

THE CONCEPT OF IMPLEMENTING ACTIVE LEARNING STRATEGIES IN ISLAMIC RELIGIOUS EDUCATION LEARNING

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Abstract

This study aims to elaborate the concept of active learning strategy implementation in Islamic religious education learning, which will be divided into three main discussions, including: 1) the definition of active learning strategies; 2) components and supporting factors of active learning strategies; 3) various methods in active learning strategies; and 4) implementation of active learning strategies in Islamic religious education learning. This research uses a library research approach, to analyze the concept of implementing active learning strategies in Islamic religious education learning in Mel Silberman's book, Active Learning: 101 Strategies To Teach Any Subject. Data collection was carried out using documentation techniques, which were then analyzed inductively. The results showed that active learning strategy is a learning approach that invites students to engage directly through real experiences, empowering them to learn actively in various ways and strategies. Components such as experience, interaction, communication, and reflection are key in implementing active learning strategies. Factors such as teacher attitude and behavior play an important role in supporting active learning. The book active learning: 101 Strategies to Teach Any Subject" by Silberman presents various strategies that can be adapted, including in the context of Islamic religious education learning, such as group resume method, learning starts with a question, information search, quiz team, everyone is a teacher here, and jigsaw learning. All of these will create a learning environment that motivates, engages, and improves students' understanding in Islamic religious education learning.

Keywords: *Active learning; Active Learning Strategy; Islamic Religious Education Learning*

A. Introduction

Education has a crucial role in shaping a generation that has integrity, morality, and high spiritual quality (Firmansyah, Fatimah, Ballianie, & Hamzah, 2024). In this context, Islamic religious education learning occupies an important position as the main foundation in shaping the character and life orientation of students through the education system. As part of the national education curriculum, Islamic religious education learning needs to be seen from an integrated educational perspective. This paradigm requires that the learning process of Islamic religious education learning be carried out effectively through good educational activities (Ali, 2023; Purwaningtmaja, 2024)). In essence, education is an effort to direct students into the learning process so that they can achieve the expected learning objectives (Ferianto, Munafiah, Makbul, & Firmansyah, 2024; Fakhurrizi, 2018; Lubis, 2020; Firmansyah, 2022). The ideal learning process should consider the individual characteristics of students because each student is unique and different from one another (Janawi, 2019, Turhusna & Solatun, 2020; Romli, 2024).

Based on this, learning must accommodate these individual differences, so as to be able to change the condition of students from not knowing to knowing, from unwilling to willing, and from unable to become able. However, this issue is often ignored by teachers in learning activities. This can be seen from the focus of most teachers who tend to direct learning in the classroom in general, without paying attention to the individual or group needs of students, so that individual differences are often forgotten (Suprihatin, 2017). This can also be seen from the implementation of learning which tends to use the same learning strategies and methods in every learning activity in the classroom (Syaparuddin, Meldianus, & Elihami, 2020).

The findings in Firmansyah's research (2021) show that the differences in the individual characteristics of students lie in the physiological and psychological aspects that make them unique from one another, especially in their learning styles. There are at least three kinds of learning styles owned by students, namely: visual, auditory, and kinesthetic. Each individual learner does not only learn in one learning style, but there is one learning style orientation that is the most prominent of the three. The direct influence of teachers who pay attention to the three learning styles of each learner makes the achievement of material generally the same for each learner and affects the increase in learner activeness in learning activities (Amini, Salsabila, Putri, & Syafitri, 2023). This difference in learning styles is a challenge for teachers to apply learning strategies that suit the needs of students (Himmah & Nugraheni, 2023). The application of appropriate strategies in the learning process in the classroom is intended so that learning objectives can be achieved optimally by students.

The activeness of students in learning activities can be seen from several aspects, which include: 1) activeness in sensing, namely hearing, seeing, smelling, feeling and touching; 2) activeness in processing and expressing ideas; and 3) activeness in doing exercises related to the formation of physical skills (Lesmoyo, Fajrie, Surachmi, & Legowo,

2023). Based on this description, learner activeness involves three domains of education, namely the cognitive, affective, and psychomotor domains. In the next series of activities, these three domains will be reflected in various forms of learner learning activities. For example, in the cognitive dimension, it can be observed from the way learners elaborate ideas well. Meanwhile, the affective dimension is reflected in the way learners convey ideas through good communication in the learning context. The psychomotor dimension is reflected in learners' physical activities, such as the application of physical skills. In practice, learners' activities are not always limited to one dimension of learning, but often involve a combination of two or even all three dimensions (Liriwati & Al-Shreifeen, 2024).

In that regard, the Islamic religious education learning process in schools needs to encourage and support the activeness of students so as to motivate students' learning, which in turn will have an impact on the achievement of effective learning objectives. Research related to the implementation of active learning strategies in Islamic religious education learning has been widely conducted. However, the research only discusses partial theoretical and practical implementation based on several forms of techniques in active learning strategies. For example, by Zaman (2020), who studied the implementation of active learning theoretically based on the concept of education ala Rasulullah Saw. Meanwhile, Baharun (2015), Mubayyinah and Ashari (2017), Yaman and Abidin (2015) studied the theme to see the effectiveness of active learning strategies in improving Islamic religious education learning outcomes.

Based on the above description, it can be concluded that effective learning in Islamic religious education is not solely measured by students' academic performance, but also by their ability to apply the religious values they have learned in their daily lives. This practice-oriented approach highlights the holistic nature of education in this field, where internalization and real-world application of religious teachings play a critical role. This research stands out by addressing a distinct and underexplored area: the techniques and strategies that can enhance active learning in Islamic religious education, as outlined by Mel Silberman. The study aims to provide an in-depth exploration of active learning strategies, offering practical insights into their implementation within this unique educational context.

The contributions of this research, specifically, it will focus on: 1) defining the concept of active learning strategy; 2) identifying the key components and supporting factors that contribute to effective active learning; 3) exploring various methods used in active learning strategies; and 4) examining how these strategies can be implemented in Islamic religious education to encourage both theoretical understanding and practical application. By addressing these four areas, the research aims to fill a critical gap in current educational practices. While many studies focus on general pedagogical techniques, there is a scarcity of research specifically tailored to the context of Islamic religious education. This study, therefore, not only provides theoretical insights but also offers actionable techniques for educators to implement active learning strategies

effectively. The practical value of this research lies in its potential to transform the learning experience, making education more dynamic, engaging, and relevant to students' lives.

B. Method

This research is a library research, which intends to analyze the concept of active learning strategy implementation in Islamic religious education learning based on literature review. The primary source in this study is a book by Mel Silberman (1996), *Active Learning: 101 Strategies To Teach Any Subject*. The book discusses the concept of active learning strategies in learning activities. To enrich the research information, secondary data sources were also used from various scientific works in the form of research reports and journal articles relevant to this research. The research data collection techniques were carried out using documentation techniques. While the data analysis technique uses inductive analysis.

C. Finding and Discussion

Definition of Active Learning Strategy

The term active learning consists of two syllables, active and learning. Etymologically, the words "active" and "learning" come from the English language. In the Oxford Dictionary, the word active can be interpreted as: active; agile; enterprising; and vigorous (Stevenson, 2010). The word learning comes from the word learn, which means to study (Stevenson, 2010). Thus, the combination of the two syllables, active and learning, can be interpreted as an effort or activity to learn something actively and with high enthusiasm through the learning process. In the concept of learning, active learning can be understood as an effort in learning activities that try to build students' activeness during the learning process by emphasizing the involvement of all five senses (Azaliyatul, 2018).

Silberman (2010) understands active learning as a learning activity that invites learners to engage directly through real experiences rather than concepts or mere theory. In that regard, according to Wina Sanjaya, active learning is any form of learning that allows students to play an active role in the learning process, both in the form of interaction between students and students and teachers in the learning process (Hasanah, 2018). According to Warsono and Hariyanto, as cited by Monika, Kristin, & Anugraheni (2018), active learning is learning that conditions students to always do meaningful learning experiences and always think about what they can do during learning. Thus, it can be concluded that active learning is a learning process with the intention to empower students to learn by using various ways/strategies actively.

Active learning is a learning strategy that provides opportunities for students to be actively involved in the learning process, so that they can experience the subject matter themselves and remember it better. According to experts, this active learning approach is known as the "learning by doing" concept, which considers that learning is the result of experience and information utilization (Raihan, 2018). This approach encourages learners to learn actively by utilizing their intellectual abilities, such as identifying the core ideas of

learning materials and solving problems presented in learning activities (Silberman, 1996). Thus, active learning can facilitate the understanding and absorption of material by actively involving the intellectual and emotional aspects of learners.

Conceptually, active learning is the same as the concept of CBSA (Cara Belajar Siswa Aktif), which is based on the following principles, namely: 1) the principle of doing, meaning that learning activities must make students do something, not just silent, idle; 2) the principle of using all sensory organs (five senses), that in learning should activate all sensory organs to obtain information or knowledge, by mobilizing all the senses, students will gain knowledge or information that is more impressive, not just memorization, and not easy to forget; and 3) the principle of environmental exploration, that active learning utilizes the environment as a means of media or learning resources, the environment can be in the form of objects (objects), places (situations and conditions), events or events and ideas or ideas (Zainiyati, 2010; Hilal, 2014; Hidayat, Sa'diyah, & Lisnawati, 2020; Firmansyah, Ali, & Romli, 2022).

Components and Supporting Factors of Active Learning Strategy

The components contained in the active learning strategy, as quoted by Roza and Hartati (2021), include the following. *First*, experience. Children's learning process can be enriched through real action. The direct sensation of experience is more effective in activating the senses than simply listening to information. For example, to understand the concept of sinking and floating objects in water, children will be more confident after trying it themselves rather than just relying on the teacher's explanation. *Second*, interaction. Learning will be optimal and of high quality if it involves discussion, questioning and mutual clarification. When children are invited to detail what they are doing, they will be motivated to think more deeply, improving the quality of their understanding and opinions.

Third, communication. The skill of conveying ideas and feelings, both verbally and in writing, is an essential need for children to express themselves and achieve satisfaction. Communicating thoughts, both in conveying personal ideas and assessing the ideas of others, will strengthen children's understanding of the concepts or materials being considered or studied. *Fourth*, reflection. When children present ideas to others and receive feedback, they will reflect on them more carefully. This reflection process arises as a result of interaction and communication, helping children to strengthen their understanding of the subject matter or concepts being studied.

In addition, there are several factors that can support the implementation of active learning strategies in learning, namely: First, the attitude and behavior of the teacher. Because the teacher's job is to create an atmosphere that develops initiative and responsibility for learning in children, the teacher's attitude should be: a) be open, willing to listen to students' opinions; b) familiarize students to listen to teachers or other students speak; c) respect differences in opinion; d) encourage students to correct their mistakes; e)

foster students' self-confidence; f) provide feedback on students' work; g) not too fast to help students; h) not stingy in praising and appreciating students; i) not laugh at students' opinions or work even though it is less qualified; and j) encourage students not to be afraid of mistakes and dare to bear risks. Second, a classroom that supports active children. Some things that need attention in this factor are: a) provide many learning resources, such as books and real objects; b) contain many learning aids, such as media or teaching aids; c) contain many students' works, such as Islamic religious education learning, experimental reports and experimental results; d) the location of benches and tables is arranged so that students are free to move (Roza & Hartati, 2021).

Variety of Methods in Active Learning Strategies

In the book "Active Learning: 101 Strategies To Teach Any Subject", Silberman (1996) outlines at least 101 forms of strategies that can be used in active learning. Some of these strategies are divided into 14 kinds of activities that are oriented towards involving students actively in the learning process, namely: 1) team building strategies; 2) on the spot assessment strategies; 3) immediate learning involvement strategies; 4) full class learning; 5) stimulating class discussion; 6) prompt questions; 7) collaborative learning; 8) peer teaching; 9) independent learning; 10) affective learning; 11) skill development; 12) reviewing strategies; 13) self assessment; and 14) final sentiments. Each activity has a specific method in accordance with the objectives that are desired through the implementation of the activity.

Implementation of Active Learning Strategies in Islamic Religious Education Learning

Various methods in active learning that can be applied in teaching Islamic religious education learning are as follows:

1. Group resume. Group resume is a learning method of "team building strategies", which involves students in group discussions, where the teacher presents a problem to be discussed. This method involves forming groups of students, where each group summarizes the material by determining the key points that will be presented in front of the class. Subsequently, other groups respond, and the educator provides clarification at the end of the learning session. This approach aims to increase the focus of students' thinking in understanding the subject matter. The implementation of this method in Islamic religious education learning can be done on all Islamic religious education learning materials such as fiqh, akidah akhlak, SKI, and Al-Qur'an hadith.

The steps for implementing group resume, namely: 1) divide students into groups of 3-6 members each; 2) explain to students that the activity will explore their talents and skills, fiber is a great learning experience; 3) also explain to students that one way to identify and showcase students' talents and skills is through group resumes; 4) distribute cardboard paper and markers to groups to write their group resumes. The resumes should contain information that "makes" their group proud; 5)

instruct all groups to present their resumes and the teacher notes the overall potential of each group (Silberman, 1996).

2. Learning starts with a question. This method is part of the "promptins questions" activity in active learning. In this case, asking questions is a method to express curiosity about unknown answers. This curiosity becomes an effective driver in the learning process and the search for answers. A learning approach that introduces questions at the beginning of learning activities can create a communicative environment. This includes two-way communication between teachers and learners, or lecturers and students. Raising these questions can encourage active learning, motivating learners to find answers to their curiosity. The application of this strategy in Islamic religious education learning, namely: The teacher provides a text that is relevant to the topic to be conveyed, for example on the law and procedures for combining prayers. Afterwards, learners are asked to read the text on their own and mark the parts that they do not understand. After completing the reading, learners are asked to formulate related questions and can either collect them or submit them directly to the teacher. The teacher then organizes the lesson according to the questions prioritized by the learners.

The steps of the learning start with a question learning strategy are as follows: 1) choose reading material that is appropriate to the topic then distribute it to students, in this case the reading does not have to be photocopied but can be done by choosing one particular topic in the book used. Try to make sure that the reading is a reading that contains general/non-detailed information, a reading that provides opportunities for different interpretations by learners; 2) ask learners to study the passage individually or with a partner; 3) ask learners to mark the parts of the passage that they do not understand. If time allows combine pairs, then ask them to discuss the unknown points on the sheet of material they have marked; 4) in pairs or small groups ask learners to write down questions about the material they have read; 5) collect the questions they have written down and then present the lesson based on the questions (Silberman, 1996).

3. Information search. The information search method is one of the methods in "collabotive learning", which is applied by the teacher to expand knowledge and increase students' perseverance in the learning process. Students are given tasks and directed to look for reference sources, such as the internet, magazines, newspapers, books, or other media. For example, in its implementation in Islamic religious education learning, the teacher gives several questions to students regarding the types of zakat and then students are allowed to search for related material through recommended sources. This approach aims for learners to have more references and become more independent learners in developing their understanding.

This method can be likened to an open book exam. Groups in the class search for information to answer the questions posed to them. This method is very helpful in

making mediocre material more interesting. The procedure includes: 1) create a set of questions that can be answered by searching for information that can be found in the source book you have distributed to the students. The source material can include: handbooks, documents, textbooks, reference guides, computer-accessed information, artifacts, heavy equipment such as machinery, etc.; 2) distribute the questions on the topic; 3) instruct students to search for information in small teams. Friendly competition can be established to encourage participation; 4) discuss the answers in front of the class, and extend the answers to broaden the scope of learning (Silberman, 1996).

4. Quiz team. Similar to information search, this method also belongs to the "collabotive learning" activity in active learning. This method involves learners actively in the learning process, where each individual learner participates in making questions in the group according to their ability level. As an example of the implementation of this method in Islamic religious education learning, in a class that is discussing the law and procedures for implementing a marriage contract, each learner in the group participates in designing several questions related to the theme of the discussion. The questions that have been made are then presented to other groups, where each group participates in the discussion to answer the questions.

Here are the steps of the team quiz learning strategy: 1) The teacher divides the learners into groups (e.g. 3 groups); 2) The teacher divides learners into groups according to the number of parts of the material; 3) Learners present the first part of the material for about 5-6 minutes; 4) The teacher asks group A to prepare questions that have short answers (no more than 5 minutes). Group B and C use the time to study their notes; 5) Group A asks a question to group B. If group B cannot answer, group C gets the opportunity to answer; 6) Next, the second material description, group B becomes the quiz leader and asks a question to group C; 7) After group C gives an answer, continue with the explanation of the third part of the material, and determine group C as the quiz leader shown to group A; 8) The teacher makes a conclusion with the learners (Silberman, 1996).

Some of the strategies above can be chosen by teachers in Islamic religious education learning by paying attention to the suitability of the learning objectives and learning materials to be delivered. In addition to these 6 strategies, teachers can also develop other active learning strategies contained in Mel Silberman's book, *Active Learning: 101 Strategies To Teach Any Subject* which has also been translated into Indonesian published by Pustaka Insan Madania in collaboration with the Foundation for the Study and Development of Islamic Education Sciences (YAPPENDIS), Yogyakarta. Based on the concept above, the implementation of active learning strategies invites students to develop critical and creative thinking skills, be able to take an active role, and be able to apply the learning. The use of interesting learning methods is important to

motivate students to more easily absorb and understand the material presented by teachers.

E. Conclusion

Active learning strategy is a form of learning that encourages learners to engage directly through real experiences rather than only through concepts or theories. Active learning aims to empower learners to learn by using various ways and strategies actively. Active learning strategy is also known as the concept of "learning by doing", which emphasizes that learning is the result of experience and utilization of information. Active learning also encourages learners to activate their intellectual abilities, such as identifying core ideas and solving problems in learning activities. Thus, active learning can facilitate the understanding and absorption of material by actively involving the intellectual and emotional aspects of learners. Active learning strategies involve important components such as experience, interaction, communication and reflection. Direct experience through real action is considered more effective in enriching children's learning process. Interaction, including discussion, questioning and clarification, is considered to improve the quality of learners' understanding and opinions. Communication skills, both verbal and written, are essential in expressing themselves and achieving learning satisfaction. The process of reflection, which arises from interaction and communication, helps to strengthen children's understanding of the subject matter or concepts learned. In addition, factors such as teacher attitude and behavior play a crucial role in supporting the implementation of active learning strategies. In the book "Active Learning: 101 Strategies to Teach Any Subject" by Silberman, 101 active learning strategies are presented that can be used in the learning process. The strategies are divided into 14 categories of activities that focus on active learner involvement. Each category has a specific method according to the objectives to be achieved through the implementation of the activity. In its implementation, several methods are relevant to be applied in Islamic religious education learning, namely: group resume, learning starts with a question, information search, quiz team, everyone is a teacher here, and jigsaw learning.

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