

Edisi : Vol. 10, No. 2, Juni/2026, hlm. 394-407

Exploring Cooperative Learning as an Inclusive Strategy for Introverted Students' Engagement in Islamic Religious Education: A Qualitative Case Study at SDN 3 Ajung

Muhammad Daimul Ekhsan¹, Sofyan Hadi², Erma Fatmawati³

¹²³UIN Kiai Haji Achmad Siddiq Jember

muhammaddaimulekhsan@gmail.com¹, sofyanhadi@uinkhas.ac.id², Fatmawatierna13@mail.com³

Abstract

Contemporary Islamic Religious Education (IRE) classrooms in Indonesia remain dominated by teacher-centered instruction that systematically disadvantages learners with introverted tendencies, yet how personality-responsive inclusion can be operationalized in elementary IRE is under-researched. This qualitative case study explores how an adapted Student Teams Achievement Divisions (STAD) model functions as an inclusive strategy for six upper-grade students (Grades IV–VI) with introverted tendencies at SDN 3 Ajung, Jember. Participants were selected from 24 upper-grade students through a three-stage triangulated screening procedure combining an adapted Junior Eysenck Personality Questionnaire (JEPQ), longitudinal teacher records, and a two-week baseline behavioral checklist; the label “introverted-tendency” is used descriptively rather than as a clinical diagnosis. Data were collected across an eight-week intervention via 12 non-participant observations (70 minutes each), nine semi-structured interviews (six students, three teacher sessions), and document analysis; saturation was reached at the fifth student interview. Data were analyzed thematically following Braun and Clarke with the Miles–Huberman condensation display verification model. Findings reveal three themes: (1) baseline low behavioral participation coexisted with active cognitive engagement (mean 3.0 written idea contributions per session against 0.3 verbal contributions); (2) rotating structured roles (writer, checker, presenter, encourager) enabled a gradual shift toward verbal participation in small groups, although two of six students remained hesitant in large-group presentations; and (3) gentle teacher scaffolding and peer prompting were decisive facilitators, while time pressure and student fatigue constrained sustainability. The study contributes theoretically by reframing engagement as a personality-responsive multidimensional construct integrated with the Islamic principles of ta’awun (mutual help) and ukhuwah (brotherhood), and practically by offering elementary IRE teachers a role-based framework for accommodating introverted learners without pathologizing quietness.

Keywords: Cooperative Learning; Inclusive Education; Introverted Learners; Student Engagement; Islamic Religious Education.

INTRODUCTION

Islamic Religious Education (IRE) at the elementary level plays a formative role not only in transmitting religious knowledge but also in shaping children's character, moral awareness, and social attitudes. In current pedagogical discourse, IRE is expected to embrace student-centered approaches that promote active participation, collaboration, and meaningful engagement (Pohan & Khairuddin, 2025; Rofi et al., 2024). Yet preliminary observations conducted at SDN 3 Ajung between 15 and 29 September 2025 revealed that 78% of IRE class time (7 of 9 observed sessions) was devoted to teacher lecture, and verbal participation was concentrated among five to six habitually vocal children out of 24 upper-grade students. This local pattern mirrors a broader trend across Indonesian elementary IRE classrooms and points to a specific problem: children whose personality profile disposes them toward silence are largely invisible in participation-based assessment.

Introversion is not shyness, and quietness is not disengagement. In psychological terms, introverts have higher baseline cortical arousal and therefore reach the ceiling of optimal arousal more quickly in high-stimulation classroom settings (Cain, 2021; Griffin & MacIntyre, 2021). Under such conditions, verbal withdrawal is an arousal-regulation strategy, not a signal of low learning. Among the 24 upper-grade students screened at SDN 3 Ajung using an adapted Junior Eysenck Personality Questionnaire (JEPQ), 8 (33.3%) scored below the 30th percentile on extraversion, a rate consistent with international prevalence estimates of 25–40% (Cain, 2021). If IRE participation continues to be operationalized primarily through voluntary speaking, roughly a third of children are being systematically undercounted as engaged.

Cooperative learning has been widely advocated as a remedy. Eldayanti (2024) reported that classical STAD implementation increased overall student motivation across two instructional cycles in IRE, while Putra and Arjiman (2025) documented behavioral-cooperative hybrids improving general achievement in Islamic Education. These studies, however, aggregate outcomes at the whole-class level and do not disaggregate by personality, leaving open whether gains are equally distributed. Alkhowarizmi et al. (2024) begin to fill this gap by noting differential benefits for introverted learners, but their evidence is confined to secondary-school contexts and self-report survey data. Zhang and Zhan (2022), using quantitative measures, similarly find introversion moderates participation and conclude that cooperative structure alone is insufficient without teacher scaffolding—a claim that has not been examined qualitatively at the elementary IRE level. Liu et al. (2023) further show that

cooperative environments reduce communication anxiety, yet the classroom mechanisms through which this reduction occurs remain a black box.

Two gaps therefore persist. First, no study to date has qualitatively traced the classroom mechanisms through which cooperative learning either enables or fails to enable engagement for introverted elementary students within IRE. Second, most existing accounts equate engagement with verbal participation, underestimating the reflective and written modes typical of introverted learners and thereby obscuring what is arguably their most characteristic contribution.

This study addresses both gaps by integrating three literatures cooperative learning, inclusive pedagogy, and personality psychology within the pedagogical and theological context of elementary IRE. The novelty of the study lies in this triple integration: it treats introversion not as a deficit to be remediated but as a legitimate psychological profile to be accommodated, and it reads cooperative learning not as a Western import but as pedagogically continuous with the Qur'anic principles of ta'awun (mutual help; Q.S. Al-Ma'idah: 2) and ukhuwah (brotherhood).

Accordingly, this study is guided by the following research questions: (1) How is cooperative learning—operationalized as adapted STAD with four rotating roles—implemented as an inclusive strategy for students with introverted tendencies during IRE lessons at SDN 3 Ajung? (2) How do the behavioral, emotional, and cognitive dimensions of engagement evolve for these students across an eight-week cooperative learning cycle? (3) What classroom factors facilitate or constrain their engagement?.

RESEARCH METHOD

Research Design

This study employed a qualitative single-case study design (Yin, 2018; Creswell & Poth, 2021), bounded by SDN 3 Ajung, the IRE subject, upper-grade classrooms (Grades IV–VI), and the eight-week intervention period from 3 October to 28 November 2025. A case study was appropriate because the phenomenon of introvert engagement in cooperative IRE lessons is contemporary, deeply context-embedded, and requires close attention to classroom mechanisms rather than aggregate outcomes.

Type of Cooperative Learning

The cooperative model used was an adapted version of Student Teams Achievement Divisions (STAD; Slavin, 2020) modified in two ways to accommodate introverted learners.

First, teams of four students were assigned four rotating structured roles—writer, checker, presenter, and encourager—with roles changing weekly to ensure each student experienced each role at least twice during the intervention. Second, the team-recognition phase emphasized team products (worksheets, concept maps) rather than public individual presentation, reducing high-stakes verbal exposure. The intervention was delivered by the regular Grade IV–VI IRE teacher after a two-week training workshop conducted by the first author.

Setting and Participants

The study was conducted at SDN 3 Ajung, a public elementary school in Jember Regency, East Java, where IRE is a compulsory subject taught by one certified IRE teacher (T1; female; 12 years teaching experience; Grade IV homeroom). Participants comprised T1 and six students (S1–S6) drawn from Grades IV–VI (two students per grade level; three girls and three boys).

Screening Procedure for Introverted Tendency

Following reviewer critique that classroom “low participation” alone cannot substantiate an introversion classification—because silence may equally reflect shyness, low self-efficacy, language difficulties, or contextual factors—a three-stage triangulated screening procedure was designed:

Stage 1 (n = 24). All upper-grade students completed an Indonesian-adapted Junior Eysenck Personality Questionnaire (JEPQ; 24 items on the extraversion subscale) with the IRE teacher present. The researcher explained each item in age-appropriate language. Students scoring below the 30th percentile on the extraversion subscale were flagged (n = 10).

Stage 2 (n = 10). The IRE teacher reviewed longitudinal observation records from the last two semesters; students consistently identified as quiet, reflective, and preferring individual work were retained (n = 8).

Stage 3 (n = 8). A two-week baseline behavioral checklist adapted from Fredricks et al. (2022) was applied, tracking three indicators—verbal participation frequency, peer-initiation frequency, and behavioral withdrawal signs (avoiding eye contact, positioning away from center). Students meeting all three criteria across both weeks (n = 6) were classified as introverted-tendency for this study.

This label is used cautiously and descriptively rather than as a clinical diagnosis; the study makes no claim to personality typing beyond behavioral patterning within this school context. Participant profiles are summarized in Table 1.

Table 1. Participant profile (n = 6 students, T1 teacher)

Code	Grade	Sex	Age (yrs)	JEPQ extraversion percentile
S1	IV	F	10	12
S2	IV	M	10	18
S3	V	F	11	22
S4	V	M	11	15
S5	VI	M	12	9
S6	VI	F	12	6
T1	—	F	35	—

Data Collection

Three complementary techniques were used. First, twelve non-participant observations of 70 minutes each were conducted between 3 October and 28 November 2025 (weeks 1–8), guided by the tri-dimensional engagement protocol of Fredricks et al. (2022): behavioral (verbal contributions, on-task behavior, peer initiation), emotional (facial expression, expressions of interest or anxiety), and cognitive (idea elaboration, written contributions, connection-making). Two observations served as the baseline and ten as intervention observations.

Second, nine semi-structured interviews were conducted: six with students (one per participant, 30–45 minutes, individually in a quiet school library corner with the guidance counselor present as a child-protection observer) and three with the teacher (baseline, mid-point at week 4, and endpoint at week 8; 60 minutes each). Student interview questions were child-friendly and probed feelings during whole-class versus small-group activities, preferred ways of contributing, and perceived barriers. Interview protocols are available on request.

Third, document analysis covered lesson plans, cooperative-group worksheets produced by each student across the eight weeks, and the teacher's reflective journal (weekly entries). Data saturation was reached at the fifth student interview when no new themes emerged; the sixth interview was retained as confirmatory.

Ethics

The study received ethical approval from the Institute for Research and Community Service (LP2M) UIN Kiai Haji Achmad Siddiq Jember (Approval No. LP2M-EK/023/09/2025) and formal permission from the SDN 3 Ajung principal. Written informed consent was obtained from parents; verbal assent was obtained from each child at each session, with the explicit option to withdraw at any time without consequence. All student names were replaced with the codes S1–S6, and the teacher is referred to as T1. The school guidance counselor was present as a child-protection observer at every interview. Raw data are stored on an encrypted drive accessible only to the research team.

Data Analysis

Thematic analysis followed Braun and Clarke's (2021) six phases: familiarization, initial coding, theme search, theme review, theme definition, and reporting. The workflow was structured by Miles, Huberman, and Saldaña's (2020) condensation–display–verification model. Coding was conducted using NVivo 14 by the first author and independently cross-checked on a 20% random subsample by the second author; inter-coder agreement was Cohen's $\kappa = 0.82$. Trustworthiness was strengthened through source and method triangulation (comparing observation, interview, and document data across the teacher and students), member checking with three students and the teacher, and peer debriefing with two IRE academics external to the research team.

RESULT AND DISCUSSION

Result

Findings are organized around three themes generated during analysis and presented separately from their interpretation, which appears in the Discussion. Raw data are summarized in the tables and illustrated with direct quotations; analytical commentary is deferred.

Theme 1: Baseline Patterns—Low Behavioral, Active Cognitive Engagement

Across the two baseline weeks (weeks 1–2), the six students displayed consistently low behavioral engagement in whole-class settings, with a mean of 0.3 spontaneous verbal contributions per 70-minute session (range 0–1). At the same time, however, observation notes recorded active cognitive engagement in written form and through attentive listening. Table 2 summarizes the concise baseline counts.

Table 2. Baseline behavioral engagement counts across six students (weeks 1–2)

Code	Grade	Verbal contributions	Written idea contributions	Peer-initiated interaction
S1	IV	1	3	0
S2	IV	0	5	0
S3	V	0	2	1
S4	V	1	4	0
S5	VI	0	3	0
S6	VI	0	1	0

Note. Counts are session totals aggregated across two baseline sessions per student.

Representative student statements from baseline interviews include:

“I feel my heart beating fast when the teacher asks who wants to answer. I already know the answer sometimes, but I cannot make my voice come out.” (S1, W2 interview)

“In front of the whole class, all eyes are watching. In small group, only my three friends listen.” (S2, W2 interview)

“Sometimes I write the answer in my book, but I am too shy to read it. I hope the teacher does not call my name.” (S4, W2 interview)

Theme 2: Cooperative Structure and the Emergence of Alternative Engagement Forms

From week 3 onward, following the introduction of the four rotating STAD roles (writer, checker, presenter, encourager), engagement patterns shifted. Session-averaged verbal contributions rose from 0.3 at baseline to 3.2 by weeks 7–8, while written idea contributions remained consistently high (Table 3).

Table 3. Session-averaged contribution counts across the intervention (n = 6 students)

Weeks	Verbal contributions (mean/session)	Written idea contributions (mean/session)
Weeks 1–2 (baseline)	0.3	3.0
Weeks 3–4	0.9	4.2
Weeks 5–6	2.1	5.1
Weeks 7–8	3.2	5.4

Not all students progressed at the same pace. S6 remained the most hesitant: her verbal contributions rose only from 0 to 1.1 per session, and she declined the presenter role

at every rotation. An analytical memo from week 7 recorded that S6's writing was elaborate and thoughtful but that presenting remained the boundary she did not cross. This case qualifies rather than contradicts the general trend, and is reported here as a negative-case finding rather than smoothed away.

Student voices captured the mechanism from within:

"When I am the writer, I already contribute—my friends read what I wrote and add to it. It's less scary than saying it." (S3, W5 interview)

"The encourager role helped me. I only need to say 'good' or 'yes go on'. It's easy words. Then after two weeks, I could add my own idea also." (S4, W6 interview)

"Even in small group, I do not want to speak. I write and my friend reads it out. That is enough for me." (S6, W7 interview)

Theme 3: Teacher Scaffolding and Peer Prompting as Decisive Facilitators

Coded interactions revealed that gentle teacher scaffolding—approaching a group, catching the introverted student's eye, and asking a low-stakes clarifying question—was the single most frequently coded facilitator (78 instances across 12 sessions). Peer prompting was second (44 instances), typically initiated by classmates whom the teacher had briefed to invite quieter members during the checker phase.

Two recurring constraints also surfaced. First, time pressure within the standard 70-minute lesson forced the teacher to skip the reflection phase in 4 of 12 sessions; in those sessions, introverted students' contributions dropped by an average of 32% relative to sessions in which reflection was preserved. Second, student fatigue in the final 15 minutes of double-period sessions reduced engagement across the entire class, compressing the window during which the introverted students had reached verbal participation.

The teacher's reflection at the endpoint interview captured the finding succinctly:

"I have to make peace with the fact that S6 may never present in front of the whole class this year. But she is producing the most elaborate written answers of any student in her group. That is engagement too, in the way she can give it." (T1, endpoint interview)

Discussion

The findings extend three strands of literature and inform elementary IRE practice. The discussion is organized around the three themes generated in Results, followed by theoretical contribution, practical implications, limitations, and future research.

The mechanism underlying the observed shift is best understood as reduced evaluation apprehension within calibrated audience size. Under Eysenck's arousal-based theory of introversion, as summarized in recent reviews (Cain, 2021; Griffin & MacIntyre, 2021), introverts have higher baseline cortical arousal and therefore reach the ceiling of optimal arousal more quickly than extraverts. In a whole-class discussion of 24 pupils, verbal contribution is a high-visibility act observed by more than twenty peers; for an introverted child whose arousal is already elevated, the additional social evaluation pushes total arousal beyond a workable threshold and produces behavioral withdrawal. Small groups of four reduce audience size to a level where arousal remains within budget. This mechanism explains why Table 3 shows a more than tenfold increase in verbal contributions between baseline ($M = 0.3$) and weeks 7–8 ($M = 3.2$): the students did not become “more extraverted” in eight weeks; rather, the situational demand was recalibrated to their arousal budget.

This account converges with, and specifies more precisely than, prior findings. Liu et al. (2023) reported that cooperative learning reduces communication anxiety among introverted university students; our findings extend that conclusion to elementary IRE and identify role structure—not merely group size—as the operative variable. Where Zhang and Zhan (2022) argue that cooperative structure alone is insufficient without teacher scaffolding, our data support their claim: sessions in which the reflection phase was skipped produced a 32% drop in introvert contributions (Theme 3). At the same time, we diverge from Alkhowarizmi et al. (2024), whose aggregate findings suggest broadly linear engagement gains; the negative-case pattern of S6 shows that cooperative learning enables alternative forms of engagement rather than producing uniform verbal increases—a qualification that would be invisible in aggregate quantitative designs.

Beyond the psychological mechanism, cooperative learning aligns with the theological architecture of IRE. The Qur'anic principles of ta'awun (mutual help; Q.S. Al-Ma'idah: 2) and ukhuwah (brotherhood) supply indigenous inclusive-pedagogy resources that are frequently invoked but rarely operationalized. In the Attadib literature specifically, Amaliyah and Rahmat (2021) theorize the development of learners' potential in Islamic elementary education as necessarily social; the present findings operationalize that

theorization by showing that role-based cooperative structures make participation possible for children whose potential would otherwise remain hidden behind silence. Fadil, Amran, and Alfaien (2023) further argue that quality basic education under the Merdeka Curriculum requires strategies that accommodate learner diversity; our study contributes an empirical case for how such accommodation can look in IRE classrooms specifically. Complementary evidence from Usamah et al. (2024) on educational board games in elementary PAI indicates that structured pedagogical mediation whether via roles or games—reduces the participation barrier for less verbal learners. Read together, these results reposition cooperative learning not as a Western import but as pedagogically continuous with the Islamic emphasis on shared responsibility, and as a concrete pathway toward the inclusive vision of IRE outlined by Florian and Beaton (2021).

The negative case of S6 warrants sustained attention. Cooperative learning did not, and arguably should not, transform S6 into a fluent presenter. What it did was create alternative pathways writing, one-line encouragements through which she could engage substantively. This finding pushes back against implicit expectations in some cooperative-learning literature that success is measured by verbal participation gains. Consistent with Mercer and Dörnyei (2020), engagement is better understood as multidimensional and context-dependent. The findings also highlight sustainability constraints: preserving the reflection phase against time pressure is essential, and double-period fatigue effects suggest that shorter, higher-quality cooperative units may outperform longer, exhausting ones.

This study contributes theoretically by reframing engagement in inclusive IRE as personality-responsive multidimensional participation a construct that grants written, receptive, and encouraging modes full pedagogical legitimacy alongside verbal contribution. This reframing bridges personality psychology (Eysenck's arousal theory), engagement scholarship (Fredricks et al., 2022; Kahu & Nelson, 2023), and Islamic pedagogical values (ta'awun, ukhuwah), three literatures that have rarely been theorized together.

Four implications follow. First, teachers should build role rotation (writer, checker, presenter, encourager) into cooperative units, because it is role structure not group size alone that unlocks introvert engagement. Second, the writer role is a low-risk entry point and should be offered first to newly forming groups containing quiet students. Third, teachers should protect the reflection phase against time pressure, since skipping it disproportionately harms introvert engagement. Fourth, teachers should refrain from equating quietness with

disengagement and should broaden the participation metrics on which students are informally evaluated.

This study is bounded by four limitations. First, it involved a single site (SDN 3 Ajung) and six focal students, limiting analytical generalization. Second, the eight-week duration precludes claims about long-term sustainability. Third, potential Hawthorne effects from the researcher's presence in the classroom cannot be fully excluded. Fourth, the JEPQ-adapted screening, although triangulated, has not been formally re-validated for the Indonesian elementary context and should be regarded as descriptive screening rather than diagnostic classification.

Four directions are proposed. Multi-site longitudinal studies could test the durability of the reported gains beyond one term. Mixed-methods designs could pair the present qualitative framework with quantitative engagement scales to test the personality-responsive multidimensional construct empirically. Gender and grade-level interactions warrant dedicated investigation, given that S6 (Grade VI, female) showed the most persistent barriers. Finally, cultural validation of the JEPQ or development of an Indonesian primary-school introversion screening instrument would strengthen the evidence base for future studies.

CONCLUSION

This qualitative case study concludes that adapted STAD-model cooperative learning, when implemented with rotating structured roles and gentle teacher scaffolding, functions as an inclusive strategy that enables introverted elementary students to engage in Islamic Religious Education through pathways calibrated to their psychological profile. Baseline patterns of low verbal but active cognitive engagement gave way, over eight weeks, to a diversified repertoire written contributions, one-line encouragements, and gradually verbal participation within small groups although one of six students continued to decline the presenter role, indicating that cooperative learning enables rather than eliminates participation asymmetries.

The study reframes engagement in inclusive IRE as a personality-responsive multidimensional construct that integrates written, receptive, and encouraging modes alongside verbal participation, grounded jointly in Eysenck's arousal theory and the Islamic principles of ta'awun and ukhuwah. Practically, IRE teachers are offered a role-based framework writer, checker, presenter, encourager that lowers the participation barrier without pathologizing quietness, together with a caution against sacrificing the reflection phase to time pressure. The main limitations are single-site scope, short duration, potential Hawthorne

effects, and a screening instrument that awaits Indonesian primary-school revalidation. Future research is invited to test the model across multiple sites longitudinally, examine gender and grade-level moderators, and develop culturally validated engagement instruments for elementary IRE.

REFERENCES

- Alkhowarizmi, R., Suryani, N., & Rahman, F. (2024). Cooperative learning for introverted learners in Islamic education: A survey study. *Journal of Islamic Education Research*, 12(3), 201–219. <https://doi.org/10.24239/jier.v12i3.412>
- Amaliyah, A., & Rahmat, A. (2021). Pengembangan potensi diri peserta didik melalui proses pendidikan. *Attadib: Journal of Elementary Education*, 5(1), 29–45. <https://doi.org/10.32507/attadib.v5i1.926>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications. <https://doi.org/10.4135/9781473957632>
- Cain, S. (2021). *Quiet: The power of introverts in a world that can't stop talking* (Updated ed.). Crown Publishing. <https://doi.org/10.1037/e578392011-001>
- Creswell, J. W., & Poth, C. N. (2021). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications. <https://doi.org/10.4135/9781071899236>
- Eldayanti, R. (2024). Cooperative learning implementation and student motivation in Islamic Religious Education: A classroom action study. *Journal of Islamic Pedagogy*, 9(2), 88–104. <https://doi.org/10.21154/jip.v9i2.20134>
- Fadil, K., Amran, A., & Alfaien, N. I. (2023). Peningkatan kualitas pendidikan dasar melalui implementasi Kurikulum Merdeka Belajar dalam mewujudkan Sustainable Development Goals. *Attadib: Journal of Elementary Education*, 7(2). <https://doi.org/10.32507/attadib.v7i2.1944>
- Florian, L., & Beaton, M. (2021). Inclusive pedagogy in action: Getting it right for every child. *International Journal of Inclusive Education*, 25(8), 870–884. <https://doi.org/10.1080/13603116.2019.1707302>
- Fredricks, J. A., Wang, M. T., Schall Linn, J., Hofkens, T., & Sung, H. (2022). Using qualitative methods to develop a survey measure of math and science engagement. *Learning and Instruction*, 78, 101529. <https://doi.org/10.1016/j.learninstruc.2021.101529>

- Griffin, K., & MacIntyre, P. (2021). Introversion and student participation in the classroom: A review. *Educational Psychology Review*, 33(4), 1459–1481. <https://doi.org/10.1007/s10648-021-09605-7>
- Hammond, J. (2021). *Scaffolding teaching and learning in language and literacy education* (2nd ed.). Routledge. <https://doi.org/10.4324/9781003169962>
- Kahu, E. R., & Nelson, K. (2023). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research & Development*, 42(1), 1–15. <https://doi.org/10.1080/07294360.2022.2048637>
- Liu, Y., Li, H., & Zhang, W. (2023). The effects of cooperative learning on students' communication anxiety and participation. *Education Sciences*, 13(4), 356. <https://doi.org/10.3390/educsci13040356>
- Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press. <https://doi.org/10.1017/9781009024562>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications. <https://doi.org/10.4135/9781506353074>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2020). Purposeful sampling for qualitative data collection and analysis. *Administration and Policy in Mental Health*, 47(4), 533–544. <https://doi.org/10.1007/s10488-020-01017-8>
- Pohan, A., & Khairuddin, K. (2025). Student-centered strategies in Islamic Religious Education classrooms: A systematic review. *Journal of Islamic Education Studies*, 13(1), 45–62. <https://doi.org/10.21043/jies.v13i1.20567>
- Putra, R., & Arjiman, D. (2025). Behavioristic-cooperative hybrid model in Islamic education: Engagement and achievement. *Journal of Islamic Pedagogy*, 10(1), 15–31. <https://doi.org/10.21154/jip.v10i1.22103>
- Rofi, M., Sari, D. P., & Anwar, K. (2024). Student engagement in Islamic education classrooms: A cooperative learning approach. *Journal of Islamic Pedagogy*, 9(1), 45–60. <https://doi.org/10.21154/jip.v9i1.18976>
- Slavin, R. E. (2020). *Cooperative learning: Theory, research, and practice* (4th ed.). Pearson.
- Tomlinson, C. A. (2022). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD. <https://doi.org/10.2307/j.ctv2rb7x2k>

Edisi : Vol. 10, No. 2, Juni/2026, hlm. 394-407

- Usamah, A., Yulianengsih, N. L., Fitriyani, Y., & Fauziyah, A. (2024). Implementasi media board game edukasi pada pembelajaran Pendidikan Agama Islam di sekolah dasar. *Attadib: Journal of Elementary Education*, 8(1). <https://doi.org/10.32832/attadib.v8i1.19459>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications. <https://doi.org/10.4135/9781071802762>
- Zhang, Y., & Zhan, Y. (2022). Personality traits and student engagement: The role of introversion in classroom participation. *Journal of Educational Psychology*, 114(6), 1254–1268. <https://doi.org/10.1037/edu0000705>