International
Journal of Society, Culture & Language
IJSCL

Journal homepage: www.ijscl.net
ISSN 2329-2210 (online)

The Effectiveness of Team Assisted Individualization Learning Model Using the Sociodrama Method in Increasing the Concept of Mastery Ability in Islamic Education Learning

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ARTICLE HISTORY:

Received August 2021
Received in Revised form October 2021
Accepted October 2021
Available online November 2021

KEYWORDS:

TAI learning model
Sociodrama method
Mastery of concepts
Islamic education

Abstract

The need for concept mastery ability is known to be important in Islamic education. This is because besides understanding these concepts, students should also be able to apply them in life. Hence, this research aims to determine the differences in the results of the concept mastery ability, which are provided by the application of the Team Assisted Individualization (TAI) learning model, using the sociodrama and conventional methods. This was a quasi-research, which used a pre-post tests control design. The data collection technique used was a test instrument, with the independent and dependent variables found to be learning models and concept mastery, respectively. Moreover, the hypothetical testing also used the One-way Analysis of Variance (ANOVA) test. Based on the results obtained, it was concluded that there were differences in the increase of students' concept mastery ability between each application of the learning model. Finally, it was observed that the TAI model using the sociodrama was more effective compared to the conventional method.

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1. Introduction

The community reportedly relies on education to provide peace over the anxieties suffered through increased violence and crime during the globalization era. The role of education is also important in ensuring change and quality improvement in life. For example, one of the factors considered for support due to change (traditional to European sector) is education. Based on the provision of education, the community is able to observe future prospects effectively (Sutomo, 2014). The power of knowledge should also be used properly in order for future prospects to avoid being affected by factors, such as communication disintegration. Based on this description, education is known to be the main asset in supporting a bright future (Derakhshan et al., 2021).

Moreover, education plays an important role in fostering and developing children's character and knowledge, especially in cultivating religious norms from an early age (Yaqin, 2016). One of the most important parental responsibilities is education, with the Prophet Muhammad rightly stating this responsibility like a shepherd. This indicates that the shepherd should be very careful with the subjects, which in this context are the students. Also, parents should always supervise and pay attention to their children in order to keep them safe from danger. Children are also observed to avoid disgraceful behaviors when the education of parents and teachers is in line with the teachings of the Al Quran and Sunnah.

Education is also an inseparable part of human life and its development process, as both factors are known to often influence each other. Moreover, humans tend to need the education to exist in the world. The act of developing students' potentials is the goal of the Indonesian National Education. These potentials are known to help students in becoming healthy, knowledgeable, capable, creative, independent, democratic, responsible, religious, and noble (Baharun & Awwaliyah, 2017). These goals are also in line with the Islamic education objectives, which involve the formation of human dignity towards perfection, spiritual nobility, and morals that allow individuals to align with the concept of *rahmatan lil alamin* (Affandi & Ulumuddin, 2020). This Islamic education paradigm also offers a conceptual framework of the ideal human image (Oboko, 2020; Sutomo, 2014).

In accordance with the Sharia and Islamic teachings, education is reportedly a form of guidance and counseling for students. Therefore, Islamic religious education should be conveyed effectively in order to encourage teachings without any form of misunderstanding. According to Zakiah (1996), this guidance and care are understood, practiced, and used as a source of life guide. Besides being achieved through hard work, the plan to realize these educational goals is also obtained through continuous efforts to improve learning activities. This indicates that the material being taught should be easily accepted and understood.

Several studies on the effectiveness of learning models in developing countries focused on the determination of improvement measures in order to aid students' cross-curricular skills in different social, economic, and cultural realities (de la Puente Pacheco et al., 2020). One of these efforts is the development of strategies due to educational processes (teaching & learning) being an essential pattern of interaction between students and teachers. These learning strategies include sequencing and organizing subject matters, as well as making decisions to optimally present learning materials. There are also activities that provide examples, training, and feedbacks in these learning strategies. Based on these details, the Team Assisted Individualization (TAI) is observed as a model that should help in considering these activities.

Based on the aforementioned aspects, this research aims to determine the effectiveness of increasing the students' conceptual mastery ability, through the application of the Team Assisted Individualization (TAI) learning model and the sociodrama method, in Islamic Education. Additionally, the goal of implementing this model is important to be achieved in order to improve concept mastery, as well as enable students to be more interested in the new learning atmosphere.

2. Theoretical Framework

2.1. The Team Assisted Individualization (TAI) Learning Model

The Team Assisted Individualization (TAI) learning model is known to be unique in

combining both individual and group education (Halih, 2016). Based on relevance to the previous research conducted by Achdiyat and Andriyan (2016), the use of the TAI learning model helped to improve students' abilities, therefore, making them more active and proficient in solving problems that are provided by the teacher. Nurjannah (2021) also stated that the TAI model improved learning outcomes on the Pancasila and Citizenship Education (PPKn) subject. Based on demographic characteristics, such as ability, gender, ethnicity, race, and more, the process involving the use of the TAI model is found to classify students into 4–5 groups without any possible discrimination (Nchindia, 2020; Priansa, 2017). The implementation of this model also emphasizes daily problems, which are presented through quizzes and discussions, in every meeting. Moreover, the right approach to assist the implementation of the TAI model is known as the sociodrama method.

The sociodrama model emphasizes the solution of problems around the environment. It also encourages students to be more responsible during the provision of solutions to various problems that have already been determined. Based on Saroinsong and Putri (2020), the sociodrama method encourages students to explore acquired abilities and materials in order to dramatize human behaviors. Therefore, this model makes learning more lively and interesting. Also, the implementation of sociodrama in Islamic education is expected to facilitate students in linking social problems (contained in learning materials) to realistic situations (Arena & Davis, 2021).

Besides these educational strategies, students' mastery of learning materials should be considered in achieving the learning objectives of Islamic Education. Since Islamic education is a part of moral learning, teachers are required to minimize misunderstandings, as well as improve the practice of the concept mastery ability, in order to avoid confusion. This shows the importance of the concept mastery ability in Islamic Education, as it is predicted not to mislead in the future. The practical application of the concept of mastery is to identify the purpose and place in a larger context and to analyze samples with new definitions, and even more samples can be tested with it. Generally, the collaborative learning model is a kind of educational model that is designed and implemented by considering groups of students. An important principle to be observed in relation to participatory groups is that each student in a group has a heterogeneous level of abilities (high, medium, and low) and must necessarily take into account the gender equality of races and cultures and be accompanied by different ethnic.

TAI participatory learning has learning stages that reinforce various aspects of problem-solving collaborative learning steps included (Tinungki, 2015):

1. Placement Test
2. Teams
3. Teaching Group
4. Student Creative
5. Team Study
6. Fact Test
7. Team Score dan Team Recognition
8. Whole-Class Units (as shown in Figure 1):

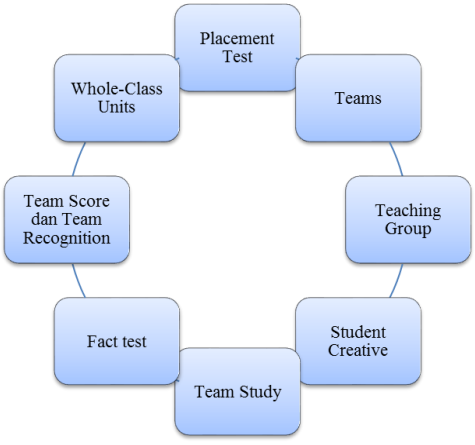

Figure 1
Collaborative Learning Process

Based on this research, the TAI model collaborates with the sociodrama method in order to practice and play certain roles in concept mastery. Moreover, the implementation of this model is being carried out at the discussion stage. The sociodrama method also aids in making learning more memorable, as well as enhancing the development of social, intellectual, language, and creative skills (Saroinsong & Putri, 2020). Based on the implementation of this method, students' self-confidence is expected to increase (Kurnia Rahmawati et al., 2020).

The difference between this research and previous ones depends on the examined aspects, which are the concept mastery abilities. Furthermore, this research aims to combine the TAI model with sociodrama, in order to determine its effectiveness in concept mastery. Nurjannah (2021) stated that the TAI model also aids in the improvement of students' Pancasila and Civic Education learning outcomes. Meanwhile, this research examines the concept mastery ability of Islamic Education as the dependent variable. Achdiyat and Andriyan (2016) also stated that this model encouraged students to become more active in learning mathematics. However, the subject of this research is Islamic Education.

The Team Assisted Individualization (TAI) is one of the cooperative (group) learning models, which was originally developed by Slavin at the John Hopkins University in 1989 (Ikmah et al., 2012). This model emphasizes the application of small groups in problem-solving, carrying out assignments, and achieving a common goal, which includes interdependence, individual accountability, promotive interactions, social skills, and group processes (Arena & Davis, 2021). This learning model also improves individual and group academic abilities, cognitive & social skills, self-confidence, metacognition levels, problem-solving attributes, positive attitudes, as well as intrinsic motivation (Bosch et al., 2019). The basis for the initiation of the TAI learning model is due to the assumption of obtaining educational materials, which portrays the meaning of achievement and ability in each individual student. This TAI learning model is also found to be carried out in groups, which consists of 4 to 5 heterogeneous students (Priansa, 2017). Slavin suggested the TAI model as a teaching science program with a learning-oriented process, which tends to portray the academic differences in each individual student (Cahyaningsih, 2018). Generally, the TAI model guides individuals to exchange ideas, knowledge, and assistance due to the differences in their academic abilities.

The TAI model learning steps presented by Priansa (2017) includes,

1. The lecturer prepares learning material, which is then studied individually by students.
2. The lecturer provides a preliminary quiz in order to determine the basic abilities of students, which is recorded via a score code.
3. Heterogeneous group division consists of 4 to 5 students.
4. The discussion of previously obtained individual learning outcomes. This activity is carried out by examining each other's answers and determining the right one as a conclusion.
5. Summarizing the material based on directions and affirmations from the lecturer.
6. The lecturer provides a final quiz, which is carried out individually, and recorded with a final score code.
7. Calculating the difference in the score obtained. When the basic and final scores increase, the lecturer shows appreciation to the group.

2.2. Sociodrama Method

Sociodrama is found to originate from psychodrama, which was developed by Jacob L. Moreno, a psychiatrist that used the manifestation of life situations conducted in groups to achieve goals. This goal achievement helped individuals deepen their understanding, as they were also able to resolve interpersonal conflicts. Sociodrama is found to be responsible for moving an individual into the role of another person or object. This allows them to develop their understanding of the person's point of view and feelings (Baile et al., 2015). In other words, digsudiodrama and psychodrama use images of real situations to show the attitudes, beliefs, feelings, and values that underlie

social interactions, thus deepening our understanding of them (Moreno, 2012). It can be clearly argued that Sociodrama is an educational strategy that allows team members to explore the challenges of professional roles, such as presenting bad news with dramatic representations.

This is found to be relevant to Islamic Education, which requires a lot of practice and direct examples in order to properly master the material. The sociodrama method also increases self-confidence in communicational processes, as well as and teaches communicative skills efficiently and effectively (Lu et al., 2020). This method is related to the implementation of learning, via the demonstration of social events, especially with the problem approach that involves individuals and their behavior.

Also, one of the activities in the sociodrama method is role training, which focuses on preparing individuals to become professionals in their roles and responsibilities (Baile et al., 2015). It also provides the basis for a more cultured understanding than the logical positivist approaches, which have been observed to traditionally dominate the field of communication (Mickey, 1983).

2.3. Concept Mastery Ability

Concept mastery ability is known to be one of the most important and complex learning objectives. Strong conceptual mastery is also found to be necessary in order to create new and more creative ideas (Kurniawati et al., 2020). The concept mastery ability is used to understand scientific meanings, both theoretically and practically. This ability is also found to be needed by individuals in mastering specific materials during the process of learning. According to Bloom's taxonomy, the indicator of concept mastery ability consists of six categories, namely remembering, understanding, applying, analyzing, evaluating, and creating (Kurniawati et al., 2020). These indicators are also observed to be relevant to those mentioned by Sanjaya (2014), namely,

1. Presenting the situation in various methods and knowing the differences
2. Classifying objects based on concept-forming requirements
3. Linking concepts and modes of implementation
4. Providing a suitable example

3. Methodology

3.1. Design

This research used quantitative methods with a quasi approach. The purpose of this implementation was to try out an action in order to determine the various relationships and certain aspects to be measured in students. The sample was based on convenience. The subjects were also divided into three classes, namely,

(1) The TAI learning model assisted by sociodrama group,
(2) The TAI model group,
(3) The conventional learning model group.

Also, the independent and dependent variables in this research were the learning model and student's concept mastery ability, respectively. The research design is illustrated in Table 1.

Table 1
Research Design

Learning Model	Concept Mastery Ability	
	***Pretest*(O_1)**	***Posttest*(O_2)**
Team Assisted Individualization (TAI) (X_1)	X_1O_1	X_1O_2
Team Assisted Individualization (TAI) assisted sociodrama method (X_2)	X_2O_1	X_2O_2
Conventional (X_3)	X_3O_1	X_3O_2

Based on the framework and research background, the following hypotheses were obtained.

H_0 : there is no difference between the average increase in students' concept mastery ability with the implementation of the three groups (TAI using

sociodrama method, as well as TAI & conventional learning models).

H_a : there is a difference between the average increase in students' concept mastery abilities with the implementation of the three groups (TAI using sociodrama method, as well as TAI & conventional learning models)

3.2. Participant

This research was conducted at the Raden Intan State Islamic University, which was located in Bandar Lampung, Lampung Province. The population was the total students of the Islamic Education Study Program at the Tarbiyah and Teacher Training Faculty for the 2019/2020 Academic Year. A purposive sampling technique was used to select the research samples, with selection based on certain predetermined criteria. Moreover, the sampling criterion was a class with equivalent concept mastery ability. The sample also consisted of three groups, namely experiment 1 and 2, with control classes (The TAI learning model, The TAI using sociodrama, and The conventional model classes). In each class, there were 32 students, which resulted in a total sample of 96 subjects, including 50 males and 46 females aged from 18 to 26. Also, the syntax for the TAI learning model used in this research was related to the type proposed by Priansa (2017), as shown in Figure 2.

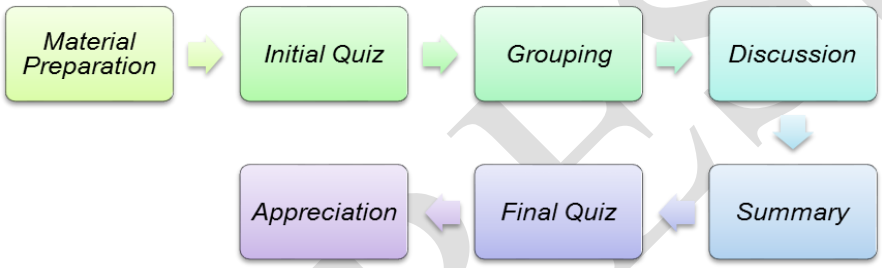

Figure 2
Syntax of the TAI Learning Model

3.3. Data Collection Technique

The data collection technique was in the form of a test, with the proper instrument used found to have passed the validity, reliability, difficulty level, and differentiation analysis. Also, the test instrument used was in the form of 10 essay questions. The test was carried out twice, i.e., before and after learning (pretest & post-test), in order to determine the initial and final abilities of students, respectively. The test instruments provided to the three classes were also observed to be similar, with an equal amount of questions. Therefore, there were differences in the test results of each experimental and control class. The conceptual mastery indicator used was also in line with the type proposed by Sanjaya (2014).

3.4. Data Analysis Technique

The information collected was observed to be quantitative, as well as analyzed via the use of the statistical data processing technique, with a significance level of 0.05. The initial statistical analysis was carried out in order to test the normality and homogeneity prerequisites in this research. The results of this normality analysis were obtained based on the Liliefors test formula in order to determine the normal distribution of the data. However, the results of the homogeneity analysis were obtained based on the Bartlet test formula in order to determine whether the data collected from a population were of similar diversity or not. After carrying out the initial analysis, hypothetical testing was used to obtain the significance of differences in the dependent variable before and after the provision of the treatment. Hypothesis testing in this research also used a one-way analysis of variance (ANOVA), with different cells calculated based on the N-Gain score, which had been tested for normality and homogeneity.

4. Result

After the results of the pre and post-test on students' concept mastery were obtained from the three classes, illustrations were shown in Table 2.

Table 2
Data Description of Concept Mastery N-Gain Result

Class	X_{max}	X_{min}	Central Tendency Measures			Group Variance Measures	
			$\bar{X}$	M_o	M_e	J	S
Experiment 1	1.00	0.00	0.51	0.42	0.50	1.00	0.27
Experiment 2	1.00	0.14	0.69	0.71	0.71	0.86	0.20
Control	0.75	0.00	0.35	0.00	0.33	0.75	0.19

Based on Table 2, it was observed that the highest and lowest N-Gain result between the experiment and control classes were 1.00 & 0.00, respectively. The central tendency measured included mean ($\bar{X}$), mode (M_o), and median (M_e). The average for the experiment 1 and control classes were 1.00 and 0.35, with the mode/median values of 0.42/0.59 and 0.00/0.33, respectively. However, in the experiment 2 class, the average was 0.69, with the mode and median both having a value of 0.71. Also, the value range in the group variance measure on the experimental (1 & 2) and control classes were 1.00, 0.86, and 0.75, respectively. The standard deviation in the group variance measure was also 0.27, 0.20, and 0.19 on the experimental (1 & 2) and control classes, respectively. Additionally, the normality test results of the N-Gain value are presented in Table 3.

Table 3
Calculation Results of the Normality Test of the N-Gain Value

Class	L_{count}	L_{table}	Description
Experiment 1	0.098	0.157	Normal
Experiment 2	0.100	0.157	Normal
Control	0.077	0.157	Normal

Based on Table 3, the students' concept mastery ability obtained in the experimental (1 & 2) and control classes had L_{count} values of 0.098; 0.100; and 0.077, respectively, with a significance level of α = 0.05, which was greater than the sum of the L_{table} at 0.157. These results also indicated that each group had an accepted null hypothesis. Therefore, it was concluded that the data for each group originated from a normally distributed population.

Table 4
The Calculation Results of the Homogeneity Test of the N-Gain Value

Class	N	x^2_{count}	x^2_{table}	Description
Experiment1	32			
Experiment2	32	5.507	5.991	homogeneous
Control	32			

Based on Table 4, the students' mastery of concepts, which amounted to 32 students, obtained $x^2_{count} = 5{,}507$ and $x^2_{table} = 5{,}991$, indicating that the results of $x^2_{count} < x^2_{table}$. Therefore, the null hypothesis was observed to be accepted. Based on this, it was concluded that the sample originated from a population that had similar variants.

The summary of hypothesis testing with one-way analysis of variance was shown in Table 5.

Table 5
Test Result of N-Gain Value

Source of Diversity	JK	Dk	Rk	F_{count}	F_{table}	Description
Learning model	1.93	2	0.97	19.602	3.09	H_0 rejected
Error	4.58	93	0.05			
Total	6.52	95				

Based on Table 5, the N-Gain value showed that $F_{count} = 19.602$, with $F_{table} = 3.09$. When both results were compared, F_{count} was found to be greater than F_{table}, with the null hypothesis being rejected. This indicated that there was a difference in the results of the N-Gain value on the conceptual mastery ability of the three classes. In order to determine the treatment with the most significant difference to the increase in students' mastery ability, the calculation was required to be continued with further tests. The follow-up test conducted was observed to use a multiple comparative analysis with the Scheffe method. The results of further test calculations are shown in Table 6.

Table 6
Advanced Test Calculation Results

No	H_0	F_{count}	F_{table}	Description
1	μ_1 vs μ_2	10.99	3.09	H_0 rejected
2	μ_2 vs μ_3	39.16	3.09	H_0 rejected
3	μ_1 vs μ_3	8.66	3.09	H_0 rejected

Based on Table 6, the differences in each treatment were observed. Each comparison between the three classes (e1/e2, e1/control, and e2/control) also showed that the null hypothesis was rejected because the F_{Count} was greater than the F_{table}. By obtaining the values of $F_{count} > F_{table}$, it was concluded that there were significant differences in each class.

5. Discussion

5.1. The TAI Learning Model and the TAI Learning Model with the Sociodrama Method (μ_1 vs μ_2)

Based on the results of the multiple comparison test with the Scheffe approach, it was found that between the TAI with sociodrama method and the Team Assisted Individualization learning model, there were significant differences in the improvement of students' concept mastery abilities. Also, based on the average value of both groups, it was observed that the TAI with sociodrama method was higher.

This was because learning via the TAI with sociodrama method produced more active students than classes that used other models. This also occurred because the learning model (TAI using sociodrama method) produced more enthusiastic students due to directly demonstrating their mastery concepts abilities based on the acquired knowledge in daily activities. Meanwhile, classes that did not use the sociodrama method were less enthusiastic than those that adopted the model. Furthermore, students were observed to still have difficulty mastering the concept correctly. This was presumably because the model used was too monotonous and did not attract students' interest.

Based on the post-test results per variable of concept master ability, students in the TAI using sociodrama method class showed a higher ability in indicator 1, i.e., presenting the situation in various ways and knowing the difference, compared to other classes. However, the TAI learning model class was still at a considerably good rate. Moreover, the difference in the post-test results per indicator of students' concept mastery ability in both classes (TAI learning model and TAI using sociodrama method) are illustrated in Figure 3.

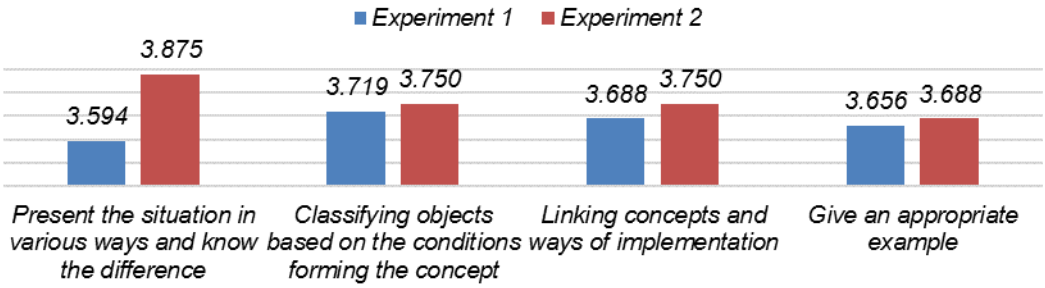

Figure 3
Comparison Diagram of the Mean Posttest Results for Class Experiment 1 (TAI Learning Model) and Experiment 2 (TAI Using Sociodrama)

Based on Figure 3, it was concluded that the classes with the application of the TAI using sociodrama method had a higher level of mastery concept than the TAI learning model.

5.2. TAI Learning Model with Sociodrama Method and Conventional Learning Model (μ_2 vs μ_3)

Based on the results of the multiple comparison tests using the Scheffe technique, it was found that there were significant differences in the improvement of students' concept mastery abilities between the TAI using sociodrama method and the conventional learning model. Based on the average value of both models, it was indicated that the TAI using sociodrama method was better than the conventional learning.

This was because the TAI with sociodrama method produced more active students than the conventional classes. Learning with this model (TAI with sociodrama method) also allowed students to easily understand and master the concept of their educative materials. Also, the application of the TAI using sociodrama method made students feel happy in the learning process. The model also made the mastering of materials easier for students, especially in its application in daily activities, due to being directly practiced. During the learning process using the conventional models, students seemed less active in class. The condition of students in the conventional model class was also more focused on educators providing explanations. Meanwhile, when the learning process was being conducted, students did not ask questions about material that had not been understood.

Based on the post-test results per variable of concept mastery ability, students in the TAI using sociodrama method class showed higher abilities on all indicators, as the most significant differences were shown in 1 (presenting the situation in various ways and knowing the difference), 2 (grouping objects based on conditions), and 4 (providing appropriate examples). Meanwhile, students in the conventional model class showed poor abilities in these indicators (1, 2, and 4). Therefore, the differences in the post-test results per indicator of students' concept mastery ability in both classes (TAI with sociodrama method and conventional learning model) are illustrated in Figure 4.

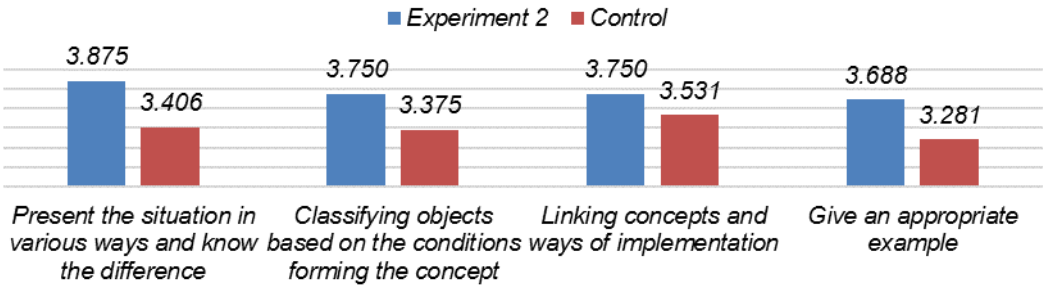

Figure 4
Comparison Diagram of the Mean Of Posttest Results for Experiment 2 (TAI Using Sociodrama) and Control Classes (Conventional Model Classes)

Based on Figure 4, it was concluded that the TAI with sociodrama method classes had a higher level of concept mastery than conventional learning models.

5.3. TAI Learning Model and Conventional Learning Model (μ_1 vs μ_3)

Based on the results of the multiple comparative test with the Scheffe technique, it was found that there were significant differences in the improvement of students' concept mastery abilities between the TAI and conventional learning models. Based on the average value, the TAI learning model was also better than the conventional method. Learning practice means that students try to achieve their learning goals in a situation where excellent services are provided to them, and they are in a real situation, along with a learning method. Therefore, to achieve this goal, Sociodrama method can give the student the opportunity to play a special role in the life of social society by performing appropriate activities. In this regard, the Sociodrama method can successfully provide significant services to learners and educators in developing students' attitudes, knowledge, and skills in learning.

This was because the TAI learning model group produced more active students than the conventional classes. Also, this was presumably because students found it easier to understand the learning materials due to being assisted by peers during discussion processes. Furthermore, educators also provided an affirmation or summary of the learning materials at the end of the lesson, therefore, resulting in students having a better understanding of the concepts. During the process of using conventional learning models, students seemed less active in classes. The classroom atmosphere also showed that students were more focused on educators during the provision of explanations. Moreover, students did not ask many questions about material that had not been understood during the learning process.

Based on the post-test results per variable of the concept mastery ability, students in the TAI learning model class, showed better abilities in all indicators, with the most significant difference shown in 2 (grouping objects based on terms) and 4 (providing appropriate examples). However, students in the conventional learning model class had difficulties in classifying objects based on their requirements, as well as less competency in providing appropriate examples to presented problems. Therefore, the differences in the post-test results per indicator of students' concept mastery ability in both classes (TAI and conventional learning models) are shown in Figure 4.

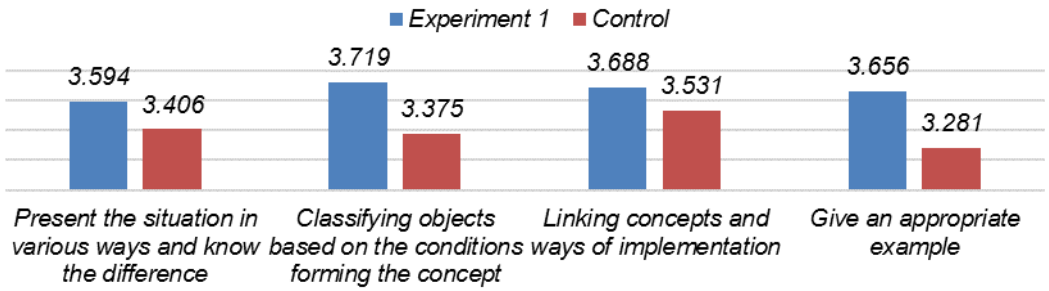

Figure 5
Comparison Diagram of the Mean Posttest Results for Experiment 1 (TAI Learning Model) and the Control Class (Conventional Model Classes)

Based on Figure 5, it was concluded that classes with the application of the TAI learning model had a higher level of mastery of concepts compared to conventional methods.

The importance and role of participatory learning is an integral part of all aspects of life. The application of participatory learning shows that communication in the participatory process is a way for more practical, systematic, and efficient development. This type of learning helps students to discuss and communicate with each other and will help each other to strengthen their knowledge and will have a more positive effect on the scientific communication between the learners.

Based on the results of data processing and discussion, it was concluded that there was a significant difference in the improvement of concept mastery in students, which was treated with three different models (Team Assisted Individualization with sociodrama method, with TAI & conventional learning models), at F_hitung = 19.602. However, from the result of the F_tabel = 3.09, it was observed that F_hitung>F_tabel. Furthermore, the results of the multiple comparison test showed that the TAI using sociodrama method was more effective than the other two models (TAI and conventional learning models).

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