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WHAT IS THE STUDY POLICY IN BANYUMAS? IMPLEMENTATION OF ACTIVE LEARNING STRATEGIES IN JUNIOR HIGH SCHOOL

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ABSTRACT

Objective: ¹⁹ This study aims to determine the application of active learning strategies in Islamic religious education (PAI) subjects in class VII MTs Ma'arif NU 1 Kemranjen Banyumas Regency.

Method: This study describes a process that occurs in the field in descriptive form, while the approach used in this research is to use qualitative research. Data collection techniques used three techniques or triangulation, namely observation, interviews, and documentation.

Results: ² The results showed that the application of active learning strategies in PAI subjects carried out by MTs Ma'arif NU 1 Kemranjen Banyumas Regency was adjusting to the subject matter, situations, and conditions in learning. PAI teachers apply several active learning strategies, namely, everyone is a teacher here (everyone can become a teacher), card sorting (sorting and selecting cards), and team quiz (group quiz). This strategy is carried out as an effort by Islamic Religious Education teachers to provide convenience for students in understanding PAI lessons.

Conclusions: The application of active learning strategies in Islamic Religious Education (PAI) subjects at MTs Ma'arif NU 1 Kemranjen, Banyumas Regency, is tailored to the subject matter, learning situations, and conditions. PAI teachers implement several active learning strategies, namely, "everyone is a teacher here," card sorting, and team quiz. These strategies are employed by Islamic Religious Education teachers to facilitate students' understanding of PAI lessons.

Keywords: Strategies, Active learning, Islamic Education

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QUAL É A POLÍTICA DE ESTUDO EM BANYUMAS? IMPLEMENTAÇÃO DE ESTRATÉGIAS DE APRENDIZAGEM ATIVA NO ENSINO FUNDAMENTAL

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40

RESUMO

Objetivo: Este estudo tem como objetivo determinar a aplicação de estratégias de aprendizagem ativa na disciplina de Educação Religiosa Islâmica (PAI) na turma VII do MTs Ma'arif NU 1 em Kemranjen, Regência de Banyumas.

Método: Este estudo descreve um processo que ocorre no campo de forma descritiva, enquanto a abordagem utilizada nesta pesquisa é a pesquisa qualitativa. As técnicas de coleta de dados utilizadas foram três técnicas ou triangulação, nomeadamente observação, entrevistas e documentação.

Resultados: Os resultados mostraram que a aplicação de estratégias de aprendizagem ativa nas disciplinas de Educação Religiosa Islâmica (PAI) realizadas pelo MTs Ma'arif NU 1 Kemranjen, no Regência de Banyumas, se ajustavam ao conteúdo da disciplina, às situações e às condições de aprendizagem. Os professores de PAI aplicam várias estratégias de aprendizagem ativa, nomeadamente "todos são professores aqui", ordenação de cartas e quiz em equipe. Essas estratégias são implementadas pelos professores de Educação Religiosa Islâmica como um esforço para proporcionar facilidade aos alunos na compreensão das lições de PAI.

Conclusões: A aplicação de estratégias de aprendizagem ativa nas disciplinas de Educação Religiosa Islâmica (PAI) no MTs Ma'arif NU 1 Kemranjen, Regência de Banyumas, é adaptada ao conteúdo da disciplina, às situações e às condições de aprendizagem. Os professores de PAI implementam várias estratégias de aprendizagem ativa, como "todos são professores aqui", ordenação de cartas e quiz em equipe. Essas estratégias são empregadas pelos professores de Educação Religiosa Islâmica para facilitar a compreensão dos alunos sobre as lições de PAI.

Palavras-Chave: Strategies, Active learning, Islamic Education

1. INTRODUCTION

An educational method or strategy is an effort or system used in learning and has a goal so that students can know, understand, use, master, certain lesson materials (Djamaal, 2018). Many in

20

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formal education institutions use the current learning methods or strategies that are still classical (Thoah & Mu'thi, 1998), bequeath a number of religious teaching materials that are believed to be conveyed to students without providing opportunities for students to respond to the materials studied critically, correcting, evaluating and developing in their own way (Miftahulloh, 2017). The Islamic religious learning method is still classical as we know there is a relatively monotonous lecture method, educators still feel comfortable using this method because it is easier and less complicated (Wajdi et al., 2021). However, the results obtained by students experienced boredom, boredom and lack of interest in learning (Akmansyah, 2016).

Teaching methods or strategies can be developed by means of teachers using active learning strategies. With active learning, namely learning strategies that ³⁹ change from teacher-centered learning to student-centered learning (Eriyanto et al., 2021). This makes students to learn actively, ¹⁵ students actively use the brain, both to find the main idea of the subject matter, solve problems and implement it in real life (Zaini, 2008). Teaching and learning activities are the core of the implementation of the curriculum in which there are teachers and students, as explained that, good or bad quality of education or quality of graduates is influenced by ²⁴ the quality of teaching and learning activities. If the quality of the graduates is good, it can be predicted that ⁴² the quality of teaching and learning activities will also be good, and vice versa if ²⁴ the quality of teaching and learning activities is not good, the quality of the graduates will also be less good (Depdiknas, 2004).

³⁴ Islamic religious education is one of the subjects that there are always devotees, but not a few who do not like it, when juxtaposed with other subjects. Islamic religious education is directly related to humans from birth as a fitrah created by Allah, which has an understanding for Muslims in particular (Rifa'i, 2017). Islamic religious education has a very important role in forming great students, and producing quality graduates because Islamic religious education has something to do with religious character, where religious is said to be religious (Widiyanto, 2017). Islamic religious education in MTs is divided into several, among others, ⁹ al-Qur'an, hadith, *Aqidah Akhlak*, history of Islamic culture, *Fiqh*, and Arabic.

The educational institution of MTs Ma'arif NU 1 Kemranjen Banyumas district is one of the schools or *Madrasah* that has not maximally used active learning strategies in teaching and learning activities, but there are some teachers who seek these strategies to improve the success of the teaching and learning process and the quality of education. The application of interesting learning strategies in teaching and learning activities can trigger students to participate actively and the class conditions are fun.

Several active learning strategies that can increase student participation in the teaching and learning process include everyone is a teacher here, jigsaw strategy, card short, team quiz, etc. Therefore, every teacher needs to understand well the role and function of methods and strategies in the learning process. Teachers are required to have a myriad of active ways or strategies that can be applied in learning activities

2. METHOD

Based on the research objectives to be achieved by the researcher, this type of research is a qualitative research or it can also be called field research. In qualitative research, the researcher also acts as a research instrument (Salim & Syahrin, 2012a). In the ongoing data collection process, researchers are really expected to be able to interact with the object that is the research target (Sugiono, 2014), that is, the researcher uses a natural approach and is sensitive to the symptoms that are seen, heard, felt and thought about (Nazir, 2013). The success of research is highly dependent on field data, so certainty, accuracy, detail, completeness, and flexibility of recording information observed in the field are very important. Improper recording of field data will be detrimental to the researcher himself and will make it difficult for the analysis to draw research conclusions (Salim & Syahrin, 2012b).

The subjects studied in qualitative research are called informants who are used as friends and even consultants to explore the information needed by researchers (Kaelan, 2012). In accordance with the previous description, the selection of samples as informants was not based on probabilistic sampling techniques, but was adjusted to the assumption of ideal data. Sampling

is based on a purposive sampling technique called exterior based sampling (Salim & Syahrin, 2012b). As for the implementation of this research, the subjects are people who are involved in Active Learning in Islamic Religious Education (PAI) Subjects in Class VII of MTS Ma'arif NU 1 Kemranjen Banyumas

3. RESULTS AND DISCUSSION

3.1 Active Learning Strategies: An Epistemological Study

The term active comes from the English word which is an adjective that is active, agile, enterprising and excited. The word learning comes from the word learn which means to study (Echols & Shadily, n.d.). Obtained the meaning of two different words, namely active and learning are defined as learning something with enthusiasm in terms of learning. According to Hisyam Zaini, active learning is a teaching and learning process that invites students to learn more actively (Zaini, 2008). According to Harmuni, active learning is a fast, fun, interesting, and intellectual step in learning. According to Mudjiono, expressing the concept of active learning or how to learn actively is learning that leads to optimizing the intellectual and emotional involvement of students in the learning process, directed at teaching students to acquire and process learning outcomes, namely knowledge, skills, attitudes and values (Dimiyati, 1999).

Understanding strategy according to Wina Sanjaya, namely strategy and method are components that also have a very decisive function (Zaini, 2008). According to J. R. Dadid quoted by Wina Sanjaya, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal (Sanjaya, 2006). Learning strategies are real actions from teachers or teachers' practices in carrying out certain teaching, which are considered more effective, and more efficient (Sudjana, 2014). Munzier explained that learning strategy is the teacher's act of implementing a teaching plan, that teaching strategy is considered a conscious effort of the teacher in using several teaching variables (objectives, materials, methods, and tools, as well as evaluation) so that they can influence students (Saputra & Aly, 2003). Meanwhile, Rudi Hartanto defines learning strategy as learning that requires the full involvement of all

students and teachers physically, mentally, emotionally, even morally and spiritually (Hartanto, 2013).

Based on the above understanding, it can be concluded that active learning strategies or active learning are all learning methods in which students do not just listen to the lessons delivered by the teacher, but students must participate actively in a learning process, both in the heart, Thoughts and direct actions from the material that has been taught are then applied to students so that they get the results of learning.

Learning objectives as a result that accompany instructional learning objectives are commonly called the nurturing effect. The form is in the form of critical and creative thinking skills, open and democratic attitudes, accepting others and so on (Supriyono, 2009). In general, learning objectives are divided into three types, namely (Sunhaji, 2009): a) to gain knowledge, b) to cultivate concepts and skills, and c) to form attitudes. The objectives of active learning include (Siberman, 2009); *First*, to identify and determine the specifications and qualifications of desired behavior change as a result of teaching and learning carried out. This identification will be seen as the target of the teaching and learning activities.

Second, choosing a teaching and learning approach that is considered the most appropriate and effective to achieve the target. So that the way the teacher or educator looks at a problem, concept, understanding and theory used in solving a case will affect the result, which is then studied by two people with different approaches will produce different conclusions. *Third*, selecting and determining teaching and learning procedures, methods, and techniques that are considered the most appropriate and effective so that they can be used as a guide for teachers in carrying out their teaching activities, to the creation of methods or techniques that function to motivate students to be able to apply their knowledge and experience. *Fourth*, setting norms and minimum success thresholds or criteria and standards of success so that they can be used as guidelines by teachers in evaluating the results of sustainable teaching and learning activities so that they can be used as feedback in improving the instructional system concerned as a whole.

During the learning process students can move, move and do something actively, the

activeness of students is not only physical activity but also mental activity (Zaini, 2008). Active learning as an approach to learning that leads to independent learning, teaching and learning activities designed must be able to actively involve students. Students and teachers in active learning play the same role to create a meaningful learning experience (Ismail, 2008).

3.2 Principles and Application of Active Learning Strategies

There are several principles that must be carried out by teachers in choosing appropriate and accurate learning strategies including the following considerations (Sanjaya, 2006): 1) goal oriented, 2) activity, 3) integrity. In addition to these principles, in learning management there are several principles that must be known, including: 1) instructive, 2) inspiring, 3) fun, 4) challenging, and 5) motivating.

The principles that must be considered when teachers want to apply active learning are as follows (Ismail, 2008): 1) Understanding the nature of students, 2) Getting to know students individually, 3) Utilizing student behavior in organizing learning, 4) Creating classrooms as interesting learning environments, 5) Utilizing the environment as a learning environment, 6) Providing good feedback good for increasing activity, 7) Distinguishing between physically active and mentally active, that in learning mentally active is more desirable than physically active. Therefore, the activity of ²⁶ frequently asking questions, questioning other people's ideas, expressing ideas are signs of being mentally active (Warsono & Haryanto, 2013).

3.3 Various Active Learning Strategies

Hisyam Zaini, et al., expressed their opinions regarding various active learning strategies, including: 1) critical incidents, random texts, reading guides, group resumes, prediction guides (guessing lessons), friend predictions, assessment search (assessing class), question students have, active knowledge sharing, true or false, active debate (active debate), learning starts with a question, ²⁸ card short, the power of two, team quiz, jigsaw learning, everyone is a teacher here, index card match, crossword puzzle , modeling the way, and the lecture method (Zaini, 2008).

The explanation of the method or strategy that the author emphasizes is as follows (Warsono & Haryanto, 2013): *First*, Everyone is teacher here. 1) Distribute an index card to students in the class; 2) Ask students to write down a question that was most recently studied in the newly taught field of study; 3) Collecting index cards, then the cards are randomized in such a way before being distributed back to each student so that no one learner receives the questions that are made by themselves; 4) Each student reads out and tries to think of the answers to the questions posed in the index paper; 5) Ask students to voluntarily, or randomly appoint, one of the students to read the question aloud, and try to answer it; 6) After the answer is given, ask other students to respond; 7) Do it with the next volunteer until the allotted time runs out; and 8) If the time used is not enough, and students' questions that have not been successfully answered will be explained briefly by the teacher in the next learning session.

Second, Card sort (sorting and selecting cards). Melvin L. Silberman translated by Sarjuli et al, with the use of the card sort learning strategy using the following procedure (Siberman, 2009): 1) Give each student an index card containing information or examples that fit into one or more categories; 2) Ask students to try to find friends who are in the same class room and find people who have cards in the same category (you can use those categories before or let participants look for them); 3) Let students with the same category cards present themselves to others; 4) Then when each category is presented, make some teaching points that you feel are important.

Third, Team quiz. This strategy can increase the responsibility and teamwork of students to learn in a fun atmosphere, the steps of this strategy are expressed by Hisyam Zaini, as follows (Zaini, 2008): 1) Choose a topic that can be delivered in three segments; 2) Divide students into three groups, A, B and C; 3) Tell students the learning format that the teacher conveys then start the presentation. Limit presentations to a maximum of 10 minutes; 4) After the presentation, ask group A to prepare questions related to the material just presented. Groups B and C took this time to revisit their notes; 5) Ask group A to give questions to group B. If group B cannot answer the question, throw the question to group C; 6) Group A asks group C a question, if group C cannot answer, throw it to group B; 7) If this question and answer is finished, continue the second lesson

and appoint group B to be the questioner, do it like the process for group A; 8) After group B finished with the questions, continue the third lesson, and then appoint group C as the questioner; and 9) End the lesson by concluding the question and answer and explain if there is a wrong understanding of students.

3.4 Islamic Religious Education: Epistemological Study

According to Abdul Majid and Andayani,³ Islamic religious education is a conscious and planned effort in preparing students to recognize, understand, appreciate, believe, be devoted and have noble character in practicing the teachings of Islam from the main source, namely the holy book al-Qur'an and hadith, through activities and guidance, teaching, training and use of experience,¹ accompanied by guidance to respect adherents of other religions in relation to perseverance between religious communities in society so that national unity and unity are realized (Majid & Andayani, 2004). According to Zakiyah Darajat,¹ Islamic religious education is a conscious effort in the form of guidance and care for students so that later after completing their education they can understand and practice the teachings of Islam and make it a way of life (Darajat, 2004).

Then the author concludes that the meaning of Islamic education is all conscious efforts¹ in exploring, shaping, and developing human nature and potential through teaching, guidance and training based on Islamic values, with⁴⁷ the main source being the Qur'an and hadith that will foster true Muslim soul or personality. The basis of Islamic religious education consists of the Qur'an and hadith equipped with *Ijtihad*, *al Maslahah al Mursalah*, *Istihsan* and *Qiyas* (Darajat, 2004).

According to Ali Mudlofir, the purpose of Islamic religious education is to grow and increase faith, through giving and cultivating knowledge, appreciation, practice of students about the religion of Islam³⁵ so that they become Muslim human beings who continue to develop and have noble character in personal life, society, nation and state, and can continue on to a higher level of education (Mudlofir, 2011).

The scope of Islamic Religious Education subjects is divided into four scopes, namely:
9 (Decree of the Minister of Religion of the Republic of Indonesia Number 211, 2011):

- a. Al-Qur'an and hadith, emphasize the ability to read, write and translate properly and correctly. The scope of his study is about reading and understanding the content of the Qur'an and hadith;
- b. *Akidah*/faith, emphasizing the ability to understand and maintain belief, and to live and practice the values of Asmaul Husna in accordance with the abilities of students. While morality, emphasizes the practice of commendable attitudes and avoids despicable morals. The scope of his study is on aspects of belief according to Islamic teachings and leads to the formation of the soul, how to behave individually in life in achieving good morals.
- c. *Fiqh*/worship, emphasizes how to do good and right worship and muamalah. The scope of the study is about all forms of worship and the procedures for its implementation, the purpose of this teaching is so that students are able to carry out worship properly and correctly.
- d. History of Islamic Culture and Dates, emphasizes the ability to take lessons (*ibrah*) from historical events (Islam), imitate outstanding Muslim figures, and relate them to social phenomena, to preserve and develop Islamic culture and civilization. The scope of his study is about the growth and development of Islam from the beginning so that students can know and imitate Islamic figures and love Islam.

3.5 Application of Active Learning Strategies in Islamic Religious Education Courses

The active learning strategy aims so that students can understand in depth about the materials presented, namely the subjects of Islamic Religious Education. This active learning is a series of activities designed by a teacher or educator in a planned manner. Active learning which is learning that requires concentration that is mature enough to achieve the desired goal, because the process will involve students based on different characteristics, characteristics, and character.

An active learning strategy which is also known as an active learning strategy in PAI learning is an educator's effort in designing the material being taught not to be monotonous or boring. Students also have an active role ⁷ in the learning process of Islamic religious education with the materials presented, delivered through several strategies that are appropriate to the circumstances faced by the teacher.

MTs Ma'arif NU 1 Kemranjen is a formal educational institution that is equivalent to other general junior high schools led by the head of the *Madrasa* (H. Musyaddad Bikry Nur, S.H., M.S.I.). MTs Ma'arif NU 1 Kemranjen is located at Jalan KH. Muqri Sirau, Kemranjen Banyumas. From the results of interviews with the seventh grade Islamic Religious Education teacher, Mr. Akhmad Roja BZ, M.A. and Mr. Salim, S.Pd.I. on May 5, 2022. He stated that Islamic Religious Education learning activities have implemented active learning strategies, namely teachers always strive for a comfortable and conducive learning climate or atmosphere and can motivate and increase student interest, especially in Islamic religious education subjects.

The application of this active learning strategy makes it easier for teachers to convey subject matter to students. So that learning is not boring, teachers use a variety of strategies, or always apply them to each material according to the abilities of students. And with the abilities possessed by the teacher, learning strategies can be carried out properly and neatly. So that it has a very positive impact, namely growing interest in learning and increasing ⁴⁶ student learning achievement in Islamic religious education subjects.

The application of active learning strategies in Islamic religious education subjects used in class VII MTs Ma'arif NU 1 Kemranjen Banyumas Regency, the following authors describe ² the application of active learning strategies in the learning process: *First, Everyone is a teacher here.* The results of observations on the subject of *Aqidah Akhlak*, with Mrs. Sulistianingsih, on Monday, May 7, 2022 at 13.30-15.00 with material on the attributes of Allah SWT.

3.5.1 Preliminary activities

At this stage, the teacher greets and makes preparations, followed by reading a prayer before the lesson begins, students with wisdom reading a prayer and followed by reading *Asmaul*

Husna together. The teacher starts the learning process by explaining the learning objectives, and explains the past material by using several questions so that students do not forget and start continuing the next material.

3.5.2 Core Activities

The teacher conveys material about the mandatory attributes of Allah, the primacy of Allah's attributes, namely *nafsiyah*, *salbiyah*, *ma'ani* and *ma'nawiyah*. As well as the impossible nature and nature of God's *jaiz* in general. The teacher instructs the students to concentrate and listen to the material displayed through power points by the teacher about the mandatory nature of Allah, the impossible nature and the nature of *jaiz* Allah SWT. Which has been prepared before learning while explaining the meaning and arguments or verses related to the attributes of Allah SWT to students.

After the material has been explained, the teacher divides the students into several groups to discuss the attributes of Allah, which consists of 3 groups, the first group discussing the obligatory nature of Allah. Group 2 discussed the impossible nature of God. And group 3 explains about the attributes of Allah's *jaiz*. By giving time to discuss 20 minutes. After discussing each group, to explain the results of their discussion and each group giving time to open a question session, when there is a questioning activity and there are students who are able to answer questions asked by their friends or other groups, the teacher gives points in the form of results. learning activities. The process is then alternated until the last group.

After all groups explained the results of their discussions, the teacher gave questions to each group, then one of the children from each group answered the questions given by the teacher. Then the application is used so that there is new knowledge where students are able to solve the problem.

Learning activities using the everyone is a teacher here strategy provide activeness to students in growing their confidence to present the results of the discussion, so that they have the courage to explain the material they are good at, with some of their friends who are listeners or students. With the activeness of this strategy, students are able to exchange ideas and express

themselves in public, and provide insight that they have to others about the material of the moral aqidah, the success achieved by students will always remember what they have conveyed to others.

a. Final activity

After the material has been discussed, the teacher gives time for students to ask questions that are still poorly understood and need to be presented in certain sections related to the material that has been delivered. Then the teacher provides clarification and reviews or conclusions about the material that has been studied. After that, the teacher ends the lesson by reading *hamdalah* and greetings.

Second, strategies of learning of *Card Sort* (sorting and selecting cards). The results of observations on the learning process of Mrs. Sulistyaningsih, in class VII on Wednesday, May 9, 2022 at 07.00-08.15, with material on *Fiqh*, about *taharah* (purification).

b. Preliminary activities

At this stage the teacher makes preparations by conditioning the students to be neat and keep the class clean. Before learning begins, the teacher greets and asks the students' condition one by one (attendance) and prays regularly with wisdom. Recitation of Asmaul Husna and followed by memorizing Juz 'Amma. After that, the teacher begins to explain the learning objectives accompanied by discussing the material that has been studied last week, to hone students' memory skills and check students who study hard at home other than at school.

c. Core activities

The teacher asks questions about the *taharah* material, starting with the teacher asking about water that can be used for purification, then the students enthusiastically answer the teacher's questions. After that, the teacher prepares paper media, cards or other objects to be used as strategic tools that are useful in conveying the meaning of najis, kinds of najis and procedures for cleaning najis. The teacher distributes cards that partly contain various kinds of uncleanness and the other contains procedures for cleaning unclean, then the teacher randomly distributes the

cards, students are asked to match the categories of cards they hold including categories of various kinds of unclean or how to clean unclean , which the teacher has pasted on the blackboard on the left are various kinds of najis and the one on the right is how to clean najis, which then students come forward one by one to paste the cards they are holding adjusted and pasted under the point according to its contents.

After everything is pasted, the teacher asks each student who has pasted in the selected category to divide the task, one serving as an explanation or demonstration and the other as observers or checkers. This strategy is very easy for students who focus on listening to the teacher's explanation from the beginning. The reason the teacher uses this learning strategy is to ⁴⁸ make it easier for students to understand several kinds of najis and how to clean them. That way, students are active in thinking about which types of najis are included and which are the procedures for cleaning najis.

d. Final activity

After the material is finished, the teacher asks one of the students to conclude or read back about the various kinds of uncleanness and the procedures for cleaning the unclean without looking at the writing. Then the teacher gives ³⁰ the students time to ask questions, after the results of the discussion are finished the teacher gives a conclusion about the material for *taharah* (purification) and ends with reading *hamdalah* and greetings.

Third, Team Quiz Learning Strategy. The results of observations were carried out on Friday, May 11, 2022, 10:00-11:15. at the time of learning the moral aqidah taught by Mr. Salim, and the learning used the team quiz strategy (group quiz). The method of implementing the active learning strategy is carried out in the following stages:

a. Initial activities

The teacher greets and students answer the greeting followed by a prayer led by the class leader. The teacher makes attendance to students, and there is one student who is absent due to illness.

The teacher conveys the learning objectives, competencies and materials that must be mastered by students. The teacher gives a short story about the material of obedience, sincerity, devotion and repentance. Like other teachers, before starting the lesson, Mr. Salim also provided reflections and motivations so that students would not feel sleepy. The teacher re-explains the material that has been studied and gives questions about last week's material, and assesses some of the last week's assignments that have been done by students. Then Mr. Salim looks enthusiastic when he asks the question "why do humans sin?" someone answered, "Because humans are ordinary, sir", everyone smiled, the teacher then explained more about humans and sin. After that, Mr. Salim asked again, "In Islam, a sinful human being, his sins will be forgiven by Allah SWT, if he does what?, does anyone know?", in the right corner one of the students answered, "Humans if If you want to be forgiven for your sins, you must repent, sir." Then the teacher confirmed the answer and added the sentence "true repentance and behavior that does not repeat the sin again" he said.

b. Core activities

In the core activity, students are asked to read teaching materials about commendable morals, including obedience, sincerity, devotion and repentance in the LKS book, given 20 minutes. After finishing reading, then the teacher asks students to count from 1 to 10, so there are 10 small groups of about 4 children each. The teacher determines the quiz game in three rounds of the game.

The first round was followed by groups 1 to 5. The teacher asked several competing questions related to the subject of obedience. The first round game was won by group 2 who would later play quizzes again in the second round the teacher asked some questions about sincere material, and was won by group 6. And the third round as the final round between group 2 and group 6 fought for the victory, by answering contest questions 3 questions each question gets a value of 10 points. In the last round, the teacher asked about the material for repentance: a) What are the arguments that explain repentance? Mention; b) What is the positive impact of repentant behavior? c) Mention one example of a story/phenomenon related to the positive

impact of repentant behavior!

This game is won by group 6, and the second winner is group 2. The final result is that the winner gets a prize and the loser gets nothing, because they have to learn more. With this strategy, students can feel the game as well as learn. The teacher uses this strategy to create a pleasant classroom atmosphere. And Mr. Salim managed to carry out the strategy even though it took a lot of time.

c. Final activity

The final activity of the teacher concludes the results of the questions that become the quiz material. And then the teacher asks students to re-learn the material that has just been studied and gives assignments to read and understand the next material for the upcoming meeting, namely material about khauf. The teacher together with the students closed the learning activities on that day by praying together. Then the teacher closes the lesson by greeting.

3.6 Analysis of the Application of Active Learning Strategies in Islamic Religious Education Subjects

The application of this active learning strategy is one of the most important efforts in the learning process, without an interesting and fun strategy, the teacher will find it difficult to deal with students who are always bored, bored, and noisy because there is no interest in learning. Based on the results of observations and interviews with VII grade Islamic Religious Education teachers at MTs Ma'arif NU 1 Kemranjen, namely the implementation of active learning strategies in the learning process on Islamic religious education subjects. Although the author only took 3 strategies, the PAI teacher also knew several other strategies such as jigsaws, index card matches, and others.

The application of active learning strategies is considered to be in accordance with the guidebook that contains learning materials and instructions, using active learning strategies, the interest and enthusiasm of students in following the learning process of Islamic Religious

Education is higher and learning objectives are achieved as expected. From the presentation of the data above, ² the results of observations and interviews with PAI teachers, Mrs. Sulistyaningsih and Mr. Salim.

First, everyone is a teacher's strategy is a very appropriate strategy to get class participation. This strategy provides opportunities for students to play a role as teachers for their friends. The results of observations and documentation in the form of lesson plans that the authors found were in accordance with the Competence Standards, Basic Competencies, and Learning Objectives regarding the material properties of Allah SWT. Likewise, the steps taken by Mrs. Sulistyaningsih are in accordance with those expressed by Warsono and Haryanto. Steps Everyone is a teacher here: a) Distribute an index card to students in the class. b) Ask students to write down a question that was most recently studied in the newly taught field of study. c) Collecting index cards, then the cards are scrambled in such a way before being distributed back to each student so that no one learner receives the questions made by himself. d) Each student reads and tries to think of answers to the questions posed on the index paper. e) Ask students to voluntarily, or randomly designate, one of the students to read the question aloud, and try to answer it. f) After the answer is given, ask other students to respond. g) Do it with the next volunteer until the allotted time runs out. h) If the time used is not enough, student questions that have not been successfully answered will be explained briefly by the teacher in the next learning session.

Second, the card sort learning strategy is the strategy most often used by teachers in the implementation of learning that is in accordance with the theoretical basis previously mentioned. Seen the steps in the learning process are in accordance with the steps compiled by Melvin L. Silberman translated by Sarjuli et al, using the card sort learning strategy. According to the author, this strategy is strongly supported by teachers who have prepared as thoroughly as possible in implementing the strategy, so that it is obtained where students are very enthusiastic and train students to remember, and memorize some of the theories learned to get good and correct results. The teacher here is only a facilitator, which is then evaluated by the teacher.

Third, the team quiz strategy is a strategy that is expected to be able to instill an attitude of responsibility in students. With the team quiz strategy on Islamic religious education material, the material is obedient, sincere, khauf, and repentant. Has complied with Competency Standards. Basic Competencies, and Learning Objectives in the Learning Implementation Plan. The steps taken by Mr. Salim as a PAI teacher at MTs Ma'arif NU 1 Kemranjen are in accordance with the steps expressed by Hisyam Zaini.

The strategy has been applied by PAI teachers by remembering and understanding the principles that must be implemented and the factors considered in the selection of strategies. As explained by Wina Sanjaya several principles, among others: instructive, inspiring, fun, challenging, and motivating. At the time of the observations made by the author, students really looked enthusiastic and the class atmosphere in the learning process was so fun and motivated students to be confident like the everyone is a teaching strategy where students dared to explain the material in front of their friends.

4. CONCLUSION

The application of learning strategies in Islamic religious education at MTs Ma'arif NU 1 Ministry of Agriculture is carried out in three stages of delivery of each PAI subject matter in accordance with the RPP practiced in the classroom, namely **initial activities, core activities, and final activities**. Thus, **the** learning process can be well received by students and in accordance with competency standards, basic competencies, core competencies, and indicators of achievement of learning outcomes. Teachers apply it using several strategies, including: Everyone is a teacher here, card sort, and team quiz. This strategy has been implemented in class VII MTs Ma'arif NU 1 Kemranjen by PAI teachers in Islamic religious lessons that are going well. In implementing learning strategies at MTs Ma'arif NU 1 Kemranjen, there are three stages of delivery of each PAI subject matter, namely **initial activities, core activities, and final activities**. **The initial activity** stage usually aims to prepare students to face the learning material to be delivered. Teachers can use the "Everyone is a teacher here" strategy where each student has the

opportunity to share their knowledge and opinions before starting a lesson. This can increase student participation and build an inclusive learning environment. Then, the core activity stage focuses on delivering the subject matter in depth. One strategy used is "card sort" where students are asked to categorize a given concept or information into relevant groups or categories. This strategy assists students in organizing their knowledge and reinforces their understanding of the concepts taught. The final activity stage focuses on closing the learning and evaluating student understanding. One strategy used is a "team quiz" where students work in teams to answer questions or do questions together. This strategy not only improves interaction between students but also allows them to test their understanding and collaborate in achieving better results.

The implication of this study is that the application of learning strategies in Islamic religious education at MTs Ma'arif NU 1 Kemranjen has provided positive results in improving the learning process and students' understanding of PAI subject matter. Learning strategies such as "Everyone is a teacher here," "card sort," and "team quiz" have proven effective in creating an active learning environment, inclusive, and collaborative. Thus, this research may encourage other schools and PAI teachers to consider implementing similar learning strategies. In the context of Islamic religious education, learning strategies that involve active student participation, knowledge organization, and team collaboration can help increase students' understanding and interest in Islamic religious materials. In addition, this study also shows that good cooperation between teachers and students is very important in the successful implementation of learning strategies.

12

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