

TEACHING OTTOMAN HISTORY THROUGH TEAMS GAMES TOURNAMENT TO IMPROVE STUDENTS' REMEMBERING AND UNDERSTANDING

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Abstract

Islamic Religious Education (PAI) learning in schools is often dominated by one-way lectures, resulting in passive student participation and limited development of the cognitive abilities of remembering (C1) and understanding (C2). This study aimed to describe the implementation of the Teams Games Tournament (TGT) model and examine its contribution to students' remembering and understanding of Ottoman history based on the revised Bloom's Taxonomy. A descriptive qualitative approach with a case study design was employed, involving 28 students from class VIII F at SMPN 2 Colomadu. Data were collected through classroom observations, interviews with six purposively selected students, documentation, and students' learning outcomes. The data were analyzed through data reduction, data display, and conclusion drawing. The findings indicated that TGT increased students' participation and learning interest and supported the development of remembering (C1), as demonstrated by their ability to recall historical facts without consulting their notes. TGT also supported understanding (C2), as reflected in students' ability to explain the role of Sultan Muhammad Al-Fatih and the factors contributing to the progress and decline of the Ottoman Dynasty in their own words. However, its benefits were not experienced equally by all students because participation and comprehension were influenced by individual learning interest. These findings suggest that teachers can use TGT as an interactive alternative to lecture-based instruction while combining it with other methods to accommodate diverse student characteristics. The study also provides empirical insight for developing cooperative and game-based models for teaching Islamic civilization history.

Keywords: Teams games tournament; Cognitive learning outcomes; Islamic religious education; Evaluative research.

INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in developing students' character, religious knowledge, and understanding of Islamic civilization. In practice, however, PAI learning often continues to rely on one-way lectures in which teachers act as the primary source of information. This teacher-centered approach may limit students' opportunities to process, discuss, and interpret learning materials independently. Firmansyah et al., (2019) explained that an inappropriate selection of learning models can contribute to boredom, low learning enthusiasm, and passive participation during the learning process. These conditions may weaken students' ability to recall previously learned information and explain it using their own understanding.

Preliminary observations in class VIII F at SMPN 2 Colomadu revealed similar conditions. Students frequently appeared bored, lost concentration, and participated minimally when PAI material was delivered predominantly through lectures. Their responses changed when learning activities involved greater interaction, collaboration, and variation. Students demonstrated increased attention and appeared more willing to discuss the material. These observations indicate the need for a learning model that encourages active participation while strengthening students' basic cognitive abilities.

One relevant alternative is the Teams Games Tournament (TGT) model. TGT is a cooperative learning model that integrates class presentation, teamwork, academic games,

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tournaments, and team recognition. Through these stages, students learn collaboratively while participating in structured and constructive competition. The model provides each student with opportunities to discuss learning content, contribute to group performance, and test their understanding through academic games (Rusman, 2017; Slavin, 2018). Consequently, TGT has the potential to reduce passivity and transform learning from the passive reception of information into an interactive process of recalling, discussing, and explaining knowledge.

Previous studies have demonstrated the potential of TGT in educational settings. Firmansyah et al., (2019), for example, reported that the implementation of TGT in PAI learning increased students' learning activities from 52% in the first cycle to 84% in the second cycle. The study also found that 82% of students considered the material easier to understand after participating in TGT-based learning. These findings indicate that cooperation, games, and competition can increase classroom participation and support students' comprehension of PAI material. Other theoretical studies on cooperative learning have similarly emphasized that group interaction allows students to exchange information, correct misunderstandings, and develop responsibility for both individual and group learning outcomes (Isjoni, 2012; Rusman, 2013).

Nevertheless, previous research has generally emphasized improvements in students' learning activities, motivation, classroom participation, and overall learning outcomes. Limited attention has been given to how TGT specifically supports the two foundational cognitive processes of remembering (C1) and understanding (C2), particularly in the learning of Islamic civilization history. In addition, previous findings have rarely described how students demonstrate these abilities during group discussions and tournament activities, such as by retrieving historical facts without consulting notes or explaining historical events in their own words. This gap requires a more focused investigation of students' cognitive responses during TGT-based learning.

Remembering and understanding are the first two levels of the cognitive process dimension in the revised Bloom's Taxonomy developed by Anderson and Krathwohl (2001). Remembering refers to the ability to recognize and retrieve relevant knowledge from long-term memory. In contrast, understanding involves constructing meaning from instructional information through activities such as interpreting, exemplifying, classifying, summarizing, comparing, and explaining. These abilities constitute the cognitive foundation required before students can progress toward applying, analyzing, evaluating, and creating. In PAI learning, remembering religious and historical information is insufficient unless students can also explain its meaning and relationships. Mastery of both levels enables students to engage with Islamic knowledge more systematically and meaningfully (Basri, 2018).

The history of the Ottoman Dynasty was selected because it contains factual, chronological, and explanatory components that are appropriate for examining remembering and understanding. Students are required to recall important information, including the origins of the dynasty, major rulers, territorial development, and the period of its greatest achievements. They must also understand the role of Sultan Muhammad Al-Fatih and explain the political, military, social, and intellectual factors associated with the dynasty's progress and decline. Compared with material that primarily presents isolated religious concepts, Ottoman history offers interconnected figures, events, periods, achievements, and causal relationships that can be transformed into questions, group discussions, games, and tournament activities (Gültekin, 2023).

The selection of this topic is also pedagogically relevant because Islamic civilization history is often perceived by students as material that mainly requires memorization. When taught through lectures, the number of names, dates, events, and historical sequences may make the material difficult to retain and understand. TGT provides an opportunity to present this historical content through repeated retrieval, peer discussion, question-and-answer activities, and group competition. These processes may help students not only remember historical facts but also establish connections among events and explain their significance (Pratiwi, Hadisaputra, & Supriadi, 2023).

Accordingly, the novelty of this study lies in its specific examination of how TGT supports remembering (C₁) and understanding (C₂) in the context of Ottoman history learning. Rather than examining only changes in general classroom activity or overall learning outcomes, this study identifies manifestations of remembering and understanding during the learning process. Remembering is examined through students' ability to retrieve historical facts without referring to notes, whereas understanding is examined through their ability to explain figures, events, and factors contributing to the progress and decline of the Ottoman Dynasty in their own words. The study also considers variations in students' responses, including the experience of students who do not receive the same benefits from the model because of differences in learning interest.

Based on this background, this study aims to describe the implementation of the TGT model in PAI learning and examine its contribution to students' remembering and understanding of the Ottoman Dynasty. The study employs a descriptive qualitative case study design to obtain an in-depth account of the learning process and students' cognitive responses rather than evaluating a learning program through a formal evaluation model. Academically, the findings extend empirical discussions of cooperative and game-based learning by focusing on foundational cognitive abilities in Islamic civilization history. Practically, the study may assist teachers in designing participatory learning activities, selecting historical content suitable for cooperative games, and combining TGT with other teaching methods to accommodate differences in students' learning interests and characteristics.

RESEARCH METHOD

This study employed an evaluative qualitative approach with a case study strategy, as it aimed to assess the extent to which the implementation of the Teams Games Tournament (TGT) method effectively improved students' remembering (C₁) and understanding (C₂) abilities in PAI material, rather than merely describing its implementation (Herawati & Muhtadi, 2018; Nasution, 2017; Sugiyono, 2020b). This approach refers to similar evaluative studies, such as the study conducted by Ariyanto & Rijanto (2020), which evaluated the implementation of the 2013 Curriculum learning process standards. The evaluation was conducted in depth within a bounded case, namely the implementation of TGT among students of class VIII F at SMPN 2 Colomadu. The subjects of the study were the students in that class, while the object of the study was the implementation of TGT and its impact on students' cognitive abilities (Ariyanto & Rijanto, 2020).

Primary data were obtained through observation, interviews with six students selected purposively, and students' learning outcomes during the learning process. Secondary data consisted of lesson notes and learning media posters. The material examined was the Ottoman Dynasty, with interview questions designed to measure remembering ability, such as mentioning the history of its establishment and its period of peak glory, as well as understanding ability, such as explaining the role of Sultan Muhammad Al-Fatih and the factors behind its progress and decline (Aprilyani, Nandar, & Enoch, 2025).

Data validity was ensured through source and technique triangulation (Sugiyono, 2020a), as well as member checking. The data were analyzed using the model of Miles, M. B., Huberman, A. M., & Saldaña (2014), which includes data reduction, data display, and conclusion drawing, in order to describe the process of TGT implementation and assess its effectiveness in improving students' remembering and understanding abilities in PAI material.

RESULT AND DISCUSSION

This study produced findings on the implementation process of the Teams Games Tournament (TGT) method and its impact on improving students' cognitive abilities, particularly in remembering (C₁) and understanding (C₂) Islamic Religious Education (PAI) material. The findings are presented in several sections, with discussion linked to the theoretical framework of TGT, cognitive learning outcomes, and the learning of the Ottoman Dynasty as part of Islamic civilization history (Widiyanti, 2025).

Implementation Process of the Teams Games Tournament Method

Observation of the TGT implementation was conducted on May 25–26, 2026, in class VIII F of SMPN 2 Colomadu, consisting of 28 students. The learning activities were carried out during the seventh period (10.10–10.40) and the eighth period (10.40–11.10), so each meeting lasted for two lesson hours. In the first lesson period, the researcher briefly introduced the TGT method to the students and explained the material on the Ottoman Dynasty, which served as the subject matter for the TGT activity. This stage corresponded to the class presentation stage in the TGT syntax, as described by Slavin, (2018), in which the teacher provides an initial explanation of the material before students enter the team, game, and tournament stages.

In the second lesson period, the TGT process was implemented in a conducive classroom atmosphere, with students actively participating in the learning process. Students were divided into three groups, each consisting of eight to nine members. Each group discussed the questions presented in front of the class before giving their answers. Six questions were prepared and divided into six rounds of games, allowing each group to have equal opportunities to discuss, respond, and contribute points. This structure reflected the basic principle of TGT as a cooperative learning model that combines group discussion, academic games, tournament activities, and group recognition (Adha, Rera, & Farisi, 2023).

The implementation process showed that TGT was not merely a game-based classroom activity, but a structured learning strategy. The stages of presentation, group discussion, games, and tournament encouraged students to process the material progressively. In the context of learning the Ottoman Dynasty, this structure helped students identify important historical information, such as the establishment of the dynasty, its period of glory, the role of Sultan Muhammad Al-Fatih, and the factors contributing to its progress and decline. Thus, the TGT model provided a learning pathway that connected historical content with active student engagement (Safitri & Fathurrahman, 2024).

Increased Student Activeness and Learning Interest

The first finding showed that students became more active and interested in participating in the learning process because they felt directly involved. This activeness was reflected in several indicators. Students took notes on the material presented, actively discussed with their group members to prepare answers, and showed enthusiasm while waiting for their turn to answer questions in the next game round. This enthusiasm emerged because TGT was perceived as a new and different method compared to the lecture method commonly used in PAI learning (Hakim, Almalouh, & Jannah, 2025).

This finding strengthens the study by Firmansyah et al., (2019), which showed a significant increase in students' learning activities after the implementation of TGT. It is also consistent with Rusman (2018) explanation that TGT involves elements of games and competition that can encourage active participation among group members. The findings of this study indicate that students' activeness increased because the learning process gave them a clear role within the group. Each student was not only a listener but also a participant who had responsibility for the group's performance.

The increase in student activeness also demonstrated the relevance of cooperative learning in PAI and Islamic civilization history learning. Material such as the Ottoman Dynasty requires students not only to memorize historical facts but also to understand sequences of events, figures, achievements, and causes of decline. Through group discussions and tournament rounds, students were encouraged to communicate their understanding, compare answers, and correct each other's responses. This process made the learning of historical material more interactive and reduced the passivity commonly found in lecture-based instruction (Saifuddin, 2025).

Improvement in Students' Remembering and Understanding Abilities

The second finding showed that students were able to understand and memorize the material more quickly. This was indicated by their ability to answer questions during the tournament session without looking at their notes or textbooks, as well as their ability to explain the material again in their own words when asked follow-up questions. These findings show that the TGT structure supported the development of remembering (C₁) and understanding (C₂), two basic cognitive levels in Bloom's revised taxonomy (Wilson, 2016).

The ability to remember was reflected in students' capacity to recall key facts related to the Ottoman Dynasty, including its historical background, important figures, and period of development. Meanwhile, the ability to understand was reflected in students' explanations of the role of Sultan Muhammad Al-Fatih and the factors behind the progress and decline of the Ottoman Dynasty. This distinction is important because students were not only required to mention facts, but also to construct meaning from the material they had learned (Wibowo, Wangid, & Firdaus, 2025).

The improvement occurred because the TGT structure required students to engage with the material intensively during the learning process. The presence of rewards and intergroup competition encouraged students to pay attention, discuss, and prepare their answers carefully. In addition, students were asked to show and write their understanding on posters as learning media. This activity strengthened both remembering and understanding because students had to reorganize the information into a visual and written form. Several students also stated that material usually studied only before examinations was learned actively during the classroom process through TGT (Riyanti, Suranto, Yusof, & Febriyanti, 2024).

These findings are in line with Firmansyah et al., (2019), who found that the implementation of the TGT model in Islamic Religious Education improved students' understanding, as shown by the positive response of 82% of students who stated that the material was easier to understand after learning through TGT. The findings of the present study further show that TGT can support cognitive achievement not only by creating an enjoyable classroom atmosphere but also by structuring students' interaction with the material (Riyanti et al., 2024).

The ease of understanding the material was also supported by the clear focus of learning on one topic, namely the Ottoman Dynasty. A focused topic helped students direct their attention and learning efforts toward specific learning objectives. Since the learning material was not spread across several unrelated topics, students could more easily follow the sequence of historical information and understand the relationship between one concept and another. In this case, the Ottoman Dynasty served as a suitable historical topic for TGT because it contains factual, chronological, and analytical elements that can be transformed into questions, discussions, and tournament activities.

The improvement in students' cognitive abilities was also reflected in their learning outcomes, both through direct observation during the learning process and through students' statements during interviews. Students were able to answer the evaluation questions given at the end of the lesson before the closing activity. This indicates that the processes of remembering and understanding had taken place effectively during the implementation of TGT (Nisa, Mulyati, Kawali, & Alur, 2024).

The findings also show that TGT can support the learning of Islamic civilization history by making historical material more accessible to students. Historical topics are often perceived as material that must be memorized, especially when taught through lecture-based methods. Through TGT, the material on the Ottoman Dynasty was not only presented as information to be remembered, but also as content to be discussed, interpreted, and explained by students. This process strengthened students' cognitive engagement with Islamic historical material.

Nevertheless, the effectiveness of TGT in this study was not evenly experienced by all students. Out of 28 students in class VIII F, one student had a very low level of learning interest in PAI. This student was physically present in the classroom but did not show active involvement and

was not yet able to understand the material presented. This finding indicates that the success of TGT in improving students' cognitive abilities is still influenced by each student's learning interest, rather than being determined solely by the method itself. Students with very low learning interest require additional guidance and more personalized learning support (Lin, Lin, Zhang, & Ginns, 2024).

Even so, the proportion of students who were less affected by the method was relatively small, namely one out of 28 students. Based on this finding, the implementation of TGT can be considered effective in improving students' remembering and understanding abilities in PAI learning, particularly on the Ottoman Dynasty material, in class VIII F of SMPN 2 Colomadu. The findings also suggest that TGT should not be used as the only method repeatedly without variation. Although it proved effective in this study, the use of diverse learning methods remains necessary to maintain students' interest and prevent boredom in the long term (Telaumbanua, Leiwakabessy, & Tampubolon, 2025).

The results of this study confirm that TGT has pedagogical relevance for learning Islamic Religious Education and Islamic civilization history. Its combination of cooperation, competition, games, and group recognition can activate students' participation while strengthening their mastery of historical material. In relation to the theoretical discussion after the introduction, these findings support the view that TGT helps students master lesson content and develop teamwork, while also reinforcing the basic cognitive levels of remembering and understanding. For material such as the Ottoman Dynasty, TGT provides a learning model that allows students to recall historical facts, explain historical developments, and understand the meaning of Islamic civilization material in a more active and meaningful way (Amrulloh & Wijaya, 2025).

CONCLUSION

This study found that the implementation of the Teams Games Tournament (TGT) model supported students' foundational cognitive abilities in learning the history of the Ottoman Dynasty, particularly remembering (C₁) and understanding (C₂) based on the revised Bloom's Taxonomy. Remembering was demonstrated by students' ability to recall important historical facts, figures, and events without consulting their notes, whereas understanding was reflected in their ability to explain the role of Sultan Muhammad Al-Fatih and the factors contributing to the progress and decline of the Ottoman Dynasty in their own words. The findings also showed increased classroom participation, enthusiasm, group interaction, and learning interest during the TGT activities. These results indicate that the combination of class presentation, teamwork, academic games, tournaments, and group recognition can facilitate repeated retrieval of information and active construction of historical meaning.

Academically, this study contributes to the literature on cooperative and game-based learning by providing an in-depth description of how TGT supports specific cognitive processes rather than merely reporting general improvements in participation or learning outcomes. The study extends previous research by distinguishing observable indicators of remembering and understanding within the context of Islamic civilization history. It also demonstrates that historical material containing factual, chronological, and causal relationships can be adapted effectively into cooperative discussions and academic tournaments. Practically, the findings provide a reference for PAI teachers in designing more participatory and student-centered history learning. TGT can be used as an alternative to lecture-dominated instruction, particularly when teachers aim to help students recall historical information and explain relationships among figures, events, and historical developments. However, the benefits of TGT were not experienced equally by all students. One student with very low learning interest remained minimally involved and did not demonstrate the same level of understanding as other participants. This finding suggests that the effectiveness of TGT is influenced not only by the learning model but also by students' motivation, interest, and individual characteristics. Teachers should therefore combine TGT with other instructional approaches and provide additional support for students who require more personalized guidance.

This study was limited to a single class of 28 students at one junior secondary school, with interviews conducted with only six purposively selected participants. The study also focused on one historical topic and did not employ pre-test and post-test measurements, a comparison group, or long-term observation. Consequently, the findings cannot be broadly generalized or interpreted as evidence of causal improvement. Future studies should involve larger and more diverse samples, different educational levels and historical topics, longer implementation periods, and mixed-method or experimental designs to examine the consistency, magnitude, and sustainability of TGT's contribution to students' cognitive learning outcomes.

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