

# IBTIDAIYAH MADRASA TEACHER EDUCATION PROGRAM: ACTIVE LEARNING APPROACH IN THE DEVELOPMENT OF ISLAMIC EDUCATION

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## Abstract

The purpose of this paper is to describe the nature of the active learning approach and reveal the reality of developing Islamic education at the PGMI Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar. This paper also aims to reveal the reality of developing Islamic education at the PGMI Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar. A descriptive qualitative research method with a pedagogical perspective has been utilized in this piece of writing. Informants such as lecturers, staff, and students make up the primary data sources, whereas documents that are relevant to this research make up the secondary data sources. gathering information through observation, interviews, and documenting of the process. The method of processing and analyzing data employs the following three processes: (1) data reduction, (2) data display, and (3) data verification. The active learning approach to Islamic education learning at the PGMI Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar is a process of learning activities in which the subject of students is intellectually and emotionally involved so that they really play a role and participate actively in learning activities, with a number of learning strategies that have been carried out. The active learning approach to Islamic education learning is a process of learning activities in which the subject of students is intellectually and emotionally involved so that they by the lecturer of the PGMI Faculty Tarbiyah and Teacher Training Study Program at the UIN Alauddin Makassar, while the reality of the development of Islamic education at the PGMI Faculty Tarbiyah and Teacher Training Study Program at the UIN Alauddin Makassar, namely conducting contextual-based learning, conducting research-based learning, and structuring a competency-based curriculum that is oriented towards self-development and always oriented to the intellectual and moral formation of the students. An effort to develop and direct the system so that it can exist more in an ideal future and be more attractive to the public without denying moral values in order for it to be able to answer the challenges of the times in religious, national, and state life is the implication of the PGMI Study Program, which is offered by the Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar.

**Keywords:** Aktive Learnig, Islamic Education, Education, Teacher, Ibtidayah Madrasa.

## INTRODUCTION

The active learning approach in the development of Islamic education at the PGMI Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar,

aims to describe the nature of the active learning approach and reveal the reality of developing Islamic education at the PGMI Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar. This writing uses a descriptive qualitative

research method with a pedagogic approach. The data sources include lecturers, employees, and students as informants while secondary data includes documents related to this research. Collecting data using observation, interviews, and documentation. The data analysis/processing technique uses 3 ways: (1) data reduction, (2) data display, and (3) data verification. The active learning approach to Islamic education learning at the PGMI Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar is a process of learning activities in which the subject of students is intellectually and emotionally involved so that they really play a role and participate actively in learning activities, with a number of learning strategies that have been carried out. by the PGMI Faculty Tarbiyah and Teacher Training Study Program lecturer at UIN Alauddin Makassar, while the reality of the development of Islamic education at the PGMI Faculty Tarbiyah and Teacher Training Study Program at UIN Alauddin Makassar, namely conducting contextual-based learning, conducting research-based learning, and structuring a competency-based curriculum that is oriented towards self-development and always oriented to the intellectual and moral formation of students (students) and encourage lecturers to have certain qualifications and competency standards that are sensitive to science and technology developments and challenges the times, and the results of the active learning approach in the development of Islamic education at the PGMI Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar, namely the improvement of Human Resources (HR), which is completely intact, not only physically but also mentally and prepares students to become members people who have professional academic abilities and can be actualized in the community. The implication of the PGMI Study Program, Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar, is an effort to develop and direct the system so that it can exist more in an ideal future and be more attractive to the public without denying moral values so that it is able to answer the

challenges of the times in religious, national and state life.

### The Essence of the Active Learning Approach in Learning

Approach is a framework of thinking in solving a problem, or a general way of seeing (Škėrienė & Jucevičienė, 2020), responding to a problem and how to solve it. The approach can also be interpreted as a starting point for achieving educational and teaching goals based on the fact that students are whole individuals who have basic abilities which (Bagassi & Macchi, 2020), if trained through the right process, will move other skills in students to become skills that can be used to overcome all life problems, both at school and in the community. These actions are the abilities and skills used to identify a problem.

While the term active learning according to Melvin L. Silberman is carrying out learning activities to be active and inviting students to do many tasks (Helendra et al., 2020), students must use their brains to examine ideas, solve problems, and apply what they learn. Active learning should be agile, fun, passionate and passionate (Haryani et al., 2018).

According to Dalvin, active learning is learning that increases students' activities in accessing various information from various sources (Dwi & Anitah, 2018), to be discussed in the learning process in class, so that they gain various experiences that not only increase knowledge, but also analyze and synthesize skills. According to Muhammad Yaumi (Yaumi, 2017), active learning is a process in which students are actively involved in activities, such as reading, writing, discussion, or problem solving that develop the power of analysis, synthesis, and evaluation of the content being studied (Indi Ingggrid Rinaldi, Muhammad Asrori, 2020).

Active learning is intended to optimize the use of all the potential possessed by students (Pertiwi, 2014), so that all students can achieve satisfactory learning outcomes according to their personal characteristics. In addition, active

learning is also intended to keep students' attention focused on the learning process.(Auerbach & Andrews, 2018)

Several studies have shown that students' attention decreases with the passage of time. Pollio's research shows that "students in the classroom only pay attention to lessons about 40% of the available learning time. Meanwhile, research by McKeachie (1986) states that in the first ten minutes students' attention can reach 70%, and decreases to 20% in the last 20 minutes. The conditions mentioned above are common conditions that often occur in the school environment. This causes frequent failures in our education world, mainly because students in the classroom use their auditory senses more than their visual senses, so that what is learned in the classroom tends to be forgotten. As Confucius put it, namely: what I hear, I forget, what I see, I remember, and what I do, I understand.

These three statements emphasize the importance of active learning so that what is learned in school does not become a wasted thing. The expression above also answers the problems that are often faced in the learning process, namely the incomplete mastery of students on learning materials (Shaaruddin & Mohamad, 2017).

Mel Silberman modifies and expands Confucius' statement above into what he calls active learning (Zulfakar, 2019), namely: what I hear, I forget, what I hear and see, I remember a little, what I hear, see and ask or discuss it with some other friends, I begin to understand, what I hear, see, discuss and do, I gain knowledge and skills, what I teach others, I master.

According to Mulyasa, active learning is a learning that invites students to learn actively (Effendi, 2016). When students learn actively, it means that those who dominate learning activities, on the other hand, state that the physical environment in the classroom can support or hinder active learning activities.(Tharayil et al., 2018) So from this statement the class equipment needs to be rearranged to create certain formations that are

in accordance with the learning conditions of students. However, there is no one layout or layout that is absolutely ideal, but there are many options available. The ten possible table and chair layouts are suggested as follows: U shape, team style, conference table, circle, group on group, workspace, split grouping, epaulet formation, traditional classroom, auditorium (Young, 2018). In line with this opinion, Mulyasa stated that the use of tables, chairs and whiteboards on wheels makes it possible for a passionate learning and learning interaction process to take place.

According to Meyer and Jones quoted by Neila Ramadhani, it is stated that active learning occurs in the activities of students in the form of speaking, listening, writing, and reflection that leads to meaning regarding the content of the material, ideas and matters relating to the material. the topics discussed. In this condition, the lecturer acts as a facilitator.(Rahmadani & Bahri, 2017)

According to Hisham Zaini, et al. active learning is a learning that invites students or students to learn actively (Hasan Baharun, 2015). Meanwhile, active learning is a learning model that makes students active, students are invited to solve problems using the knowledge they have and apply what they have learned (Minarno & Pramukantoro, 2013).

The activities of students learning in the classroom are realized when there is interaction between class members (Hurst et al., 2013). Boakes stated that in interactions there are activities that are reciprocal and based on mutual needs (Hutasoit, 2018), there are activities rather than expressing feelings, and there is a relationship for the exchange of knowledge based on take and give, all of which are expressed in the form of behavior and actions. . Furthermore, Syamsu Mappa and Anisa Basleman stated that harmonious reciprocal relationships between class members can stimulate the realization of a class society who likes to learn. Thus, efforts to activate students' learning can be done by seeking the emergence of harmonious interactions between residents in the classroom. This interaction will occur when every class member sees and feels

that the learning activity is a means of meeting their needs. In relation to the learning process, based on Maslow's theory of needs, Silberman states that the need for security must be met before the need to achieve something, take risks, and explore new things can be fulfilled.

Hilgard and Bower in Yunus Namsa, states that active learning is a change in a person's behavior towards a certain situation caused by repeated experiences in that situation where the behavior change cannot be explained or on the basis of innate response tendencies, maturity, or sometimes momentary person (eg fatigue, the influence of drugs and so on).

While learning is an attempt to make students learn or an activity to teach students (et al., 2019). Learning is an effort to create conditions for learning activities to occur, in another sense, learning is a planned effort in manipulating learning resources so that the learning process occurs in students (Walker, 2006). Learning is also called an activity or effort to manage the environment intentionally so that a person forms himself positively under certain conditions (Panadero, 2017). Thus, the essence of learning is all the efforts made by educators so that the learning process occurs in students. Learning activities will be meaningless if they do not produce learning activities for their students.

In Law number 20 of 2003 concerning the National Education System article 1 paragraph 20, learning is a process of interaction between students and educators and learning resources in a learning environment. The learning activities of the National Education Standards Agency (BSNP) are designed to provide learning experiences that involve mental and physical processes through interactions between students, students and educators, the environment and other learning resources in order to achieve basic competencies.

The concept of learning according to Corey quoted by Syaiful Sagala, is a process in which a person's environment is deliberately managed to allow him to participate in certain behaviors under special conditions or produce responses to certain situations.

Active Learning Approach as an Approach to the Teacher Education Study Program of Madrasah Ibtidaiyah Faculty of Tarbiyah and Teacher Training UIN Alauddin Makassar

The essence of the implementation of the active learning approach in Islamic education is the author's observation (Naro et al., 2020) (Syatar, 2020) that the following are the guidelines for implementing learning activities using an active learning approach in the Madrasah Ibtidaiyah Teacher Education study program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar: Initially, identify and categorize expected changes in student behavior and personality. In other words, what changes are intended in students as a result of subsequent learning? For this reason, objectives must be formulated in a manner that makes them straightforward to comprehend. Second, selecting the most effective and appropriate strategy, i.e., how to view/solve a specific case. Variations in how a case is seen or approached will lead to variations in the findings obtained. Third, pick and define the most effective and efficient teaching and learning procedures, methods, and strategies so that they can serve as a guide for lecturers in carrying out their duties. It should be acknowledged that a method may only be appropriate for achieving a particular objective. Therefore, if the objectives are multiple, it is hoped that the lecturer will be able to master, comprehend, and use multiple methods in a single class, that the lecturer will be able to use different methods each time he teaches, and that norms or criteria for success will be established so that lecturers have a firm grasp. This metric will be used to evaluate the tasks that have been completed. This can be utilized as feedback to enhance the educational system as a whole.

The results of the author's observations in the Madrasah Ibtidaiyah Teacher Education study program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar, in addition to those mentioned in the focus description in chapter I, there are several methods that are frequently used by lecturers in learning, namely; group resume, point counter point, snowballing, reading guide, modeling the way, jigsaw learning, and role playing,

everyone is a Brainstorming Physical self-evaluation Collaborative issue resolution

Learning instructors at the Madrasah Ibtidaiyah Teacher Education study program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar frequently employ this active learning style.

Strategy	Student Activity
1. Group resume	<ul style="list-style-type: none"> <li>- students exchange opinions and experiences</li> <li>- summarize or take the main points</li> <li>- conclude together the essence of the lecture material</li> </ul>
2. Point counter point	<ul style="list-style-type: none"> <li>- express ideas</li> <li>- submit a critique</li> <li>- defending opinion</li> <li>- set your own discussion mechanism</li> <li>- control the dialogue</li> </ul>
3. Snowballing	<ul style="list-style-type: none"> <li>- express individual ideas</li> <li>- do sharing</li> <li>- group discussion</li> <li>- draw conclusions</li> <li>- make presentations</li> </ul>
4. Reading guide	<ul style="list-style-type: none"> <li>- Read and understand teaching materials</li> </ul>
5. Modelling the way	<ul style="list-style-type: none"> <li>- Picking up main ideas</li> </ul>
6. Jigsaw learning	<ul style="list-style-type: none"> <li>- Reading, understanding the content of reading</li> </ul>
7. Role playing	<ul style="list-style-type: none"> <li>- Discuss</li> </ul>
8. Every one is a teacher here	<ul style="list-style-type: none"> <li>- Demonstrating it</li> </ul>
9. Brainstorming	<ul style="list-style-type: none"> <li>- Ask and answer</li> </ul>
10. Physical self assessment	<ul style="list-style-type: none"> <li>- Provide feedback</li> </ul>

11. Problem solving	- Creating group resumes
12. Kolaboratif	- Explain each other's resume results to members

The outcomes of observations in the Madrasah Ibtidaiyah Teacher Education study program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar serve as the data source.

The professors of the Madrasah Ibtidaiyah Teacher Education study program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar employ these strategies and methods most frequently. Given that learning in higher education is sometimes known as "andragogy" (adult learning), lecturers must foster an environment conducive to active learning.

According to Moh. Sabir, the learning process at the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar could be influenced by both internal and external elements, including the learning environment. The production of external elements, namely learning or the learning environment, activates the synergistic learning process of short-term and long-term memory. Through their senses, pupils can acquire information in several ways. The instructor supervises the smooth processing of information for long-term memory. The presentation of material can begin with the easiest and progress gradually to the most challenging. In other words, easy stuff should be presented initially so that when more complex material is presented, pupils would not be as astonished. Or, because it is simpler, concrete, real information is presented first, followed progressively by abstract information. Active, student-centered learning is expected at the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar. All education aims to promote social consciousness, and lecturers serve as facilitators. In the Madrasah Ibtidaiyah Teacher

Education Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar, active learning is expected to foster cognitive development, which is the process by which children actively construct a system of meaning and understanding of reality through their experiences and interactions. A theory of cognitive development that stresses the students' role in constructing their knowledge of reality.

The active learning approach in the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar is a process of learning activities in which students are intellectually and emotionally involved so that they truly play a role and actively participate in learning activities. One way for students to actively form groups so that they are prompted to engage in cognitive, emotional, and psychomotor components is for them to form their own clubs.

According to Rosdiana, through the author's interview, the active learning approach in the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar is a unified source of comprehensive learning strategies. Active learning includes various ways to make students active from the start through activities - activities that build group work and in a short amount of time make them think about the subject matter. Cross Debate, for instance, is the discussion of a problem, topic, or issue by two parties with opposing or even contradicting viewpoints. The conclusion of the discussion is a statement of opinions. Moreover, it is up to the debate leader to decide whether or not the audience will be allowed to offer questions or express their ideas. Active learning applies to everyone who teaches knowledge, concepts, technical and non-technical skills, regardless of expertise. In order to develop independent learning methods, students must play many roles, not only as passive students but also as students who plan, implement, and achieve a result (output) that is based on creativity and participation in activities. learning.

According to Hj. Rosmiaty Asiz, the components of Islamic education learning with an active learning approach in the PGMI Study Program include the following: First, determining the expected changes, learning activities are characterized by a planned and systematic effort to realize changes in students, both in terms of insight, understanding, skills, attitudes, etc. These elitist adjustments must be properly determined, planned, and directed. The anticipated adjustments must then be spelled out in clear and specific instructional objectives, utilizing operational language and predictable time allocations, as well as any other necessary elements.

Second, the determination of the active learning strategy in learning is an analytical framework that will be used to comprehend a problem; in this approach, benchmarks of a scientific discipline, the goals to be attained, the processes to be taken, or the intended targets are sometimes employed. The stages involved in choosing the learning strategy are contingent on the learning technique deemed most appropriate and effective for achieving the objective. How a lecturer views a problem and what concepts, understandings, and theories are used to solve a case have a significant impact on the outcomes; therefore, a lecturer must first determine which approach will be used in his learning activities, whether the approach is in terms of objectives, goals, or objectives, etc.

Method determination is the third step. Determining the technique is crucial, with the notion that lecturers and students must be involved. In accordance with the objective of empowering education, the method of instruction must be able to inspire students' motivation, creativity, and initiative to invent, envision, and exceed.

The active learning technique in learning Islamic education in the Madrasah Ibtidaiyah Teacher Education study program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar refers to the content delivery strategy. All current components are designed to influence the learning content's efficacy, efficiency, and appeal. The amount of skill in implementing learning has a direct

relationship with the delivery of learning content. Divide the components/variables of the delivery method into three groups: (1) learning media is a component of a delivery strategy that can be loaded with messages that will be conveyed to students, whether it is people, settings, or materials; (2) student interaction with media is a component of the strategy delivery of learning that refers to what activities are carried out by students and how the media plays a role in designing these learning activities; and (3) the delivery method itself.

The results of the implementation of the active learning approach in the development of Islamic education in the Madrasah Ibtaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin, namely the improvement of Human Resources (HR), which is not only physically but also psychologically intact..

The Reality of Islamic Education Development in Madrasah Ibtidaiyah Teacher Education, Tarbiyah Faculty, and Teacher Training at UIN Alauddin Makassar

Madrasah Ibtaiyah Teacher Education at the Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar must be viewed not only as a knowledge center, research center, and community service center, but also as a corporate entity or knowledge producer that must compete for existence. Competition, as faced by for-profit businesses, encompasses quality, pricing, and service competition. Teacher Education of Madrasah Ibtidaiyah, Faculty of Tarbiyah, and Teacher Training of UIN Alauddin Makassar as a state institution and a non-profit organization all confront the same issue. Everything requires management knowledge and skills, including university administration.

Madrasah Ibtidaiyah Teacher Education, Faculty of Tarbiyah, and Teacher Training at UIN Alauddin Makassar, as academic education and professional education are components of higher education. Academic education is education that focuses primarily on the mastery of science, whereas professional

education focuses mostly on the readiness to apply certain abilities.

Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar arranges higher education, research, and community service for Teacher Education for Madrasah Ibtidaiyah. Teacher education for Madrasah Ibtidaiyah, the Faculty of Tarbiyah, and Teacher Training at UIN Alauddin Makassar as a university is an endeavor to develop educated individuals. Research is a rule-abiding study endeavoring to discover the truth and/or solve issues in science and technology. Community service is an endeavor to advance society via the use of one's knowledge. Colleges can be academics, secondary schools, institutes, or universities. Higher Education Management must plan for many areas of the management of the activities comprising the Tri Dharma of Higher Education, namely Education and Teaching, Research, and Community Service.

Madrasah Ibtidaiyah Teacher Education Faculty of Tarbiyah and Teacher Training UIN Alauddin Makassar is one among the faculties involved with creating religious and societally-based human resources. Students' lives must be nourished and developed to the greatest extent feasible through an educational process that is dignified, inventive, experimental, encourages and develops students' gifts, interests, and skills.

The essence of Islamic education at Madrasah Ibtidaiyah Teacher Education at the Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar is that education must function and be relevant to the needs, both individual, family, and social needs, as well as the needs of various sectors and their sub-sectors locally, nationally, and internationally. In relation to the requirements of globalization, educational study programs must equip Indonesian human resources for international competition.

UIN Alauddin Makassar possesses both strengths and limitations, particularly in Madrasah Ibtidaiyah Teacher Education, Faculty of Tarbiyah, and Teacher Training. However, its management cannot be

accomplished quickly. The organization or company's structure, culture, and resources reflect its strengths and limitations. In terms of communication, authority, and work flow, a company's structure is its mode of operation. Managerial culture consists of habits, traditions, beliefs, values, and expectations. The manager's assets consist of financial strength, the knowledge and skills of lecturers and employees, facilities, and equipment for the management of learning resources.

Common sense can be planned based on the preceding description, i.e., exploiting the best opportunities, attempting to foresee and repeat threats, using strength as the basic capital for operations and maximizing it, and attempting to diminish or remove weaknesses that still remain.

## Conclusion

Active Learning Approach in the Development of Islamic Education in the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar, the author concludes as follows:

The active learning approach to Islamic education learning in the Madrasah Ibtidaiyah Teacher Education study program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar is a process of learning activities in which students are intellectually and emotionally involved so that they truly play a role and actively participate in learning activities. The essence of the adoption of the active learning strategy in the development of Islamic education in the Madrasah Ibtidaiyah Teacher Education and Teacher Training program at UIN Alauddin Makassar is that a number of students actively participate in the usage of these strategies. Responses are elicited from students during active learning events employing various tactics. In addition to the tactics implemented by instructors, there are elements that influence the learning process, and Active learning is the development of activity groups characterized by features such

as student attention, participation, performance, and self-confidence.

Development of Islamic education in the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training at UIN Alauddin Makassar, specifically conducting institutional orientation in fertilizing and developing the existence of students as optimally as possible through an education process that is dignified, creative, innovative, experimental, and fosters and develops the talents, interests, and abilities of students. Therefore, it will result in the following attributes:

Create professional, high-quality, and religious work. Possess the aptitude and abilities necessary to manage educational institutions.

Possess trustworthy intellectual intelligence in accordance with the tenets of an Islamic education.

Acting that creates and instills full personality ideals, noble character, and courtesy.

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