

## IMPLEMENTATION OF DISCOVERY LEARNING IN INCREASING STUDENTS' ACTIVITY AND CREATIVITY

### IMPLEMENTASI PEMBELAJARAN DISCOVERY DALAM MENINGKATKAN KEAKTIFAN DAN KREATIVITAS BELAJAR PESERTA DIDIK

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#### Submitted

1 Juni 2025

#### Accepted

28 Juni 2025

#### Revised

5 Juli 2025

#### Published

21 Juli 2025

#### Kata Kunci:

Discovery Learning  
Aktivitas Belajar;  
Kreativitas Belajar

#### Keyword:

Discovery Learning;  
Learning Activity;  
Learning Creativity

#### Abstrak

Penelitian ini bertujuan untuk meningkatkan keaktifan dan kreativitas belajar peserta didik dalam mata pelajaran Sejarah Kebudayaan Islam melalui penerapan metode discovery learning. Latar belakang penelitian ini adalah rendahnya partisipasi aktif dan kemampuan berpikir kreatif siswa di kelas X SMK Raudlatul Ulum yang selama ini cenderung mengalami proses pembelajaran pasif dan monoton. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam tiga siklus, dengan melibatkan 32 peserta didik. Data dikumpulkan melalui observasi, dokumentasi, dan wawancara, serta dianalisis secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan adanya peningkatan signifikan pada aspek keaktifan dan kreativitas belajar peserta didik di setiap siklus. Persentase keaktifan meningkat dari 57,81% pada siklus pertama menjadi 78,44% pada siklus ketiga, sedangkan kreativitas meningkat dari 54,84% menjadi 77,34%. Peningkatan ini mencakup lima indikator utama baik pada aspek keaktifan maupun kreativitas. Temuan ini membuktikan bahwa metode discovery learning efektif dalam menciptakan suasana belajar yang aktif, partisipatif, dan menyenangkan. Penerapan metode ini juga sejalan dengan prinsip Kurikulum Merdeka dan penguatan profil pelajar Pancasila, karena mendorong pengembangan kemampuan berpikir kritis, kemandirian belajar, serta potensi kreatif peserta didik secara optimal.

#### Abstract

This research aims to enhance the activity and creativity of students' learning in the subject of Islamic Cultural History through the application of the discovery learning method. The background of this research is the low active participation and creative thinking ability of students in class X SMK Raudlatul Ulum, who have so far tended to experience a passive and monotonous learning process. This study uses the Classroom Action Research (CAR) approach, which is conducted in three cycles, involving 32 students. Data were collected through observation, documentation, and interviews, and were analyzed both quantitatively and qualitatively. The research results indicate a significant improvement in the aspects of student learning activity and creativity in each cycle. The percentage of activity increased from 57.81% in the first cycle to 78.44% in the third cycle, while creativity increased from 54.84% to 77.34%. This improvement encompasses five main indicators in both the aspects of activity and creativity. These findings prove that the discovery learning method is effective in creating an active, participatory, and enjoyable learning environment. The application of this method is also in line with the principles of the Merdeka Curriculum and the strengthening of the Pancasila student profile, as it encourages the development of critical thinking skills, independent learning, and the optimal creative potential of students.

#### Citation :

Andika., Wirawan, G., & Fuad, A.D. (2025). Implementation Of Discovery Learning In Increasing Students' Activity and Creativity. *Jurnal Kiprah Pendidikan*, 4 (3), 341-349. DOI: <https://doi.org/10.33578/kpd.v4i3.p341-349>.

## INTRODUCTION

Education plays a strategic role in the effort to improve the quality of Human Resources (HR), where humans are viewed as a whole entity, encompassing both material and spiritual dimensions harmoniously (Dzil et al., 2024). As a creature of God, humans receive the mandate as stewards on Earth with the primary responsibility to maintain, preserve, and build civilization for the creation of life welfare. In order to fulfill that role, humans are endowed with reason to think, take initiative, and innovate to improve their living conditions towards a better direction.

In the context of the development of the information era and globalization, education is required to provide adaptive and progressive responses to various challenges of the times (Adisaputro et al., 2020). One form of this response is the comprehensive improvement of human resource quality, which includes the development of character and intellectual potential. Specifically, education must be able to encourage the growth of rational thinking, analytical skills, and a critical attitude as the main foundation in shaping individuals who are capable of facing the complexities of the modern world. Education is a process carried out consciously and systematically to create a learning environment and learning processes that enable students to actively develop their potential. The main goal of this process is to shape individuals who possess spiritual strength, a well-rounded personality, intelligence, noble character, self-control, and skills relevant to the needs of individuals, society, nation, and state (Ichsan, 2021). Therefore, the role of educators in carrying out their duties consciously and professionally has a significant influence on the character formation of students, especially in instilling religious, moral, and ethical values that are essential for religious life and the achievement of national educational goals, namely enhancing faith and devotion to Allah Subhanahu Wata'ala.

From a historical perspective, education has become an inseparable part of the journey of the Indonesian nation. As a system, education is an important component of the national education structure (Jannah, 2013). In this context, education is not merely understood as an effort to build a nation, but also as a means of character development for individuals. Realizing this certainly requires earnest effort, as in practice there are various challenges. One of these challenges comes from the low active participation of students in learning, or from educators who are less capable of applying creative and innovative approaches. This condition can make the teaching and learning process monotonous and less engaging, which ultimately causes students to feel bored, disinterested, and lose motivation in participating in the learning.

One of the subjects that plays an important role in shaping students' historical awareness is History. This subject is taught from elementary school to university level because it has an essential function in understanding the dynamics of human life and civilization. Through history education, students can learn about and reflect on significant past events that contain values and valuable lessons for present and future life (Tambak, 2016). However, in practice, many students feel bored and lack enthusiasm for history lessons, which are often perceived as monotonous activities that are less relevant to their current lives.

So far, the process of History learning tends to emphasize understanding the information conveyed by the educator and relies on the students' memory (Ismail, 2018). Especially in Cultural History learning, the approach used is still identical to the memorization method, which is often considered monotonous and boring by students. This is exacerbated by a passive learning approach, where educators only instruct students to read learning resources and complete tasks on the Student Worksheet (LKPD), without any interactive learning (Anshory, 2020). Such a learning pattern is commonly found in various educational institutions, leading to a negative impression of the Cultural

History subject. The traditional approach that still dominates History education results in low active student engagement in the learning process. As a result, their creativity and potential are not optimally facilitated. In the context of implementing the Merdeka Curriculum, the shift in the learning paradigm becomes very important, from educator-centered learning to student-centered learning. This transformation also includes a shift from passive learning to active, participatory, and enjoyable learning (Hanipah et al., 2023; Rosa et al., 2024). Therefore, educators are expected to adjust their teaching strategies to align with the direction of the Merdeka Curriculum.

To realize transformative learning, mastery of cognitive aspects by students is essential, as this aspect forms the basis for behaviors that align with the values and goals of learning (Prasetyo et al., 2023). Educators are required to create a conducive learning atmosphere that prioritizes active, creative, innovative, effective, and enjoyable principles, so that students can achieve optimal learning outcomes.

Based on the observations conducted at SMK Raudlatul Ulum, various obstacles were found in the process of learning Islamic Cultural History. One of the main problems is the low participation and creativity of the students. Learning dominated by the lecture method causes students to only receive information passively without being involved in critical thinking activities or discussions. When given the opportunity to ask questions or answer questions, the majority of students choose to remain silent. This indicates that the students' ability to express ideas, concepts, or questions is still low. This finding is reinforced by interview and observation results indicating that class X has the lowest level of learning activity and creativity among other classes.

The lack of student involvement in learning is evident from the minimal participation in taking notes, asking questions, or answering during the learning process. Students appear passive and are unable to fully utilize their potential. To address this condition, educators need to evaluate and change the teaching methods used. One of the approaches considered effective is the discovery learning method, which is deemed suitable for the characteristics of History learning (Fahmi, 2021).

The discovery method is a learning approach that positions students as active subjects in the process of searching for and processing information. In this method, learners are given the space to build their own understanding through exploratory activities and the discovery of important principles from experiments or independent thinking, while educators act as facilitators guiding the learning process (Artawan et al., 2020). This learning model encourages students to be more active, enhances their curiosity, and fosters critical and analytical thinking skills.

Through the discovery approach, students are given the freedom to seek information independently and develop thinking skills through a more dynamic learning process. Latifah (2023) states that this method creates a deeper learning experience, allowing students to better understand abstract concepts and fostering learning motivation. Castronova even emphasizes that discovery learning allows students to remember lesson material longer compared to conventional learning. Several studies have also proven that this method can enhance students' learning activity and creativity (Sejati & Widjajanti, 2019).

Research by Alfieri, Brooks, Aldrich & Tenenbaum (2021) shows that the discovery approach can significantly encourage student engagement in learning. Rohim (2022) also proved that the application of this method can develop creative thinking skills. Similar research by Ulfa (2022) shows an increase in student learning activity when the discovery method is applied in teaching. Based on that background, the researcher feels the need to conduct a research action titled "Implementation of Discovery Learning in Enhancing Student Activity and Creativity".

## METHOD

This research was conducted in the 10th grade of SMK Raudlatul Ulum, which consists of 32 students, with a composition of 8 male students and 24 female students. The approach used in this research is a combination of quantitative and qualitative approaches. Quantitative data analysis aims to measure the increase in student activity and creativity during the implementation of three learning cycles (Effendi, 2013). Meanwhile, qualitative data analysis is utilized to describe the findings from observations at the pre-cycle stage and to illustrate the dynamics of student activity and creativity in each cycle of action implementation.

The type of research used is Classroom Action Research (CAR), which is a form of research that focuses on real actions in the classroom environment and aims to improve and enhance the quality of the learning process (Nurdin, 2016). The criteria for student activity are determined based on observation scores with a threshold of  $\geq 70$ . The indicators of activity include the ability to pay attention to the teacher's explanation, ask and answer questions, take notes, show enthusiasm in completing tasks, and engage in discussions or respond to others' opinions. The creativity indicators are also determined with a minimum score of  $\geq 70$ , measured based on students' ability to generate new ideas, solve problems, organize information, explain in a structured and in-depth manner, and provide broad and diverse responses.

## RESULTS AND DISCUSSION

This section presents the results and discussion of the research conducted in the 10th grade at SMK Raudlatul Ulum during the even semester of the 2024/2025 academic year.

### The Learning Activity of Class X Students with the Application of the Discovery Learning Method

The level of student learning activity in the application of the discovery learning method can be measured through the comparison of activity percentages in each implementation cycle. To provide a clearer picture of the development of learning activity, the percentage analysis results from the first, second, and third cycles are presented in the following diagram:

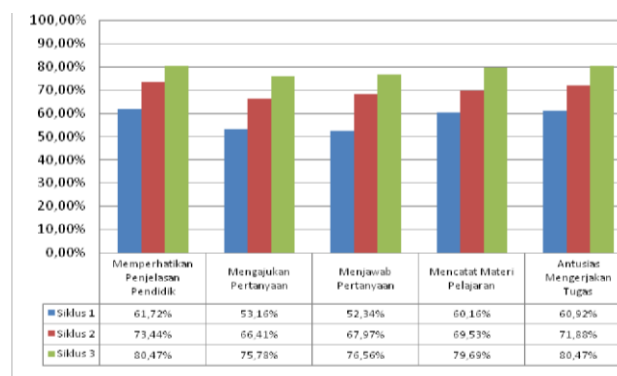


Figure 1. Percentage of Student Learning Activity in Cycles 1, 2, 3

Based on the results of the analysis of observational data on student learning activity in a classical setting during cycles 1, 2, and 3, there is a consistent increase in student engagement during History lessons. In the first cycle, the level of student learning activity was at 57.81%, categorized as less

active. Then, in the second cycle, there was an increase to 69.84%, falling into the moderately active category. Subsequently, in the third cycle, the activity percentage significantly increased to 78.44%, which is categorized as active.

In more detail, this improvement is evident in five main indicators. First, on the indicator of paying attention to the educator's explanation, the percentage of activity increased from 61.72% in cycle 1 to 73.44% in cycle 2, and reached 80.47% in cycle 3. Second, the indicator of asking questions improved from 53.16% in cycle 1 to 66.41% in cycle 2, and reached 75.78% in cycle 3. Third, the indicator of answering questions also showed an upward trend, from 52.34% in the first cycle to 67.97% in the second cycle, and increased again to 76.56% in the third cycle. Fourth, on the indicator of taking notes, the percentage increased from 60.16% to 69.53% and 79.69% respectively in the second and third cycles. Fifth, on the indicator of enthusiasm in completing tasks, there was an increase from 60.92% in cycle 1, rising to 71.88% in cycle 2, and reaching 80.47% in cycle 3.

Overall, these findings indicate that the learning activity of the 10th-grade students at SMK Raudlatul Ulum has significantly improved with the implementation of actions in each cycle. Students appear to be increasingly actively engaged, both in cognitive and psychomotor aspects, reflecting the success of the discovery learning method in creating participatory and meaningful learning experiences. From a theoretical perspective, this increase in activity can be explained through the social constructivism approach as proposed by Vygotsky and Cole (1978), which emphasizes the importance of social interaction and active participation in the learning process.

The discovery learning approach provides space for students to build understanding through exploration and direct experience. Furthermore, Jerome Bruner's theory as the pioneer of the discovery method states that learning will be more effective if students are actively involved in the process of knowledge discovery (Bibergall, 1966). In this context, educators act as facilitators who encourage students to search for, explore, and independently conclude the learning material.

The implementation of discovery learning is also in line with the student-centered learning approach promoted in the Merdeka Curriculum. This learning model emphasizes the importance of active participation, learning autonomy, and collaboration among students, which are key competencies in 21st-century learning (Anirah et al., 2023). Thus, the implementation of discovery learning not only enhances activity but also supports the development of self-regulated learning and active learning in a sustainable manner.

### **The Learning Creativity of 10th Grade Students with the Application of the Discovery Learning Method**

The level of student learning creativity in the application of the discovery learning method can be identified through the comparison of creativity percentages in each implementation cycle. To visually illustrate this development, the results of the analysis of student learning creativity data in the first, second, and third cycles are presented in the following diagram:

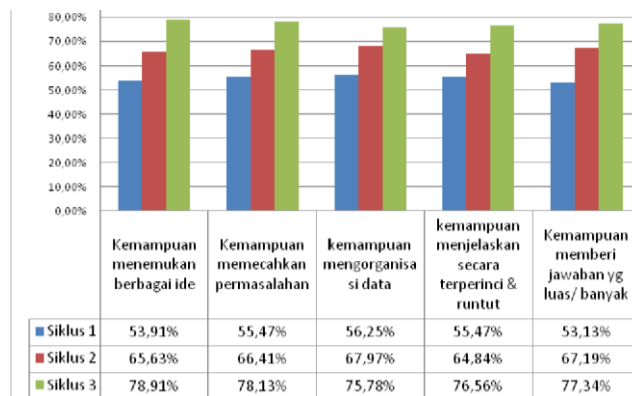


Figure 2. Percentage of Student Learning Creativity in Cycles 1, 2, and 3

Based on the data in the previous diagram, it can be concluded that students' learning creativity has significantly improved in the History learning process through the application of the discovery method. In the first cycle, the classical learning creativity level was recorded at 54.84%, which falls into the less creative category. This percentage increased to 66.41% in the second cycle, and reached 77.34% in the third cycle, which is categorized as a high level of creativity.

This increase in creativity is reflected in five main indicators. First, students' ability to generate various ideas increased from 53.91% in the first cycle to 65.63% in the second cycle, and reached 78.91% in the third cycle. Second, problem-solving skills improved from 55.47% in the first cycle to 66.41% in the second cycle, and 78.13% in the third cycle. Third, in the indicator of data organization skills, there was an increase from 56.25% to 67.97%, and further increased to 75.78%. Fourth, the ability to explain in detail and coherently rose from 55.47% in the first cycle to 64.84% in the second cycle, and then reached 76.56% in the third cycle. Finally, the ability to provide extensive and diverse answers showed an increase from 53.13% to 67.19%, and further increased to 77.34%.

The consistent improvement across all indicators indicates that the effective implementation of discovery learning encourages students to develop divergent thinking skills, find creative solutions, and explore various ideas innovatively. This reinforces the role of the discovery method in supporting creativity-based learning, which is one of the essential competencies in 21st-century education (Trilling & Fadel, 2009). This method creates challenging and stimulating learning situations, where students are invited to explore, synthesize information, and solve problems both independently and collaboratively.

Theoretically, the increase in creativity in this study aligns with Torrance's theory of creativity, which encompasses four main dimensions: fluency of ideas, flexibility of thinking, originality of ideas, and elaboration of ideas (Masfufah & Wati, 2022). The five creativity indicators measured in this study represent these four dimensions and all show a positive upward trend throughout the learning process. Additionally, the constructive alignment theory developed by Biggs and Tang emphasizes the importance of alignment between learning objectives, activities, and assessments in creating effective learning (Jani et al., 2020). In this context, the discovery method provides a contextual and applicative learning experience, allowing students to develop creative competencies in a more directed and meaningful way. The overall research results indicate that the application of the discovery learning method not only successfully increases student engagement but also significantly supports the growth of creativity in the learning process. Both aspects are very important in History learning, which has often been dominated by rote memorization approaches. Through the discovery method, students not only learn historical facts but also become capable of interpreting the

meaning behind events, understanding cause and effect, and reflecting on their relevance in present and future life.

The application of this method is also in line with the direction of competency-based learning in the Merdeka Curriculum and the strengthening of the Pancasila student profile, which requires students to become active, creative, critical thinkers, and capable of collaborating in a collaborative environment. |

## **CONCLUSION AND RECOMMENDATIONS**

Based on the research and discussion regarding the improvement of activity and creativity in learning among tenth-grade students through the application of the discovery learning method at SMK Raudlatul Ulum in the even semester of the 2024/2025 academic year, the following conclusions can be drawn:

1. **Improvement in Learning Activity:** The application of the discovery learning method has proven to enhance student activity in History subjects. Learning activity is measured through process assessment based on observation of activity indicators. The results of the data analysis show a significant improvement in each cycle. In the first cycle, the level of learning activity was at 57.81% (less active category), increasing to 69.84% (sufficiently active category) in the second cycle, and reaching 78.84% (active category) in the third cycle. Based on these achievements, it can be concluded that the consistent use of the discovery learning method contributes to the increase in active participation of students in the History learning process.
2. **Improvement in Learning Creativity:** The discovery method is also effective in enhancing students' creativity. Learning creativity is assessed through product evaluation in the form of written reports analyzed based on creativity indicators. The evaluation results show that in the first cycle, students' creativity was at 54.84% (less creative category), increased to 66.41% in the second cycle, and reached 77.34% in the third cycle (creative category). Thus, the application of the discovery learning method was able to have a positive impact on the development of students' learning creativity in History subjects.

Based on the research findings, the researchers provided several recommendations. First, for educators of History subjects, the discovery learning method can be used as an alternative effective learning strategy to improve the quality of the teaching and learning process. Second, for school authorities, the results of this research can serve as a basis for designing variations in learning approaches to support the improvement of educational quality and the effectiveness of learning activities. Third, for future researchers, the discovery learning method can be further developed in subsequent studies with a broader scope of material and population, so that the results can provide a deeper contribution to learning innovations in various educational contexts. |

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