

## The Effect of Learning Strategy of Everyone Is a Teacher Here on The Learning Outcomes of Islamic Religious Education

Indrayati<sup>1</sup>, Edwin Hadiyan<sup>2</sup>, Safrawali<sup>3</sup>, Alifvia Indah Safitri<sup>4</sup>, Muhammad Husnur Rofiq<sup>5</sup>

<sup>1</sup> Jurusan Akuntansi Politeknik Negeri Malang, Indonesia; Indrayati@polinema.ac.id

<sup>2</sup> Institut Agama Islam Latifah Mubarakiyah Pondok Pesantren Suryalaya Tasikmalaya, Indonesia; edwinhadiyan.ip@gmail.com

<sup>3</sup> Universitas Pembinaan Masyarakat Indonesia Medan, Indonesia; safrawali\_tanjung@yahoo.com

<sup>4</sup> Institut Pesantren Kh. Abdul Chalim Pacet Mojokerto, Indonesia; alifviaindahs@gmail.com

<sup>5</sup> Institut Pesantren Kh. Abdul Chalim Pacet Mojokerto, Indonesia; umasoviq@gmail.com

---

### ARTICLE INFO

#### *Keywords:*

Learning Strategy;  
Everyone Is a Teacher Here;  
Learning Outcomes

---

#### *Article history:*

Received 2022-02-14

Revised 2022-07-10

Accepted 2022-12-23

---

### ABSTRACT

The purpose of this research is to find out how the influence of learning outcomes on students in Islamic Education subject using the Everyone Is a Teacher Here strategy at SMPN 1 Gondang. This research was carried out from January to February 2022. The approach used in this research is a quantitative approach with a Group Pre-Test and Post-Test Design. The instrument used for the test is multiple-choice questions that have gone through the validity test process. The sample of this study was grade 7 SMPN 1 Gondang which amounted to 58 students. The results of the study indicate that there is an influence on the use of the Everyone Is A Teacher Here strategy on student learning outcomes in Islamic Education subjects. The result can be proven by increasing the average value of student learning outcomes from 72.41 to 76.47 and can be known through hypothesis testing by using the t-test to obtain the value of Sig. (2-tailed)  $0,016 \leq 0,05$  and get the value of t-test  $t\text{-count} \geq t\text{-table}$   $2,473 \geq 1,672$  it means  $H_a$  is accepted and  $H_0$  is rejected. From the research that has been done, it can be concluded that the learning strategy Everyone Is A Teacher Here affects the learning outcomes of students in Islamic Education.

*This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

#### **Corresponding Author:**

Indrayati

Jurusan Akuntansi Politeknik Negeri Malang, Indonesia; Indrayati@polinema.ac.id

---

## 1. INTRODUCTION

Education is very important to be owned by everyone because education is very influential in the formation of potential, creativity, and personality and teaches to have responsibility. Education also has the goal to educate and develop character in a person (Andriana & Evans, 2020; Budiarto & Salsabila, 2022). The definition of strategy in the world of education is defined as a plan, method, or series of

activities designed to achieve a particular educational goal. Thus, the learning strategy is a plan that contains a series of activities designed to achieve certain educational goals (Badrun et al., 2022; Sanjaya, 2015).

The Everyone Is a Teacher Here strategy provides students with an understanding that teachers are not the only source of knowledge. In this case, knowledge can also be obtained through peers so that each student has the opportunity to share information with colleagues according to their respective abilities (Bardach et al., 2021; Brooks-Lewis, 2012).

Islamic education according to Muhammad Fadhil as quoted in the book Rahmat is a process that directs humans to a good life and which elevates the degree of life following by the nature and teaching abilities (influence from outside) that they have and receive (Azis et al., 2022; Fuadi & Suyatno, 2020). And according to Toumy Al-Syaebany Islamic education is an effort to change the behavior of individuals in their personal life or social life and life-like their surroundings through an educational process based on Islamic values (Bahri & Arafah, 2020; Habibi & Supriatno, 2020).

From the above understanding, it can be concluded that Islamic education needs to be instilled in someone starting from small so that in his life he always gets a good life in himself and his real life. Islamic education is very important to be taught in schools from elementary to high school, it is very important because Islamic education can print a person's personality for the better (Ma'arif et al., 2022; Sirojuddin et al., 2021).

In the world of teaching and learning, there are not a few problems in the learning process. Learning that still relies mostly on theory alone is one of the reasons why learning in class becomes monotonous, so students are more easily bored and sleepy so that students find it difficult to absorb the material presented by the teacher, which in the end students' knowledge of Islamic Religious Education lessons is very minimal (Aminudin & Susilo, 2019; Siregar et al., 2021). The selection of an appropriate learning strategy is one of the solutions to solve this problem. The Everyone Is A Teacher Here strategy is a suitable strategy to be applied in learning activities because this strategy can student participation not only individually but also as a whole (Nyborg et al., 2022).

According to interviews I did with Islamic Religious Education teachers, in the subject of Islamic Religious Education in learning at SMP Negeri 1 Gondang, many students are busy, passive, and sleepy. Only a few students are responsive during learning. In connection with the learning process carried out at SMP Negeri 1 Gondang, teachers often experience problems with students, namely activeness and enthusiasm for learning.

Learning Strategy according to Kamp is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently (Berlengerio et al., 2019). The Everyone Is A Teacher Here strategy (everyone here is a teacher) understands students that teachers are not the only source of knowledge. In this case, knowledge can also be obtained from peers so that each student has the opportunity to share information with colleagues according to their respective abilities. Steps to Implementing Strategy Everyone Is A Teacher Here (Didau, 2016; Levin & Schrum, 2016).

The steps for implementing the Everyone Is A Teacher Here strategy are as follows: 1) Distribute index cards (made from paper) to each student. Then they were instructed to write down questions related to the material being studied. 2) Cards are collected, then shuffled, and redistributed to students at random. Then students are instructed to read the questions on the cards they get and think about the answers. 3) Some students are appointed to read the questions and provide opportunities to convey their answers. 4) Other students are instructed to provide additional information and input on the answers that have been submitted (Asiza & Irwan, 2019).

The weaknesses and strengths contained in the Everyone Is A Teacher Here method, include: 1) The Everyone Is A Teacher Here learning strategy activates students in the classroom. 2) By using this strategy, students can develop and train their thinking power, memory, and understanding. 3) Train students to be able to communicate the results of their thoughts orally and non-verbally. 4) Learners can also be trained in their ability to discuss and exchange opinions objectively to find and express a

truth (Lutfiah & Sa'diyah, 2019). In addition to the advantages, there are several weaknesses that this learning strategy has, but teachers and researchers are able to overcome these weaknesses, including the teacher must find other ways to find out the level of understanding of students beyond the questions given. The solution to this weakness is that the teacher can use the evaluation sheet as a measuring tool to determine the level of students' final understanding of the material that has been taught (Lestari et al., 2021).

An educator must be able to choose the right strategy for his students, and educators must be able to provide appropriate and non-coercive teaching to students. Educators must be able to motivate students to learn and continue to provide enthusiasm. Educators must also have broad insight into learning strategies to determine which strategies will be chosen to be applied in learning according to students' conditions (Jarvis, 2013; Pollitt et al., 2020).

The theory that supports the Everyone Is a Teacher Here learning strategy is Constructivism. Constructivism is a theory that supports students' efforts to link old ideas with new ideas in the development of knowledge. This constructivism theory was first introduced in the context of children's education and development by Piaget and John Dewey Constructivism (Bulle, 2021).

Constructivism theory according to Shymansky is an active activity in which students build their knowledge, seek meaning from what they learn, and is a process of completing new concepts and ideas with the existing frame of mind. The Theory of constructivism above can be understood as constructivism is a theory that discusses how to make students active in learning by opening the widest opportunities for students to understand what they already know, in constructivism students will build or develop the knowledge they have previously learned (Vişcu & Watkins Jr, 2021).

According to Zakiyah (Darajat, 1992), Islamic religious education is an effort in the form of guidance and care for students, so that later after students have completed their education they can understand and practice the teachings of Islam and make it a way of life. While the definition of learning outcomes (Arikunto, 1983) is that learning outcomes are the final result after experiencing the learning process, the change is seen in actions that can be observed and can be measured. According to (Sudjana, 2005), learning outcomes are the abilities that students have after they receive their learning experiences.

## 2. METHODS

This study uses a quantitative approach with the type of pre-experimental research using the One Group Pre-test Post-test Design method. Collecting data with two types of data, namely primary data including observations, interviews, and the results of the pre-test and post-test. And secondary data, journals, books, articles, and so on. While the data sources used are unstructured tests, documentation, and interviews. The sample used is 58 students.

## 3. FINDINGS AND DISCUSSION

### 3.1. Validity test

To test the truth and accuracy of the research data, the researcher uses the validity and reliability test of the instrument, by using a valid and reliable instrument in data collection, the expected results will be valid and reliable, and become an absolute requirement to obtain valid and reliable research results. (Sugiyono, 2016) the instrument can be said to be valid if the results of the r-count r-table. The following is a validity test using the SPSS application.

**Table 1.** Test the validity of the instrument

No. Test	r table	r count	Information
1	0,258	0,488	Valid
2	0,258	0,234	Not Valid
3	0,258	0,393	Valid
4	0,258	0,371	Valid
5	0,258	0,393	Valid
6	0,258	0,488	Valid
7	0,258	0,353	Valid
8	0,258	0,418	Valid
9	0,258	0,142	Not Valid
10	0,258	0,466	Valid
11	0,258	0,621	Valid
12	0,258	0,307	Valid
13	0,258	0,444	Valid
14	0,258	0,210	Not Valid
15	0,258	0,282	Valid
16	0,258	0,505	Valid
17	0,258	0,549	Valid
18	0,258	0,179	Not Valid
19	0,258	0,382	Valid
20	0,258	0,212	Not Valid
21	0,258	0,397	Valid
22	0,258	0,219	Not Valid
23	0,258	0,609	Valid
24	0,258	0,508	Valid
25	0,258	0,704	Valid

Based on the table above, it is known that from the 25 questions obtained the results of the validity test 19 valid questions and 6 invalid questions. So that the questions used in the study were 19 questions.

### 3.2. Reliability test

Meanwhile, to measure the level of confidence in the instrument used instrument reliability test, an instrument that has been trusted or reliable will produce reliable data. Reliability refers to the level of reliability of something. the criteria of a research instrument are said to be reliable if the reliability coefficient 0.6. The following are the results of the reliability test.

**Table 2.** Instrument reliability test

Guttman Split-Half Coefficient	N of Items
0,677	19

The instrument can be said to be reliable if the value of reliability gets 0.6. From the table above, the reliability result is 0.677, because the reliability value is 0.677 0.6, it can be concluded that the instrument used is declared reliable.

### 3.3. Difficulty of questions

After testing the validity of the data, the next step is to test the difficulty of the data and the discriminatory power of the questions. The difficulty test is used to determine the level of difficulty of each item, the following results are obtained.

**Table 3. Test the difficulty of the items**

Questions	Mean	Category
1	0,96	Easy
3	0,72	Easy
4	0,94	Easy
5	0,49	Medium
6	0,96	Easy
7	0,77	Easy
8	0,91	Easy
10	0,85	Easy
11	0,72	Easy
12	0,58	Medium
13	0,89	Easy
15	0,25	Difficult
16	0,75	Easy
17	0,92	Easy
19	0,79	Easy
21	0,51	Medium
23	0,85	Easy
24	0,25	Difficult
25	0,81	Easy

From the analysis obtained in the table above, there are 14 questions in the easy category, 3 questions in the medium category, and 2 questions in the difficult category.

### 3.4. Distinguishing power

Distinguishing power serves to examine the items that aim to determine the ability of a question to distinguish students' abilities.

**Table 4. Distinguishing power test**

Questions	Corrected Item- Total Correlation	Category
1	0,460	Good
3	0,239	Enough
4	0,225	Enough
5	0,261	Enough
6	0,460	Good
7	0,224	Enough
8	0,345	Enough
10	0,308	Enough
11	0,598	Good
12	0,249	Enough
13	0,379	Enough

15	0,180	Bad
16	0,457	Good
17	0,543	Good
19	0,286	Enough
21	0,325	Enough
23	0,592	Good
24	0,367	Enough
25	0,619	Good

From the results of the discriminatory test above, from a total of 19 questions that have been tested for validity, there are 7 questions in the good category, 11 questions in the sufficient category, and 1 question in the bad category. Thus, the questions are ready to be used for research.

### 3.5. Normality test

Before testing the hypothesis to determine the effect of the research results, it is necessary to test the prerequisites for the research data that has been obtained. The prerequisite test consists of two, namely the normality test and the homogeneity test as follows. Normality test is used to test whether the data in the study has a normal distribution. The normality test carried out obtained the following results.

**Table 5.** Normality Test Results Pre-test and Post-test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		58
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	10,23918794
Most Extreme Differences	Absolute	,094
	Positive	,052
	Negative	-,094
Test Statistic		,094
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

From the table of normality results above on Asymp. Sig. (2-tailed) obtained 0.200. If the significance value gets 0.05 then the data is normally distributed and if 0.05 then the data is not normally distributed. Because of the value of Asymp. Sig. (2-tailed) obtained 0.200 0.05, meaning that the data is declared normally distributed.

After the results of the normality test have been obtained, a homogeneity test will then be carried out to determine the similarity of several parts of the sample, namely whether or not the variance of samples taken from the same population is uniform. Here are the results obtained.

**Table 6.** Pre-test and Post-test homogeneity test results

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Nilai Tes	Based on Mean	1,043	1	114	,309
	Based on Median	,726	1	114	,396
	Based on Median and with adjusted df	,726	1	112,484	,396
	Based on trimmed mean	,864	1	114	,355

From the table above the results, obtained show Sig. 0.309. If the significance value is 0.05, it is said that the data is not the same or not homogeneous and it is stated that the variance of the data population group is the same or homogeneous. Because the results obtained above are 0.309 0.05, it is declared homogeneous.

### 3.6. Normality test

The results of the t-test can be seen in the following table.

**Table 7.** T-Test Results Learning Outcomes

		Paired Sample Test					t	df	Sig. (2-tailed)
		Paired Differences							
Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
<b>Pair 1</b>	Pretest- Posttest	-4,052	12,477	1,638	-7,332	-,771	-2,473	57	,016

In table 7 the paired-sample t-test above, the Sig value is obtained. (2-tailed) is 0.016 0.05, which means that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. In addition, it is obtained that t-count table is 2.473 1.672, then H<sub>a</sub> is accepted and H<sub>0</sub> is rejected. T table is obtained from the value of df = 57 with a significance level of 5%. It can be concluded that student learning outcomes after the Everyone Is A Teacher Here learning strategy were applied better than before the Everyone Is A Teacher Here strategy was applied.

### Discussion:

The application of the learning strategy with Everyone Is A Teacher Here at SMPN 1 Gondang is different from previous research, namely research from (Lubis et al., 2019) with the title The Effect of Learning Strategy Everyone Is A Teacher Here on Student Activity and Learning Outcomes in Fiqh Subjects at MTsN 7 Tulungagung, this research using a quasi-experimental type of research, with two dependent variables (Y) namely Student Activity and Learning Outcomes, and the results obtained are that there is a significant effect. As shown by the results of the t-test output obtained sig value. (2-tailed) 0.000 0.05, then H<sub>a</sub> is accepted and H<sub>0</sub> is rejected. In addition, it is also obtained that  $t > t_{table}$ , which is 5.044 > 1.993, then H<sub>a</sub> is accepted and H<sub>0</sub> is rejected. is obtained from the value of df = 74 at a significance level of 5%. The influence is classified as high with a percentage of 88%.

There is also previous research from Afrizal Haqqul (Yaqin, 2017) with the title Application of Active Learning Strategy Type Everyone Is A Teacher Here To Improve Student Learning Outcomes in Islamic Religious Education (Classroom Action Research at SMP Islam Daarul Ilmi Bogor). Using the same dependent variable, namely student learning outcomes. This study uses a type of classroom action research with two cycles. And the results obtained from this study are student learning outcomes increase. In the first cycle, the score was 61.53%, after making improvements in the second cycle, the student's understanding and learning outcomes increased to 81.15%. Thus, it shows that students' understanding can be improved through the Everyone Is a Teacher Here strategy.

From the two previous studies above, it can be concluded that learning by applying the Everyone Is a Teacher Here strategy has an effect on student learning outcomes. And both of them recommend or agree that the Everyone Is a Teacher Here learning strategy is applied to the teaching and learning process. In addition, the Everyone Is a Teacher Here strategy is effective in understanding students about the learning material they have received.

The following is a discussion of the results of the calculation of this research data with statistical testing about the Effect of the Everyone Is a Teacher Here Learning Strategy on the Learning Outcomes of Islamic Religious Education for Class VII Students at SMP Negeri 1 Gondang Mojokerto, namely from the results of the study it can be seen that student learning outcomes after the Everyone Is strategy is applied. A Teacher Here is better than before this strategy was implemented.

Based on the hypothesis test performed, the value of Sig. (2-tailed) of 0.016 0.05 and the results of tcount ttable are 2.473 1.672, which means that the implementation of the Everyone Is A Teacher Here strategy affects the learning outcomes of seventh grade students at SMP Negeri 1 Gondang Mojokerto. Based on the results of the calculation of the average student score, it can be seen that there are differences in student scores before and after the Everyone Is a Teacher Here strategy is applied. This difference can be seen through the average obtained, namely the total pretest score obtained by an average of 72.41, while the total posttest score obtained an average of 76.47, thus the learning outcomes of class VII students in Islamic Religious Education subjects at SMP Negeri 1 Gondang has increased.

#### 4. CONCLUSION

Based on the results and discussion of the research above, it can be concluded that according to the results obtained, there is a significant influence on the learning strategy of Everyone Is a Teacher Here on student learning outcomes in the subject of Islamic Religious Education class VII at SMP Negeri 1 Gondang. this is indicated by the results of the t-test output which obtains the value of Sig. (2-tailed) 0.016 0.05, and obtained tcount ttable that is 2.473 1.672, then  $H_a$  is accepted and  $H_0$  is rejected.

#### REFERENCES

- Aminudin, N., & Susilo, I. (2019). Perancangan Sistem Aplikasi Ujian Online Berbasis Web Pada Sma Negeri 1 Kalirejo. *Aisyah Journal Of Informatics and Electrical Engineering (A.J.I.E.E)*, 1(1), 81–88. <https://doi.org/10.30604/jti.v1i1.14>
- Andriana, E., & Evans, D. (2020). Listening to the voices of students on inclusive education: Responses from principals and teachers in Indonesia. *International Journal of Educational Research*, 103, 101644. <https://doi.org/10.1016/j.ijer.2020.101644>
- Arikunto, S. (1983). *Prosedur penelitian: Suatu pendekatan praktik*. PT. Bina Aksara, Jakarta.
- Asiza, N., & Irwan, M. (2019). *Everyone is a Teacher Here* (A. Syaddad, Ed.; No. 1; Issue 1). CV. Kaaffah Learning Center. <http://repository.iainpare.ac.id/1648/>
- Azis, A., Abou-Samra, R., & Aprilianto, A. (2022). Online Assessment of Islamic Religious Education Learning. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 60–76. <https://doi.org/10.31538/tijie.v3i1.114>

- Badrun, B., Sugiarto, F., Rachmadhani, A., & Sh, H. (2022). Principal's Leadership Strategy in Strengthening Character Education. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(01), Article 01. <https://doi.org/10.30868/ei.v11i01.2290>
- Bahri, S., & Arafah, N. (2020). Analisis Manajemen SDM Dalam Mengembangkan Strategi Pembelajaran Di Era New Normal. *Tafkir: Interdisciplinary Journal of Islamic Education*, 1(1), 20–40. <https://doi.org/10.31538/tijie.v1i1.2>
- Bardach, L., Yanagida, T., Morin, A. J. S., & Lüftenegger, M. (2021). Is everyone in class in agreement and why (not)? Using student and teacher reports to predict within-class consensus on goal structures. *Learning and Instruction*, 71, 101400. <https://doi.org/10.1016/j.learninstruc.2020.101400>
- Berlingerio, M., Bonchi, F., Gärtner, T., Hurley, N., & Ifrim, G. (2019). *Machine Learning and Knowledge Discovery in Databases: European Conference, ECML PKDD 2018, Dublin, Ireland, September 10–14, 2018, Proceedings, Part I*. Springer.
- Brooks-Lewis, K. A. (2012). Sharing Roles in the Classroom: Everyone is a Teacher, Everyone is a Learner. *Procedia - Social and Behavioral Sciences*, 46, 4962–4966. <https://doi.org/10.1016/j.sbspro.2012.06.368>
- Budiarto, M. A., & Salsabila, U. H. (2022). Optimizing Islamic Education Towards the Golden Era of Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 1–19. <https://doi.org/10.31538/tijie.v3i1.105>
- Bulle, N. (2021). Vygotsky versus Dewey on mental causation: The core of two divergent conceptions of human thought. *New Ideas in Psychology*, 63, 100898. <https://doi.org/10.1016/j.newideapsych.2021.100898>
- Darajat, Z. (1992). *Ilmu pendidikan Islam*. Diterbitkan atas kerjasama Penerbit Bumi Aksara, Jakarta dengan Direktorat Jenderal Pembinaan Kelembagaan Agama Islam, Departemen Agama.
- Didau, D. (2016). *What Every Teacher Needs to Know about Psychology*. John Catt Educational.
- Fuadi, A., & Suyatno, S. (2020). Integration of Nationalistic and Religious Values in Islamic Education: Study in Integrated Islamic School. *Randwick International of Social Science Journal*, 1(3), 555–570. <https://doi.org/10.47175/rissj.v1i3.108>
- Habibi, I., & Supriatno, T. (2020). Charity Punishment in Islamic Boarding School to Improving Santri Discipline. *Nazhruna: Jurnal Pendidikan Islam*, 3(3), 342–354. <https://doi.org/10.31538/nzh.v3i3.767>
- Jarvis, P. (2013). *Learning in Later Life: An Introduction for Educators and Carers*. Routledge. <https://doi.org/10.4324/9781315042435>
- Lestari, T. A., Ma'arif, M. A., Kartiko, A., Karim, A., & Siregar, B. (2021). Mental Revolution of Homeless Children's Through Islamic Education Learning. *International Conference on Engineering, Technology and Social Science (ICONETOS 2020)*, 67–72.
- Levin, B. B., & Schrum, L. (2016). *Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership*. Corwin Press.
- Lubis, A. B., Miaz, Y., Taufina, T., & Desyandri, D. (2019). Pengaruh Model Everyone Is a Teacher Here Terhadap Aktivitas Dan Hasil Belajar Ips Siswa Sd. *Jurnal Basicedu*, 3(2), 725–735. <https://doi.org/10.31004/basicedu.v3i2.61>
- Lutfiah, V. L., & Sa'diyah, M. (2019). Peningkatan Motivasi Belajar Dengan Menerapkan Strategi Pembelajaran Everyone Is a Teacher Here Pada Mata Pelajaran Pai Di Sman 2 Bogor. *E- Jurnal Mitra Pendidikan*, 3(4), 496–506.

- Ma'arif, M. A., Zuana, M. M. M., & Sirojuddin, A. (2022). Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools). In *Supporting Modern Teaching in Islamic Schools*. Routledge.
- Nyborg, G., Mjelve, L. H., Edwards, A., Crozier, W. R., & Coplan, R. J. (2022). Working relationally with shy students: Pedagogical insights from teachers and students. *Learning, Culture and Social Interaction*, 33, 100610. <https://doi.org/10.1016/j.lcsi.2022.100610>
- Pollitt, R., Cohnsen, C., & Seah, W. T. (2020). Assessing spatial reasoning during play: Educator observations, assessment and curriculum planning. *Mathematics Education Research Journal*, 32(2), 331–363. <https://doi.org/10.1007/s13394-020-00337-8>
- Sanjaya, W. (2015). *Perencanaan dan Desain Sistem Pembelajaran*. Kencana.
- Siregar, K., Hafisah, H., & Jaya, F. (2021). Implementation of Using Used Materials and Natural Materials as Learning Media in Improving Cognitive Development. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 629–645. <https://doi.org/10.31538/nzh.v4i3.1672>
- Sirojuddin, A., Aprilianto, A., & Zahari, N. E. (2021). Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru. *Chalim Journal of Teaching and Learning (CJoTL)*, 1(2), 159–168.
- Sudjana, N. (2005). *Media pengajaran (penggunaan dan pembuatannya)* (Cet. ke-2). Sinar Baru.
- Vîşcu, L.-I., & Watkins Jr, C. E. (2021). Chapter 5—Constructivism in clinical supervision. The Supervision Pyramid and the constructivist Paradigm of learning. In L.-I. Vîşcu & C. E. Watkins Jr (Eds.), *A Guide to Clinical Supervision* (pp. 39–49). Academic Press. <https://doi.org/10.1016/B978-0-12-821717-7.00005-4>
- Yaqin, A. H. (2017). *Penerapan Strategi Pembelajaran Aktif Tipe Everyone Is a Teacher Here Untuk Meningkatkan Hasil Belajar Siswa Pelajaran Pendidikan Agama Islam*. <https://repository.uinjkt.ac.id/dspace/handle/123456789/37653>