



THE ACTIVE LEARNING APPROACH TO SMP BAYT AL-HIKMAH STUDENTS : A CASE STUDY OF LEARNING ISLAMIC RELIGIOUS EDUCATION IN ISLAMIC BOARDING SCHOOLS

Puspitaningrum¹, Rosichin Mansur², Dian Mohammad Hakim³

^{1,2,3} Program Studi Magister Pendidikan Agama Islam, Universitas Islam Malang, Indonesia

¹puspit4nin6rum@gmail.com, ²rosichin.mansur@unisma.ac.id,

³dian.mohammad@unisma.ac.id

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ABSTRACT

A learning approach that is fun, flexible, and friendly is a learning approach that humanizes humans. The purpose of this article is to describe the planning of Islamic religious education learning, the implementation of Islamic religious education learning, and the learning outcomes of Islamic religious education. Researchers used qualitative research methods with a case study approach. Data search techniques use participant observation, in-depth interviews, and document studies. The results of the study illustrate that: (1) Islamic religious education learning planning using an active learning approach is realized through: (a) the selection of subject matter is carried out through joint meetings to integrate the Islamic boarding school curriculum and the formal curriculum; (b) the facilitator teaches using project learning methods, experiments, and field trips; (c) the learning model for students is project-based, learning information research, mind mapping, jigsaw puzzles, and index card matches; and (d) evaluation of student learning in the form of written tests, oral tests, and cognitive evaluations. (2) Implementation of Islamic religious education learning using an active learning approach has five aspects namely: (a) active participation of students in learning; (b) interrelation of students' experiences for intellectuality and action; (c) centered on students that all students learn as learning subjects; (d) new perspectives of students during the learning process students are able to think critically, discuss, and develop Islamic character; and (e) conducive and dynamic social interaction. (3) The results of learning using an active learning approach are reflected in three aspects, namely: (a) changes in the behavior of students who are more comfortable in class; (b) increased knowledge of students in critical thinking, discussing, and collaborating in learning; and (c) a new habit pattern is formed for the students to have an Islamic personality, have manners, the students are more active, and the students are capable in debating and arguing.

Introduction

The learning approach in education is a basic skill for students. Professional teachers are not only proficient in the transfer of knowledge, but also the transfer of morals. The learning approach is fun, flexible, friendly, and in accordance with the development of a happy educational age. Various learning approaches that lead to the needs of students are essential values that must be prepared carefully. The values of religious education are fundamental values that must be possessed by students. Islamic boarding schools are the oldest traditional Islamic educational institutions in Indonesia. The transformation of traditional Islamic boarding schools into modern Islamic boarding schools is a demand of the times. The traditional learning methods of *sorogan*, *wetonan*, and *bandongan* are starting to transform into modern methods that prioritize constructivist approaches starting from lecture, discussion, question and answer, and problem solving methods (Rasmuin & Maghfuri, 2019). Islamic boarding schools which are synonymous with teaching *halaqah* (sitting in a circle) and *sorogan* (projecting memorization) which are the local wisdom of Islamic boarding schools, besides that students have educational value by learning by experience (Harahap et al., 2023). The concept of this learning approach has similarities with active learning. Through constructive beliefs *ustadz* and *ustadzah* become facilitators of students in the learning process, and active students in responding, understanding, and providing reflection on learning (Armin & Puteri Siregar, 2021).

The active learning approach aims to improve student achievement as a result of learning efforts and to develop students' personality potential (I. Ismail et al., 2023). Islamic religious learning in Islamic boarding schools is provided through norms, mutual respect for differences, mutual assistance, and mutual tolerance. SMP Bayt Al-Hikmah students receive character education provisions through the integrated school curriculum with the Islamic boarding school curriculum. The manners that become the character of the santri (students) are conveyed through the learning of Islamic Religious Education as a blend of religious knowledge and morals. The learning approach that uses classical methods such as lectures and storytelling results in a learning atmosphere that becomes bored and seems monotonous. A one-way learning approach results in students becoming more passive during the learning process. Various inappropriate stimuli make students take the material for granted, without feeling an increase in knowledge and attitude. The worst impact is students who feel uncomfortable in learning, feel pressured, and are unpleasant to have a negative impact on students' learning outcomes.

The phenomenon of students being less active, easily bored in class, uncomfortable in learning, feeling pressured every time they take part in learning, and not feeling happy when participating in the learning process are indicators that the learning approach is not in accordance with current conditions. Through active learning, it becomes an alternative for facilitators, teachers, *ustadz*, *ustadzah*, and *kiai* in fostering students' learning motivation. To answer the challenges of an increasingly modern era, future generations are needed who are superior, have good character, and have good morals. Based on the phenomenon of the learning approach to SMP Bayt Al-Hikmah Pasuruan students, they provide teaching of religious values originating from the teachings of the *Ahlussunnah wal Jama'ah* Islamic Religion. The educational curriculum at Islamic boarding schools that integrates the triangle of character education for students, namely: (1) *aqidah aswaja*; (2) *tafaquh fiddin*; and (3) morals and good deeds. The Islamic boarding school education curriculum serves as a guide for *ustadz* and *ustadzah* that students do not only pursue academic achievements, but also religious knowledge and morals (ethics).

In this study, the researchers focused on the active learning approach for students at SMP Bayt Al-Hikmah Pasuruan, the subjects of Islamic religious education. The purposes of this research are to examine: (1) planning of Islamic religious education learning by using an active learning approach; (2) the implementation of Islamic religious education learning using an active learning approach; and (3) learning outcomes of Islamic religious education using an active learning approach.

Research Methods

This study uses qualitative research methods, with a case study approach (Miles et al., 2018). The case study approach is intended to explore and observe in depth the activities of students while participating in Islamic religious education learning. Researchers also looked carefully at the learning methods used by the teacher or facilitator. Researchers took an informal approach to teachers and students related to a learning approach that made students more enthusiastic about learning, and became exemplary students at Islamic boarding schools. The location of this research is SMP Bayt Al-Hikmah Pasuruan, Jalan Patiunus No. 25 Krampyangan, Bugul Kidul District, Pasuruan City, East Java, Indonesia. The researchers as key instruments stayed at the research location from September 2022 to March 2023. The research subjects were determined using snowball sampling. Researchers determined research subjects who were representative and overall representative of the total population of students

at SMP Bayt Al-Hikmah Pasuruan. The total number of informants was 13 people, consisting of one school principal, one school of human director, two Islamic religious education teachers, and nine students of SMP Bayt Al-Hikmah Pasuruan. Primary research data sources were taken from Islamic religious education teacher informants, and secondary data were taken from students, principals, and directors of the school of human. Research informant data is presented in table 1.

Table: 1 Research Informant Data

No	Name	Age	Level of Education	Role
1	Subkhan	42	Bachelor's Degree	Headmaster
2	Munif	43	Bachelor's Degree	HR Director
3	Kholik	39	Bachelor's Degree	Islamic Religious Education Teacher
4	Rosidatul	35	Bachelor's Degree	Islamic Religious Education Teacher
5	Haidar	14	Junior high school	8th-grade students
6	Layli	14	Junior high school	8th-grade students
7	Ridho	14	Junior high school	8th-grade students
8	Sony	13	Junior high school	7th-grade students
9	Hendra	15	Junior high school	9th-grade students
10	Sinta	14	Junior high school	8th-grade students
11	Tania	15	Junior high school	9th-grade students
12	Bagus	13	Junior high school	7th-grade students
13	Mutmainah	15	Junior high school	9th grade students

Source: Doc. Researcher, 2022-2023.

Field data collection procedures use three techniques, namely: (1) participant observation, researchers make observations starting from lesson plans by teachers or Islamic religious education facilitators, implementation of learning in each class of students, and learning outcomes of Islamic religious education subjects in grade 7, 8, and 9; (2) in-depth interviews, the researchers conducted in-depth interviews with the principal, a director of human resources, Islamic religious education teachers, and students of grades 7, 8 and 9; and (3) document study, the researchers conducted a search for students' data through school documents, collected data on the results of the development of students' values, and photos of students' activities at SMP Bayt Al-Hikmah Pasuruan. Research interview instruments can be seen in table 2.

Table 2. Research Instruments for Informant

Main Thema	Indicator	Research Question
Islamic religious education learning planning uses an active learning approach	• Selection of subject matter	• How is the lesson plan carried out by educators to choose the material to be taught?
	• Learning methods	• What learning methods have been planned by educators to use an active learning approach?
	• Learning methods	• What learning model has been planned to facilitate learning using an active learning approach?
	• Learning evaluation	• How do educators evaluate learning with an active learning approach?
The	• Active participation of	• How is the active participation of students while

<p>implementation of Islamic religious education learning uses an active learning approach</p>	<p>students</p> <ul style="list-style-type: none"> • Interrelation of students' experiences (associating old experiences with new experiences) • Centered on students • New perspective of students • Conducive and dynamic social interactions 	<p>participating in Islamic religious education learning?</p> <ul style="list-style-type: none"> • What are the interrelationships of the students' experiences while participating in Islamic religious education learning with an active learning approach? • How is the implementation of the active learning approach to Islamic religious learning centered on students? • What are the new perspectives gained by students while participating in Islamic religious learning using an active learning approach? • What are the activities of the students that support the active learning approach to foster conducive and dynamic social interactions?
<p>The learning outcomes of Islamic religious education use an active learning approach</p>	<ul style="list-style-type: none"> • Changes in student behavior • Increase knowledge • New habit patterns are formed 	<ul style="list-style-type: none"> • What are the learning outcomes of Islamic religious education using an active learning approach to changes in the behavior of students? • What are the additions to the students' knowledge gained during the process of learning the Islamic religion? • What new habit patterns did the students acquire while participating in Islamic religious learning with an active learning approach?

Source: Doc. Researcher, 2022-2023.

The researchers carried out the data analysis phase starting from: data condensation, data presentation, and drawing conclusions (Miles et al., 2018). Data condensation, at this stage the field data that has been collected is sorted for simplicity. The simplified data is transformed into written field notes. The field data are: lesson planning, learning implementation, and learning outcomes. The entire field data that has passed data condensation is presented to determine indicators that are the novelty of this research. The indicators that have been presented are: selection of learning materials, methods, models, learning evaluation, active participation of students, interrelation of experiences, centered on students, new perspectives of students, conducive and dynamic social interaction, behavior change, experience of students, and the formation of new habit patterns of students. From some of the data that has been presented, researchers draw conclusions as field findings. Researchers check the validity of the findings through: credibility, dependability, confirmability, and transferability.

Results and Discussion

Islamic Religious Education Learning Planning Uses an Active Learning Approach

Learning Islamic religious education in Islamic boarding schools is the most fundamental material. Religious values become the basic foundation of students in the learning process. Students are more active and develop when given education that suits the needs of students. The role of the teacher or facilitator in planning learning becomes the spirit of education.

Planning is a decision taken to determine learning objectives, programs, methods, procedures, and determine activity schedules (Aprilianto et al., 2023). The learning plan has five domains of learning objectives namely: intellectual skills, linguistic skills, cognitive skills, motor skills, and attitudes (Gagne, 1974). The Islamic religious education facilitator at SMP Bayt Al-Hikmah Pasuruan plans lessons using an active learning approach. There are four aspects of lesson planning that are applied, namely: (1) selection of learning materials; (2) learning methods; (3) learning models; and (4) learning evaluation.

1. Selection of Subject Matter

Modern Islamic boarding schools have an educational curriculum that regulates the implementation of non-formal, informal and formal education. Islamic boarding school learning planning is regulated in accordance with the regulation of the Minister of Religion of the Republic of Indonesia number 31 of 2020 concerning Islamic boarding school education (Fachrul, 2020). The planning for active learning at SMP Bayt Al-Hikmah Pasuruan was disclosed by the teacher of Islamic religious education subjects, Kholik as an informant.

Learning planning is through the selection of subject matter and internal teacher meetings. The material taught is made into a syllabus as a teacher guide, facilitator, or *ustadz/ustadzah*. The material that has been prepared is adapted to current conditions and the times, so that students are also given the opportunity to think more broadly about Islamic religious education material. (Interview: Kholik, 2023).

The lesson plan disclosed by the facilitator, Kholik, provides an explanation of the teachers, teachers, facilitators, *ustadz* or *ustadzah* before making a lesson plan through coordination meetings and compiling a syllabus as a guide in providing teaching to students at SMP Bayt Al-Hikmah Pasuruan. The selection of Islamic religious education learning materials at SMP Bayt Al-Hikmah Pasuruan is the result of a facilitator or teacher coordination meeting. Learning planning through the activities of compiling teaching materials, syllabus, learning implementation plans, and moral development plans (Asrori & Imamah, 2023). In planning the selection of teaching materials, the facilitator combines the pesantren curriculum with the formal curriculum so that it is in accordance with the times and the learning needs of the students.

2. Learning Methods

The learning method at SMP Bayt Al-Hikmah Pasuruan uses three active learning approaches, namely: the project method, the experimental method, and the field trip method. The project method is a method that requires students to explore, provide assessment,

interpretation, information, and synthesis to produce various forms of learning outcomes (Mulyawati, 2023). The experimental method is used to provide opportunities for students to be directly involved with practical learning (Ali, A. M., & Nur, 2023). Through the experimental method of students, "... have the opportunity to experience themselves, follow the process, observe carefully, analyze from observations, and draw conclusions from the observed object" (Haniyah et al., 2021). The field trip method for students mostly invites students to observe the environment in Islamic boarding schools. The field trip method is a learning method that links learning with the surrounding environment to train students' interaction skills and understanding (Hamidi, 2023). The purpose of this learning method is to increase the knowledge and experience of students so that they are more innovative and have the motivation to work.

3. Learning Model

There are five learning models used by the facilitators at SMP Bayt Al-Hikmah Pasuruan, namely: (1) project-based learning model; (2) information research learning model; (3) mind mapping models; (4) jigsaw puzzle models; and (5) the index card match model. The project-based learning model is project-based integrative learning, involving students in groups to discuss the issues raised. From the project-based learning model, three major problems were found in schools and Islamic boarding schools, namely: the danger of garbage, student discipline, and environmental cleanliness. The project-based learning model is a learning process that focuses on problems, and collaborative groups in contributing ideas, thoughts, and thoughts to find solutions to problems that occur through real activities (Sanusi et al., 2023).

The information research learning model through learning activities is watching video stories of the prophets and apostles. Students take exemplary values from the stories of the prophets. Information research learning is learning that directs students to answer questions given by the facilitator through various sources in the form of books, handouts, journals, or information on the internet (Suhelmi, S., Kusmiyati, K., Handayani, B. S., & Sukarso, 2023). The mind mapping learning model for learning Islamic religious education material on the history of the prophet, congregational prayers and *qoshor* prayers. The facilitator prepares a jigsaw puzzle learning model to train students in groups. The jigsaw puzzle learning model provides opportunities for students to learn, trains students in groups, and provides opportunities for students to solve problems together (Sunarko et al., 2022). The next planned learning model is index card match to train students to work together in completing

assignments. The index card match learning model is more interesting because each student has an index card to match with their classmates.

4. Learning Evaluation

Learning evaluation is an important part of assessing learning activities. Learning evaluation runs smoothly if it is planned carefully. Evaluation of learning using the active learning approach is a feature that is favored at SMP Bayt Al-Hikmah Pasuruan. The way educators provide learning evaluations as expressed by the facilitator, Rosidatul.

We use written tests for students as a form of learning evaluation. The written test activity was carried out after all the subject matter was conveyed to the students. The students get an average score of 85, although there are some students who get a score below 85. As a teacher/facilitator, students who get a score below 85 are not a problem. The important thing is that the average score of the students has met the minimum completeness criteria for educational subjects Islam has a minimum score of 81 (Interview: Rosidatul, 2023).

Evaluation of learning through written tests after the delivery of the material. Students get an average score above 81 as the minimum completeness criterion (KKM). Evaluation of learning is an assessment process carried out by the facilitator or teacher in the form of written tests, oral tests, and cognitive evaluations as student learning outcomes. Learning evaluation activities are useful for improving the quality of learning and as an administrative need for institutions (Sudirman, 2021). Learning planning uses an active learning approach at SMP Bayt Al-Hikmah Pasuruan through several stages, namely: (1) Islamic religious education facilitators make learning plans through coordinating joint meetings; (2) the learning methods used are project methods, experimental methods, and field trip methods; (3) the learning models used by the facilitator include: project-based learning models, information research learning models, mind mapping models, jigsaw puzzle models, and index card match models; and (4) evaluation of learning is through written evaluations, oral tests, and cognitive evaluations as an increase in the quality of student learning.

Implementation of Islamic Religious Education Learning Using an Active Learning Approach

Learning Islamic religious education at SMP Bayt Al-Hikmah Pasuruan in the learning process uses an active learning approach. The facilitator or teacher during the implementation of student learning gains knowledge, skills, and attitudes. Implementation of learning as a process and contextual factors that create conditions for students to benefit from the learning process (Ulla & Poom-Valickis, 2023). The active learning approach to the implementation of

learning aims to "...invite and empower students to actively participate in teaching and learning activities so that the teacher relationship acts as a facilitator of students" (Perkasa & Dora, 2022). There are five manifestations of the implementation of learning at SMP Bayt Al-Hikmah Pasuruan namely: (1) active participation of students; (2) the interrelation of students' experiences; (3) centered on students; (4) new perspectives of students; and (5) conducive and dynamic social interaction.

1. Students' Active Participation

The active participation of the students can be seen from the students' proactive participation in learning, discussions, and the ability of the students to follow the teacher's instructions. The active participation of students during Islamic learning is an indicator of the subject matter delivered by the facilitator being well received. The form of active participation of the students was expressed by the facilitator, Kholik. He said that, "the active participation of students in participating in Islamic religious education learning in class can be seen from their liveliness while participating in learning, students are proactive with the subjects presented, students are able to solve problems through discussion, and students are able to follow instructions given by the teacher or facilitator (Interview: Kholik, 2023). The implementation of facilitator learning is to involve students in planning Islamic religious education learning themes, practices, and decision-making in groups to invite students who have low intelligence to stay motivated. Efforts to realize active students are through participation and improving the quality of educators who are superior and have credibility in teaching (Mendes & Hammett, 2023). Active participation of students, "...encouraging creativity, motivation, collaboration, and active learning to express positive perceptions" (F. A. Ismail et al., 2023).

2. Interrelationship of Students' Experiences

Interrelation of students' experiences during the learning process, students get new experiences, namely: intellectuality and action. In terms of intellectuality, students gain knowledge about religious understanding, the exemplary values of the Prophet and Apostles, self-confidence, ability to practice worship, and increase learning motivation. Interrelation of students' experiences of understanding religion, new experiences of religious values that are in accordance with the teachings of the Prophet and Al-Qur'an, and students' self-confidence

become students' intellectual and actional experiences in the learning process. The interrelation of students' experiences is also in line with the opinion of class VIII students, Ridho.

The experiences that I have experienced in participating in Islamic religious learning are: (1) there are more and more Islamic religious learning activities so that I can immediately practice them; (2) the teacher shows a short video about the stories of the Prophets during the learning process, so that the learning time does not feel long; and I feel there is an increase in insight in carrying out religious orders, especially obligatory worship (Interview: Ridho, 2023).

Pupils of SMP Bayt Al-Hikmah Pasuruan during the learning process of Islam gain knowledge about worship practices, examples from the stories of the Prophets and Apostles, and gain insight in carrying out the obligatory worship in accordance with the Al-Qur'an and sunnah. Exemplary facilitators as role models for students have good character, have noble character, have motivation and self-confidence (Dwi Azizah, 2023). In addition, the actional experience of the students has also increased, namely: the students have become more active during the learning process, and there has been an increase in their ability to argue.

3. Centered on Students

Centered on students is an embodiment of the active learning approach, students as subjects in learning, students develop according to their wishes, a pleasant class atmosphere, students are able to think critically, material is easily accepted, students do not hesitate in expressing opinions, and foster enthusiasm for learning and worship in everyday life. A conducive learning atmosphere creates active, innovative, creative, and effective learning (Samrin, 2022). Active learning of students as learning centers becomes active learning, which is characterized as follows: (1) students are actively involved more than just listeners; (2) learning is focused on improving students' skills, not just transferring information; (3) students actively participate in thinking highly, are able to analyze problems, and find solutions to problems; (4) students are directly involved in debating, reading and writing activities, as well as discussions; and (5) students develop the attitudes and values they have in everyday life (Lassila & State, 2023).

4. The Students' Perspective

The new perspective of the students is in line with the active learning approach applied by the facilitator, namely: students have the belief that current learning is not boring, students are increasingly fighting spirit, students are starting to learn to think critically, discuss, and tell the problems experienced by their parents' children and form an Islamic character. The

perspective of students on Islamic religious education subjects at SMP Bayt Al-Hikmah Pasuruan as expressed by a grade VIII student, Sinta.

From the perspective of studying as a student at this time, I have the belief that Islamic religious education teaching materials are getting more comfortable and not tense. In teaching, the teacher mostly invites students to think, discuss together, and tell each other about the problems experienced by students about religion, how to worship, and procedures for *istiqomah* learning (Interview: Sinta, 2023).

Students' views on subjects of Islamic religious education that are easier to digest, not boring, and not stressful. The new perspective of students can be seen from the improvement in the skills of students, "...think critically by asking questions that are appropriate to the topic, looking for root causes, reducing the information obtained, and making conclusions" (Jumadi, 2023). This new perspective of students is the result of the teacher's role, "...as a facilitator who provides learning facilities for students not only as academic educators, but also as spirituality facilitators" (Rachman et al., 2023).

5. Conducive and Dynamic Social Interaction

Conducive and dynamic social interaction is the result of the students' learning process. During the process of teaching and learning activities, students gain an understanding of religious values from the facilitator. To train conducive social interaction, the facilitator applies various learning approaches, starting from: the lecture method, the discussion method, the demonstration method, the experimental method, the blended learning method, the project-based learning method, the informative research learning method, the mind mapping method, the jigsaw puzzle method, the lectures, index card match method, and hands-on practice. The process of learning the social interaction of SMP Bayt Al-Hikmah Pasuruan students through teaching and learning activities.

Conducive and dynamic social interactions are obtained by students during the learning process using an active learning approach. This condition was disclosed by the facilitator, Kholik. He said that, "students activities that support the active learning approach are: learning with project methods, information research learning, mind mapping, jigsaw puzzles, and index card matches" (Interview: Kholik, 2023). The overall method of learning approach in an effective Islamic boarding school environment is the method of advice or students taking lessons and warnings from facilitators, *kiai*, *ustadz*, and teachers to shape the character and personality of students as a motivator (Komariah & Nihayah, 2023). However, the negative side of this learning approach is the traditional learning model. It has a tendency for students to feel

bored during class learning, so learning is innovative and provides motivation for students while studying. It can be an alternative for future learning (Rohali et al., 2023).

Learning Outcomes of Islamic Religious Education Using an Active Learning Approach

The learning outcomes of students during the learning process at SMP Bayt Al-Hikmah Pasuruan in general, students gain additional knowledge, skills and attitudes. Student learning outcomes are the level of success of students in taking subjects through test results in the form of scores (Rambe, 2018). In the subject of Islamic religious education at SMP Bayt Al-Hikmah Pasuruan, students obtain three aspects of learning outcomes including: (1) changes in students' behavior; (2) increased knowledge of students; and (3) a new habitual pattern of students is formed.

1. Change in Students' Behavior

Changes in the behavior of students as a result of learning using an active learning approach, students experience changes in behavior, namely: students feel comfortable in class, students are more active, students are more courageous in discussions, have skills in arguing, motivation of students increases, and students' interaction skills are getting better. The learning of Islamic religious education with an active learning approach can be seen from changes in the behavior of the students expressed by the facilitator, Rosidatul. She said that, "students during the learning process have started to have behavior changes, such as: students feel comfortable when studying, students participate actively during discussion sessions, and students start learning to debate and exchange arguments" (Interview: Rosidatul, 2023). The concept of changing students' behavior is in line with the student ability-based learning (SABL) approach which focuses on active students during the learning process and having the skills needed in daily activities such as: creativity, critical thinking, communication, and collaboration (Sukomardojo & Nadeak, 2023).

2. Increase Students' Knowledge

Increased knowledge of students is obtained from the skills of students in receiving subject matter. The students' knowledge is getting better through critical thinking activities, and open-ended problems from the various problems discussed. The increased knowledge of the students was also confirmed by the opinion of the class IX students, Mutmainah. She argued that, "as a student I feel an increase in knowledge with the more learning strategies I acquire,

the teacher stimulates discussion in class, we can collaborate in learning, and train students in doing assignments in groups" (Interview: Mutmainah, 2023). Through an effective learning strategy, students experience increased critical thinking, open-end problems, the ability to discuss, collaborate in learning, and students have skills in learning in groups. The learning outcomes of Islamic religious education use an active learning approach for students to actively participate in groups. Increased knowledge of students, "... through collaborative learning, self-confidence, increased motivation and achievement, as well as critical thinking skills enable students to have rational knowledge in preparing to study independently" (Abbas et al., 2023).

3. New Habit Patterns are Formed

Formed a pattern of new habits of students is the result of learning that is supported by the enthusiasm to achieve achievements. The conditions for the formation of the new habitual patterns of the students were disclosed by the principal, SMP Bayt Al-Hikmah Pasuruan, Subkhan. He stated that, "students have a habit that sticks with them, namely: students have an Islamic personality, and have manners in talking to older people by forming polite manners, and students embody a culture of cleanliness in schools and Islamic boarding schools" (Interview: Subkhan, 2023). New habitual patterns of students include: students have Islamic personality, students have more manners, a culture of protecting the environment is formed, students are more active in studying independently, students are active in class, the spirit of students is increasing, students are able to emulate the stories of the Prophets and Apostles, students' learning motivation increases, the ability of students to manage time is getting better, students are proficient in discussions, the courage of students in debating and arguing is getting better, and the practice of worship is increasing. The pattern of new habits of students who are carried out continuously becomes a disciplinary factor that influences the habits of students to live clean and healthy (Muttaqin, K. M. I., Zuhannan, Z., & Hijriyah, 2023). The formation of a new habitual pattern of students becomes a characteristic of the character of the students. Characteristics of the students' morals include: (1) argumentative morals; (2) just universal morals; (3) morals that are in accordance with human nature; (4) morals that are in accordance with reality; and (5) positive morale with full confidence (Nurkhoiriyah et al., 2023).

Conclusion

Islamic religious education learning planning using an active learning approach is reflected in the selection of subject matter through joint meetings that integrate the curriculum

of Islamic boarding schools and the formal curriculum. The lesson planning activity begins with the facilitator compiling teaching materials, syllabus, and lesson plans. Facilitators or teachers use innovative learning methods, namely: project methods, experiments, and field trips so that students are able to explore, have analytical sensitivity, and train students' interaction skills with the surrounding environment. To attract the participation of the students, the facilitator makes lesson plans using project-based learning models, learning information research, mind mapping, jigsaw puzzles, and index card matches. The last stage of learning evaluation, the facilitator makes assessments for students through written tests, oral tests, and cognitive evaluations as learning outcomes at SMP Bayt Al-Hikmah Pasuruan.

The implementation of Islamic religious education learning using an active learning approach is reflected through: active participation of students in learning, interrelation of students' experiences through increased intellectuality and action, centered on students that students are subjects not as learning objects, new perspectives of students that students have critical thinking skills, discussions, and Islamic character, and conducive and dynamic social interaction through various approaches to learning methods. The learning outcomes of Islamic religious education using an active learning approach are reflected through: changes in the behavior of students who are more comfortable while learning, students are more active, and interactions in class are getting better, increasing students' knowledge in critical thinking, discussing, and collaborating in learning; and forming a new pattern of habits of students who have Islamic personality, have manners, students are more active, and students are capable in debating and arguing.

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