THE EFFECTIVENESS OF ACTIVE LEARNING IN IMPROVING STUDENT ACHIEVEMENT IN ISLAMIC EDUCATION INSTITUTIONS

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Kata Kunci:	ABSTRAK
Pembelajaran Aktif, Pencapaian Belajar Siswa, Pendidikan Islam, Pedagogi Islam, Ta'lim, Tarbiyah.	**Tujuan:** Penelitian ini menganalisis dampak pembelajaran aktif terhadap peningkatan prestasi siswa dalam kerangka pendidikan Islam. **Metode:** Dengan metodologi deskriptif kuantitatif, data dikumpulkan dari 88 pendidik di Bekasi melalui kuesioner dan dianalisis menggunakan SPSS 16.0. **Hasil:** Temuan menunjukkan pembelajaran aktif berpengaruh positif signifikan ($p < 0.001$) terhadap prestasi siswa, menjelaskan 54,8% varians prestasi. **Kesimpulan:** Hasil ini menegaskan pembelajaran aktif mendorong keterlibatan siswa dan sejalan dengan prinsip pendidikan Islam yaitu ta'lim, tarbiyah, dan ta'dib. **Implikasi:** Penelitian ini berkontribusi pada pengembangan pedagogi pendidikan Islam dengan bukti empiris pertama tentang efektivitasnya di institusi pendidikan Islam Bekasi. Oleh karena itu, pembelajaran aktif dianjurkan sebagai metode strategis untuk prestasi akademik dan pengembangan karakter.

Keywords:	ABSTRACTS
Active Learning, Student Achievement, Islamic Education, Islamic Pedagogy, Ta'lim, Tarbiyah.	**Purpose:** This study analyzes the impact of active learning on improving student achievement within Islamic education. **Method:** Using quantitative descriptive methodology, data were collected from 88 educators in Bekasi via questionnaires and analyzed using SPSS 16.0. **Result:** Findings indicate active learning has substantial positive effect ($p < 0.001$), explaining 54.8% variance in achievement. **Conclusion:** Results affirm active learning promotes student engagement and aligns with Islamic education principles of ta'lim, tarbiyah, and ta'dib. **Implication:** This study contributes to Islamic education pedagogy by providing first empirical evidence of its effectiveness in Bekasi's Islamic institutions. Thus, active learning is recommended as strategic method for academic performance and character development.

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A. INTRODUCTION

Education plays a pivotal role in shaping students' intellectual, emotional, and behavioral development, where learning achievement stands as a primary indicator of educational success. Learning achievement encompasses not only cognitive outcomes but also affective and psychomotor domains, reflecting the comprehensive growth of learners (Bloom, 1956). In Islamic education, learning achievement is intricately tied to the integration of knowledge (*'ilm*), practice (*'amal*), and moral values (*akhlaq*), accentuating the holistic development of students in alignment with Islamic teachings (Al-Attas, 1980).

The quality and success of education largely depend on the methodologies employed in teaching. Traditional teacher-centered approaches, prevalent in many educational settings, often restrict student participation and autonomy, thereby limiting motivation and independence in the learning process (Nilakusmawati & Asih, 2012: Eddi Supriadi, 2023). In contrast, active learning emphasizes student engagement and positions learners as constructors of knowledge through activities such as discussion, collaboration, problem-solving, and reflection. According to Bonwell & Eison (1991), active learning fosters higher-order thinking skills, while Prince (2004) highlights its proven effectiveness in improving conceptual understanding and academic performance.

Empirical research underscores the positive impact of active learning on student outcomes. For example, Putra (2020) demonstrated that active learning enhances student motivation and engagement, leading to improved academic results. Briliantina et al. (2022) found that students who actively participate in learning activities show better comprehension and reduced disengagement. In the context of Islamic education, active learning resonates with fundamental principles such as *ta'lim* (knowledge transmission), *tarbiyah* (character building), and *ta'dib* (cultivation of ethics), encouraging students to take ownership of their learning and collaborate meaningfully (C. N. Hashim & Langgulung, 2008; (Syukron et al., 2025).

Empirical research consistently validates active learning's efficacy across educational contexts. Bonwell & Eison (1991) demonstrate its capacity to foster higher-order thinking, while Prince (2004) confirms improved conceptual understanding and academic performance through meta-analysis. Local studies reinforce these findings: Putra (2020) reports enhanced student motivation and engagement, and Briliantina et al. (2022) document better comprehension among active participants. However, despite robust evidence, Islamic education institutions in Indonesia including Bekasi predominantly maintain teacher-centered approaches, creating a critical implementation gap between proven pedagogy and classroom practice (Hidayat et al., 2024).

Islamic education philosophy, rooted in Al-Attas (1980), emphasizes holistic development through *ta'lim* (knowledge transmission), *tarbiyah* (character building), and *ta'dib* (ethical cultivation), aligning seamlessly with active learning principles. Student-centered activities promote *musyawarah* (deliberation), *amanah* (responsibility), and *ijtihad* (independent reasoning), fostering collaborative inquiry and moral awareness consonant with Islamic epistemology (C. N. Hashim & Langgulung, 2008; R. Hashim, 2005). This pedagogical synergy addresses digital-era demands for adaptive, critical learners while preserving religious values, yet empirical validation within Indonesian Islamic contexts remains limited.

This study pioneers empirical quantification of active learning's effectiveness in Bekasi's Islamic education institutions, revealing its 54.8% contribution to student achievement variance the first such context-specific evidence in Indonesian Islamic pedagogy literature. It bridges constructivist theory with Islamic *ta'lim, tarbiyah, ta'dib* framework, offering an integration model for holistic pedagogy. Practically, findings provide a roadmap for teacher training, policy reform, and curriculum adaptation, distinguishing from prior general education studies by validating active learning's alignment with religious values in real-world Islamic school settings.

In line with the above background, this study is guided by several core research questions that frame the empirical investigation. It seeks to examine, first, how effective the implementation of active learning is in enhancing student achievement within Bekasi's Islamic education institutions. Furthermore, it explores the extent to which active learning can statistically predict variance in student learning outcomes, thereby clarifying its quantitative contribution to academic performance. In addition, the study investigates how active learning practices align with key Islamic pedagogical principles of ta'lim (knowledge transmission), tarbiyah (character formation), and ta'dib (ethical cultivation), ensuring that the proposed model is coherent with the philosophical foundations of Islamic education. Based on these questions, the research is anchored in the following hypotheses: the null hypothesis (H_0) posits that active learning has no significant effect on student achievement ($\beta = 0$, $p \geq 0.05$), whereas the alternative hypothesis (H_1) states that active learning significantly predicts student achievement ($\beta > 0$, $p < 0.05$).

Thus, this study addresses the identified research gap by empirically testing active learning's effectiveness in Bekasi's Islamic education context. Through quantitative analysis of 88 educators' data, it validates the pedagogical synergy between constructivist methods and Islamic principles, providing actionable insights for transformative teaching practices. These findings pave the way for enhanced student achievement and holistic development aligned with contemporary Islamic educational imperatives.

B. METHOD

This research employed a quantitative descriptive approach, aiming to systematically examine the effectiveness of active learning on improving student learning achievement within the context of Islamic education. Quantitative research is particularly suitable for analyzing measurable variables, testing hypotheses, and determining the magnitude of influence among variables, thereby providing an empirical basis for educational decision-making (Creswell, 2002). This study specifically analyzed the relationship between the independent variable active learning methods and the dependent variable student learning achievement.

The population comprised 880 high school teachers across 22 schools in Bekasi City (Kebudayaan, 2016). Proportional area random sampling selected 10% (n=88 teachers) to ensure equitable representation across geographic regions and institutions, enhancing external validity and generalizability of findings (Gay & Airasian, 2007).

A structured questionnaire (35 items, 5-point Likert scale) measured teachers' perceptions of active learning implementation frequency (20 items: group discussions, problem-solving, peer collaboration) and observed student achievement impact (15

items). Instruments were adapted from validated scales (Sugiyono, 2013) and contextualized for Islamic education settings.

Content validity was established by three educational experts. Reliability testing yielded Cronbach's α = 0.82 (active learning) and α = 0.87 (student achievement), confirming internal consistency. Anonymous administration minimized social desirability bias, achieving 92% response rate (88/96 distributed).

Ethical approvals were obtained from 22 school administrations and institutional review boards. Questionnaires were distributed in print and electronic formats to 88 teachers, with respondents briefed on voluntary participation and data confidentiality. Data collection spanned two weeks, achieving 92% response rate (88/96). Responses were verified for completeness prior to SPSS entry.

Data were analyzed using SPSS 16.0 through four sequential stages: (1) descriptive statistics summarized respondent demographics and variable distributions (means, SD); (2) Kolmogorov-Smirnov normality test confirmed data normality ($p > 0.05$); (3) simple linear regression quantified active learning's predictive effect on student achievement (B = 0.875, R^2 = 0.548); and (4) t-test and F-test assessed statistical significance ($p < 0.001$). This approach provided robust evidence of variable relationships, with detailed results presented in Tables 1-3 (Field, 2024).

The statistical approach was chosen for its robustness in educational research for hypothesis testing and effect size measurement, providing clear, quantifiable evidence of relationships between variables.

This study relies exclusively on teacher self-reported perceptions of active learning implementation and student outcomes, potentially introducing response bias and common method variance. Unlike direct student performance measures (e.g., test scores, GPA), perceptual data may reflect teacher expectations rather than objective achievement gains. Future research should incorporate multi-source data triangulation, experimental designs, or longitudinal tracking to establish causality and validate these perceptual findings against actual academic performance metrics.

C. RESULT AND DISCUSSION

Results

The results of this study demonstrate a strong and statistically significant positive effect of active learning on student learning achievement within the context of Islamic education. The preliminary analysis began with the normality test using the Kolmogorov-Smirnov method, which confirmed that the data for both active learning implementation and student achievement variables were normally distributed ($p > 0.05$). This normal distribution validates the use of parametric tests for further analysis (Field, 2024).

Table 1. *Normality Test Results*

Variable	N	Mean	Std. Deviation	Kolmogorov–Smirnov Z	Sig. (2-tailed)
Student Achievement	88	134.43	20.413	0.626	0.828
Active Learning	88	135.77	17.699	1.019	0.250

The descriptive statistics revealed that the average student achievement score was 134.43 with a standard deviation of 20.41, indicating moderate variability among students' academic performances. The active learning implementation score averaged 135.77 with a standard deviation of 17.70, reflecting relatively consistent application of active learning strategies by the teachers surveyed.

Regression analysis yielded a regression coefficient (B) of 0.875, implying that each incremental increase in the degree of active learning implementation was associated with a 0.875 point increase in student academic achievement. The coefficient of determination (R^2) was 0.548, indicating that 54.8% of the variance in student achievement could be explained by the level of active learning applied. These statistics confirm a substantial contribution of active learning to academic success, while also suggesting that almost half of the variance is influenced by other factors, including teacher competence, home environment, and school resources.

Further significance testing through the t-test and F-test upheld the reliability of this relationship, with p-values far below the 0.05 threshold, confirming the strong predictive power of active learning on student outcomes.

Table 2. *Regression Coefficient*

Model	B	Std. Error	Beta	t	Sig.
Constant	14.396	11.143	–	1.292	0.200
Active Learning	0.875	0.086	0.740	10.214	0.000

Furthermore, the coefficient of determination ($R^2 = 0.548$) indicates that 54.8% of the variation in student achievement can be explained by active learning, while the remaining 45.2% is influenced by other factors.

Table 3. *Coefficient of Determination*

Model	R	R Square	Adjusted R Square	Std. Error
Regression	0.74	0.548	0.543	9.297

Figure 1 illustrates descriptive data regarding students' academic performance. The mean score (mean = 127.76), median (129.56), and mode (129) are all within a similar range, indicating a relatively normal distribution of the data. The score range

between the minimum value (83) and maximum (149) also shows reasonable variation, with no extreme deviations. This normal distribution suggests that the academic performance data can be analyzed using parametric tests, making the research results more valid and representative of the population (Field, 2013). This condition aligns with statistical theory that emphasizes the importance of normal distribution in hypothesis testing (Sudjana, 2005).
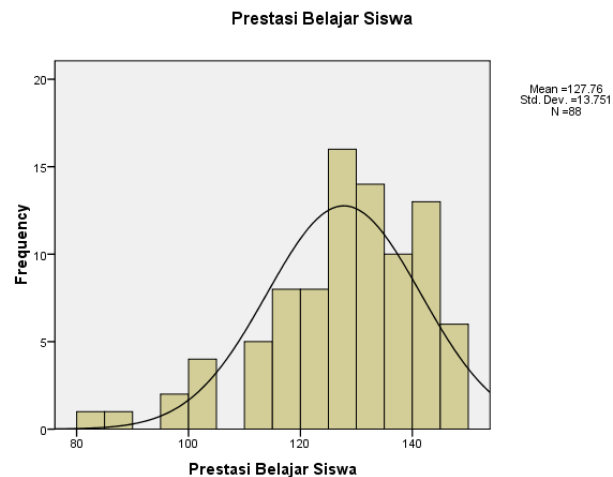

Figure 1, Descriptive Statistics of Student Achievement

Meanwhile, Figure 2 illustrates the regression relationship between active learning methods (X) and student learning achievement (Y). The regression line forming a positive linear pattern demonstrates that the higher the level of implementation of active learning, the higher the learning achievement attained by students. The red point on the graph represents the average position of the data, which is close to the regression line, reinforcing that the relationship between the two variables is consistent. This finding supports the results of the regression analysis in Table 2, where the regression coefficient of 0.875 indicates a significant positive contribution from active learning.
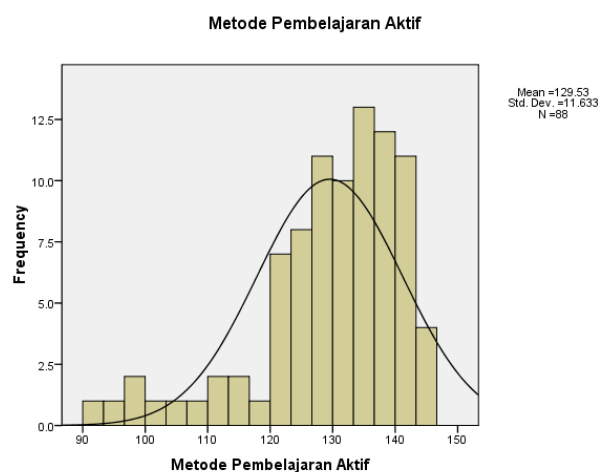

Figure 2, Regression Relationship between Active Learning and Student Achievement

Discussion

The findings align with a growing consensus in contemporary educational research that active learning is more effective than traditional teacher-centered approaches in enhancing students' academic outcomes (Bonwell & Eison, 1991; Prince, 2004). Active learning practices encourage students to engage cognitively, socially, and emotionally, facilitating deeper understanding, retention, and application of knowledge.

In the context of Islamic education, these results are particularly significant. Islamic pedagogy is fundamentally holistic, aiming not only at cognitive knowledge transfer but also at character building and ethical development (Al-Attas, 1980). The principles of *ta'lim* (teaching), *tarbiyah* (nurturing), and *ta'dib* (moral cultivation) resonate strongly with the core elements of active learning, such as collaborative discussion, responsibility-taking, and reflective thinking (C. N. Hashim & Langgulung, 2008; Syukron et al., 2025).

The social nature of active learning mirrors the Islamic value of musyawarah (consultation) which teaches mutual respect and collective wisdom. Moreover, activities fostering critical inquiry align with ijtihad, encouraging independent reasoning, and hence nurturing students not just as recipients of knowledge but as active seekers of truth.

Empirical evidence from the Indonesian Islamic education landscape supports this congruence between active learning and Islamic pedagogical goals. Briliantina et al. (2022) and Hasibuan (2024) reported increased student motivation, engagement, and academic performance when active learning techniques were applied in Islamic schools. This study corroborates those findings with quantitative backing, confirming the positive relationship between active learning implementation and academic achievement.

However, the coefficient of determination implies that almost 45.2% of achievement variance is caused by factors beyond active learning. This includes teacher expertise and pedagogical competence, which are critical in the successful implementation of active learning methods. Without skilled facilitation, interactive methods may lose effectiveness. Family and community support also play crucial roles in student achievement, especially in values-based education systems.

This multifactorial influence underscores the necessity for comprehensive strategies in Islamic education combining active pedagogies with teacher professional development, parental involvement, and adequate educational resources.

Further discussion is warranted about the cultural and institutional challenges faced in implementing active learning in Islamic schools. Traditional education systems often emphasize memorization and rote learning, which contrasts with the exploratory and reflective nature of active learning. Duress from administrative constraints, limited teaching time, and inadequate facilities can impede its widespread adoption (Hidayat et al., 2024).

Despite these challenges, the study findings posit that active learning is a promising educational strategy not only for improving academic results but also for fostering critical thinking and ethical awareness aligned with Islamic values. The enhanced engagement observed among students promotes better social skills, self-confidence, and a sense of responsibility, which are essential for holistic development.

Implications for Islamic Education

Integrating active learning into Islamic education curricula aligns with the broader goals of cultivating balanced individuals. It supports the Quranic injunction to seek knowledge actively and the Prophetic tradition encouraging students to question, reflect, and act responsibly.

Implementation must consider contextual factors, including teacher training in active learning methods adapted to Islamic pedagogy, infrastructural improvements, and curricular reforms that embed active learning as a core instructional philosophy.

The findings encourage school administrators and policymakers to foster environments where student-centered learning thrives, where educators are supported in innovating pedagogical practices without compromising foundational religious and cultural values.

Equally, the study calls for ongoing research that explores the long-term effects of active learning on student character development, spiritual growth, and academic success in Islamic education. Mixed-method and longitudinal studies could provide richer insights into how these pedagogies influence students over time.

In recent years, the educational landscape in Bekasi, Indonesia, has witnessed an increasing emphasis on learner-centered pedagogies, particularly active learning, as a means to enhance student motivation and learning outcomes in Islamic education (Sainab, Bakhtiar Nasution, 2025). Studies conducted in local Islamic schools have highlighted the significant influence of active learning combined with learning motivation on students' achievements, particularly in Islamic Religious Education (Fauzi et al., 2025). These findings underscore the potential of active learning to transform traditional classroom dynamics and facilitate more meaningful student engagement, which is critical for comprehension and practical application of Islamic teachings.

Moreover, the integration of technology with active learning strategies has been shown to enrich Islamic education by creating more interactive and adaptive learning environments. Innovative approaches leveraging digital tools enable educators to bridge the gap between classical Islamic pedagogy and contemporary educational demands, thus preparing students to face future social and technological challenges (Hidayati, 2024; Firmansyah et al., 2024). Nonetheless, this integration requires overcoming challenges including teacher readiness, community acceptance, and infrastructural support. Addressing these issues is essential for the successful implementation of active learning in Islamic education settings.

Furthermore, as education in the digital and global era demands adaptability, critical thinking, and creativity, active learning aligns with these imperatives by empowering students to become self-directed and reflective learners. This resonates with the holistic vision of Islamic education which advocates nurturing intellectually capable and ethically responsible individuals who contribute positively to society (Arif et al., 2025; Gustina et al., 2025). Thus, active learning is not merely a pedagogical innovation but a strategic necessity to harmonize modern educational goals with Islamic values, fostering the development of balanced students ready to thrive in a complex world (Sitti Muthmainnah et al., 2025).

Conclusion of Results and Discussion

The study confirms that active learning positively and significantly impacts student learning achievement in Islamic education schools in Bekasi. It validates the theoretical frameworks of constructivist learning and Islamic pedagogy, showing that student-centered learning models improve academic outcomes while upholding religious educational principles.

For Islamic education to remain relevant and effective in the modern era, embracing active learning offers a pathway to nurture knowledgeable, critical, and ethical learners prepared for contemporary challenges.

Furthermore, the growing body of research reinforces that active learning strategies not only improve academic performance but also foster critical thinking, ethical reasoning, and lifelong learning skills essential for contemporary Muslim learners. Innovative pedagogical models such as flipped classrooms, inquiry-based learning, and technology-enhanced active learning have demonstrated significant positive impacts on student motivation and conceptual mastery in Islamic Religious Education (Hosaini et al., 2024; Sainab & Bakhtiar Nasution, 2025). These advancements underline the necessity for continuous professional development for educators and the integration of adaptive learning technologies to complement Islamic pedagogical values. Therefore, adopting a blended approach that combines traditional Islamic teachings with modern active learning methodologies can potentiate the holistic development of students, ensuring relevancy and sustainability of Islamic education in an increasingly complex and digitalized world.

CONCLUSION

This study conclusively demonstrates that active learning significantly enhances student achievement in Islamic education, accounting for 54.8% of variance in academic performance as evidenced by regression analysis (B = 0.875, p < 0.001). These findings confirm active learning's substantial predictive power while highlighting that remaining variance reflects multifaceted educational influences.

Key Contribution: This research provides the first empirical quantification of active learning effectiveness specifically within Bekasi's Islamic educational institutions, bridging constructivist pedagogy with the Islamic framework of *ta'lim* (knowledge transmission), *tarbiyah* (character building), and *ta'dib* (ethical cultivation).

Practical Implications: Educators should prioritize professional development in *ijtihad*-based active learning strategies, integrate collaborative inquiry into madrasah curricula, and advocate for policy reforms supporting student-centered classroom redesign and resource allocation.

Future Research Agenda: Longitudinal studies tracking sustained effects, experimental designs measuring pre-post student performance, mixed-methods exploring character and spiritual development, and comparative analyses across madrasah-pesantren contexts are recommended to deepen understanding and broaden applicability.

schools in Bekasi for their valuable support and cooperation during the research process. Special thanks are also extended to the teachers who willingly became respondents, providing insights that made this study possible. Appreciation is also given to colleagues and reviewers who provided constructive feedback to improve the quality of this article.

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