



# Implementation of Active Learning Strategies in Islamic Religious Education in Primary Schools

Ardi Satrial<sup>1</sup>, Anita Indria<sup>2</sup>, Devi Nofrizal<sup>3</sup>, Zainal Asril<sup>4</sup>

<sup>1</sup>STAI Solok Nan Indah, Indonesia

<sup>2</sup>STIT Ahlussunnah Bukittinggi, Indonesia

<sup>3</sup>STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

<sup>4</sup>Universitas Islam Negeri Imam Bonjol Padang, Indonesia

✉ [devinofrizal@gmail.com](mailto:devinofrizal@gmail.com) \*

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## Abstract

This research is based on the lack of awareness of students in PAI learning. Students are less active and less enthusiastic in participating in learning because the learning strategies carried out by PAI teachers are still monotonous. Several types of active learning strategies have been carried out by PAI teachers, but they still do not involve active students, so students are less enthusiastic and learning is less interesting for students. This research aims to find out the types of active learning learning strategies, the steps for implementing active learning learning strategies, and to find out the advantages and disadvantages of active learning learning strategies in PAI subjects in elementary schools. This type of research is qualitative descriptive research. The data sources are school principals, PAI teachers, and students. Data collection was obtained using interviews, observation, and documentation. Data analysis techniques: data reduction, data presentation, and conclusions or verification. The results of this research can be used as initial data for future researchers in studying this problem in different contexts and issues.

## INTRODUCTION

The goal of achieving Islamic religious learning, teachers are required to be able to display a variety of appropriate learning strategies (Huda et al., 2022). In accordance with the mandate of Law No. 14 of 2005 concerning Teachers and Lecturers. Teachers have a very strategic role and position in national development in the field of education, namely efforts to educate the life of the nation and improve the quality of Indonesian people who are faithful, pious, and have noble character and mastery of science. Technology and art in creating an advanced, just, and prosperous society (Engkizar et al., 2022). The quality of education should be more guaranteed by enacting laws, because the position of teacher is a professional position whose qualifications and competencies are more standardized (Souto-Manning, 2019). In article 1 of the Law, it is explained that "teachers are professional educators with the main task of educating, teaching, guiding,

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directing, training, assessing, and evaluating students in formal education, basic education, and secondary education." Improving the quality of education requires at least placing students in an active role rather than a passive role (Terentev et al., 2024).

Chapter 1, article 1, paragraph 1 states: Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Teachers are educators who have the role of facilitator, motivator, trigger, and inspiration for learning for students (Gautam & Agarwal, 2023; Rusilowati & Wahyudi, 2020). Teachers are required to possess four competencies: pedagogical competence, professional competence, social competence, and personality competence (Sudarwanto & Sulistyowati, 2019). The ability to apply skills in managing students, which includes implementing educational learning, designing learning, and implementing appropriate learning strategies, is one of the characteristics of pedagogical competence (Sudargini & Purwanto, 2020; Surtini & Muhtar, 2024).

According to Effendi Mukhlison, learning is a process of interaction between educators and students, students and students, and students and their environment, which can stimulate students to learn (Damayanti et al., 2024)(Wahdi et al., 2024). Through the interaction process, students' abilities will develop both mentally and intellectually. The activeness of students in the learning process will lead to high interaction between educators and students, or with the students themselves (Serrano et al., 2019). This will result in a fresh and conducive classroom atmosphere, where each student can utilize their abilities to the maximum extent possible. Therefore, student learning activity is an important basic element for the success of the learning process (Aslan et al., 2020; Soffer & Cohen, 2019).

Teaching strategies are one of the methods used by teachers in establishing student relationships during teaching (Li et al., 2022). Therefore, the role of teaching strategies is as a tool for creating a teaching and learning process (Abulhul, 2021). However, in learning, several components influence the religious education learning process, one of which is: "religious learning strategies". If viewed from the characteristics of each student, they definitely have differences in terms of abilities, learning styles, moral development, belief development, cognitive development, social culture, and so on. For this reason, teachers must be able to make them all involved and feel happy in the learning process (Rahmah & Lubis, 2024).

One of the serious problems facing the world of education today is the low quality of learning, including Islamic religious education learning (Nurdin, 2020). The Islamic religious education learning process that occurs is often simple, routine, and formal (Aripin & Nurdiansyah, 2022; Maarif et al., 2022). Improving the quality of learning in Islamic religious education is achieved by improving the quality of learning through active learning. Many cases occur, starting from the many acts of violence, ethics in socializing, and communicating without respecting differences, as if one's own opinion is the most correct. This is usually seen in students who have studied religious education at any school, but have not been able to apply what they learned from studying religious education (Demirel Ucan & Wright, 2018; Komariah & Nihayah, 2023). Even religious education here is considered a failure.

Islamic religious education learning that has been taking place so far seems to have paid little attention to the issue of how to transform cognitive religious knowledge into "meaning" and "values" that need to be internalized in students. Developing religious values in students is very dependent on the teacher's role in managing learning (Engkizar et al., 2023). One of the factors that really supports the success of teachers in the learning process of Islamic religious education is the ability of teachers to master applying learning methods (Sholeh et al., 2024; Wahyuni & Bhattacharya, 2021)

The right learning strategy can provide high learning motivation, which has a

great influence on the formation of a child's soul (Gaol & Sitepu, 2020; Irma et al., 2023). Learning motivation arouses and gives direction to the impulse that causes individuals to carry out learning actions (Wardani et al., 2020). Teachers are required to master various learning strategies that suit the characteristics of the material and students (Cardino Jr & Cruz, 2020; Inganah et al., 2023). When choosing a method, the level of student activity should be created and sustained using a variety of methods.

Active learning is a term in the world of education, specifically as a teaching and learning strategy that aims to improve the quality of education (Munna & Kalam, 2021; Susiloningsih et al., 2023). To achieve effective and efficient learning, student involvement requires various supports within the teaching and learning process (Abidin & Muhammad, 2024). For example, from the perspective of students, teachers, learning situations, learning programs, and learning facilities (Coman et al., 2020; Simamora, 2020). This understanding shows that active learning places students at the core of teaching and learning activities (Børte et al., 2023). Students are seen as objects and as subjects. Active learning is an active and dynamic teaching and learning process.

With active learning strategies, students will be able to solve their own problems in the learning process (Dixit et al., 2021). So, to activate students to voluntarily develop an awareness of wanting and enjoying learning, teachers must also have good strategies so that the education and teaching delivered gets a positive response, attracts attention, and can be developed and implemented in a positive attitude as well. To achieve this, a teacher must be able to choose interesting teaching methods because the methods that can be applied are monotonous and only focus on the material (M. et al., 2019).

## **METHODS**

The research method used in this research is a qualitative descriptive research method. This is research that intends to describe a variable, symptom or situation as it is, and is not intended to test a particular hypothesis (Amane et al., 2023). This research was carried out at the PERMATAKU Integrated Islamic Elementary School (SDIT), which is located at Jl. Anshar No 28, Dadok tunggul Hitam, Kec. Koto Tengah, Padang City, West Sumatra. The informants are the Principal of the Elementary School, the Islamic Religious Education teacher, namely the teacher who will teach in the class that has been designated as the research subject class. The author carried out data collection using interviews, observation and documentation (Mirhosseini, 2020). Meanwhile, data processing and analysis techniques.

The research author will be involved directly in the field and experience the situations that occur during the Islamic Religious Education teaching and learning process, relating to classroom management procedures in elementary schools. Apart from that, data collection was also carried out several times, where all data obtained in the field was read, understood, and then summarized. After the data is collected, it is then analyzed further intensively. So, by using this qualitative descriptive method, the author can present the existing data, both with information and analysis, without the need to formulate a hypothesis (Rahmiati et al., 2023).

## **RESULT AND DISCUSSION**

### **RESULT**

#### **Types of Active Learning Learning Strategies in Islamic Religious Education Subjects in Elementary Schools**

The active learning learning strategy is one of the strategies used in learning Islamic Religious Education subjects in elementary schools (I. Ijudin et al., 2022). In the process of teaching and learning activities, the strategies applied by the teacher run effectively (Arif & Abd Aziz, 2023; Sholikhah & Isnaini, 2024). Teachers use a variety of strategies that are appropriate to the characteristics of the material and to the class. This active

learning activity will change the teacher's paradigm from teaching to facilitating, where teacher-centered will become student centered. This will make students more active in teaching and learning activities, while the teacher will control every activity in learning. The introduction of active learning strategies is carried out so that students are more enthusiastic about following the lessons taught (Hendrickson, 2021). For this reason, this active learning strategy is considered quite effective in providing students with mastery of the material. Choosing a learning strategy is a must for the teacher so that the material presented is easily accepted. Based on the results of observations made by researchers on July 17, 2023, the implementation of active learning strategies in Islamic Religious Education learning in elementary schools in class IV and class V has gone quite well (Ijudin Ijudin et al., 2022).

This can be seen in terms of the learning activity process, student learning outcomes, and in terms of the type of active learning used in Islamic Religious Education (PAI) subjects (Puspitaningrum et al., 2023). The teacher stated that the active learning strategy is very good to apply in Islamic religious education learning (Pratama et al., 2024). Teachers are required to master various learning strategies that suit the characteristics of the material and students. Several types of learning strategies are, a) Guided learning strategies, jigsaws and discussions, to find out the extent to which students can master and understand the lessons that have been delivered by the teacher, b) Guided learning strategies and card sort, Islamic Religious Education materials which are reading and memorizing, c) Guided learning strategies and role playing, used for practical Islamic religious education materials such as the practice of worship, ablution and tayammum, d) Guided learning strategies, case studies made by students, and cards sort, used for Islamic religious education material of a religious nature, e) Guided learning strategies, jigsaws and role playing, used for educational material of a historical nature. Like the story of the example of the Prophet Zulkifli As (Mustaghfirin, 2025).

The types of active learning strategies mentioned above are considered efficient and appropriate strategies to use in order to train students' thinking in dealing with new things. By using various types of active learning strategies above in the teaching and learning process, learning activities will not be boring, and can increase student motivation in learning (Harris & Bacon, 2019). Active Learning learning strategies, namely Guided Learning, Card Sort, Jigsaw (Expert Team Model), Panel discussions, Student Case Studies, and Role Playing strategies, are some of the appropriate learning strategies to increase student motivation and learning achievement, collaboration in groups that really takes into account the process and results. This can make students' cognitive, affective, and psychomotor skills work and be integrated, students' interest in learning increases, and also increases teacher creativity, because apart from being a facilitator, teachers are also required to be creative and innovative (Engkizar et al., 2025).

### **Steps for Implementing Active Learning Learning Strategies in Islamic Religious Education Subjects in Elementary Schools**

In implementing Active Learning learning strategies in Islamic religious education subjects, there are several steps, namely, 1) The teacher has determined clear and specific learning objectives. Before the teaching and learning process is carried out, the teacher first prepares a teaching plan so that what will be conveyed to students is in accordance with the established competency standards. Steps to start learning: a) The first step, the teacher distributes a card to each student, and on the card, material has been written. The cards consist of cards with letters, b) The second step, students are asked to look for friends (card holders) who match the problem on the card for one group, c) The third step, students will group into one mufrodats or problems each, d) The fourth step, students are asked to paste on the board the discussion on the cards based on the order of the discussion held by the group, e) The fifth step, a student holding a card from each group to explain and at the same time check the correctness

of the order of the letters in one mufrodlat, f) The sixth step, for students who find the wrong group according to the discussion or lesson material, they are punished by looking for the title of the discussion or material that matches the card they are holding, g) The seventh step, the teacher provides a comment or explanation of the game. 2) The teacher chooses an active learning strategy that is appropriate to the learning objectives and class context, applying active learning strategies to Islamic Religious Education subjects in elementary schools, the teacher always tries to adapt the method used to the material presented. Apart from that, teachers also adapt to situations and conditions when teaching, so that the use of these methods is varied. Strategy in the learning process is an inseparable unit. However, implementing the wrong strategy will hamper the quality of student learning outcomes.

In determining the strategy to be implemented, the teacher must adapt the strategy to the characteristics of the material to be delivered. 3) The teacher gives clear instructions to students about the active learning strategies that will be used. By using active learning, students will be able to be active in the teaching and learning process. As a professional teacher, you should know the characteristics of each student so that the teacher can understand and know what strategies to use in the teaching and learning process according to the subject matter. Teachers use active learning strategies adapted to the material presented, situations, and conditions. This is based on the results of interviews between researchers and teachers in the field of Islamic religious education.

The strategies I use for Islamic religious subjects vary, sometimes I use guided learning strategies, card sorting, jigsaws, panel discussions, student-made case studies, role playing and so on. I adapt the use of this strategy to the material I am teaching, and before I use this learning strategy, I first offer it to the students whether they like the strategy or not, so that the atmosphere of teaching and learning activities in the class does not become dull and boring. 4) The teacher provides opportunities for students to work actively and collaborate in learning. Choosing a learning strategy is an absolute must for the teacher so that the material presented is easily accepted and can foster student activity in the teaching and learning process. The application of varied learning strategies is also welcomed by students in the class, they are very enthusiastic when learning and become more enthusiastic. 5) Teachers provide constructive and useful feedback to students about their progress in learning (Akhyar et al., 2024).

When students have finished finding responses to learning using active learning strategies, students are able to express opinions and provide questions or answers to what the teacher has conveyed. In the grouping process, students will interact with other group friends to find answers. The role of the teacher in this process must be to be able to provide constructive and useful feedback so that students do not immediately feel wrong about their answers, but with constructive feedback students become more confident in finding learning. When the discussion is finished, students express their perceptions of the answers that have been discussed so that the teacher can see the extent of the student's understanding and if the student's answer is wrong, the teacher usually does not immediately respond that what the student said is wrong.

### **Evaluate the effectiveness of active learning strategies and modify them if necessary to achieve the desired learning objectives**

In Islamic Religious Education subject matter which is reading and memorizing, the strategies used are guided learning strategies, card sorting and role playing (Anggraini et al., 2025). So that teachers can evaluate the implementation of active learning learning strategies. This is what PAI teacher Mr. Firman has expressed as follows, and he further stated: "The majority of Islamic religious education materials are verses from the Qur'an and also hadiths that students need to understand and memorize, so I give students the task of memorizing these verses at the next meeting

and the memorization time is 15 minutes before class time.”

### **Advantages and Disadvantages of Active Learning Strategies**

The advantages of active learning strategies are as follows: a) There is an increase in students' learning motivation, during learning it is seen that students become more motivated to learn and participate actively in the learning process, b) There is an increase in students' understanding, students are actively involved in the learning process, so they can understand the concepts being taught better, c) There is an increase in students' social and critical skills. When the teacher acts as a facilitator in discussion activities, students are taught to work together in groups and solve problems critically, so that they can develop social and critical skills that are important for life in the future, d) Can encourage student independence, students are taught to take responsibility for their own learning, so that they can become more independent and skilled in managing time and resources.

The disadvantages of active learning strategies are as follows: a) There is still a lack of more intensive teacher preparation, the limited number of teachers and teachers' busy schedules, so preparing active learning lessons is still not intensive, especially in designing lesson plans (RPPs) they still use the old ones and have not yet updated them, b) Requires more time, Active learning strategies require more time than traditional learning strategies, because students have to be involved in more activities, c) Not all students are suitable for this strategy, some students may not be suitable for active learning strategies, because they prefer to study independently or through traditional learning strategies, d) Still lack adequate space and facilities. Active learning strategies require adequate space and facilities, such as spacious classrooms and adequate learning equipment (Theobald et al., 2020).

### **CONCLUSION**

Culture is a term that comes from the discipline of social anthropology. In the world of education, culture can be used as a means of transmitting knowledge, because what is covered by culture is very broad. Culture is like software in the human brain, which guides perception, identifies what is seen, directs focus on one thing, and avoids others.

The steps used in implementing Active Learning learning strategies in Islamic Religious Education subjects in elementary schools are first, the teacher has determined clear and specific learning objectives, second, the teacher chooses active learning strategies that are appropriate to the learning objectives and class context, third, the teacher provides clear instructions fourth, the teacher provides opportunities for students to work actively and collaborate in learning, fifth, the teacher provides constructive feedback, and sixth after that the teacher evaluates the effectiveness of the active learning strategy.

The advantages of active learning strategies implemented in elementary schools are as follows: increasing student learning motivation, increasing student understanding, increasing social and critical skills, and encouraging student independence. Meanwhile, the shortcomings of active learning strategies that are implemented in elementary schools are as follows: There is still a lack of more intensive preparation, it requires more time, not all students are suitable for this strategy, there is still a lack of adequate space and facilities

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