

Needs Analysis on the Implementation of the Window Shopping Learning Model in Islamic Religious Education to Enhance Creative Thinking Skills

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Abstract

This study aims to analyze the application of the Window Shopping learning model in Islamic Religious Education (PAI) and Ethics subjects at SMP N 1 Cilacap. This study uses a descriptive qualitative approach with a field study type. The research subjects consisted of PAI teachers and ninth-grade students in class A. Data collection techniques were carried out through observation, interviews, and documentation. The results show that the Window Shopping model is implemented through the stages of planning, implementation, and evaluation of learning. The planning stage includes the preparation of lesson plans and teaching materials. In the implementation stage, teachers begin the lesson with an introduction, followed by group discussions, presentations of work, and "visiting" activities to observe and provide feedback on other groups' work. Evaluation was carried out through assessment for learning using observation and summative assessment techniques. The application of this model showed an increase in student activity, creativity, questioning skills, discussion participation, and understanding of the material. Thus, the Window Shopping model is considered effective in creating interactive and student-centered PAI learning.

Keywords : *Window Shopping Learning Model, Islamic Religious Education, Creative Thinking Skills.*

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan model pembelajaran Window Shopping dalam mata pelajaran Pendidikan Agama Islam (PAI) dan Budi Pekerti di SMP N 1 Cilacap. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis studi lapangan. Subjek penelitian terdiri atas guru PAI dan siswa kelas IX A. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan model Window Shopping dilaksanakan melalui tahapan perencanaan, pelaksanaan, dan evaluasi pembelajaran. Tahap perencanaan meliputi penyusunan RPP dan persiapan materi ajar. Pada tahap pelaksanaan, guru memulai pembelajaran dengan apersepsi, dilanjutkan kegiatan diskusi kelompok, presentasi hasil karya, serta aktivitas "berkunjung" untuk mengamati dan memberikan umpan balik terhadap karya kelompok lain. Evaluasi dilakukan melalui asesmen for learning dengan teknik observasi dan penilaian sumatif. Penerapan model ini menunjukkan peningkatan keaktifan siswa, kreativitas, kemampuan bertanya, partisipasi

diskusi, serta pemahaman materi. Dengan demikian, model Window Shopping dinilai efektif dalam menciptakan pembelajaran PAI yang interaktif dan berpusat pada siswa.

Kata Kunci : *Model Pembelajaran Window Shopping, Pendidikan Agama Islam, Keterampilan Berpikir Kreatif.*

INTRODUCTION

Globalization presents significant challenges to education systems worldwide, underscoring the urgent need to enhance formal education to keep pace with rapid developments in science and technology. Education influences not only academic achievement but also non-academic aspects of students' lives, shaping their character, values, and worldviews. Indeed, education plays a pivotal role in providing direction and improving the quality of an individual's life. Its primary objective is to develop knowledgeable, ethical, and open-minded individuals capable of navigating complex global issues.¹ By fostering critical thinking, creativity, and adaptability, education prepares goal-oriented and resilient individuals who can contribute positively to society and thrive in an ever-changing world.

Creative thinking skills are instrumental in facilitating the problem-solving process. These skills stimulate students to develop higher-order thinking capabilities.² In the context of creative thinking, students are required to comprehend and master existing problems, subsequently resolving them through diverse and innovative approaches.³ The significance of creative thinking is underscored by four key factors: it facilitates self-actualization through multi-faceted problem-solving; encourages engagement in productive activities; provides individual satisfaction; and ultimately enables humans to enhance their quality of life.⁴

Various international educational studies highlight the critical need for further development of creative thinking skills. In the Indonesian context, this urgency is evidenced by the country's consistent placement in the lower tiers of global assessments, such as the Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS), over the past decade. These findings suggest that a majority of students, both domestically and internationally, struggle to fully realize their creative thinking potential.⁵ This deficiency is frequently

¹ Nurfuadi, *Profesionalisme Guru* (Yogyakarta: CV. Cinta Buku, 2020).

² Kasyifan Sidqi, Tutuk Ningsih, dan M Slamet Yahya, "Teacher Creativity in Developing Islamic Religious Education Learning in the 21st Century *Kreativitas Guru dalam Mengembangkan Pembelajaran PAI di Era Abad 21*" 8, no. 3

³ Andriyani Triwulandari, "Pembelajaran Berbasis Project Untuk Meningkatkan Prestasi Belajar Siswa Di Sma Negeri 6 Yogyakarta," *Jurnal Ilmiah WUNY 2*, no. 1 (2020)

⁴ Imelda Sibrani, *Model Pembelajaran Kooperatif* (Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia Anggota Ikapi Jawa Barat, 2024).

⁵ Zuriatun Hasanah dan Ahmad Shofiyul Himami, "Model Pembelajaran Kooperatif Dalam

attributed to the selection of inappropriate instructional methods by teachers, as well as a lack of competency in designing varied assessment questions to stimulate student creativity.⁶

Reliance on the conventional lecture method is often insufficient for fostering students' creative thinking capabilities, as it predominantly restricts the learning process to rote memorization and information recall.⁷ Consequently, students must be encouraged to cultivate higher-order thinking skills that extend beyond mere memorization, empowering them to analyze, synthesize, and create new knowledge.⁸

The abstract nature of Islamic Religious Education (PAI) subject matter, which frequently involves complex spiritual concepts, presents distinct learning challenges for students. This necessitates specific pedagogical approaches designed to effectively hone creative thinking skills. Furthermore, creative thinking serves as a fundamental asset for students in mastering PAI. Religious education should not merely aim to cultivate intellectual and religious piety; rather, it must also foster creativity applicable across various domains of life. Consequently, the implementation of a learning model explicitly directed toward stimulating students' creative thinking is imperative.⁹

"To address the deficit in creative thinking skills, it is essential to introduce instructional variations within the classroom. This approach aims to foster meaningful learning experiences while simultaneously enhancing student engagement and creative capabilities. Such variation entails the adoption of diverse strategies, approaches, and methodologies that diverge from conventional classroom practices. In this regard, the Window Shopping learning model is proposed as a viable and effective instructional alternative.

In light of the aforementioned background, this study aims to conduct a needs analysis regarding the implementation of the Window Shopping learning model in Islamic Religious Education (PAI). Specifically, the research seeks to evaluate the necessity of this model as a strategic approach to enhancing students' creative thinking skills

Menumbuhkan Keaktifan Belajar Siswa," *Irsyaduna: Jurnal Studi Kemahasiswaan* 1, no. 1 (2021): 1–13, <https://doi.org/10.54437/irsyaduna.v1i1.236>.

⁶ Pinton Setya Mustafa, "Characteristics of Learners and Their Implications in Learning" 14 (2022): 7043–56, <https://doi.org/10.35445/alishlah.v14i4.2751>.

⁷ Angga Prasetyo, "Pemanfaatan Model Belajar Window Shopping Dalam Upaya Peningkatan Hasil Belajar," *Pedagogika* 12, no. 2 (2021): 184–93, <https://doi.org/10.37411/pedagogika.v12i2.782>.

⁸ M. Sobry Sutikno, "Metode & Model-Model Pembelajaran 'Menjadikan Proses Pembelajaran Lebih Variatif, Aktif, Inovatif, Efektif dan Menyenangkan,'" 2019.

⁹ Nur Wahyuni, "The Impact of Jigsaw and Window-Shopping Cooperative Learning Models on Students' Social Studies Achievement" 2, no. 3 (2025): 333–48, <https://doi.org/10.55927/ijcs.v2i3.13553>.

METHOD

This study uses a case study approach with a descriptive qualitative design, which aims to describe and analyze in depth the phenomena related to social activities, attitudes, perceptions, and experiences of research subjects, both individually and in groups.¹⁰ This approach was chosen because it is able to capture the complex aspects of human behavior and experiences, enabling researchers to present their findings in a narrative, comprehensive, and contextual manner.¹¹ The case study focused on a specific phenomenon in a real context to understand the background, conditions, and interactions that occurred as a whole.³⁹ This research was conducted at SMP N 1 Cilacap on January 5-31, 2026, with the research subjects being Islamic Education (PAI) teachers and ninth grade A students in the even semester of the 2025/2026 academic year. Data collection techniques were carried out through field observations, in-depth interviews, and documentation to obtain valid and systematic data on the application of the Window Shopping learning model in PAI learning.

RESULTS AND DISCUSSION

The "Based on an in-depth interview with an Islamic Religious Education (PAI) teacher identified by the initials TH at SMP N 1 Cilacap, findings indicate that while various instructional models, methods, and media have been piloted, their implementation remains suboptimal. Consequently, there is a recurring tendency to revert to the conventional lecture method. Specifically, models such as Blended Learning supported by Student Worksheets (LKPD) and Guided Inquiry incorporating simple practical activities utilizing available environmental resources have been utilized. Although these interventions elicited enthusiastic responses from students, issues regarding student passivity, boredom, and lack of engagement persisted during lessons. Furthermore, the capacity of these previously implemented models to enhance students' creative thinking skills has not been fully realized or verified, largely due to the absence of specific assessment instruments targeting creative cognition

Creative learners are characterized by a profound interest in the subject matter and the capacity to generate multiple solutions for problem-solving. In this pedagogical context, students are not merely passive recipients of knowledge; rather, they are encouraged to actively explore and construct ideas under teacher supervision. Consequently, instruction in creative thinking skills must be intrinsically integrated with creative problem-solving capabilities.¹² One instructional model proposed to facilitate this objective is the Window Shopping model

The Window Shopping instructional model is specifically designed for collaborative groups comprising four to six students. This pedagogical approach fosters active discourse, enhances comprehension, and acts as a catalyst for creativity. By

¹⁰ Sugiyono, "Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Pendidikan)" (Bandung: Alfabeta, 2019), hlm. 431.

¹¹ Huberman dan Miles, "Teknik Pengumpulan dan Analisis Data Kualitatif," *Jurnal Studi Komunikasi dan Media* 02, no. 1998 (1992): 1–11.

¹² Nur Ika Sulistyaratih, dkk, "Penerapan Problem Based Learning dan Window Shopping untuk Peningkatan Hasil Belajar Peserta Didik," *Jurnal Profesi Kependidikan* 2, no. 2 (2021): 77– 88.

engaging students in collaborative exploration, this method aligns with contemporary educational principles aimed at cultivating productive, innovative, and creative individuals, while simultaneously encouraging the emergence of novel perspectives to refine instructional processes. Achieving these educational objectives requires strong synergy between teachers and students; as students collaborate to explore creative ideas, their motivation and engagement in the learning process intensify. Ultimately, active student participation constitutes a fundamental prerequisite for successful learning outcomes.

A. THE WINDOW SHOPPING LEARNING MODEL

Window Shopping is a cooperative learning model that adapts the concept of “visiting and observing” as seen in the activity of browsing store windows. In the context of learning, students work in groups to produce a product or work that is then displayed, while other groups go around to observe, give feedback, and discuss the results. This model emphasizes collaborative activities, the exchange of ideas, and reflection among students, thereby creating interactive, student-centered learning.¹³

Theoretically, the Window Shopping model is rooted in the principles of cooperative learning and social constructivism, which posit that knowledge is constructed through social interaction and collaborative discourse. The rotation mechanism encourages students to actively exchange perspectives, evaluate ideas critically, and articulate arguments systematically. In addition to enhancing critical thinking skills, this process also promotes communication competence, creativity, and self-confidence.

Conceptually, this model integrates peer tutoring strategies with learning exhibitions. The process of rotating between groups allows students to gain diverse perspectives, practice critical thinking skills, and improve communication skills. Thus, Window Shopping is not only oriented towards the final result, but also towards the process of interaction and social knowledge construction.¹⁴

B. IMPLEMENTATION OF THE WINDOW SHOPPING INSTRUCTIONAL MODEL WITHIN ISLAMIC RELIGIOUS EDUCATION SUBJECTS

At SMP N 1 Pengadegan, the Islamic Religious Education (PAI) curriculum incorporates the Window Shopping model, structured into three primary phases: planning, implementation, and evaluation.¹⁵ The process commences with the formulation of instructional plans, ensuring strict alignment with established learning objectives. During the implementation phase, teachers facilitate active student

¹³ Hafiza Nafi'ah, “Penerapan Model Pembelajaran Window Shopping Untuk Peningkatan Kerjasama dan Prestasi Belajar” 14, no. 1 (2024): 41–50.

¹⁴ Kristi Dwi Cahyani, “Aktiva Mindset : Jurnal Pemikiran Pendidikan dan Pembelajaran Motivasi Belajar Siswa Kelas V dalam Pembelajaran Model Windows” 1, no. 1 (2021): 23–29.

¹⁵ Sistiana Windyariani dan Setiono Setiono, “Journal of Innovative Science Education Performance Assessment Creative Thinking Rubric in Science Technology Engineering and Mathematics (STEM) Learning” 13, no. 50 (2024): 64–73.

engagement through interactive pedagogical activities, thereby fostering a profound comprehension of Islamic teachings.

a. Planning

During the planning phase of the Window Shopping instructional model, the educator systematically develops comprehensive teaching materials and lesson designs aligned with the thematic content. This process entails defining learning objectives, selecting appropriate media and tools, and structuring the core activities. Specifically, this involves organizing students into collaborative groups, facilitating the creation of products for information exchange, regulating the flow of inter-group visitations, and managing active discussion sessions. Furthermore, the preparation of assessment instruments and the physical learning environment is essential. It is imperative that the educator possesses a thorough understanding of the Window Shopping procedural framework to ensure that the material is effectively internalized through student collaboration. Consequently, the drafting of a Lesson Plan (RPP) or Teaching Module encompassing subject matter, instructional strategies, and media serves as a requisite preliminary step.¹⁶

b. Implementation

During the implementation phase of the Window Shopping learning model, the researcher engaged in direct participatory observation in Class IX A. Field observations regarding the application of the model were conducted from 7-9 January 2026. The observation focused on Islamic Religious Education (PAI) instruction, scheduled for two meetings per week with a time allocation of 3 x 45 minutes per session. All instructional activities were conducted within the classroom setting, strictly adhering to the established Lesson Plan (RPP).¹⁷

Research findings indicate a highly positive student response to the implementation of the Window Shopping instructional model, characterized by a significant level of enthusiasm and active participation. Qualitative feedback from a student representative suggests that this model fosters an enjoyable learning atmosphere. Furthermore, the approach is not only effective in facilitating profound subject matter comprehension but also proves significant in cultivating student confidence and creativity when articulating ideas and observational findings.¹⁸

The implementation of the Window Shopping learning model by the teacher has exerted a positive influence on students, as evidenced by increased participation and engagement during the information-gathering process, enhanced

¹⁶ Observasi penerapan pembelajaran *Window Shopping* di kelas IX A SMP N 1 Cilacap. Pada tanggal 6 Januari 2025.

¹⁷ Observasi penerapan pembelajaran *Window Shopping* di kelas IX A SMP N 1 Cilacap. Pada tanggal 7-8 Januari 2025

¹⁸ Observasi penerapan pembelajaran *Window Shopping* di kelas IX A SMP N 1 Cilacap. Pada tanggal 9 Januari 2025

conceptual understanding, and improved critical thinking skills. This aligns with the objectives of the Window Shopping model as proposed by Zaenal Mustopa, which include broadening students' insights through direct observation, enhancing peer collaboration, and fostering critical thinking capabilities.¹⁹

c. Evaluation

The evaluation of the Window Shopping learning model implementation in the subject of Islamic Religious Education (PAI) at SMP N 1 Cilacap was conducted to assess the achievement of learning objectives, the effectiveness of procedural steps, and student participation during the instructional process. Based on field observations and interviews, the teacher performed a comprehensive assessment by directly observing students' learning behaviors, focusing on engagement, the ability to articulate opinions, and collaborative skills within groups. Furthermore, summative assessments of the final group products were carried out using a scoring rubric, specifically designed to align with the performance indicators formulated in the Lesson Plan (RPP).

The assessment of student projects at SMP N1 Cilacap is categorized as a summative evaluation, aimed at measuring academic achievement upon the completion of the instructional period. The educator utilizes a rubric-based instrument as an objective benchmark to evaluate students' work. This aligns with the framework established by Windyariani, which posits that assessment rubrics should encompass four key dimensions: the capacity to generate ideas, the ability to design concepts, the competence to create innovative works, and openness to new perspectives. These indicators reinforce that the assessment orientation extends beyond conceptual mastery to include the validation of the ideation process and the overall quality of the students' final products.²⁰

The utilization of a rubric as an assessment benchmark incorporating aspects such as conceptual completeness, conceptual interconnectedness, creativity and design, and group presentation is deemed highly relevant and theoretically grounded for summative evaluation in the Window Shopping model. Based on the aforementioned data, educational evaluation serves as a pivotal component in ensuring the attainment of learning objectives. This perspective aligns with Hatimah's assertion that evaluation is not merely a spontaneous or incidental

¹⁹ Muhamad Zaenal Mustopa, "Peningkatan Prestasi Belajar Peserta Didik Melalui Pendekatan Saintifik Model Pembelajaran Window Shopping (Kunjungan Galeri) Pada Materi Sistem Pencernaan Manusia Kelas VIII.8 SMPN I Praya Tahun Pelajaran 2019 - 2020," *JISIP (Jurnal Ilmu Sosial dan Pendidikan)* 4, no. 2 (2020): 146–54, <https://doi.org/10.58258/jisip.v4i2.1075>.

²⁰ Mustopa, "Peningkatan Prestasi Belajar Peserta Didik Melalui Pendekatan Saintifik Model Pembelajaran Window Shopping (Kunjungan Galeri) Pada Materi Sistem Pencernaan Manusia Kelas VIII.8 SMPN I Praya Tahun Pelajaran 2019 - 2020."

assessment of an activity; rather, it is a planned, systematic, and goal-oriented process designed to measure the achievement of predetermined objectives.²¹

C. CREATIVE THINKING SKILLS

Skills are defined as the proficiency to perform tasks effectively. Creative thinking refers to an individual's capacity to utilize cognitive processes to generate novel and constructive ideas, grounded in rational principles, perception, and intuition. These skills are built upon pre-existing conceptual frameworks within the student, which are subsequently applied to resolve specific problems.²²

Furthermore, creative thinking ability is categorized into five hierarchical levels: (a) Very Creative (Level 4), where students demonstrate fluency, flexibility, and originality in problem-solving; (b) Creative (Level 3), characterized by fluency and flexibility, or fluency and originality; (c) Moderately Creative (Level 2), showing either flexibility or originality; (d) Less Creative (Level 1), where only the fluency indicator is met; and (e) Not Creative (Level 0), indicating an inability to demonstrate any of the three creative thinking indicators.²³

CONCLUSION

Based on the research findings, it can be concluded that there is a critical need for instructional models that specifically facilitate the enhancement of students' creative thinking skills within Islamic Religious Education (PAI) at SMP N 1 Cilacap. The Window Shopping learning model serves as an effective solution that not only intensifies student engagement through group collaboration but also significantly stimulates indicators of fluency, flexibility, and originality. By integrating peer-tutoring strategies and systematic rubric-based assessments, this model creates a more meaningful learning experience while broadening students' insights through the collective exploration of ideas

²¹ Siti Mumun Muniroh Winda Restalia, "Evaluasi Eektivitas Asesmen Berbasis Karakter Kolaboratif Dalam Pembelajaran kooperatif Siswa Kelas 2 SD" 5, no. 2 (2025): 91–99, <https://doi.org/https://doi.org/10.51878/teaching.v5i2.5386>.

²² Siswono, "Developing Teacher Performances to Improving Students Creative Thinking Capabilities in Mathematics. Proceedings of International Conference on Research, Implementation and Education of Mathematics and Science. Yogyakarta State University, 510-516. 2021

²³ Handoko Pembelajaran Matematika Model Savi Berbasis Discovery Strategy Materi Dimensi Tiga Kelas X. Eduma: Mathematics Education Learning and Teaching, 6(1), 2022 85-95.

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