

APPLICATION OF ACTIVE LEARNING METHODS IN IMPROVING STUDENT LEARNING ACTIVITIES IN SUBJECTS ISLAMIC EDUCATION

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ABSTRACT

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Islamic religious education (PAI) plays an important role in learning in public schools and madrasahs. The purpose of this study is to explore the implementation of active learning approaches in PAI, and its impact on student engagement and understanding. The method used in this study is library research, data collection is carried out by searching, collecting, and reconstructing information from various relevant sources, such as books, scientific journals, and previously published research results, which specifically examine various active learning methods such as role playing, experiential learning, and question and answer dialogues. The results of the study indicate that the implementation of active learning can increase student participation, conceptual understanding, and their social attitudes. Although there are challenges in implementation, such as differences in student abilities and teacher readiness, this approach has succeeded in creating a dynamic and interactive learning environment. Active learning in PAI does not only focus on the transfer of knowledge, but also on the development of critical thinking skills and the application of religious values in everyday life.

INTRODUCTION

Islamic religious education is now an important part of the subjects in public schools and special schools such as madrasahs. In this case, it is a concern for all groups, especially teachers, to really pay attention to the quality of the learning process in the classroom. Islamic religious education is important to foster piety from students' personalities towards Allah SWT. Teachers are required to have a new awareness, one of which is to make students the main actors instead of the teacher anymore. Because so far the teacher has been more emphasized.

On the other hand, students are positioned as supporting actors or objects in the learning process. A good learning process does not require teachers to be continuously active, but students also play an important role in this. Learning methods are a major contribution and learning activities. One of the tips in developing the Islamic Religious Education learning process in this era of the independent curriculum is to use an active learning pattern. Active learning is a collaboration between the nature of learning and the nature of teaching. Effective active learning is to create a student experience in learning, not a teacher's experience in skilled teaching. This means that students must also contribute to this learning process, unlike usual, which only listens and takes notes (Himmawan, 2021: 31).

Active learning patterns or active learning in the form of discussion forums or deliberations on a problem by teachers and students. It is preceded by marketing theories of Islamic religious education materials by a teacher, after which a discussion forum is opened between problems faced by students outside the classroom or for example at home. Continued with the disclosure of solutions by other students and formulated by a teacher.

RESEARCH METHODS

This research method uses a literature study that aims to identify and analyze relevant literature on active learning. The process begins with formulating the problem formulations that have been made. Furthermore, source collection is carried out by searching for books, journals, and articles that are in accordance with the needs. These sources are critically evaluated and categorized by theme, including the definition of active learning, its characteristics, driving factors and inhibiting factors in the use of active learning, and the methods used. The information that has been collected is then synthesized to build a coherent narrative and facilitate understanding. Discussions are conducted to analyze the main findings and their implications for educational practice. This study ends with a conclusion that summarizes the results of the analysis and provides recommendations for further research or better educational practices. All sources used are listed in the bibliography to ensure accuracy and credibility.

RESULTS AND DISCUSSION

The results of this study regarding the review of the application of active learning in Islamic Religious Education learning are presented by the researcher as follows: A. Definition of Active Learning PAI Learning In terms of language, the word active is taken from English, active in Indonesian means active, energetic, agile, diligent, and responsive, while the word learning is the same English word that means learning, studying, studying, and mastering. From the two words active and learning can be interpreted as an event of studying a matter actively and enthusiastically in carrying out learning (Dimiyati, 2001: 3).

Nurdyansyah and Andiek Widodo argue that active learning is an effort in learning activities that seek to develop the activeness of students during the learning process by involving all their five senses. Learning activities are carried out by giving several tasks to students, reviewing an idea and solving a given problem so that the brain can maximize what needs to be learned. By providing clear directions that can be followed by students, learning activities will run pleasantly and enthusiastically. So active learning is a learning activity that emphasizes the activeness of students during learning activities, a learning that is truly alive in the classroom and not just listening to lectures and taking notes on teacher orders.

In the concept of active learning, active learning can be interpreted as a guideline for learning activities that are aimed at improving critical thinking and managing students' emotions in learning activities, by providing learning directions about the amount of knowledge, skills, culture, attitudes, and values contained (Dimiyati & Mujiono, 1996: 115).

Active learning is an approach to learning to invite students to learn more actively, actively in utilizing their cognitive aspects, in finding the main ideas of the material being studied, solving problems and others. Active learning can make it easier for students to understand more deeply and absorb material faster with the collaboration between cognitive and emotional aspects actively (Zaman, 2020: 16).

From the many opinions above, Ahmad Rohani (2004: 61-61) active learning is a style of learning activity that emphasizes an active attitude in students who can contribute when participating in learning activities. Teachers must be skilled at being

facilitators for their students, because in active learning activities teachers do not need to fully master learning activities, teachers only need to win the hearts of students so that they are willing to accept their direction so that learning can take place well.

Students' understanding of the subject matter will increase as a result of reading more books, which will also increase their knowledge base and make it easier for them to achieve learning objectives quickly and effectively (Subhan, 2013: 34). To help achieve educational goals, media or teaching aids are needed in teaching and learning activities. A/V devices, projectors, presentation screens, and whiteboards are examples of supporting equipment that facilitate the delivery of materials and group presentations. In order for technology-based learning to be supported and digital learning resources to be accessible, a reliable internet connection is also needed. Thus, educators do not have to spend too much energy in delivering assigned material or learning materials (Toha, 2018: 90). High student learning motivation is needed for the success of active learning activities.

Strong learning motivation will motivate students to be actively involved in every active learning model technique in order to maximize and achieve their learning goals effectively (Jannah, 2019: 32). Motivation can encourage students to perceive information in learning materials as well as a driver of effort and achievement. The existence of good motivation in learning will show good results too. In other words, with diligent effort and based on motivation, someone who learns will be able to achieve good achievements. The intensity of a student's motivation will greatly determine the level of achievement of their learning achievements, especially in the context of active learning that demands high participation and involvement from students.

Inhibiting Factors of Active Learninga. Difficulty in dealing with individual differences in students Each student has different characteristics, both in terms of intelligence, personality, and social conditions. In the classroom, we can find variations in students' academic abilities ranging from high achievers, average, to those who have difficulty in learning. Likewise, their nature and behavior are different, such as those who are active, introverted, easily provoked, and various other

personalities (Jannah, 2019: 33). Facing this diversity, a teacher should take a balanced approach.

On the one hand, teachers need to view the class as a unit in the learning process, but still pay attention to the individual needs of students. In delivering learning materials, especially Islamic religious education, teachers must consider the level of understanding and developmental stage of students. For example, for elementary school students, the material given should not be too complex, but rather more focused on practical things that they can apply in their daily activities.

Active Learning Method in Islamic Religious Education Learning In the process of learning Islamic Religious Education (PAI), the application of the active learning method has a very crucial role (Supriyatna, et al., 2024: 148). This is due to the characteristics of PAI which not only focus on the formation of beliefs or faith, but also encourage students to apply religious values in real daily actions. PAI learning not only teaches about beliefs and worship, but also discusses various other aspects of life (Adya Winata, et al., 2020: 82).

Therefore, it is very important for students to be given the opportunity to participate actively, either through direct practice or various activities that allow them to express and interpret the knowledge gained. The learning process is not only a transfer of knowledge, but also a means of forming positive character and behavior. Here are some active learning methods in Islamic Religious Education learning: 1. Role playing model The role playing learning model is one of the social learning approaches in which students are given the task of playing the role of the character being studied.

2. Experiential learning The experiential learning model was first introduced by David Kolb in 1984. According to David Kolb in the book by Muhammad Fathurrohman (2013: 242), the experiential learning model is a process of creating knowledge through the transformation of experience. Knowledge is formed from a combination of understanding and transformation of that experience. In this model, the learning process makes experience a means of learning, not only relying on material from books or teachers, but also from students' personal experiences. This approach helps students connect learning materials with real situations, so that through direct

experience, students can more easily remember and understand the information obtained and improve the quality of education. 3. Dialogue or question and answer

The question and answer method according to Abu Bakar Muhammad, quoted in the journal entitled *Understanding the Human and Animal Digestive Systems of Students* by Ani Anjarwati et al. (2022: 252), is a way to accustom students to convey what is on their minds in a structured and systematic way, and gives them the courage to express their opinions without fear or hesitation. This method also encourages students to delve deeper into the subject matter, thereby increasing their love of learning and triggering spontaneity in thinking.

CONCLUSION

The conclusion of this study is that active learning is a learning approach that emphasizes the active involvement of students in the learning process. Unlike conventional learning methods that are centered on teachers, active learning encourages students to participate directly through various activities such as discussions, problem solving, and practical projects. This approach aims to improve students' understanding of the subject matter in a deeper and more meaningful way. In the context of Islamic Religious Education (PAI), active learning has an important role because the characteristics of PAI do not only focus on the formation of beliefs, but also on the application of religious values in everyday life. Some active learning methods that can be applied in PAI learning include role playing, experiential learning, and dialogue or question and answer. These methods allow students to express their understanding, experience the concepts being learned directly, and engage in active discussions. The application of active learning in PAI learning has several driving factors, such as professional teachers, appropriate instructions, adequate facilities and infrastructure, and high student motivation. However, there are also inhibiting factors such as difficulties in dealing with individual student differences, time constraints, and inadequate facilities and infrastructure. Overcoming these inhibiting factors is a challenge for educators in implementing active learning effectively. It can be concluded that active learning in Islamic Religious Education learning aims to create a dynamic learning environment where students not only gain knowledge, but also develop critical thinking skills, communication skills, and skills

in applying religious values in real life. This approach is in line with the objectives of Islamic Religious Education to shape students' positive character and behavior, and prepare them to face challenges in everyday life based on religious values

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