

## **IMPLEMENTATION OF ACTIVE LEARNING METHODS TO ENHANCE FOURTH-GRADE STUDENTS' UNDERSTANDING OF ISLAMIC RELIGIOUS EDUCATION AT SDN INPRES JALA**

**<sup>\*1</sup>Nurrahmi, <sup>2</sup>Ilham, <sup>3</sup>Kaharuddin**

<sup>\*1,2,3</sup> Universitas Muhammadiyah Bima

Email: <sup>\*1</sup>rahmysahama@gmail.com, <sup>2</sup>ilhamham903@gmail.com,

<sup>3</sup>kaharazzam@gmail.com

### **Abstract**

Islamic Religious Education (IRE) in elementary schools is required to foster an active learning process so that students can understand and implement religious concepts in their daily lives. However, teaching practices are still often dominated by teacher-centered methods. This study aims to analyze the implementation of active learning methods, their role in improving students' understanding, and the supporting and hindering factors. This study employed a qualitative approach with a case study design at SDN Inpres Jala. Data were collected through observations, interviews, and documentation involving IRE teachers, the principal, and fourth-grade students. The results showed that active learning methods were implemented systematically through planning, implementation, and evaluation stages using group discussions, question-and-answer sessions, presentations, and instructional media. The application of these methods proved to improve students' understanding, as evidenced by their ability to explain the material and relate it to daily life. The success of the implementation was supported by teacher competence, student motivation, and media availability, while differences in learning abilities and time constraints served as hindering factors. In conclusion, active learning can create a participatory, interactive, and meaningful IRE learning experience.

**Keywords:** active learning, student understanding, Islamic Religious Education

### **Abstrak**

Pembelajaran Pendidikan Agama Islam (PAI) di sekolah dasar dituntut untuk menciptakan proses belajar yang aktif agar peserta didik mampu memahami dan mengimplementasikan konsep keagamaan dalam kehidupan sehari-hari. Namun, praktik pembelajaran masih sering didominasi oleh metode berpusat pada guru. Penelitian ini bertujuan untuk menganalisis implementasi metode pembelajaran aktif, perannya dalam meningkatkan pemahaman peserta didik, serta faktor pendukung dan penghambatnya. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus di SDN Inpres Jala. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang melibatkan guru PAI, kepala sekolah, dan siswa kelas IV. Hasil penelitian menunjukkan bahwa metode pembelajaran aktif diimplementasikan secara sistematis melalui tahap perencanaan, pelaksanaan, dan evaluasi menggunakan diskusi kelompok, tanya jawab, presentasi, dan media pembelajaran. Penerapan metode ini terbukti meningkatkan pemahaman siswa, terlihat dari kemampuan mereka menjelaskan materi dan mengaitkannya dengan kehidupan sehari-hari. Keberhasilan implementasi didukung

*oleh kompetensi guru, motivasi siswa, dan ketersediaan media, sedangkan perbedaan kemampuan belajar dan keterbatasan waktu menjadi faktor penghambat. Kesimpulannya, pembelajaran aktif mampu menciptakan pengalaman belajar PAI yang partisipatif, interaktif, dan bermakna.*

**Kata kunci:** *pembelajaran aktif, pemahaman siswa, Pendidikan Agama Islam*

## INTRODUCTION

The dawn of the 21st century necessitates a paradigm shift in education from teacher-centered to student-centered approaches to foster deeper comprehension and the practical application of knowledge (Bhardwaj et al., 2025). In Indonesia, this shift is reinforced by the Merdeka Curriculum, which emphasizes interactive and collaborative learning to encourage active student participation (Amiruddin et al., 2023; Rahman et al., 2023). Within this framework, active learning methods are considered essential for creating meaningful educational experiences, particularly in Islamic Religious Education (PAI). In PAI, students are expected not only to memorize religious concepts but also to internalize, understand, and practice Islamic values in their daily lives (Maulisa et al., 2025; Perez et al., 2023).

Despite these curriculum demands, a significant gap remains between educational ideals and classroom practices in PAI instruction. Teaching is frequently dominated by conventional, teacher-centered methods, such as the lecture approach, which limits opportunities for students to discuss, question, or express their perspectives (Chotimah et al., 2024; Naumi et al., 2025). Consequently, the learning process often becomes a one-way transmission of content, resulting in passive student engagement and a superficial understanding of Islamic teachings rather than the development of in-depth, contextual comprehension (Munjiat, 2020).

Addressing this issue requires empirical exploration of classrooms that successfully transition toward student-centered practices. Preliminary observations in the fourth-grade class at SDN Inpres Jala, Bima Regency, revealed a distinct departure from conventional methods. The PAI teacher actively implemented strategies such as group discussions, question-and-answer sessions, and the use of contextual instructional media. These approaches fostered a communicative and participatory environment where students confidently expressed opinions and collaborated with peers, highlighting a need to systematically analyze how such active learning is executed and its subsequent impact on student comprehension.

Recent literature acknowledges the positive impact of active learning on student engagement and outcomes in Islamic education. Studies have shown that active learning fosters a more humanistic approach (Rohman & Muzaini, 2022), increases participation through specific assessment strategies (Priyantoro et al., 2022), and enhances overall student involvement (Zulhijra et al., 2024). However, these studies predominantly focus on the effectiveness of isolated learning models or specific strategies. There is a noticeable scarcity of research comprehensively examining the entire implementation

process of active learning—encompassing planning, execution, and evaluation—and its direct correlation with students' conceptual understanding at the elementary school level.

To bridge this gap, this study provides a comprehensive analysis of active learning implementation in PAI at SDN Inpres Jala, offering a novel empirical context from an elementary school in Bima Regency. This research aims to: (1) analyze the implementation of active learning methods in PAI classes; (2) evaluate the role of these methods in improving students' understanding; and (3) identify the supporting and hindering factors of this implementation. By detailing the pedagogical system of active learning, this study expects to provide valuable references for educators in designing participatory PAI instruction and to enrich the academic literature on active learning in elementary Islamic education.

## **METHOD**

This study employed a qualitative approach utilizing a case study design to gain an in-depth understanding of the implementation of active learning methods in fourth-grade Islamic Religious Education (PAI) classes at SDN Inpres Jala in Bima Regency. The research participants were selected through purposive sampling, consisting of the fourth-grade PAI teacher as the primary informant, the school principal who provided insights into instructional policies, and fourth-grade students who shared their direct learning experiences. Data were gathered from both primary and secondary sources to ensure a comprehensive overview of the learning process. Primary data were collected through direct observations of the PAI lessons, semi-structured in-depth interviews, and documentation of learning activities. Secondary data were derived from various instructional materials, including teaching modules, learning objectives, student worksheets, and other relevant school documents that support the execution of active learning.

The data collection process involved direct classroom observations to monitor the real-time activities of teachers and students, semi-structured interviews to explore instructional planning, execution, supporting and hindering factors, and the overall impact on student understanding, alongside the analysis of instructional photographs and school records. Data analysis was conducted concurrently with the data collection process using the interactive model proposed by Miles, Huberman, and Saldana, which encompasses data condensation, data presentation, and the drawing and verification of conclusions. To ensure the rigor and validity of the research findings, the study employed source triangulation and methodological triangulation, complemented by member checking with key informants to verify that the conclusions accurately reflected the actual implementation of active learning methods in the field.

## **RESULTS AND DISCUSSION**

### **Planning and Preparation for Active Learning Implementation**

The implementation of active learning methods in fourth-grade Islamic Religious Education at SDN Inpres Jala commenced with comprehensive and systematic planning

processes. Teachers developed detailed teaching modules aligned with specific learning outcomes, established clear learning objectives, and carefully selected instructional methods that would actively engage students throughout the learning process. The preparation phase included the development of appropriate learning materials tailored to the subject matter and the characteristics of elementary school students. This meticulous planning served as the fundamental foundation for creating interactive, student-centered learning experiences that would characterize the entire instructional process. The findings indicate that the success of active learning implementation is determined not merely by classroom execution but significantly by the quality and thoroughness of teachers' preparatory work.

The lesson initiation phase demonstrated strategic approaches to preparing students mentally and academically for active participation. Teachers consistently opened classes with greetings and prayers, followed by apperception activities that connected students' prior knowledge with new material to be studied. The presentation of learning objectives provided students with clear direction, while lead-in questions related to students' daily experiences stimulated curiosity and engagement from the very beginning of the lesson. This strategy effectively encouraged students to establish meaningful connections between their existing knowledge and the Islamic Religious Education concepts they were about to explore. The observations revealed that active learning does not commence when discussions begin, but rather from the moment teachers strategically engage students at the start of the lesson.

**Table 1.** Planning Components for Active Learning Implementation

| <b>PLANNING<br/>COMPONENT</b>   | <b>DESCRIPTION</b>                     | <b>IMPLEMENTATION<br/>EVIDENCE</b>       |
|---------------------------------|----------------------------------------|------------------------------------------|
| <b>TEACHING<br/>MODULES</b>     | Development of structured lesson plans | Modules aligned with learning outcomes   |
| <b>LEARNING<br/>OBJECTIVES</b>  | Clear statement of expected outcomes   | Specific, measurable objectives          |
| <b>METHOD<br/>SELECTION</b>     | Choice of active learning strategies   | Group discussions, Q&A, presentations    |
| <b>MATERIAL<br/>PREPARATION</b> | Development of learning resources      | Contextual stories, images, case studies |
| <b>MEDIA<br/>DEVELOPMENT</b>    | Creation of instructional aids         | Simple but relevant teaching aids        |

The planning components outlined in Table 1 demonstrate the systematic approach teachers employed in preparing for active learning implementation. Each component represents a critical element that contributes to the overall effectiveness of the instructional process. The development of teaching modules aligned with learning outcomes ensured that all activities remained focused on achieving specific educational goals. The careful selection of methods and preparation of contextual materials reflected teachers' understanding of elementary students' learning characteristics and needs. This

comprehensive planning approach created a strong foundation upon which successful active learning experiences could be built throughout the implementation phase.

### **Classroom Implementation of Active Learning Strategies**

The implementation phase revealed dynamic and interactive classroom environments where students actively participated in various learning activities. Teachers employed diverse strategies including group discussions, question-and-answer sessions, presentations, and problem-solving-based assignments that directly engaged students in the learning process. Throughout the lessons, students were observed actively expressing their opinions, asking questions of both teachers and peers, and collaborating effectively to complete group assignments. The teacher assumed the role of facilitator, guiding discussions, reinforcing students' answers, and clarifying concepts that required further explanation. This learning model fostered two-way and multi-directional interactions, ensuring that students did not merely receive information passively but actively constructed understanding through their learning experiences.

**Figure 1.** The Learning Process Flow



The learning process flow illustrated in Figure 2 demonstrates the systematic progression of active learning implementation from planning through execution. The diagram reveals how teachers transition from preparatory activities to interactive learning experiences, maintaining continuous engagement with students throughout the process. Each stage builds upon the previous one, creating a cohesive learning journey that moves from activating prior knowledge to applying concepts in meaningful contexts. The visual representation emphasizes the cyclical nature of active learning, where teacher guidance and student participation interact continuously to build understanding. This structured yet flexible approach allows for adaptation based on student responses and learning needs while maintaining focus on achieving established learning objectives.

Teachers utilized simple but effective teaching aids, including pictures, contextual stories, and case studies relevant to students' daily lives, which helped students understand Islamic Religious Education material more concretely. The use of these aids encouraged students to relate religious concepts to their everyday experiences, making learning more meaningful and applicable. Unlike previous studies that emphasized single specific

teaching strategies, this research found that the success of active learning was influenced by a strategic combination of various methods, media, and interaction patterns tailored to elementary students' characteristics. The implementation did not depend on one specific method but rather on teachers' ability to manage diverse learning activities in an integrated manner to optimally achieve learning objectives.

### **The Impact of Active Learning on Student Understanding**

The implementation of active learning methods produced tangible and observable improvements in students' understanding of Islamic Religious Education concepts. During the learning process, students transitioned from passive listeners to active participants who engaged in discussions, answered questions, expressed opinions, and presented group work results. This active engagement facilitated deeper understanding because students had opportunities to process information, connect it to their own experiences, and construct meaning collaboratively. The change was evident in students' enhanced ability to restate learned material in their own words, provide appropriate examples, and relate concepts to their daily lives. These abilities demonstrated that students had progressed beyond mere memorization to reach the comprehension stage outlined in Bloom's Taxonomy, specifically explaining, interpreting, and providing examples of concepts.

Interview data from Islamic Religious Education teachers provided valuable insights into the observed improvements in student understanding. Teachers explained that students grasped material more quickly when directly involved in the learning process through active participation. According to teacher interviews, "Students understand better when they discuss with friends and present their ideas. They are more confident to ask questions and share their thoughts compared to when I only lecture." The teachers noted that group discussions and presentations provided students with opportunities to exchange information with one another, while question-and-answer sessions helped teachers gauge the extent to which material had been understood. Teachers also observed that students had become noticeably more confident in expressing their opinions compared to the period before active learning was consistently implemented.

Student perspectives gathered through interviews reinforced the positive impact of active learning on their understanding and engagement. Several students shared similar experiences, expressing preferences for discussion-based learning because they could ask peers or teachers when encountering difficulties. One student stated, "I like learning through discussion because I can ask my friends when I don't understand. When we present, I learn from other groups too." Group presentations helped students understand material from various perspectives, while questions posed by teachers encouraged them to think critically before answering. These situations demonstrated that active learning not only enhanced understanding but also built courage and self-confidence in participating in the learning process. The findings illustrated that improvements in student understanding were influenced not solely by the use of active learning methods but also



by teachers' roles in facilitating discussions, posing thought-provoking questions, selecting appropriate learning media, and relating material to students' real-life contexts.

**Supporting Factors in Active Learning Implementation**

The successful implementation of active learning methods in fourth-grade classes at SDN Inpres Jala was significantly supported by teachers' competence in managing the learning process effectively. Based on observation results, teachers demonstrated ability to structure lessons systematically, select methods appropriate to students' characteristics, and foster interactive learning environments conducive to active participation. During the learning process, teachers served dual roles as presenters of material and facilitators who guided discussions, provided reinforcement, and encouraged students to actively participate in every learning activity. These conditions emerged as primary factors supporting the effective implementation of active learning, as teachers' pedagogical skills directly influenced the quality of student engagement and learning outcomes. The teachers' ability to balance instruction with facilitation created learning experiences that were both structured and responsive to students' needs.

Student enthusiasm and motivation emerged as another crucial supporting factor that enhanced the implementation of active learning methods. Results from observations and interviews showed that most students exhibited high enthusiasm when participating in discussion-based and group-work-based learning activities. They demonstrated increased willingness to ask questions, express opinions, and collaborate in completing tasks assigned by teachers. This active participation made it easier for teachers to create communicative, student-centered learning experiences that characterized effective active learning implementation. The students' positive attitudes toward collaborative learning created a virtuous cycle where engagement bred further engagement, and participation reinforced learning. This intrinsic motivation among students proved essential for sustaining active learning practices over time.

**Table 2.** Supporting Factors and Their Manifestations

| SUPPORTING FACTOR   | MANIFESTATION IN CLASSROOM                                  | IMPACT ON LEARNING                       |
|---------------------|-------------------------------------------------------------|------------------------------------------|
| TEACHER COMPETENCE  | Systematic lesson structuring, appropriate method selection | Creates interactive learning environment |
| STUDENT MOTIVATION  | High enthusiasm, willingness to participate                 | Facilitates communicative learning       |
| INSTRUCTIONAL MEDIA | Images, contextual stories, case studies                    | Makes material easier to understand      |
| LEARNING FACILITIES | Comfortable classrooms, suitable desks for groups           | Supports collaborative activities        |
| SCHOOL ENVIRONMENT  | Conducive atmosphere for learning                           | Enhances overall learning experience     |

The instructional media and learning facilities outlined in Table 2 played vital roles in supporting active learning implementation at SDN Inpres Jala. Teachers utilized images, contextual stories, and case studies relevant to students' lives, making Islamic Religious Education material more accessible and understandable. The availability of comfortable classrooms with desks suitable for group discussions, combined with a conducive school environment, further supported the learning process. Although the media used were relatively simple, their effective and strategic use enhanced student engagement throughout the learning process. The combination of competent teaching, motivated students, appropriate media, and supportive facilities created an ecosystem where active learning could thrive and produce meaningful educational outcomes.

### **Challenges and Constraints in Implementation**

Despite the overall success of active learning implementation, several challenges and constraints emerged that required careful management and adaptation. Differences in students' learning abilities necessitated teachers to provide varying levels of attention and support to different groups within the classroom. Some students required more intensive guidance when participating in discussions or expressing their opinions, which meant teachers needed additional time to ensure all students understood the material being studied. This heterogeneity in learning abilities presented ongoing challenges for teachers striving to maintain equitable participation while ensuring that all students achieved learning objectives. The need to differentiate instruction while managing group dynamics required significant pedagogical skill and flexibility from teachers.

Limited class time emerged as another significant challenge to the optimal implementation of active learning methods. Activities such as group discussions, presentations, and providing feedback required relatively long periods, whereas the allocated class hours for Islamic Religious Education were limited. Consequently, teachers had to carefully manage each stage of the learning process to ensure that all learning objectives were met without reducing students' opportunities to participate actively. This time constraint sometimes forced teachers to make difficult decisions about which activities to prioritize and how to balance depth of understanding with coverage of required content. The tension between comprehensive active learning experiences and time limitations remained an ongoing challenge that required creative solutions and efficient classroom management.

**Figure 2.** Interview Process with PAI Teachers





The interview process with Islamic Religious Education teachers, as documented in Figure 3, provided rich qualitative data about the challenges encountered during implementation. Teachers shared their experiences and perspectives on managing diverse student abilities within time constraints, offering insights into the practical realities of implementing active learning in elementary school contexts. The interviews revealed that while challenges existed, teachers developed strategies to address them through careful planning, flexible pacing, and responsive teaching. These conversations highlighted the importance of teacher reflection and continuous improvement in overcoming implementation barriers. The qualitative data from interviews complemented observation findings, providing a comprehensive understanding of both the successes and challenges associated with active learning implementation at SDN Inpres Jala.

The findings indicated that while supporting factors created favorable conditions for active learning, addressing challenges required ongoing attention and adaptive strategies. Teachers' ability to navigate between varied student abilities and time constraints while maintaining the integrity of active learning approaches demonstrated their professional competence and commitment to student learning. The recognition of these challenges did not diminish the overall success of implementation but rather highlighted areas for potential improvement and professional development. Future efforts to expand active learning practices should consider these constraints and develop support systems that help teachers manage them effectively while maintaining high-quality learning experiences for all students.

## **DISCUSSION**

The systematic implementation of active learning observed in this study, encompassing thorough planning, execution, and evaluation, aligns with the broader educational shift toward student-centered pedagogies. This finding supports the assertions of Hunaepi & Suharta (2024) and Subhan (2025) who emphasize that student-centered principles and strategies are fundamental for fostering academic growth and meaningful curriculum implementation in Indonesia. However, this successful implementation stands in contrast to the persistent challenges documented in recent literature, where Islamic Religious Education (PAI) instruction remains predominantly dominated by conventional, teacher-centered lecture methods that limit student interaction (Assalihee et al., 2024; Hakim et al., 2025; Izzah & Layyinnati, 2025). The ability of the teacher at SDN Inpres Jala to overcome this normative barrier highlights that the success of active learning is heavily contingent upon deliberate and structured instructional planning rather than spontaneous classroom activities.

Furthermore, the tangible improvement in students' understanding, evidenced by their ability to explain concepts and relate them to daily life, strongly corroborates contemporary views on meaningful comprehension in PAI. Maulisa et al. (2025) argue that PAI instruction must transcend rote memorization to achieve meaningful comprehension, a goal directly facilitated by the active learning methods employed in this

study. This is further supported by Doolittle et al (2023), Martinez & Gomez (2025), Rivas et al (2022), and Rossi et al (2021), who posit that active learning enables students to construct knowledge directly from their learning experiences, thereby enhancing critical thinking and deep understanding. Additionally, the findings resonate with Munadirin et al (2023), who demonstrated that approaches like the Active Deep Learning Experience (ADLX) significantly elevate student engagement, critical thinking skills, and the overall quality of the learning experience in the digital and modern educational era.

The multi-directional interactions observed during group discussions, question-and-answer sessions, and presentations serve as a critical mechanism for enhancing student engagement. This finding is strongly supported by Alfiyanto et al (2023), Firmansyah et al (2024), Johnson et al (2025), Maharani et al (2025), and Rohman & Muzaini (2022), who found that active learning strategies foster a more humanistic and interactive approach to PAI in elementary schools. Similarly, Abror et al (2023) highlighted that active learning increases student participation through more intensive and dynamic interactions between teachers and students. The current study expands on this by demonstrating that such interactions not only increase participation but also build students' self-confidence and willingness to express opinions, a phenomenon also documented by Munadirin et al (2023) and Rahmanto et al (2025), who concluded that active learning-based PAI instruction significantly boosts overall student engagement and collaborative attitudes.

Notably, this study reveals that the success of active learning is not dependent on a single, isolated teaching model, but rather on the teacher's ability to integrate various methods, media, and interaction patterns cohesively. This holistic perspective is supported by Mattinetta et al (2023), who found that utilizing a variety of active learning strategies—such as discussions, problem-solving, and collaborative methods—makes the learning process significantly more active and meaningful. This integrated approach aligns with the conceptualization by Nguyen et al (2021), which emphasizes that learning is most effective when students are simultaneously engaged intellectually, emotionally, and physically. By combining group work with contextual media and reflective questioning, the teacher in this study created a comprehensive pedagogical system that addresses diverse learning needs more effectively than rigid, single-strategy implementations.

Finally, the identification of supporting and hindering factors in this study reflects the complex realities of classroom management in active learning environments. The crucial role of teacher competence and student motivation as supporting factors is consistent with Kozanitis & Nenciovici (2022), whose meta-analysis confirmed that collaborative active learning improves achievement, provided that the learning environment is well-managed and supported. Conversely, the challenges of varied student abilities and limited class time highlight the practical constraints of this approach. This dynamic is well-explained by Lambright (2023), who notes that navigating diverse student abilities within collaborative settings requires deliberate teacher mindset and scaffolding strategies to ensure all students remain within their zone of proximal development. Thus, while active

learning is highly effective, its sustainability relies on flexible instructional management and continuous professional adaptation by teachers.

## CONCLUSION

This study concludes that the implementation of active learning methods in fourth-grade Islamic Religious Education (PAI) at SDN Inpres Jala is highly effective when executed systematically through integrated stages of planning, implementation, and evaluation. By strategically combining group discussions, question-and-answer sessions, presentations, problem-solving tasks, and contextual instructional media, teachers successfully transformed the classroom into a participatory and interactive environment. This student-centered approach significantly enhanced students' understanding, enabling them to move beyond rote memorization to actively explain concepts, answer questions, and relate Islamic values to their daily lives. The findings underscore that the success of active learning relies not merely on isolated teaching techniques, but on the teacher's holistic ability to manage lesson planning, classroom interactions, and learning reflection cohesively, while navigating supporting factors like teacher competence and student motivation, alongside challenges such as time constraints and varied learning abilities.

Furthermore, this research enriches the existing academic literature by providing empirical evidence that meaningful learning outcomes in elementary Islamic Religious Education are the direct result of a well-integrated pedagogical system rather than a single, isolated teaching model. The results serve as a practical reference for educators aiming to develop more engaging, humanistic, and student-centered learning experiences in elementary schools. To build upon these findings, future research is recommended to explore the implementation of active learning across diverse educational levels and school contexts. Additionally, employing quantitative or mixed-methods research designs in subsequent studies would provide a more comprehensive and measurable understanding of how active learning impacts various dimensions of student learning outcomes and character development.

## REFERENCES

- Abror, M. N., Azani, M. Z., & Munazah, I. (2023). Implementasi Metode Active Learning Pada Mata Pelajaran Pendidikan Agama. *Iseedu: Journal of Islamic Educational Thoughts and Practices*, 7(1), 1–15. <https://doi.org/10.23917/iseedu.v7i1.23014>
- Alfiyanto, A., Rijal, S., & Silahuddin, S. (2023). The Concept of Islamic Education Based on Religious Humanism Said Nursi's Perspective. *Journal on Education*. <https://doi.org/10.31004/joe.v5i3.1410>
- Amiruddin, Baharuddin, Takbir, & Setialaksana, W. (2023). May student-centered principles affect active learning and its counterpart? An empirical study of Indonesian curriculum implementation. *SAGE Open*, 13. <https://doi.org/10.1177/21582440231214375>

- Assalihee, M., Bakoh, N., Boonsuk, Y., & Songmuang, J. (2024). Transforming Islamic Education through Lesson Study (LS): A Classroom-Based Approach to Professional Development in Southern Thailand. *Education Sciences 2024*, Vol. 14, Page 1029, 14(9), 1029. <https://doi.org/10.3390/EDUCSCI14091029>
- Bhardwaj, V., Zhang, S., Tan, Y., & Pandey, V. (2025). Redefining learning: student-centered strategies for academic and personal growth. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2025.1518602>
- Chotimah, C., Qudsy, S., & Yusuf, M. (2024). Superficial implementation of religious moderation in Islamic educational management. *Cogent Education*, 12. <https://doi.org/10.1080/2331186x.2024.2442235>
- Doolittle, P., Wojdak, K., & Walters, A. (2023). Defining Active Learning: A Restricted Systemic Review. *Teaching and Learning Inquiry*. <https://doi.org/10.20343/teachlearninqu.11.25>
- Firmansyah, A., Yudha, M., Suyato, S., & Sukarti, S. E. E. (2024). The Importance Of Humanism Education For Primary School Children In The 21st Century Globalization Era. *Waskita: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 8(2), 222–244. <https://doi.org/10.21776/UB.WASKITA.2024.008.02.7>
- Hakim, Z., Yanti, S., & Mukmin. (2025). Modernization Of Islamic Religious Education in The Era of Society 5.0. *Chalim Journal of Teaching and Learning*, 5(2), 186–195. <https://doi.org/10.31538/CJOTL.V5I2.2790>
- Hunaepi, H., & Suharta, I. G. P. (2024). Transforming Education in Indonesia: The Impact and Challenges of the Merdeka Belajar Curriculum. *Path of Science*, 10(6), 5026–5039. <https://doi.org/10.22178/pos.105-31>
- Izzah, E. A., & Layyinnati, I. (2025). Holistic Competencies of Islamic Religious Teachers and Their Impact on Student Understanding in Secondary Schools. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 7(1), 99–118. <https://doi.org/10.37680/SCAFFOLDING.V7I1.6886>
- Johnson, L. L., Adams, J., & Choi, C. (2025). Self-Leadership and Teacher Well-Being: An Internal Family Systems Informed Approach. *International Journal of Teacher Leadership*, 14(1), 32–61.
- Kozanitis, A., & Nenciovici, L. (2022). Effect of active learning versus traditional lecturing on the learning achievement of college students in humanities and social sciences: a meta-analysis. *Higher Education*, 86, 1377–1394. <https://doi.org/10.1007/s10734-022-00977-8>
- Lambright, K. (2023). The Effect of a Teacher’s Mindset on the Cascading Zones of Proximal Development: A Systematic Review. *Technology, Knowledge and Learning*, 29, 1313–1329. <https://doi.org/10.1007/s10758-023-09696-0>

- Maharani, T., Faiz, A., & Afendi, A. H. (2025). A Humanistic Approach to Cultivating Empathy in Inclusive Elementary Schools: An Analysis of Teacher Strategies. *Journal of Innovation and Research in Primary Education*, 4(4). <https://doi.org/10.56916/JIRPE.V4I4.2198>
- Martinez, M. E., & Gomez, V. (2025). Active Learning Strategies: A Mini Review of Evidence-Based Approaches. *Acta Pedagogica Asiana*, 4(1), 43–54. <https://doi.org/10.53623/APGA.V4I1.555>
- Mattinetta, A. A., Amril, & DL, N. (2023). Pembelajaran Pendidikan Agama Islam Dengan Model Active Learning. *RELIGI: Jurnal Pendidikan Agama Islam*, 1(1), 43–56. <https://doi.org/10.51454/religi.v1i1.340>
- Maulisa, M., Rahmawati, E. S., & Zainuri, H. (2025). Learning Methods for Islamic Religious Education in the Merdeka Curriculum. *ISTIFHAM: Journal Of Islamic Studies*. <https://doi.org/10.71039/istifham.v2i3.69>
- Munadirin, A., Muslim, R., & Fatah, Z. (2023). Transformation of PAI learning through approaches to active deep learning experience (ADLX) in the digital era. *Nadwa: Jurnal Pendidikan Islam*, 17(2), 185–202.
- Munadirin, A., Muslim, R., & Fatah, Z. (2023). Transformation of PAI Learning Through Approaches to Active Deep Learning Experience (ADLX) In The Digital Era. *Nadwa: Jurnal Pendidikan Islam*, 17(2), 185–202. <https://doi.org/10.21580/nw.2023.17.2.26745>
- Munjiat, S. M. (2020). Implementation of Islamic Religious Education Learning in Higher Education on The Pandemic Period. *Nazhruna: Jurnal Pendidikan Islam*. <https://doi.org/10.31538/nzh.v3i2.757>
- Naumi, R., Suriana, S., & Nazila, U. (2025). Transformation of Islamic Religious Education (PAI) Learning through an Emotional Approach. *ISTIFHAM: Journal Of Islamic Studies*. <https://doi.org/10.71039/istifham.v3i1.96>
- Nguyen, K., Borrego, M., Finelli, C., DeMonbrun, M., Crockett, C., Tharayil, S., Shekhar, P., Waters, C., & Rosenberg, R. (2021). Instructor strategies to aid implementation of active learning: a systematic literature review. *International Journal of STEM Education*, 8. <https://doi.org/10.1186/s40594-021-00270-7>
- Perez, A., Green, J., Moharrami, M., Gianoni-Capenakas, S., Kebbe, M., Ganatra, S., Ball, G., & Sharmin, N. (2023). Active learning in undergraduate classroom dental education- a scoping review. *PLOS ONE*, 18. <https://doi.org/10.1371/journal.pone.0293206>
- Priyantoro, D. E., Trianingsih, Y., Sartika, D. D., & Rahman, M. A. (2022). Penerapan Strategi Assessment Search dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar Negeri. *Tarbawiyah: Jurnal Ilmiah Pendidikan*, 6(2). <https://doi.org/10.32332/tarbawiyah.v6i2.5308>

Rahman, M., Santoso, R., Fazalani, R., & Alfiyanto, A. (2023). Learning Strategies for the Merdeka Belajar Curriculum in the Era of Society 5.0 for Out-of-School Education Students of Gorontalo State University. *Community Development Journal*, 4(2), 5475–5478.

Rahmanto, M. A., Bunyamin, B., & Wahjusaputri, S. (2025). Enhancing Higher Order Thinking Skills through Active Learning in Islamic Religious Education at a Vocational High School in Indonesia. *AL-ISHLAH: Jurnal Pendidikan*, 17(4), 8118–8128. <https://doi.org/10.35445/ALISHLAH.V17I4.8464>

Rivas, S. F., Saiz, C., & Ossa, C. (2022). Metacognitive Strategies and Development of Critical Thinking in Higher Education. *Frontiers in Psychology*, 13, 913219. <https://doi.org/10.3389/FPSYG.2022.913219/TEXT>

Rohman, S., & Muzaini, M. C. (2022). Strategi Active Learning pada Pembelajaran Pendidikan Agama Islam Humanisme di Sekolah Dasar. *DIMAR: Jurnal Pendidikan Islam*, 4(1), 51–68. <https://doi.org/10.58577/dimar.v4i1.77>

Rossi, I. V., de Lima, J. D., Sabatke, B., Nunes, M. A. F., Ramirez, G. E., & Ramirez, M. I. (2021). Active learning tools improve the learning outcomes, scientific attitude, and critical thinking in higher education: Experiences in an online course during the COVID-19 pandemic. *Biochemistry and Molecular Biology Education*, 49(6), 888–903. <https://doi.org/10.1002/BMB.21574>;WEBSITE:WEBSITE:IUBMB;WGROU:STRIN G:PUBLICATION

Subhan, N. A. (2025). Implementation Student Centered Approach in Thematic Learning in Elementary School. *Journal of Blended and Technical Education*, 1(2), 102–113. [https://doi.org/10.70764/gdpu-jbte.2025.1\(2\)-09](https://doi.org/10.70764/gdpu-jbte.2025.1(2)-09)

Zulhijra, Z., Atifa, S. T., Romeinita, E., & Wahyuni, R. (2024). Pembelajaran PAI Berbasis Active Learning. *Learning: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran*, 4(4). <https://doi.org/10.51878/learning.v4i4.3486>