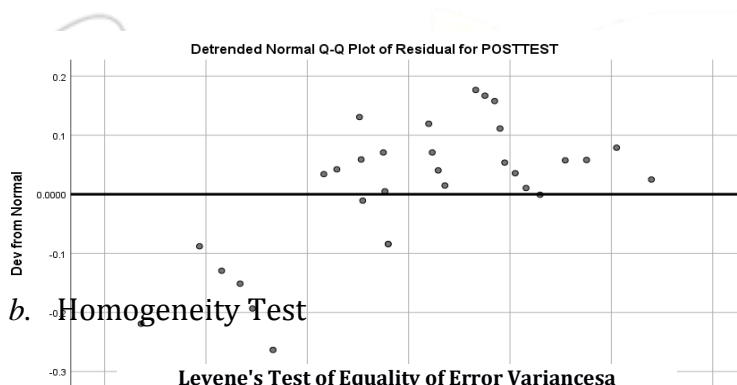


experimental class were normally distributed.  $[D(32) = 0.75, P = 0.200]$ . Below is a normal QQ plot of residual for post-test.

**FIGURE 4.1**  
**QQ PLOT OF RESIDUAL FOR POST-TEST**  
**EXPERIMENT CLASS**



**FIGURE 4.2**  
**QQ PLOT OF RESIDUAL FOR POST-TEST**  
**CONTROL CLASS**



#### b. Homogeneity Test

Levene's Test of Equality of Error Variances <sup>a</sup>				
Dependent Variable: Post Test Value				
F	df1	df2	Sig.	
1.029	1	30	.318	

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + CLASS + PRETEST + CLASS \* PRETEST

The results of the Levene test inform that the variance of the pre-test data for the control class and the experimental class is homogeneous.  $[F(5.30) = 1.029, p = 0.318]$ .

## B. Hypothesis test

### 1. Data Analysis Before Treatment

Paired Sample Statistics					
		mean	N	Std. Deviation	Std. Error Mean
Pairs 1	PRE_EX	61.88	16	10.210	2,553
	POST_EX	80.63	16	7.182	1,796
Pair 2	PRE_KNTRL	58.38	16	10,607	2,652
	POST_KNTRL	66.06	16	12,299	3.075

- Based on the output pair 1 (Pre-experiment), obtained an average value of 61.88 before treatment.
- Based on the output pair 2 (Pre-Control), the average value was 58.38 before treatment.

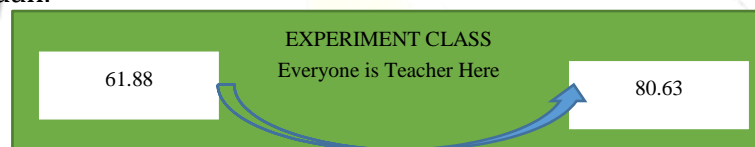
## 2. Data Analysis After Treatment

Paired Sample Statistics				
		mean	N	Std. Deviation
Pairs 1	PRE_EX	61.88	16	10,210
	POST_EX	80.63	16	7.182
Pair 2	PRE_KNTRL	58.38	16	10,607
	POST_KNTRL	66.06	16	12,299

- Based on the output pair 1 (Post-experiment), obtained an average value of 80.63 after treatment.
- Based on the output pair 2 (Post-Control), an average value of 66.06 was obtained after treatment.

Conclusion :

There is a significant difference in average before (pre-test) the cooperative learning model of everyone is teacher here on the learning outcomes of class x students in the subject of moral aqidah.



## 3. Improvement Data Analysis (Pre-test to Post-test)

➤ Test Independent sample t test

				t-test for Equality of Means							
				t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
learning outcomes	Equal variances assumed	7,331	0.011	4.090	30	0.000	14,563	3,561	7,291	21,834	
	Equal variances not assumed			4.090	24,165	0.000	14,563	3,561	7,216	21,909	

Based on the table above, the value of Sig. (2 tailed) of 0.000 < 0.05. So it can be concluded that there is an average difference between the everyone is teacher here learning model and the lecture method.

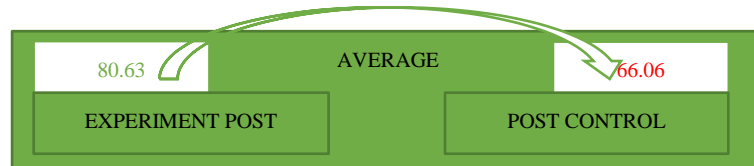
## 1. Changes in Student Learning Outcomes

Group Statistics



	class	N	mean	Std. Deviation	Std. Error Mean
learning outcomes	POST_EX	16	80.63	7.182	1,796
	POST_KNTRL	16	66.06	12,299	3.075

Based on the table in the bag, it can be seen that the average (mean) Post Experiment from the everyone is teacher here method is 80.63, and the average (mean) Post Control from the lecture method is 66.06.



Conclusion :

There is a significant difference in the average of the Everyone is Teacher Here Cooperative Learning Model on the Learning Outcomes of Class X Students in the Akhlak Akidah Subject.

## 2. Covariance Analysis (Anova)

### a. Anacova test

#### Tests of Between-Subjects Effects

Dependent Variable: Post Test Value

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3509,411a	2	1754,705	41,378	.000	.741
Intercept	708.048	1	708.048	16,696	.000	.365
PRETEST	1812.879	1	1812.879	42,749	.000	.596
CLASS	1108.823	1	1108.823	26,147	.000	.474
Error	1229,808	29	42,407			
Total	176877,000	32				
Corrected Total	4739,219	31				

a. R Squared = ,741 (Adjusted R Squared = ,723)

The results of the Ananova one-way test showed that there was a significant difference between the control class and the experimental class by controlling the students' initial abilities (pre-test), which obtained a sig value of  $0.00 < 0.005$ .

## 3. Interaction Analysis

### a. Regression Test

#### Tests of Between-Subjects Effects

Dependent Variable: Post Test Value

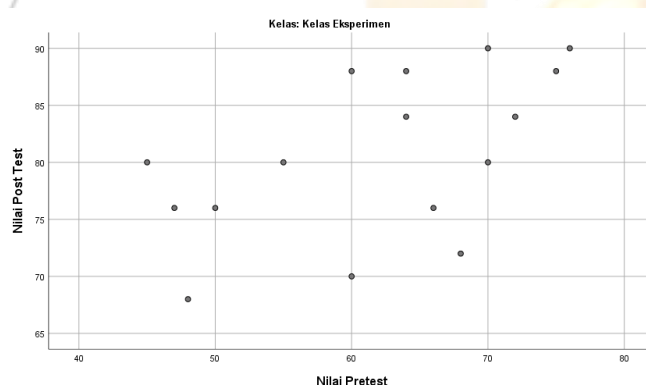
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
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Corrected Model	3899,072a	3	1299,691	43,315	.000	.823
Intercept	776,064	1	776,064	25,864	.000	.480
CLASS	626,854	1	626,854	20,891	.000	.427
PRETEST	1746,750	1	1746,750	58,215	.000	.675
CLASS * PRETEST	389,661	1	389,661	12,986	.001	.317
Error	840.147	28	30.005			
Total	176877,000	32				
Corrected Total	4739,219	31				

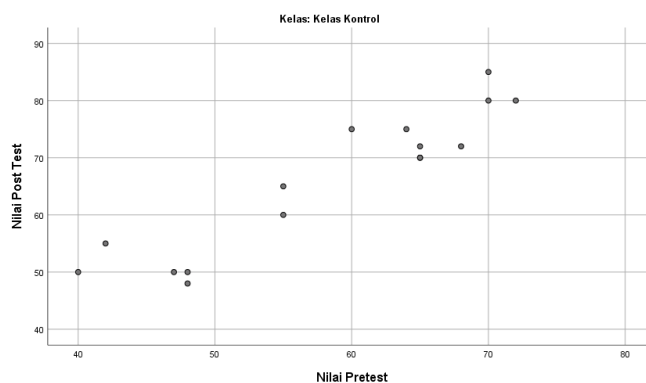
a. R Squared = ,823 (Adjusted R Squared = ,804)

Slope of data regression *pre-test* with the post-test data between the control class and the experimental class is heterogeneous. That is, there is a significant difference between the pre-test and post-test of the control and experimental classes, with the acquisition of sig.  $0.05 < 0.001$ .

**FIGURE 4.3  
EXPERIMENTAL CLASS LINEARITY TEST RESULTS**



**PICTURE 4.4  
CONTROL CLASS LINEARITY TEST RESULTS**



b. N-Gain Test score

Descriptives						
	Class				Statistics	Std. Error
N-Gain_Percent	EXPERIMENT	mean			48.5434	4.17634
		95% Confidence Interval for Mean	Lower Bound		39.6418	
			Upper Bound		57.4451	
		5% Trimmed Mean			49.3538	
		median			53.3585	
		Variance			279,070	
		Std. Deviation			16.70537	
		Minimum			12.50	
		Maximum			70.00	
		Range			57.50	
		Interquartile Range			27.70	
		Skewness			-.726	.564
		Kurtosis			-.268	1.091
	CONTROL	mean			20.1845	3.32753
		95% Confidence Interval for Mean	Lower Bound		13.0920	
			Upper Bound		27.2770	
		5% Trimmed Mean			19.6494	
		median			18.3333	
		Variance			177,159	
		Std. Deviation			13.31012	
		Minimum			.00	
		Maximum			50.00	
		Range			50.00	
		Interquartile Range			18.60	
		Skewness			.594	.564
		Kurtosis			.168	1.091

**TABLE 4.5**  
**N-GAIN SCORE CALCULATION RESULTS**  
**EXPERIMENT CLASS**

EXPERIMENT GROUP	N-GAIN SCORE CALCULATION (%)
mean	48.5434
Minimum Value	12.50
Maximum Value	70.00

**TABLE 4.6**  
**CONTROL CLASS N-GAIN SCORE CALCULATION RESULTS**

EXPERIMENT GROUP	N-GAIN CALCULATION
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mean	20.1845
Minimum Value	.00
Maximum Value	50.00

From the table above, we get average (mean) The experimental class N-Gain is 48.5434 or 49%, while the average (mean) The control class N-Gain is 20.1845 or 21%. Based on the category of effectiveness of N-Gain, the average value of N-Gain in the experimental class is interpreted as less effective, because it is less than 55%.

#### 4. Discussion

##### 1. Learning Outcomes on Akhlak Akidah Subjects

##### a. Learning outcomes of pre-test and post-test experimental class

The results of the pre-test conducted before treatment using the everyone is teacher here method obtained the highest score of 76, and the lowest score of 45. However, the average count was 61.88, the median was 64.00 and the mode was 60. Meanwhile, the results of the post-test conducted after treatment by using the everyone is teacher here method, the highest score is 98, and the lowest score is 68. However, the average count is 80.63, the median is 80.00 and the mode is 76.

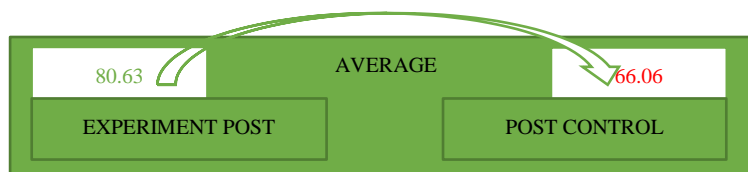
##### b. Learning outcomes of pre-test and post-test experimental class

The results of the control class pre-test using the lecture method obtained the highest score of 72, and the lowest score of 40. However, the average count was 50.38, the median was 62, and the mode was 65. Meanwhile, the post-test learning outcomes using the lecture method obtained data. the highest score is 85, and the lowest value is 48. The average count is 66.06, the median is 70, and the mode is 50.

##### 2. Results of using the cooperative learning model everyone is teacher here on learning outcomes

##### a. Changes in Student Learning Outcomes

The average (mean) Post Experiment method of everyone is teacher here is 80.63, and the average (mean) Post Control lecture method is 66.06.



##### Conclusion :

There is a significant difference in the average of the Everyone is Teacher Here Cooperative Learning Model on the Learning Outcomes of Class X Students in the Akhlak Akidah Subject.

##### b. Anacova test

The results of the Ananova one-way test showed that there was a significant difference between the control class and the experimental class by controlling the students' initial abilities (pre-test), which obtained a sig value of  $0.00 < 0.005$ .

##### c. Interaction Test

The regression slope of the pre-test and post-test data between the control class and the experimental class is heterogeneous. That is, there is a significant difference between the pre-test and post-test control and experimental classes, with the acquisition of sig.  $0.05 < 0.001$ .

d. Test N-Gain score

Obtained average (mean) The experimental class N-Gain is 48.5434 or 49%, while the average (mean) The control class N-Gain is 20.1845 or 21%. Based on the category of effectiveness of N-Gain, the average value of N-Gain in the experimental class is interpreted as less effective, because it is less than 55%.

3. Teacher and student responses to the cooperative learning model everyone is teacher here

a. Teacher response

Through short interviews with teachers of morals, the cooperative learning model of everyone is teacher here is considered to have a change in student learning outcomes, this can be seen from the average pre-test and post-test learning outcomes of both classes (experimental and control). ). However, it still has drawbacks in terms of inefficient implementation time.

b. Student response

Through direct question and answer with experimental class students after they finished giving a post-test of moral creed material, the everyone is teacher here type of cooperative learning model is considered fun for students, does not feel sleepy and feels involved in interacting well in class, both interaction with fellow study colleagues and interaction between students and teachers. this is also evidenced by the acquisition of student learning outcomes that are quite significant between the pre-test and post-test learning outcomes of students in the experimental class.

## CONCLUSION

Based on the results of previous research and discussion, it can be concluded as follows:

1. The experimental class student learning outcomes after using the everyone is teacher here method obtained an average of 80.63, while the control class student learning outcomes after treatment was 66.06. it can be concluded that there is a significant difference between the post-test of the experimental class and the post-test of the control class. There is a significant difference between post-experiment and post-control, which is 14.54.
2. The results of the average (mean) N-Gain in the experimental class students' learning outcomes were  $49\% < 55\%$  and were included in the less effective category. While the average N-Gain from the control class is  $21\% < 40\%$  and is included in the ineffective category. Based on research conducted by researchers regarding the effectiveness of the cooperative learning model of the everyone is teacher here type on the learning outcomes of class X students on the subject of moral aqidah at MA Al-Hasan Karawang in terms of student learning time, the authors conclude that the cooperative learning type of

learning model everyone is teacher here is less effective on student learning outcomes.

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