

## **The Use of Active Learning Strategies in Islamic Religious Education Learning: Efforts to Improve Student Participation and Understanding**

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### **Abstract**

This study aims to explore the use of intermediate Active Learning. is a learning approach that encourages learning, through discussion, collaboration, problem solving, and reflection. Through the application of Active Learning strategies, it is expected that learning activities and deepening are taught, especially those related to. Helping internalize learning values and fostering self-awareness. Examples in Islamic Religious Education: Reflection on how they apply the values of patience or gratitude in everyday life. Interactive Quizzes and Educational Games Teachers use quick quizzes or games based on teaching materials, either manually or with the help of technology Benefits: Increase motivation and participation in a fun way. Examples in Islamic Religious Education: Quizzes on the pillars of faith or the names of the prophets using applications such as Kahoot or Quiziz Active Learning strategies can be implemented through various forms of activities that place students as active learning subjects.

**Keywords:** Active Learning, Islamic Religious Education (PAI), Student Participation

### **INTRODUCTION**

Islamic Religious Education (PAI) has a central role in many schools that are still dominated by conventional approaches that are one-way lectures (teacher-centered). This model tends to make students passive, only focusing on memorization aspects without deep understanding. As a result, PAI learning is often unable to help internalize learning values and foster self-awareness. Examples in PAI: Reflection on how they apply the values of patience or gratitude in everyday life. Interactive Quizzes and Educational Games Teachers use quick quizzes or games based on teaching materials, either manually or with the help of technology Benefits: Increase motivation and participation in a fun way. Examples in PAI: Quizzes on the pillars of faith or the names of the prophets using applications such as Kahoot or Quiziz Active Learning strategies can be implemented through various forms of

activities that place students as active learning subjects. Each activity has certain characteristics, goals, and benefits in increasing student participation.(ayu, nd, p. 98)

To overcome these problems, participatory and student-centered, one of them is. Active Learning is an approach that actively involves students in the learning process through critical thinking activities, discussions, problem solving, working on projects, and reflecting on learning experiences. This strategy emphasizes the direct involvement of students in building their own knowledge and understanding, not just passively receiving information from teachers. In the context of Islamic Religious Education learning, Active Learning can be an effective means to internalize religious teachings more meaningfully. Through group discussions, simulations, case studies, value debates, and other exploratory methods, In addition, this approach can build critical and reflective thinking skills, increase learning motivation, and strengthen social bonds and human values between students.(AZIZAH, nd, p. 43)

This study seeks to explore the extent of active participation and comprehensive understanding of students. The main focus of this study is on changes in student involvement patterns in the classroom and improving the quality of their understanding of Islamic teachings as a basis for character formation. Helping internalize learning values and fostering self-awareness. Examples in Islamic Religious Education: Reflections on how they apply the values of patience or gratitude in everyday life. Interactive Quizzes and Educational Games Teachers use quick quizzes or games based on teaching materials, either manually or with the help of technology Benefits: Increase motivation and participation in a fun way.(landia, nd, p. 32).

## **RESEARCH METHODS**

This study uses a qualitative approach with a case study type of research, which aims to, and its impact on student participation and understanding. The qualitative approach was chosen because it allows researchers to explore learning phenomena in a natural context, with an emphasis (school names are disguised to maintain

confidentiality). The selection of locations was carried out purposively, based on the consideration that the school had begun to implement active learning methods in Islamic Religious Education subjects. The teacher who was used as the main informant had more than five years of teaching experience and had participated in innovative learning training. Helping internalize learning values and fostering self-awareness. Examples in Islamic Religious Education: Reflections on how they apply the values of patience or gratitude in everyday life.

**Data Collection Techniques** Data collection was carried out through several Participatory techniques: Researchers were directly involved in the classroom to systematically observe learning activities, teacher-student interactions, forms of Active Learning strategies used, and student responses to these activities. Observations were carried out in several meetings to obtain a broader picture of the motivation for implementing Active Learning, the obstacles faced, and perceptions of the results obtained. Interviews were conducted in a semi-structured manner to remain flexible but focused. **Documentation Study:** Researchers also collected data from supporting documents such as RPP (Lesson Implementation Plan), syllabus, student evaluation records, and student work results to analyze the suitability of Active Learning implementation with learning planning. (Marzuki & Imron, 2023, p. 5)

**Research Instruments** To support data reliability, researchers also use observation guides, interview guides, and documentation formats as supporting instruments. namely Making interpretations of the data that has been presented to formulate patterns, relationships, and findings that answer the problem formulation. Examples in Islamic Religious Education: Quizzes on the pillars of faith or the names of the prophets using applications such as Kahoot or Quiziz Active Learning strategies can be implemented through various forms of activities that place students as active learning subjects. Each activity has certain characteristics, goals, and benefits in increasing student participation.

To ensure the validity of the research results, a triangulation strategy was used, namely comparing and cross-checking data obtained through various sources (teachers, students, documents) and techniques (observation, interviews,

documentation). In addition, member checking was carried out on informants to confirm the accuracy of the data and the researcher's interpretation. Credibility was also strengthened through diligent observation and audit trail of the research process.

**Research Ethics** This research was carried out by upholding ethical principles, such as maintaining the confidentiality of participant identities, asking for prior approval before conducting observations or interviews, and presenting results objectively without data manipulation.

## **DISCUSSION**

An innovative effort to transform the learning process which was originally conventional (lectures and memorization) into more interactive, participatory, and meaningful learning. In the context of secondary schools, the application of this strategy is very important because students are in a phase of cognitive and affective development that demands active involvement in understanding religious values contextually.

### **1. Learning Planning**

The implementation of Active Learning starts from the appropriate, such as group discussions, simulations, role plays, case studies, problem-based learning (PBL), or inquiry learning. The preparation of trigger questions that can encourage students to think critically and reflectively about the religious values being studied. (Halaly, 2022, p. 88)

### **2. Implementation of Learning**

In the implementation stage, the teacher acts as a facilitator who guides, directs, and conditions learning so that students become active subjects in the learning process. Examples of common implementations include real-life situations related to Islamic teachings, such as deliberation processes, peaceful conflict resolution, or zakat practices.

**Case Study:** The teacher provides a real case related to Islamic values in social life. Students are asked to analyze and provide solutions based on Islamic principles. **Reflection and Daily Journal:** Students write

down personal experiences or responses to lessons learned, then discuss them with friends or teachers. Guided Debate: Used to explore topics that have many points of view in Islamic teachings, such as differences of opinion in fiqh or ethics in social media according to Islam.(Marzuki & Imron, 2023, p. 11)

### 3. Learning Evaluation

Assessment in Active Learning-based learning not only measures aspects of student knowledge, but also thinking skills, collaboration skills, and attitudes. Evaluation is carried out holistically using instruments such as Group work assessment rubrics Observation of student involvement Presentation and argument assessment Problem-solving-based understanding tests Portfolios and self-reflection Teachers also provide direct and constructive feedback to encourage student improvement and self-development.

### 4. Learning Environment

The implementation of Active Learning requires a learning environment that supports active student participation. Teachers create an inclusive classroom atmosphere, open to opinions, and respect differences. The classroom layout is changed so that students can work in small groups. In addition, digital learning media is also used to enrich the learning experience, such as learning videos, interactive quizzes, and online discussion forums.(Melandi et al., 2023, p. 90)

### 5. The Role of Teachers

Teachers provide information, but rather create learning situations that encourage independent exploration, collaboration, and reflection. Teachers also help students relate Islamic teachings to have been proven to increase students' active participation and deepen their understanding of the teaching material. This approach requires teachers to innovate in designing interactive and student-centered learning. Although challenges such as time constraints, student readiness, and facilities are still encountered, the benefits of this strategy are much greater, especially in forming the Islamic

character of students who are critical thinkers, communicative, and reflective of the religious values they believe in. Helping internalize learning values and fostering self-awareness

**Forms of Learning Activities in Participation** The main part of this strategy is to encourage participation in efforts to understand and apply the subject matter. The following are the forms of Active Learning activities that are most effective in increasing student participation. **Group Discussion** Group discussions allow students to work together to complete tasks or discuss certain topics. This activity encourages active participation because each member has a role, such as a recorder, discussion leader, or presenter. (Muhalli, 2023, p. 95)

**Benefits:** Train communication skills, teamwork, and courage to express opinions. **Example in Islamic Religious Education:** Students discuss the importance of tolerance in Islam, then present the results of the discussion in front of the class. **Case Study** Students are given real situations or problems related to the topic of the lesson, then asked to analyze and provide solutions. **Benefits:** Increase Case studies on social conflicts and how Islamic values teach peaceful resolution. **Simulation and Role Play** In this activity, students play characters or carry out certain scenarios according to the learning theme. This helps students experience the values being learned directly.

**Benefits:** Foster empathy, contextual understanding, and emotional involvement. **Examples in Islamic Religious Education:** Simulation of congregational prayer practices, roles in hisab-rukyat sessions, or emulating the attitude of the Prophet Muhammad in everyday life **Think-Pair-Share** Students are given time to think individually about a question, then discuss it in pairs, and finally share the results of their discussions with the class. **Benefits:** Activates all students, including shy ones, because the process is gradual and inclusive. **Examples in Islamic Religious Education:** Reflective questions such as "What is the meaning of gratitude in the lives of teenagers today?" **Problem-Based Learning (PBL)** In this approach, students are given complex problems that must be solved in groups by seeking information, developing strategies, and evaluating the results. **Benefits:**

Islamic Religious Education: Designing a "Teenagers Anti-Hoax" campaign based on Islamic values of honesty and tabayyun.(Riyono & Retnoningsih, 2015, p. 32)

Jigsaw Learning Students are divided into groups, then each member learns a different part of the material, then teaches it to the other group members. Benefits: Encourages individual responsibility and positive interdependence. Example in Islamic Religious Education: Each student learns one mandatory characteristic for the apostles, then explains it to their group members. Gallery Walk Students create works or ideas in the form of posters, writings, or diagrams, then stick them on the classroom wall for other groups to see and provide input. Benefits: Opens up space for dialogue between groups and provides a sense of ownership of the work. Example in Islamic Religious Education: Posters about the ethics of social interaction in Islam or Islamic social movements in history. Structured Debate Students are divided into two groups to discuss topics from different perspectives. Each team develops arguments and responds to each other.

Benefits: Practicing logical argumentation and understanding of various views in Islam. Example in Islamic Religious Education: Debate on "Should zakat be distributed directly or through institutions" Individual Reflection Students write or verbally convey what they have learned, how they feel, and how they will apply it. Benefits: Helping internalize learning values and foster self-awareness. Example in Islamic Religious Education: Reflection on how they apply the values of patience or gratitude in everyday life. Interactive Quizzes and Educational Games Teachers use quick quizzes or games based on teaching materials, either manually or with the help of technology Benefits: Increasing motivation and participation in a fun way.

Examples in Islamic Religious Education: Quizzes on the pillars of faith or the names of the prophets using applications such as Kahoot or Quiziz Active Learning strategies can be implemented through various forms of activities that place students as active learning subjects. Each activity has certain characteristics, goals, and benefits in increasing student participation. In the context of Islamic Religious Education, these activities not only enrich the learning process, but also help students ground the values of Islamic teachings in real life. The success of

implementing this form of activity is highly dependent on teacher creativity, student readiness, and a conducive and inclusive learning environment.(Sahrudin, 2014, p. 77)

This study aims to explore and understand in depth how Active Learning strategies are applied in Islamic Religious Education (PAI) learning at the secondary school level, and to evaluate its impact on teaching materials. This objective reflects the desire to develop a learning approach that is not only cognitive-theoretical, but also applicable, contextual, and forms students' characters in accordance with Islamic values. More specifically, it aims to reveal the types of active learning approaches, methods, and techniques practiced by PAI teachers in the classroom. The study explores variations in activities such as group discussions, simulations, case studies, role plays, jigsaws, and other forms designed to increase active student engagement.

Analyzing the implementation process of Active Learning strategies in the context of PA learning This objective is related to the analysis of how the strategy is implemented by teachers, starting from the planning stage (RPP), implementation of learning in the classroom, to evaluation of learning outcomes. The study also seeks to understand how teachers facilitate interaction, create a collaborative classroom atmosphere, and adapt PAI materials to the Active Learning approach. Assessing the influence of Active Learning strategies in PAI learning The study aims to assess the extent to which student engagement increases after the implementation of active learning strategies. Student participation is measured from indicators of involvement in discussions, courage to express opinions, initiative in asking questions, and the ability to work together in groups. This objective is important because active participation is one of the important indicators of the effectiveness of the learning process.(Sholichin et al., 2022, p. 87)

Assessing the influence of student understanding strategies on Islamic Religious Education material In addition to participation, this study aims to determine whether the Active Learning strategy contributes positively to student understanding. Understanding here is not only limited to cognitive aspects (mastery of the material), but also contextual understanding (applying the values of

implementing active learning strategies. Challenges can come from internal factors (teacher readiness, student ability, time availability) or external factors (facilities, curriculum, institutional support). Knowledge of these obstacles will provide a basis for improving the learning system in the future(Taufik, 2020, p. 66)

Formulating recommendations for effective and applicable Active Learning-based Islamic Religious Education learning The final objective of this study is to provide concrete recommendations on how Islamic Religious Education learning can be developed with an Active Learning approach effectively, contextually, and in accordance with the development needs of students in the modern era. These recommendations are expected to be used by teachers, schools, and education policy makers. Conclusion Research Objectives By examining these various aspects, it is expected to not only provide an overview of innovative learning practices, but also offer real contributions This study supports efforts to create more lively, relevant Islamic Religious Education learning that is able to form critical, participatory, and Islamic-characterized students(Sunhaji, 2022, p. 43)

## **CONCLUSION**

Based on the results of the study, the use of Active Learning strategies in educational learning has a significant effect on increasing student participation and understanding. This strategy is able to shift the learning approach from being teacher-centered to student-centered, where students become active actors in the learning process, not just recipients of information. The implementation of various forms of Active Learning activities—such as group discussions, case studies, simulations, role plays, think-pair-share, and problem-based learning—prove that students are more enthusiastic, motivated, and directly involved in learning. These activities not only increase social interaction and critical thinking skills, but also facilitate the process of internalizing Islamic values more deeply and applicatively. Student participation in class has increased significantly, both in terms of quantity and quality. They become more courageous in asking questions, discussing, expressing opinions, and showing a sense of responsibility in group work. This shows that the Active Learning strategy creates a safe space for students to express themselves and build self-confidence.

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