

THE EFFECT OF THE TEAM ASSISTED INDIVIDUALIZATION TYPE COOPERATIVE LEARNING MODEL ASSISTED BY POP-UP BOOK MEDIA ON CREATIVITY IN LEARNING SCIENCE IN GRADE III OF SDN

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ABSTRACT

This study aims to determine: 1) description of the cooperative learning model of Team Assisted Individualization type assisted by Pop-Up Book media for third grade students of SDN 222 Inpres Pao-Pao, Maros Regency, 2) description of student learning creativity using the cooperative learning model of Team Assisted Individualization type assisted by Pop-Up Book media for third grade students of SDN 222 Inpres Pao-Pao, Maros Regency, 3) influence on student learning creativity after using the cooperative learning model of Team Assisted Individualization type assisted by Pop Up Book media for third grade students of SDN 222 Inpres Pao-Pao, Maros Regency. This type of research is experimental research with a one group pretest-posttest design with a sample size of 22 students consisting of 7 boys and 15 girls using observation sheet instruments, questionnaires and documentation. In this study using descriptive statistical analysis and inferential analysis with the help of SPSS version 26. The results of this study indicate that the effect of the cooperative learning model type Team Assisted Individualization assisted by Pop-Up Book media on IPAS learning creativity, through the stages of placement tests, teams, teaching groups, team studies, whole class units, fact tests, and team scores in class III 222 Inpres Pao-Pao Maros Regency has been well implemented. The picture of learning creativity is dominant in the moderate and good categories where each shows a frequency of 8 out of a total of 22 students in the 40-41 and 38-39 score ranges. The use of cooperative learning model of Team Assisted Individualization type assisted by Pop-Up Book media has an effect on IPAS learning creativity in class III of SDN Inpres Pao-Pao Maros Regency with a 2-tailed significance value of 0.000

1. INTRODUCTION

Education has a very important role, even the most important in developing civilization. As is the case with the development of Islamic civilization, in achieving the glory of Muslims will not be achieved except with Islamic education. Therefore, in the Qur'an the initial process of education has been determined. In history, several Islamic education figures have been born

that can be used as a reference in shaping and fostering personality so that a strong and resilient ummah culture is created. (Hidayah, 2023)

In the Qur'an Al-Isra' (17): 84 explains the importance of character education as follows:

قُلْ كُلُّ يَعْمَلُ عَلَىٰ شَاكِلَتِهِ ۗ فَرَبُّكُمْ أَعْلَمُ بِمَنْ هُوَ أَهْدَىٰ سَبِيلًا ﴿٨٤﴾

Translation: Say, "Each one of us and you (act according to his own circumstances) that is, in his own way (So your Rabb knows better who is the righteous way)" and He will reward those who are righteous in their ways.

The explanation of the verse quoted above is that each person of man "acts according to his circumstances," according to his own conditions. If they are among the chosen ones, then it is not in line with them unless their deeds are intended for Allah, Rabbul alamin. As for those who do not receive outpouring of guidance, there is no practice that is in harmony with them except that it is definitely a practice that is aimed at the creature, and it is not in accordance with them except the practice that is in line with their desires. And your Rabb "knows better who is the righter way." Allah knows better who is entitled to guidance, so Allah gives him guidance, and who is not entitled to guidance, so Allah sends him away and does not give him guidance.

Awareness of the importance of education encourages every level of society to improve the quality of education because education is one of the main components in the progress of civilization and culture of a country. All students have the right and freedom in the process of learning activities to participate in class. In addition, teachers also play a very important role in the learning process because teachers are someone who educates each student directly. (Misra et al., 2023)

Education plays a vital role in improving the honor and quality of a nation. It is regulated by law to ensure every citizen has access to quality education (Selvi et al., 2024). Based on the National Education System as stated in Law Number 20 of 2003 in the law, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. (K.A. Noviansyah & K.M. Faisal Reza, 2023)

National education functions to develop abilities and form a dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. R. Gagne (in Susanto, 2012) states that learning can be defined as a process in which an organism changes its behavior as a result of experience. Learning and teaching are two concepts that cannot be separated from one another. These two concepts become integrated in one activity where there is interaction between teachers with students, as well as students with students when learning takes place. (Alannasir & Selvi, 2018)

Based on the results of observations in the field, students in Grade III of SDN 222 Inpres Pao-Pao, Maros Regency, there is a need for increased creativity in learning because in the school, it is still very based on package books so that it limits students' exploration and creative thinking, because they tend to focus on existing information rather than creating something new. Creativity encourages students to think critically and deal with problems in unique ways. This helps them understand that there is more than one way to solve a problem and develop the courage to try different solutions. Through the creative process, students learn to solve problems by creating, testing, and evaluating new ideas. This ability is invaluable in everyday life. When students are allowed to express themselves creatively, they feel more motivated and involved in learning not only by teachers, but also by the role of parents in increasing children's creativity. This can increase their interest in the subject matter and strengthen their emotional connection to the learning process. Therefore, a new learning model

and media is needed to increase the creativity of grade III students of SDN 222 Pao-Pao, Maros Regency.

From the prelimination of problems, these problems become the basis for finding solutions and follow-up to optimize the linkage of students learning. The suitability between the use of the

learning model used with the subject subject is very influential on the level of students' understanding and learning outcomes (Nurhayati Selvi & Nur Afni, 2021). One way to do this is through cooperative learning. In cooperative learning, students are trained to think, solve problems, and learn to apply their knowledge, understanding, and skills in learning and students are happy to contribute their opinions for the progress of their group.

The Team Assisted Individualization (TAI) type cooperative learning model is one of the cooperative learning models that is easy to apply, involving the activities of all students without having to have a difference in status that involves the role of students as peer tutors. This Team Assisted Individualization (TAI) type of cooperative learning focuses on the learning process in groups, where students work in cooperative learning teams to help each other in facing problems and give each other encouragement to move forward. The Team Assisted Individualization (TAI) type cooperative learning model is considered to be able to make students active in learning in the classroom, because there are steps in the learning stages that are able to condition students to construct their own knowledge, the role of the teacher only facilitates students to find their own knowledge.(Nafiah, 2021)

2. METHODS

This research is a Pre Experimental Design experimental research, using a one group pretest and posttest design approach. This study involved class III whose purpose was to determine the teacher's efforts in improving creativity and learning outcomes in social studies through a cooperative learning model of Team Assisted Individualization (TAI) type assisted by Pop-Up Book media in third grade students of SDN 222 Inpres Pao-Pao, Maros Regency. This research was conducted in August 2024 with 4 learning meetings. The sample of this study was all third grade students totaling 22 students, who were selected using the saturated sample technique, because it was interpreted as a maximum sample, because adding any amount would not change the representation of the population. Data were collected through observation sheets, questionnaires and documentation. Data were analyzed using descriptive and inferential statistics, with a t-test to compare pretest and posttest scores. Instrument validity was tested using SPSS version 26, and resulted in several valid items used in the analysis.

3. RESULTS AND DISCUSSION

1. Overview of the *Team Assisted Individualization (TAI) Type Cooperative Learning Model Assisted by Pop-Up Book Media in Grade III SDN 222 Pao-Pao, Maros Regency*

This research was carried out from August 7 to August 28 as many as 4 meetings in semester 1 (one) of the 2024-2025 school year. The research that has been conducted with the title "The Effect of the *Team Assisted Individualization (TAI) Type Cooperative Learning Model with the help of Pop-Up Book media on the Creativity of Learning Science Science for Grade III Students of SDN 222 Inpres Pao-Pao, Maros Regency*". The subject of this study is 22 students in grade III.

Before the implementation of the research, the researcher prepares everything related to the material, be it teaching modules, questions and learning media. The instruments collected in this study are student learning creativity questionnaires and observation sheets

The preparation of research instruments in the form of a *pretest* was carried out before using the *Team Assisted Individualization (TAI) type cooperative learning model assisted by Pop-Up Book media* and the *posttest* was carried out after using the *Team Assisted Individualization (TAI) type cooperative learning model assisted by Pop-Up Book media* and the observation sheet instrument is prepared by the researcher based on the results of observation activities by the researcher in the classroom.

1) Results of Observation of Teacher Activities

Based on the results of observations made at SDN 222 Inpres Pao-Pao, Maros Regency on August 19-28 in the implementation of the *Team Assisted Individualization type cooperative*

learning model assisted by *Pop-Up Book* media on student learning creativity, at the initial meeting observations were made that there was success based on observations with a maximum score of 15/17 with a percentage of 88.23% with good quality

2) Results of Student Activity Observation

Based on the results of observations made at SDN 222 Inpres Pao-Pao, Maros Regency on August 19-28 in the implementation of the *Team Assisted Individualization* type cooperative learning model assisted by *Pop-Up Book* media on creativity, at the initial meeting, observations were made based on observations with a maximum score of 15/17 with a percentage of 88.23% with good quality.

Quantitative method research was carried out in 4 meetings. In this study, the researcher acts as a teacher. Teaching and learning activities using a *Team Assisted Individualization (TAI)* type cooperative learning model assisted by *Pop-Up Book* media go through eight stages, namely *placement test, teams, teaching group, student creative, team study, whole class unit, fact test, and team score*. The description of learning activities by applying the model is as follows

1. Placement Test Stage

Before starting learning, the teacher opens the class and invites the class leader to prepare the class so that teaching starts immediately. At this stage, teachers give a pretest to students after attendance, so that teachers can find out the shortcomings of students in science subjects.

2. Teams Stage

At this stage, the teacher forms 4 groups consisting of 5-6 students. In each group, the teacher appoints one person to be the chairman in his group. Students whose academy abilities are better than others are chosen because the group leader is tasked with guiding his members who do not understand.

3. Group Teaching Stage

At this stage, the teacher gives the material briefly before the group assignment so that students can understand the group assignment given by the teacher and all students pay attention to the media and explanations given by the teacher

4. Student Creative

The teacher explained the material using *Pop-Up Book* media and the students paid close attention.

5. Team Study Stage

At this stage, students learn together by doing assignments from the LKS given by their group. Teachers can also provide individual assistance to students in need, assisted by students who have good academic abilities in the group who act as peer tutors.

6. Whole Class Units Stage

Each group representative presented the results of their discussion, while the other group listened.

7. Fact test stage

At this stage, the teacher gives quizzes to students to find out how well the students understand the material that has been explained by the teacher.

8. Teams Score

Where the teacher announces the score of each team, and reexplains the points of the material or provides a conclusion from the material that has been taught



2. Overview of Student Learning Creativity in Students Using a *Team Assisted Individualization Type Cooperative Learning Model*

Social Science learning in the classroom is emphasized on the interest between social science concepts and daily learning. Some children have a great desire for curiosity, are open to new experiences, independent in thinking, tenacious, and have a spirit of questioning. Unlike students who have low creativity, they are not enthusiastic when learning something, never evaluate themselves why their learning results or grades are bad and they try to influence their peers not to learn through various ways. Even some of them are still embarrassed to admit their own creations.

Teaching and learning activities in the classroom require a learning model to achieve the expected goals. The learning model will be adjusted to the characteristics and conditions in the field. In addition to the learning model, students' learning creativity plays a role in learning. Creativity is a person's ability to develop renewable ideas or ideas in an effort to solve problems.

This student's creativity can increase their understanding of concepts, encourage initiative and creativity and think creatively. If students have good creativity, then children try various efforts in solving problems in a way or technique that is different from others. This means that students do not only use the references given by the teacher. Students use knowledge obtained from various ways learned from outside the teacher, for example from the internet, books, and other learning resources.

The aspects that are reflected in creativity are as follows:

1. Thinking skills

Thinking skills are mental abilities that enable individuals to analyze information, solve problems, and make effective decisions. It encompasses a variety of cognitive processes, such as identifying problems, gathering and evaluating information, and crafting arguments and solutions.

2. High curiosity

High curiosity is a natural drive to seek knowledge, understand new things, and explore the world around us. Individuals with high curiosity tend to have a deep interest in a variety of topics, are not afraid to ask questions, and enjoy conducting experiments or research.

3. Be challenged

Feeling challenged is a mental attitude that encourages individuals to face difficult challenges and situations with passion and courage. People who have this attitude see challenges as opportunities to learn, develop, and improve their skills.

4. Dare to take risks

Dare to take risks is the attitude and ability to face uncertainty or possible failure in an effort to achieve a goal or make a decision. Individuals who have this courage are less likely to be afraid to explore new options despite the potential for challenges or losses.

a. Pretest and Posttest data

After the implementation of the activities in the study, the pretest data description is presented which is the test result before the application of the Team Assisted Individualization (TAI) type cooperative learning model assisted by Pop-Up Book media.

Table 1 Data Pretest and Posttest Deskripsi

Pretest		Posttest	
Statistic	Skor	Statistic	Skor
N	22	N	22
Mean	33.59090909	Mean	38.36363636
Median	34	Median	38
Mode	30	Mode	38
Standard Deviation	3.403906592	Standard Deviation	2.25822211
Range	13	Range	8
Minimum	27	Minimum	34
Maximum	40	Maximum	42
Sum	739	Sum	844

Source: *IMB SPSS Statistic Version 26*

Based on table 1, it can be seen that the pretest statistical data, the mean or average score based on student pretests is 33.5 of the ideal score of 45 which may be achieved by students in the sufficient category. Standard deviation 3.40, these results show the distribution of pretest results spread from a minimum score of 14 to a maximum score of 40 with a range or range of 13. The mode is 30 and the median is 34.

While in the posttest statistical data, it can be seen that the mean or average student posttest score is 38.36 out of an ideal score of 45 which may be achieved by students in the good category. Standard deviation 2.25 these results show the distribution of posttest results from a minimum score of 34 to a maximum score of 42 with a range or range of 8. Mode is 38 and median 38.

b. Pretest and Posttest Result Categories

After applying the Team Assisted Individualization type cooperative learning model assisted by Pop-Up Book media, posttest data is presented to compare with the pretest data obtained before the application of the learning model.

Tabel 2 Pretest and Posttest Result Categories

Pretest		Posttest		Keterangan
Interval	Frekuensi	Interval	Frekuensi	
39-41	3	42-43	3	Sangat baik
36-38	7	40-41	8	Baik
33-35	7	38-39	8	Cukup
30-32	3	36-37	2	Kurang
27-29	2	34-35	1	Sangat Kurang
Jumlah	22	Jumlah	22	

Source: *IMB SPSS Statistic Version 26*

Based on table 2, students who have an index of achievement or category of success in student creativity in the pretest results of students who have a deficient category are 3 students who are in the score interval 30-32, a sufficient category of 7 students who are in the interval 33-35, a good category of 7 students who are in the interval 36-38 and a very good category of 3 students who are in the interval 39-41.

While students who have an achievement index or success category in student creativity on the posttest results, students who have a sufficient category are 7 students who are in the interval 38-39, a good category is 8 students who are in the interval 40-41 and a very good category is 3 students who get the interval 42-43.



3. The Effect On Student Learning Creativity After Using The Team Assisted Individualization Cooperative Model Assisted By Pop-Up Book Media

Tabel 3 Independent Sample Test Result Pretest and Posttest

Data	T	Sig.(2-tailed)
Pair 1 Hasil	66.604	0.00

Source: *IMB SPSS Statistic Version 26*

Based on the table above, the sig. (2-tailed) value of 0.000 - 0.05 is known that there is a significant difference between pretest and posttest. Based on the results of these data, it can be concluded that the hypothesis test has an effect with H1 accepted and H0 rejected. With Thitung (66.604) and Ttabel (0.294). Then it can be stated as follows:

H1: There is an effect of cooperative learning type Team Assisted Individualization (TAI) assisted by Pop-Up Book media on student learning creativity in learning IPAS class III SDN 222 Inpres Pao-Pao Maros Regency (Accepted because $0.000 > 0.05$)

H0: There is no effect of cooperative learning type Team Assisted Individualization (TAI) assisted by Pop-Up Book media on student learning creativity in class III IPAS learning SDN 222 Inpres Pao-Pao Maros Regency (Rejected because $0.000 < 0.05$)

4. Discussion

This research is entitled “The Effect of Team-Assisted Individualization (TAI) Cooperative Learning Model with Pop-Up Book Media on Learning Creativity of Third Grade Students of SDN 222 Inpres Pao-Pao, Maros Regency”. This study used an experimental method with a one group pretest-posttest research design. This study used one sample group. Sample determination based on saturated sampling technique.

Researchers use the cooperative learning model type Team Assisted Individualization (TAI) assisted by Pop-Up Book media 8 stages of model steps including placement test stage, team stage, group teaching stage, student creative stage, team study stage, fact test stage, whole class unit stage, team score stage.

Before applying the 8 stages of the steps above, the researcher first distributes pretest questions to lift learning creativity in students to determine the initial ability or initial creativity of these students. Observation of creativity is also carried out during the first meeting to find out the initial learning creativity of students.

After that, the cooperative learning treatment of Team-Assisted Individualization type assisted by Pop-Up Book media was given through the 8 stages of the learning model above. Then, a posttest was given to determine students' learning creativity after being treated.

Learning creativity data is obtained from the results of questionnaires and observation sheets of student learning creativity. Learning motivation questionnaires are filled in by students before and after experiencing treatment. From this data, researchers can find out the differences in the effect of learning models on students' learning creativity.

Based on the results of the normality test, it can be seen that the significant results of the creativity results are 0.736. While the homogeneity analysis obtained a significance result of 0.40. It can be seen from all the significance results for the classes used in the study that $\text{Sig} > 0.05$, so it can

be concluded that students' learning creativity is normally distributed and homogeneous. After the prerequisite test analysis is fulfilled, the hypothesis analysis test can be carried out.

The results of hypothesis testing show the significance of learning creativity is less than 0.05 (Sig < 0.05), if based on the t test, there is a tcount value of 66.604. This means that tcount > ttable so that H0 is rejected and H1 is accepted, it can be concluded that there is an influence after learning using the Team Assisted Individualization (TAI) type cooperative model assisted by Pop-Up Book media on student learning creativity. This is because students play a more active role in the learning process so that more learning experiences are obtained. By applying the 8 stages of the cooperative learning model of Team Assisted Individualization type assisted by Pop-Up Book media can increase students' learning creativity.

The use of Pop-Up Book media in the context of Team Assisted Individualization (TAI) cooperative learning has a significant impact on students' creativity and understanding in Social Science lessons. The results show that Pop-Up Book media is able to attract students' attention in a unique way. The interactive design and three-dimensional elements make students more interested in learning. This active engagement encourages students to participate more in group discussions, which is the core of the TAI learning model. Students who use the Pop-Up Book tend to understand complex IPAS concepts more easily. The visualization offered by this media helps students in associating information with visual representations, thus strengthening their memory and understanding of the material. The process of creating and using Pop-Up Book media also stimulates students' creativity. In groups, students can be invited to design their own Pop-Up Book based on the topic studied, which not only enhances creativity but also builds cooperation between group members. Research shows that students who learn with the help of Pop-Up Book get better scores in the evaluation compared to those who do not use the media. This shows that interactive learning can improve understanding.

Despite the many advantages, some challenges also arise. For example, teachers need extra time to prepare and integrate Pop-Up Books into the curriculum. In addition, not all students are comfortable with this method, so adjustments are needed to meet the needs of various learning styles. Most of the feedback from students and teachers indicated that the use of Pop-Up Book created a more fun and interactive learning atmosphere. Students feel more motivated to learn, and teachers report that they can more easily communicate difficult concepts with the help of this media.

Learning is an active process where students construct their own knowledge. The cooperative learning model encourages interaction between students, so they can share knowledge and experiences, which can enhance creativity. The Team Assisted Individualization (TAI) model emphasizes collaboration in small groups. In this study, students work together to achieve learning goals while still paying attention to individual needs. This can create a supportive environment for creativity, as students feel more comfortable contributing. (Moebin, 2012).

The TAI type cooperative learning model was developed by Robert E. Slavin in his work *Cooperative Learning: Theory, Research and Practice*. Slavin (2005: 187) explains that the rationale behind individualizing learning is that students enter the classroom with a wide variety of knowledge, abilities and motivations. When a teacher presents a lesson to a diverse group, there are likely to be some students who do not have the requisite ability to learn the lesson and will fail to benefit from the method. Other students may even already know the material, or be able to learn it so quickly that the learning time spent on them is a waste of time.

The use of Pop-Up Book media can stimulate intelligence, as well as increase the attractiveness of learning, which contributes to the development of students' creativity. The use of media, Pop-Up Book, can increase students' attention and interest. Interactive and interesting media can facilitate the learning process, allowing students to be more actively involved in learning and thinking creatively. (Yudiana, 2024)

When students feel they have autonomy in learning, they tend to be more motivated and creative. Cooperative learning models and the use of engaging media can increase students' intrinsic motivation and creativity. Creativity also affects how students evaluate their learning. Creative students may be more open to exploring with evaluation methods, such as creative projects or presentations that can provide a more complete picture of their understanding. (Elverida, 2018)

The educational psychology applied by Ausubel is working to find the law of meaningful learning, here is David Ausubel's concept of meaningful learning. According to Ausubel, there are two types of learning:

- 1) Meaningful learning
- 2) Memorization learning (rote learning)

Meaningful learning is a learning process in which new information is connected to the understanding structure that a person who is learning already has. While learning to memorize is students trying to receive and master the material given by the teacher or read without meaning. As an educational psychologist, Ausubel pays great attention to students at school, paying attention to / putting emphasis on the element of meaningfulness in learning through language (meaningful verbal learning). Meaningfulness is defined as a combination of verbal information, concepts, rules and principles, when viewed together. Therefore, learning by rote achievement alone is not considered meaningful learning. So, according to Ausubel, in order for the learning process to produce something meaningful, students do not have to discover everything themselves. In fact, there is a danger that students who are less adept at this will guess a lot and just try, without finding something that really matters to them. If the student is already an expert in conducting research in order to discover new truths, there is no danger; but if the student is not, there is. He also argues that information acquisition is an important learning goal and in certain cases can lead teachers to convey information to students. (Siregar, Eveline, Dra. & Nara, 2010)

David Ausubel's learning theory, which emphasizes the importance of meaningful learning and the connection between new and existing knowledge, can be connected to the use of pop-up book media in research on Team Assisted Individualization (TAI) type cooperative learning for IPAS. Ausubel argues that effective learning occurs when students can relate new information to their pre-existing understanding. Pop-up Book media, with its visual and interactive elements, allows students to explore IPAS concepts more deeply and relate them to their real-life experiences. In the context of cooperative learning, the group discussion facilitated by the use of Pop-up Book encourages students to share knowledge and perspectives, thus enriching their understanding. Thus, this media not only makes learning more interesting but also supports the creation of meaningful learning, in accordance with the principles of Ausubel's theory which emphasizes the importance of context and relevance in the learning process.

5. CONCLUSIONS AND SUGGESTIONS

The application of the Team Assisted Individualization (TAI) type cooperative learning model assisted by Pop-Up Book media to IPAS learning creativity, through the stages of placement tests, teams, teaching groups, team studies, whole class units, fact tests, and team scores in class III SDN 222 Inpres Pao-Pao Maros Regency has been carried out well. The picture of learning creativity is dominant in the moderate and good categories where each shows a frequency of 8 out of a total of 22 students in the 40-41 and 38-39 value ranges, indicating that there is an increase in value after treatment and there is an influence. This can also be seen from the average value (mean) of the pretest (33.59) and posttest (38). The use of the Team Assisted Individualization (TAI) type cooperative learning model assisted by Pop-Up Book media has an effect on IPAS learning creativity in class III SDN Inpres Pao-Pao Maros Regency, this is evidenced by the 2-tailed significance value which shows a value of 0.00 where the significance level is less than the significance level used, namely 0.05.

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