

The Implications of Active Learning Methods in Islamic Education as a Strengthening of Islamic Values in Daily Life

Miftahul Jannah

Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

miftahuljannah@gmail.com

Abstract

This study explores the implications of active learning methods in Islamic education and their role in strengthening Islamic values in daily life. Active learning encourages student engagement through interactive techniques such as discussions, case studies, and collaborative projects, enabling deeper understanding and application of Islamic teachings. By fostering critical thinking and problem-solving skills, these methods promote not only academic development but also personal growth in alignment with Islamic principles. The study highlights how active learning enhances social interaction, ethical reasoning, and the practice of Islamic values such as *ukhuwah* (brotherhood) and *musyawarah* (consultation) in real-life situations. Additionally, it emphasizes the importance of integrating Islamic teachings with contemporary issues, helping students apply religious knowledge practically in modern society. Ultimately, this approach contributes to a more holistic and meaningful learning experience that empowers students to embody Islamic values in their daily actions and decisions.

Keywords: Active Learning, Islamic Education, Islamic Values

Abstrak

Penelitian ini mengkaji implikasi metode pembelajaran aktif dalam pendidikan Islam dan perannya dalam memperkuat nilai-nilai Islam dalam kehidupan sehari-hari. Pembelajaran aktif mendorong keterlibatan siswa melalui teknik interaktif seperti diskusi, studi kasus, dan proyek kolaboratif, yang memungkinkan pemahaman dan penerapan ajaran Islam yang lebih mendalam. Dengan mengembangkan keterampilan berpikir kritis dan pemecahan masalah, metode ini tidak hanya mendukung perkembangan akademik tetapi juga pertumbuhan pribadi yang sejalan dengan prinsip-prinsip Islam. Penelitian ini menyoroti bagaimana pembelajaran aktif meningkatkan interaksi sosial, penalaran etis, dan penerapan nilai-nilai Islam seperti *ukhuwah* (persaudaraan) dan *musyawarah* (musyawarah) dalam situasi kehidupan nyata. Selain itu, penelitian ini menekankan pentingnya mengintegrasikan ajaran Islam dengan isu-isu kontemporer, yang membantu siswa untuk menerapkan pengetahuan agama secara praktis dalam masyarakat modern. Pendekatan ini berkontribusi pada pengalaman pembelajaran yang lebih holistik dan bermakna, yang

memberdayakan siswa untuk mewujudkan nilai-nilai Islam dalam tindakan dan keputusan sehari-hari mereka.

Kata kunci: Pembelajaran Aktif, Pendidikan Islam, Nilai-Nilai Islam.

A. Introduction

In reality, there are still many problems that must be faced in order to improve the quality of education in Indonesia. This problem is influenced by a number of external factors originating from outside the students, as well as internal factors originating from within the students themselves. The results of observations in the field show that in general students are not actively involved in the learning process, most of the learning time is filled by the teacher through one-way communication. Conditions like this can cause the learning atmosphere to become less interactive and give rise to a passive and apathetic nature in students which can ultimately result in hampered students' critical thinking abilities regarding various information that comes to them. The context of the importance of student participation and involvement in learning involves understanding the active role of students in the learning process. Teachers are required to be able to innovate because the pandemic changes learning patterns (Zulhafizh, 2022: 4557). To be successful in transforming information and experience, teachers must have many strategies and experiences. Traditionally, learning approaches tend to be teacher-centred, with students as passive recipients of information. However, the approach has shifted with greater emphasis on student participation and engagement.

To achieve Islamic learning objectives, teachers are required to be able to display a variety of appropriate learning strategies. 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. 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.

Islamic education has a vital role in forming a generation of Muslims who are knowledgeable, have noble character, and are able to face the challenges of the times. However, traditional teacher-centered learning methods are often less effective in achieving these goals. Literally, a method is the right way to do something. Therefore, the application of active learning methods in Islamic education is becoming increasingly important. Active learning methods place students as the main subject in the teaching and learning process. This approach encourages students to be actively involved in constructing knowledge, developing critical thinking skills, and applying Islamic values in everyday life. With this method, Islamic education does not only focus on the transfer of knowledge, but also on developing students' holistic character and competence.

Educators are not only required to understand or master a number of materials that will be presented to students, but they must master educational methods and techniques in order to continue the transformation and internalization of subject matter. In addition, educators must understand the principles of teaching, models, and evaluation principles so that in the end Islamic education takes place quickly, precisely and accurately. Therefore, in formulating Islamic education methods, the steps that must be taken into account as influencing factors include the objectives of Islamic education, students, situations, facilities, and personal educators..

The application of active learning in the context of Islamic education is in line with the principles of Islamic teachings which emphasize the importance of seeking knowledge, reflection and application of religious values. This method can also help bridge the gap between theory and practice, and increase the relevance of Islamic education to the needs of modern society. Active learning is a learning process with the aim of empowering students to learn using various methods or strategies actively. Active learning is intended to optimize the use of all students' potential, so that all students can achieve satisfactory learning outcomes according to their personal characteristics. Apart from that, active learning is also intended to keep students' attention focused on the learning process. In the initial moments of active learning activities, there are three important goals that must be achieved. The importance should not be underestimated even if the lesson only lasts one class hour. The objectives of this goal are as follows:

- a) Team building: helps students to better master each other and creates a spirit of cooperation and interdependence.
- b) Simple assessment: study students' attitudes, knowledge and experiences.
- c) Direct learning engagement: create initial interest in the lesson.

Learning is intended to achieve certain goals so that learning runs effectively and efficiently. Learning as a whole can mean the process of directing to achieve goals and the process of carrying out actions through the experiences created. The selection of educational methods must be done carefully, adjusted to various related factors, so that educational results can be satisfactory. Choosing an inappropriate method will have a negative impact on the implementation of education and teaching, ineffective learning interactions, low student response, and perhaps not achieving teaching objectives. The formulation of the problem faced is how effective is active learning in students' understanding of Islam? In facing increasingly complex challenges, Islamic education is required to continue to innovate. One of the biggest challenges is how to make learning about Islam more relevant and interesting for the younger generation. Active learning methods are present as one answer to these challenges, by offering an approach that is more suited to the learning styles of today's students. The knowledge gained can be used as a key to facing a problem and as a provision for carrying out one's life. Currently, what happens is that many teachers still use the lecture method, a monotonous method in their learning. So teachers cannot develop interesting learning, and this results in

obstacles for students in learning (S, Syaparuddin, Meldianus & Elihami, 2020)

B. Literature Review

Definition of method

Etymologically, the word "method" comes from the Greek "methodos" which consists of the word "meta" which means towards, through, following, or after; and "hodos" means path, way, or direction. Another definition states that a method is a systematic method or process used to carry out an activity so that the desired goal can be achieved. In other words, Jumarnis et al. (2023: 1209) Explains how a method functions as a tool to achieve a goal, or how to do/make something. Meanwhile, in terms of the term, a method is a tool for processing and developing an idea so as to produce a theory or finding, a method is also a method or path that must be followed to achieve a goal. (Suyati et al., 2023, p. 3). From the definition above, it can be concluded that a method is a step/method or tool used to develop or achieve a goal.

Etymologically, education itself, according to Hasan Basri, comes from the word "didik", which means "to develop", has the prefix pen-, and the suffix -an, so that it means the nature of the act of fostering, training, teaching or educating. (Suyati et al., 2023, p. 3). Meanwhile, in terms of terminology, education is a process of changing attitudes, ethics and behavior of a person or certain group with the aim of improving thought patterns through training or teaching as well as various educational actions. (Ahmad, 2022, p. 50). From an Islamic perspective, education is referred to as tarbiyah, where Islamic education itself must be in line with Islamic sharia laws. It is also stated that tarbiyah must be carried out in a planned and gradual manner where one stage is based on another stage, and the previous stage becomes the basis for preparation for the next stage (Ahmad, 2022, p. 51). From this understanding it can be seen that education/tarbiyah is a process of guidance, training and teaching in order to improve the mindset of a person/group in terms of ethics, behavior and attitudes, which is carried out in stages and is interrelated.

The definition of Education Method from the explanation above can be said to be a way to impart knowledge through a gradual and continuous process of coaching, training and teaching to achieve an improvement in the mindset of an individual/group both in terms of ethics, behavior and attitudes. Therefore, educational methods are also referred to as the methods used by educators in delivering lessons to students. This aims to instill the goals to be achieved from education into the students' personalities.

Various methods learning

Related to education, So there are several methods that can be applied and used in the learning process. This method has been adapted to conditions and characteristics **student**. The methods referred to include the following:

a). Lecture method

This method is commonly used by teachers in delivering lesson material. That as technology develops, some people think that this method is less effective.

However, the lecture method is still used today. This method is a tool for oral communication between teachers and students in building educational interactions.

The lecture method can be used in the following conditions:

- 1) As an introduction to explaining new material. At the beginning of the lesson, the teacher provides a general introduction to new material with a lecture.
- 2) Limited learning resources that are less effective. These limitations require teachers to explain the material orally. This material is presented in a lecture.
- 3) Teachers want to inspire enthusiasm for learning in students
- 4) There is learning material that is specifically delivered orally
- 5) Teachers face a relatively large number of students so it is not possible to pay attention to individual students.

Lectures are considered to be something easy, but this is not the case. Teachers don't just present information. Teachers need to be supported by certain skills in using the lecture method. Because if the teacher doesn't have these skills, the teacher could be uncontrolled in verbal communication and make the class atmosphere boring. Some suggestions for teachers in using the lecture method, namely: 1) Develop a lecture plan; 2) Limiting lecture time according to the age level of students; 3) Prepare questions to ask students; 4) Use language that is generally understood (Aisyah et al, 2024: 12)

b). Discussion Method

The discussion method is a method that aims to influence students to think and dare to express their own opinions. Teachers need a number of special preparations in implementing this method. Preparations such as materials/materials that will be discussed by students. The material is in the form of a description of the case/problem that needs to be responded to, and students are asked to determine and develop a solution together with their group colleagues. Some of these answers or opinions will later be taken as the most appropriate answer to solve the problem being discussed, the remaining answers will be used as complements.

As a note, in the discussion method it is necessary to pay attention to, among other things: 1) Clarity of the problem and objectives formulated; 2) Participation from each group member; 3) Creation of situations that stimulate the discussion process; and 4) The problem that occurs is a problem known to students.

c). Metode Role Playing

This method is better known as the role acting method. This method is the development of imagination and appreciation carried out by students, with their role as characters live or die. This method is carried out by more than one person, according to the number of roles that must be played. Role playing has the function of exploring problem solving skills, behavior, and expressing subject

matter in different ways. This method creates learning experiences such as cooperative, communicative skills and interpreting events.

These steps are: (1) preparing the scenario to be shown, (2) dividing the groups into roles according to their needs and introducing a problem by involving students who will play the role, (3) appointing several students to study the narrative (story) of the case (real and logical) and ask students to develop the narrative into an interesting dialogue several days before the lesson, (4) The teacher prepares observation guidelines to observe the activities carried out by students, (5) provide an explanation of the competencies to be achieved, (6) prepare the stages of the role play, (7) explain the script and explain the stages of the activity, (8) introduce the respective role players in group, (9) discussing and evaluating roles, and (10) drawing conclusions from the role playing that has been carried out.

d). Problem Solving Methods (Problem Solving)

This method is a way of learning that trains students to face problems, whether individual or group, to be solved together. This method is also known as brainstorming, because this method invites students to express their opinions as widely as possible. This method emphasizes the aim that students are able to practice and have analytical thinking skills. According to Nicholl, it is explained that analytical thinking is able to define real problems, have alternative ideas, choose alternatives according to established criteria, know the consequences and impacts in solving problems.

e). Method Drill

The meaning of the Drill method is a way of teaching by carrying out training activities. According to Nana Sudjana states that this method tries to do the same thing over and over again in order to perfect a skill permanently. Based on this opinion, it can be concluded that this method is characterized by repeated repetition (continuous). The more continuously it is carried out, the results of learning such as remaining skills and dexterity will be felt and better.

According to Winarno, the aim of the drill method is: 1) to have motor skills such as writing, memorizing, making tools, using tools (machines), and athletics and 2) to have mental skills such as multiplication, adding, and recognizing signs (symbols).) etc. Based on this opinion, the drill method itself has the aim of training motor and mental skills so as to strengthen the associations made, as well as the skills and dexterity that have been learned.

Basically, this drill method is a method that is easy to carry out. It is trial and error in nature and is improved by doing the same thing repeatedly and seriously so as to perfect a skill.

f). Project Method

This method is one of the suggestions in implementing the independent learning curriculum. The independent learning curriculum applies the project method as a learning approach that combines curriculum concepts with interesting and relevant activities. Previously, the independent learning curriculum focused on developing children's creativity, innovation and

independence.

According to Wahyuningsih (2023), one of the teacher's abilities is to use the project method, by implementing several steps such as: (1) Identifying the project topic, such as determining the project topic; (2) Project planning with activities to determine project objectives, formulate research questions, and plan the steps that will be used to achieve them; (3) Project implementation such as collecting information, conducting experiments or activities related to the project, recording results and making conclusions; (4) Presentation and communication, with this step the project results can be introduced through presentations, exhibitions, teachers, peers and even parents, and (5) Evaluation and reflection by identifying the strengths and weaknesses of student projects and including recommendations for future improvements . This method provides real and relevant experiences for learning.

Based on the explanation of the method above, basically students need the freedom to explore, experiment and hone their knowledge and skills. Teachers can support by providing sufficient resources, materials, and time to meet students' basic needs. Feedback also needs to be provided as a strategy to help students activate their strengths, provide motivation and overcome learning difficulties and obstacles faced by students.

B. Understanding Active Learning

Active learning is a term in the world of education, namely as a teaching and learning strategy which aims to improve the quality of education, and to achieve effective and efficient student involvement in learning. As stated by Hisyam, "an active learning strategy is a learning strategy that invites students to learn actively." For this reason, the teaching and learning process requires various supports, for example from the perspective of students, teachers, learning situations, learning programs and learning facilities. Active learning is a learning process where students have the opportunity to carry out more learning activities, in the form of interactive relationships with lesson material so that they are encouraged to conclude understanding rather than just receiving lessons given by a teacher or facilitator.

Active learning is a learning approach that involves more student activity in accessing various information and knowledge to be discussed and studied in the learning process in class, so that they gain various experiences that can increase their understanding and competence (Sofan Amri, 2015: 1)

When students are actively involved in learning, they feel more motivated and interested in the material being studied. Student participation and engagement allows them to have hands-on experience, feel more involved, and see the relevance of the material in the context of their own lives. Through active participation, students have the opportunity to explore concepts and ideas in more depth. They can ask questions, discuss, apply knowledge in real situations, and build a more constructive and deeper understanding (Syaparuddin et al., 2020: 31)

In active learning, students are invited to think critically, analyze

information, and find solutions to complex problems. However, if student participation and engagement is low, they may miss opportunities to develop these skills (Hartati, 2022). Learning theories are very diverse, one of which is active learning. Active learning is learning that invites students to learn actively. When students learn actively, it means they are the ones who dominate the learning activities. They use their brains actively, either to find the main idea of the subject matter, solve problems or apply what they have just learned to a problem that exists in real life.

The basic principle of active learning is to encourage students' active participation in the learning process. Students are not only passive listeners, but are also directly involved in activities such as discussing, conducting research, collaborating in groups, or conducting experiments. With active participation, students have the opportunity to think, ask questions, and create their own understanding (Ningsih, 2020: 61).

The concept of active learning can be interpreted as a learning model that leads to optimizing students' intellectual and emotional involvement in the learning process. Students are directed to teach students how to learn to acquire and process their learning gains regarding knowledge, skills, attitudes and values. Active learning is not a science and theory but is a strategy for optimal participation of students as learning subjects as students are able to change themselves (behavior, way of thinking and behaving) to be more effective.

Active students is an approach that emphasizes student activities. This approach is closely related to behavioristic learning theory. This method provides continuous training to students followed by consolidation, as the main focus of student activities.

In essence, a learning approach can be understood as the method taken by someone who is learning to be able to learn effectively, in this case the teacher plays an important role in providing modeling tools that enable students to achieve these needs. A learning approach can also be defined as "a perspective for teaching students through a particular focus.

Mdiscuss learning, Learning in general is a form of change that occurs within a person that is explained in accordance with the reality of mastering a new response pattern, in the form of an understanding, attitude and a skill as a result of an experience (Suardi, 2018:16) learning is defined as modification¹⁰ or suspension of behavior through experience based on research, learning is not a result and not a goal but is a process or learning activity, not only the process of remembering or memorizing but further than that, namely the process of experiencing something. Learning itself is a process of changing individual behavior that occurs as a result of interaction with the environment. (Lufri et al, 2020:15). Learning is an effort to achieve a change, behavior, knowledge, understanding, skills and values, attitudes, where this occurs due to an interaction with the environment or certain objects (Anggit Grahito, 2020: 12).

Learning is also "a process of modification in human capacities that can be maintained and increased in level". Meanwhile, Sa'ud provides a definition of learning as "a facilitation effort by teachers, instructors, teachers and lecturers so

that students can learn easily."

In this active learning, students must be required to be active, not active teachers, teachers must be creative in managing learning and don't forget to be creative in preparing learning media that is appropriate to the subject so that an active learning experience can be obtained. Teaching and learning can be said to be meaningful and meaningful if there are the following characteristics:

1. There is student involvement in preparing or planning the process learning
2. There is intellectual and emotional involvement of students, both through experiencing activities of analyzing, acting and forming attitudes
3. There is creative participation in creating a suitable situationk ongoing learning process
4. The teacher acts as a facilitator and coordinator of student learning activities, dan using multimethods and multimedia.

Active learning makes students the subject of learning and has the potential to increase creativity or be more active in every learning activity provided, both inside and outside. In this strategy students are directed to learn actively by touching. Feeling and seeing directly and experiencing it yourself so that learning is more meaningful and quickly understood by students and teachers, in this case it is also required to motivate students and provide direction and provide complete infrastructure..

• **Benefits of active learning in Islamic religious education**

Syamsuddin explained that one of the causes of low learning outcomes is boredom in learning which results in the memory being unable to accommodate new information or experiences. Generally, students' attention decreases as time passes. Pollio's research shows that students in classrooms only pay attention to lessons for around 40% of the available learning time.

Meanwhile, Mckeachie's research states that in the first 10 minutes attention can reach 70% and decreases to 20% in the last 20 minutes.

DFrom different perspectives, Confucius stated 3 important statements in the context of learning, namely:

- a. What I heard, I forgot
- b. What I saw, I remember
- c. What I do, I understand.

The above statement was modified by Mel Silberman and expanded into the Active Learning Credo as follows:

- a. What I heard, I forgot
- b. What I heard and saw, I remember a little
- c. What I hear, see and question or discuss with others
- d. Which I'm starting to understand
- e. From what I heard, saw, discussed and implemented, I got it
- f. Knowledge and skills

g. What I teach others, I master.

The real learning conditions above also occur in PAI learning in schools. Students' enthusiasm for learning PAI is quite low. Moreover, this subject is not included in the UN subjects, so these students feel unable to study PAI. Generally, students are more afraid of not passing the National Examination than not passing their worship of Allah. This real condition influences students' enthusiasm for learning in PAI subjects, although this is not the only factor in their low enthusiasm.

To overcome the reality of learning Islamic religious education, it is necessary to apply active learning in PAI learning, considering that the application of active learning involves the mental and work of students in learning. Another term is optimizing all students' potential in learning. So that PAI learning is not monotonous and boring, students need to be involved in explaining, relating it to real experiences in their environment, asking about material they don't understand, and so on. This is important to do because human nature is active based on the potential of their mind.

• Active learning in the context of Islamic education has many advantages, including:

- Deeper Understanding: Students not only memorize, but also understand Islamic concepts in more depth through discussion, analysis and application in everyday life.
- Strengthening Islamic Values: Active learning encourages students to internalize Islamic values such as tolerance, cooperation, responsibility and mutual respect through social interaction in the learning process.
- Increasing Motivation and Interest in Learning: Varied and interesting activities in active learning make students more motivated and interested in learning about Islam.
- Developing Critical Thinking Skills: Students are trained to think critically, analyze information, and solve problems related to Islamic teachings.
- Forming a Holistic Muslim Character: Active learning does not only focus on cognitive aspects, but also on affective and psychomotor aspects, thereby forming students into Muslims who are balanced intellectually, spiritually and socially.
- Relevance to Real Life: Active learning teaches students to relate Islamic teachings to everyday life, so that they can apply Islamic values in various situations.
- Preparing Future Generations: Active learning equips students with the skills needed to face today's challenges, such as the ability to communicate, collaborate and think creatively.

• Examples of the application of active learning in Islamic education according to educational level:

Elementary School Level

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- Role play: Students act as prophets or friends to understand stories in the Koran or hadith.
- Make crafts: Make greeting cards or wall decorations with religious themes.
- Singing religious songs: Select and sing Islamic songs that suit the learning theme.
- Storytelling: Students take turns telling Islamic stories they know.

Middle School Level

- Group discussion: Discuss contemporary issues from an Islamic perspective, such as tolerance, peace, or social media ethics.
- Debate: Conduct debates on controversial religious topics (with teacher guidance).
- Group project: Create a short video, presentation, or infographic about Islamic figures or Islamic history.
- Case studies: Analyze real cases related to Islamic values.

Madrasah Aliyah level

- Mini research: Carrying out simple research on a religious topic, for example the history of the development of an Islamic sect or a comparative study of various interpretations of the Koran.
- Trial simulation: Conduct trial simulations to discuss Islamic law in certain cases.
- Field trips: Visit historic mosques or places of worship of other religions to learn about tolerance and diversity.
- Writing an essay: Write an essay about their understanding of a verse of the Koran or hadith.

• **Tips for Implementing Active Learning**

- Create a pleasant learning atmosphere: Create a learning environment that is comfortable and conducive to discussion and interaction.
- Use a variety of media: Make use of audio-visual media, such as videos, images or music to enrich learning.
- Give students the opportunity to ask questions: Encourage students to actively ask questions and provide opinions.
- Provide constructive feedback: Provide constructive feedback to increase students' learning motivation.
- Adapt it to the learning material: Choose an active learning method that suits the material to be taught.

• **Example of an Active Learning Activity: Group Discussion**

- Group division: Divide students into small groups.
- Giving assignments: Each group is given a question or topic to be discussed, for example "How do you apply the value of patience in everyday life?"
- Discussion time: Give each group enough time to discuss.

- Presentation: Ask representatives from each group to present the results of their discussion in front of the class.

By implementing active learning, students will not only gain knowledge about the Islamic religion, but will also develop critical thinking, communication and collaboration skills.

C. Islamic Religious Education

The term education in the Islamic context generally refers to the terms al-tarbiyah, al-ta'lim and al-ta'dib. Of these three terms, the term that is popularly used in the practice of Islamic education is the term al-tarbiyah. Tarbiyah said in Arabic comes from kaya rabba, yarabu, tarbiyah which has the meaning of increase, grow, and develop (Yusuf Ahma, 2020: 4). The Ministry of National Education defines Islamic education as a conscious and planned effort to prepare students to know, understand, appreciate, believe, be devout and have noble morals in carrying out the teachings of the Islamic religion from the main sources of the holy book Al-Qur'an and hadith through guidance, teaching and training activities. and use of experience. So it can be understood that Islamic education is a process of knowledge transformation and Islamic values for students so that they can develop their potential while still being guided by the Al-Quran and hadith.

Education, this word is also applied to Islam, has been defined differently by various groups who are much influenced by their respective world views (weltanschauung). However, basically all these different views converge in the initial conclusion, that education is a process of preparing the young generation to live their lives and fulfill their life goals more effectively and efficiently.

Thus, Islamic Religious Education provides both physical and spiritual guidance by following everything that has been taught in the Islamic religion in order to form a strong Muslim personality in facing everything in life. Islamic religious education is a process to provide direction to have a personality and noble character based on the Koran and hadith, to have a mental attitude that can improve all one's deeds.

Therefore, Islamic religious education is at the same time faith education and charity education. Because Islamic teachings contain teachings about personal attitudes and behavior in society towards the welfare of individual and collective life, Islamic Religious Education is both individual education and community education. PAI learning efforts in schools are expected to be able to form personal piety and social piety.

• Goals of Islamic Religious Education

The aim of Islamic education is of course inseparable from the aim of human life in Islam, namely to create individual servants of Allah who always fear Him, and can achieve a happy life in this world and the hereafter. Abdul Fatah Jalal explained that the aim of Islamic education is to make humans servants and servants of Allah (Syarifah Rahmah, 2021:13).

Basically, humans were created so that they would serve God, as he said in

surat al-Dzariyat verse 56, "And I did not create jinn and humans except that they worship Me."(QS. Al-Dzariyat: 56)

So that they understand the purpose of its creation, it is necessary to provide them with education, namely Islamic Religious Education. Formal Islamic religious education is carried out at school, while informally it can take place outside school, either in the community or family. All Islamic religious education given to mankind has no other aim than so that they understand how to serve/worship Allah. Thus, the core objective of Islamic Religious Education is to prepare students who understand how to serve/worship Allah (Department of Religion of the Republic of Indonesia, 523).

Worshipping God is not only synonymous with praying, fasting, and other ritual acts of worship, but worship is also understood as human obedience to God in living a social life among others. Therefore, Al-Syaibany explained the purpose of Islamic education in three categories, namely:

1. Individual goals, namely goals related to the individual's personality and the lessons they learn. This goal concerns the desired changes in their behavior, activities and achievements, personality growth and preparation for living their lives in this world and the hereafter.
2. Social Goals, namely goals related to the students' overall social goals. This goal concerns the changes desired for growth and enriching their experience and progress in living in society.
3. Professional Goals, namely goals related to education as a science, as an art, as a process and as an activity in society.

Carrying out one's duty as a social being without hurting and disturbing others is a form of worship to God, learning knowledge continuously without age limit and unlimited space and time to increase confidence and improve the way of worshipping God is worship. Thus, all forms of human action that are in accordance with God's teachings are acts of worship. In this regard, Muhammad Fadhil al-Jamali formulated the purpose of Islamic education into 4, namely:

1. Introducing humans to their role among fellow creatures and their responsibilities in this life. Muhammad Qutb called him a servant of Allah as caliph on earth.
2. Introducing humans to social interactions and their responsibilities in social life.
3. Introduce people to nature and invite them to know the wisdom of its creation and give them the possibility to benefit from it.
4. Introduce people to the creator of nature and tell them to worship Him.

• **Function of Islamic religious education**

In general, the function of Islamic education is to guide and direct the growth and development of students from stage to stage of life until they reach the point of optimal ability (Haidar Putra Daulay et al, 2020: 147). The poor quality of the teaching and learning process and results indicate that student

interactions with teachers, the environment and other learning resources are not effective. If this happens, the learning outcomes achieved are not optimal, which ultimately causes poor learning quality. Organizing learning is one of the main responsibilities of teachers Widoyo et al., (2023: 1687). In essence, education is a continuous and ongoing process. So the educational tasks and functions that need to be carried out by Islamic education are a never-ending process in line with the universal consensus implemented by Allah SWT and His Messenger, with the term life long education (Q.S. Al-Hijr: 99) or Noeng Muhajir's term, never-ending learning. (no limits of study). This concept means that the tasks and functions of education are targeted at students who continue to grow and develop dynamically, from pregnancy to the end of their lives.

In this way, it can be understood that the function of Islamic education is not only in the framework of building people who are faithful and pious, skilled and cultured, but a human being who is able to overcome various problems in life, society and humanity, so that he is able to position himself as a quality human being for his religion, society and nation.

According to Yusuf Amir Faisal, Islamic education with its starting point from the principles of Iman-Islam-ihsan or creeds-worship-morals towards a goal of human and cultural glory that is approved by Allah SWT, has at least the following functions:

- 1) Individualization of Islamic values and teachings for the sake of forming a level of human *muttaqim* in attitude, thinking and behavior.
- 2) Socialization of Islamic values and teachings for the sake of the formation of Muslims.
- 3) Engineering Muslim culture for the formation and development of Islamic civilization.
- 4) Discover, develop and maintain knowledge, technology and skills for the formation of managers and professional people.
- 5) Development of Muslim intellectuals who are able to seek, develop and maintain science and technology.
- 6) Sustainable educational development in economics, physics, chemistry, music, arts and culture, politics, sports, health, etc
- 7) Developing the quality of Muslims and citizens as competitive quality members and builders of society.

When viewed operationally, the function of education can be seen in two forms, namely:

1. Tools for maintaining, expanding and connecting cultural levels, traditional and social values, as well as community and national ideas.
2. Tools for bringing about change, innovation and development. In general, this effort is carried out through the potential of knowledge and skills possessed, as well as training productive human energy (students) in finding a balance in such dynamic socio-economic

changes.

By combining these various elements, the integration of an active learning approach in Islamic Religious Education can create a learning environment that is dynamic, inspiring, and commensurate with current developments. A deep and applicable understanding of Islamic teachings can be achieved through joint efforts between students and educators in carrying out interesting, relevant and meaningful learning activities. Creating an inclusive and supportive learning atmosphere, where every student feels valued and can participate in their own unique way. Efforts to understand students' cultural, social and economic backgrounds can help teachers adapt learning strategies to make them more relevant to the realities of their lives.

C. Research methods

In order for this research to obtain results that are in accordance with the research objectives that have been set, it is necessary to use appropriate research methods, namely using. Primary data sources are data that directly provide data in data collection. The primary data source in this research is books. The type of research used in this research is library research or also known as library research. The author uses this method because the data being studied is in the form of manuscripts or books or journals sourced from the library treasury. Literary research is synonymous with text or discourse analysis activities that investigate an event, whether in the form of actions or writings that are studied to obtain the correct facts (finding the origins, causes, true cause, and so on)..

The Library Research process itself includes identifying and finding relevant information, analyzing what the researcher finds, and then developing and expressing the researcher's ideas. This type of library research is research that utilizes library sources (manuscripts, books, magazines or the like) to obtain research data.

Secondary data is data taken indirectly from the source. Secondary data is usually taken from documents (reports, other people's written works, newspapers and magazines). Secondary data used in this research is literature study on previous research which correlates with this research.

Secondary data sources in this research include journals, articles, scientific works that are appropriate to the discussion in this research, as well as learning methodology books that are relevant and can support the deepening and sharpness of the analysis of this research..

This study discusses the analysis of students' learning experiences using active, innovative, creative and fun learning methods. The data collection used in this research will collect data sources such as books, literature and other documents that are relevant or related to the research being conducted (Pringggar, 2020: 317)

D. Research Results and Discussion

There are still many teaching staff who use conventional methods monotonously in classroom learning activities, so that the learning atmosphere seems stiff and dominated by the teacher. Efforts to increase student learning achievement cannot be separated from various factors that influence it. In this case, creative teachers are needed who can make learning more interesting and liked by students.

Bearing this in mind, the author tries to research the effect of applying active learning methods on students' understanding of education. The application of active learning methods in Islamic education has gone well. We can see this in terms of the learning process in schools that have Islamic religious education as a subject. In the success of this teaching and learning process, one of the factors that really supports the teacher's success in implementing learning is the teacher's ability to master various kinds of learning methods that suit the characteristics of the material and students. So that students understand in Islamic education more.

Research Results on the Influence of Active Learning Methods in Islamic Education has several improvements, namely:

- 1) **Increasing Understanding of Islamic Education Material:** Students who follow active learning methods show increased understanding of basic concepts in Islamic education. In several studies, experimental groups using this method obtained an average score of 20-30% higher than control groups using the conventional lecture method. Direct experience in discussions, questions and answers, and group activities helps students better understand and internalize Islamic religious material.
- 2) **Improved Critical Thinking Skills:** Active learning encourages students to think critically and deeply regarding the application of Islamic teachings in everyday life. Group discussion and case study activities allow them to analyze contemporary problems through a religious perspective, thereby improving their ability to link theory with practice. This is very important in developing intellectual and spiritual intelligence in Islamic education.
- 3) **Increased Motivation and Active Participation:** Active learning methods have been proven to increase students' learning motivation. They feel more involved in the learning process because there is more intensive interaction, both with teachers and classmates. This active participation contributes to increasing their interest in studying religion, because they can explore the material through experience and discussion, rather than just listening.
- 4) **Strengthening Religious Values and Islamic Character:** Apart from increasing cognitive understanding, active learning methods also strengthen the formation of Islamic character. Students interact and collaborate more, which encourages the strengthening of social values

such as tolerance, cooperation and respect for other people's opinions. Learning based on direct activities also supports deeper internalization of religious values.

- 5) **Social Skills and Teamwork:** Active learning often involves group work, where students must work together to complete an assignment or project. This helps them develop important social skills, such as effective communication, leadership, and listening abilities. Students in Islamic education who participate in this method show increased ability to collaborate and support each other in learning.

From the research results, it can be concluded that active learning methods have a very positive influence on student learning outcomes in Islamic education. This method not only improves cognitive understanding and critical thinking skills, but also strengthens Islamic character and social values in students. Interactive and participatory learning is more effective in achieving the goals of comprehensive Islamic education.

Islamic education should be given a regular place, until it gets enough attention without neglecting other material matters, so that every student can be instilled with a high sense of faith and have noble morals. Teachers must look for learning methods that suit student characteristics and this material is very relevant to a teacher's task of recognizing individual differences in students. So that students are more active and easier to understand the lessons they are studying, especially about Islamic education.

Discussion of the Influence of Active Learning Methods in Islamic Education Active learning methods offer an innovative and relevant approach in Islamic education, especially in developing a deeper understanding of religious teachings as well as social and intellectual skills. The following is a discussion on its influence:

- 1) **Increased Involvement and Participation of Didi Participants** One of the main advantages of active learning methods is that they encourage direct involvement of students in the learning process. In Islamic education, students not only passively receive information, but are also actively involved in discussions, problem solving, and reflecting on religious values. This involvement allows them to better understand the material taught and internalize it better. Students become subjects in the learning process, not just objects who receive knowledge from the teacher.
- 2) **Development of Critical and Reflective Thinking Skills,** Islamic education teaches values that must be internalized and practiced in everyday life. Through active learning, students are invited to think critically about how Islamic teachings can be applied in a modern context. Group discussions, debates, and case studies in this method help students to analyze complex situations from a religious perspective. Thus, this method not only focuses on cognitive mastery, but also strengthens the affective and psychomotor dimensions.

- 3) **Strengthening Islamic Values through Social Interaction** Active learning often involves group work, collaboration, and discussion. In the context of Islamic education, this not only improves communication and social skills, but also instills Islamic values such as cooperation (ta'awun), mutual respect, and tolerance. Students learn to listen to other people's opinions, manage differences in views, and work harmoniously to achieve common goals, which are in line with Islamic principles in society.
- 4) **Increasing Motivation and Sense of Responsibility in Learning**, Active learning methods place students at the center of the learning process, which in turn increases their sense of ownership of their own learning process. In Islamic education, when students are given the opportunity to actively participate and take an important role in learning, their motivation to study religious material becomes higher. They feel more responsible for their own learning progress and are more enthusiastic about exploring Islamic values more deeply.
- 5) **Formation of a More Complete Islamic Character** Active learning methods support the formation of Islamic character through direct experience and practice. In Islamic education, the main goal is not only to transfer knowledge, but also to form noble morals. With this method, students are invited to understand and practice Islamic values such as honesty, responsibility, hard work and gratitude through interactive activities. This process forms the character of students who are not only intellectually intelligent, but also spiritually and socially mature.
- 6) **Implementation Difficulties and Challenges**n. Although active learning methods have many benefits, their implementation in Islamic education also faces several challenges. Among these are the lack of teacher readiness in managing more dynamic classes, as well as limited time and facilities that support active learning. Additionally, some learners may have difficulty adapting to this approach, especially if they are used to passive learning methods. Therefore, training and assistance for teachers is needed as well as curriculum adjustments so that this method can be implemented effectively.

Overall, active learning methods have a positive impact on Islamic education. This method not only improves students' academic and spiritual understanding, but also forms critical thinking skills, social skills, and strong Islamic character. Even though it faces several challenges in its implementation, the long-term benefits of this method in forming a generation that is intelligent, moral and has an Islamic personality are enormous.

The learning outcomes of Islamic Religious Education using active learning methods obtained by students are in the form of knowledge values regarding Islamic Religious Education subject matter provided by the teacher, after going through learning activities at school. In this research, student learning outcomes are shown that by applying active learning methods students can achieve optimal learning outcomes. So we can see that there is a directly proportional relationship

between active learning methods and Islamic Religious Education learning outcomes. So that the better the application of active learning methods, the better the results of learning Islamic Religious Education.

Students' understanding of Islamic education using active methods is quite effective because quite a few students can answer questions about Islam. But there are some students who can't, because it could be because the students themselves don't understand or the learning isn't suitable for the students. By using active learning students' understanding is deeper.

Conclusion

Active learning methods in Islamic education have a very important role in strengthening Islamic values in everyday life. With an approach that involves students directly in the learning process, this method not only improves academic understanding, but also shapes students' character and morals in accordance with Islamic teachings. Active learning helps students to think critically, develop social skills, and practice Islamic values such as ukhuwah and deliberation in real-life contexts. In addition, this method also allows students to integrate Islamic teachings with contemporary issues, making them better prepared to face challenges in the modern world. Therefore, the application of active learning methods in Islamic education can have a positive impact in forming a generation that is not only intellectually intelligent, but also able to practice religious teachings in everyday life.

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