

ACTIVE LEARNING METHODS ON STUDENTS' LEARNING MOTIVATION AT MADRASAH IBTIDAIYAH

Abdul Haq AS *¹

STAI At Taqwa Bondowoso, Jawa Timur, Indonesia
abduh14888@gmail.com

Ratu Bai Rohimah

Universitas Sultan Ageng Tirtayasa, Indonesia
bairohimah@untirta.ac.id

Asep Abdurrohman

Universitas Muhammadiyah Tangerang, Indonesia
asepabdurrohman2015@gmail.com

Abstract

Learning motivation is a series of impulses or driving forces that come from within oneself and from outside to carry out learning activities so as to cause changes in the goals desired by the learning subject so that they can be achieved. Motivation to learn is very important because motivation drives us to be diligent or enthusiastic in carrying out the process to immediately achieve the desired goals. Motivation to learn is also one solution to dealing with feelings of laziness, although of course feelings of laziness sometimes still come, motivation to learn will prevent us from continuing to be lulled by that feeling of laziness. Using active learning methods, students are trained to raise their motivation. In the active learning method, students are taught to process the subject matter using their mental abilities independently, developing ideas for searching for keywords from the subject matter, so that it is easier to understand and solve difficulties in learning, and able to apply them in everyday life. The application of theory in learning is supported by a spirit of independence and self-confidence, that they already have knowledge, as a light, in the dark night, a compass in determining the direction of their journey in social life which is much more complex in this era of globalization.

Keywords: Active Learning Methods, Student Learning Motivation

INTRODUCTION

In the world of education, especially in learning activities, the continuity and success of the teaching and learning process is not only

¹ Correspondence author

influenced by intellectual factors, but also by other non-intellectual factors which are no less important in determining a person's learning outcomes, one of which is a student's ability to motivate himself (Sitopu et al., 2024; Guna et al., 2024). Quoting the opinion of Daniel Goleman (2004), intellectual intelligence (IQ) only contributes 20% to success, while 80% is the contribution of other strength factors, including emotional intelligence or Emotional Quotient (EQ), namely the ability to motivate oneself, overcome frustration, controlling impulses, regulating mood, empathy and the ability to work together.

According to W.S Winkel (Ayu, C, 2017) learning motivation is the overall driving force within students that causes learning. So learning motivation is a series of encouragement or driving force that comes from within oneself or from outside to carry out learning activities so that it causes changes in the goals desired by the learning subject so that they can be achieved (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023). Motivation to learn is very important because motivation drives us to be diligent or enthusiastic in carrying out the process to immediately achieve the desired goals (Nurhayati et al., 2023; Nurdiana et al., 2023; Erwan et al., 2023). Motivation to learn is also one solution to dealing with feelings of laziness, although of course feelings of laziness sometimes still come, motivation to learn will prevent us from continuing to be lulled by feelings of laziness (Cook, D. A., & Artino Jr, A. R, 2016). Moreover, today's students say that if they are not given assignments by their teachers, they will not study or only study when there is a test, that alone is better, some even want to take a test but still don't really study, the only thing that is important is studying, not studying is important. Apart from feeling lazy, there are other temptations such as playing with friends, watching TV and cellphones which are the biggest temptations for students today (Sarmila et al., 2023; Sulastri et al., 2023; Haddar et al., 2023). Lack of motivation to learn has several impacts which can certainly influence and hinder the progress of education in Indonesia.

The active learning method seems to be the main choice in educational practice in Indonesia (Aslan & Pong, 2023; Tuhuteru et al., 2023). This change movement requires educators to continuously adapt to the changes that occur. From the students' side, the level of absorption in the classroom is only around 40 percent of the time available. Meanwhile, other researchers say that in the first ten minutes students' attention can reach 70%, and decreases to 20% in the last 20 minutes (Zayapragassarazan, Z., & Kumar, S, 2012).

This condition is a common condition that often occurs in the school environment (Astuti et al., 2023). This really needs to be a concern for educators and schools. The problem is the decreasing level of students' neurological levels, which needs to be looked at at the causal factors, whether the influence of the school environment and/or living environment, or nutritional intake in the family environment.

In an educational institution at Madrasah Ibtidaiyah, it is said that quality Islamic education learning has been successful if it has communicative and educative elements (Sartika, F, et al, 2020). Therefore, the role of teachers is very important in growing and improving the quality of Islamic education learning for students so that they can develop their potential. As stated in Law of the Republic of Indonesia Number 14 of 2015 concerning teachers and lecturers in chapter 1 article 1, it is stated that: (Laksana, R, 2018).

"Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating elementary and secondary education students."

Teachers teach knowledge to students and carry out the learning process. In simple terms, learning can be interpreted as an effort to create a climate and service for the abilities, potential, interests, talents and needs of various students so that there is optimal interaction between teachers and students, as well as between students. with students (Rusman, M. P, 2017). Learning is a service from teachers to students to create interaction from teacher to students, from students to other students.

Education is very important, especially at the Madrasah Ibtidaiyah level, it is not enough just to learn general knowledge, but it is also equipped with knowledge about religion so that it can give control to someone in the era of globalization. Students must be provided with Islamic education because Islamic education is very important (Sanasintani, S. P, 2020).

In an effort to increase students' learning motivation, it is important for educators to recognize their role as learning facilitators. Through understanding students' interests and needs, setting clear goals, explaining the relevance of learning material, providing appropriate challenges, providing positive feedback, and using a variety of learning methods, we can create an environment that motivates students to be actively involved in the learning process.

It is important to remember that motivation to learn is not something that can be given, but must emerge from within the student himself. As educators, we can be catalysts who inspire and help students find their own

motivation to learn and achieve success. By implementing effective motivation strategies and continuously adapting to students' needs, we can help them develop sustainable motivation to learn throughout life (Wery, J., & Thomson, M. M, 2013). Ultimately, the main goal of learning motivation is to help students find joy in learning, encourage curiosity, and prepare them for success in their broader lives.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Caruth, G.D. 2013).

RESULT AND DISCUSSION

Learning Motivation Theory

A person will be successful in learning if he himself has the desire to learn. This is the first principle and law in educational and teaching activities. The desire or urge to learn is what is called motivation. So education and teaching will have great difficulty achieving its goals optimally without motivation or encouragement for each individual who is related to educational activities (Cook, D. A., & Artino Jr, A. R, 2016).

According to Atkinson, motivation is explained as a person's tendency to act increasingly in order to produce one or more results. AW. Bernard defines motivation as a phenomenon involved in stimulating action towards certain goals where previously there was little or no movement at all towards certain goals. Motivation is an effort to enlarge or create movement to achieve certain goals (Sardiman, A. M, 2007).

Motivation can also be said to be a series of efforts to provide certain conditions, so that someone wants and wants to do something, and if he doesn't like it, then he will try to eliminate or avoid that feeling of dislike. So motivation can be stimulated by external stimuli, but motivation grows from within a person (Filgona, J., et al, 2020). In learning activities, motivation can be said to be the overall driving force within students which gives rise to learning activities, which ensures the continuity of learning activities and which provides direction to learning activities, so that the goals desired by the learning subject can be achieved.

Learning motivation is the encouragement of the learning process and the goal of learning is to get benefits from the learning process. Some students experience problems in learning which results in learning performance not being as expected. To overcome the problems experienced, it is necessary to explore the factors that influence learning outcomes, including student learning motivation, where learning motivation is an absolute requirement for learning, and has a big influence in providing passion or enthusiasm for learning (Puspita, Z. M, 2013).

Theory is an opinion based on research and discovery, supported by data and arguments that are able to produce facts based on exact science, logic, methodology, basic arguments and general laws, which are the basis of science. In psychology, there are several known theories of motivation, starting from physiological motivation theory, Maslow's self-actualization theory, Murray's motivation theory, outcome motivation theory, motivation theory from psychoanalysis and intrinsic motivation theory and learning motivation theory. The following will explain some of these motivation theories (Gopalan, V., et al, 2017):

1. Physiological Motivation Theory

This theory was developed by Morgan as the Central Motive State (CMS). This theory relies on physiological processes which are seen as the basis of human behavior or the center of all human activities. The characteristics of CMS are that it is permanent, long-lasting, that is, the central motif exists continuously without being influenced by factors outside or within the individual concerned.

2. Maslow's Self-Actualization Motivation Theory

Abraham Maslow (1908-1970) was a humanist psychologist who argued that humans can work towards a better life. Maslow stated that there are five levels of basic human needs. These five levels of basic needs are then used as key concepts in studying human motivation. The five levels of basic needs referred to are as follows: (Gopalan, V., et al, 2017)

- a. Physiological needs: these needs are basic needs that are primary and vital, which involve the basic biological functions of the human organism such as the need for food, clothing and shelter, physical health, sexual needs, etc.
- b. The need for a sense of security and protection (safety and security): such as ensuring security, being protected from the dangers and threats of disease, war, poverty, hunger, unfair treatment, etc.

- c. Social needs include, among others, the need to be loved, to be counted as a person, to be recognized as a member of a group, to feel loyal to friends, to cooperate.
- d. The need for esteem (esteem needs), including the need to be appreciated because of achievements, abilities, position or status, rank, etc.
- e. The need for self-actualization, such as the need to enhance one's potential, maximum self-development, creativity and self-expression.

Concept of Active Learning Methods

Active learning is an effort in learning activities that tries to build student activity during the learning process which emphasizes the involvement of all the senses (Akinoğlu, O., & Tandoğan, R. Ö, 2007). Learning activities are carried out by giving lots of assignments, studying ideas and solving problems given to maximize the brain to apply what it learns. For this reason, during the learning process, students participate in learning with fun and enthusiasm. So active learning is a learning process that emphasizes student activity during the learning process which is not only emphasized on the process of lecturing and taking notes (Brame, C, 2016).

The concept of active learning or active learning methods can be interpreted as learning rules that lead to optimizing students' intellectual and emotional involvement in the learning process, directed at teaching students how to learn to acquire and process their learning regarding knowledge, skills, attitudes and values (Azaliyatul, J, 2018).

From the description above, it can be explained that Active Learning is basically a learning model that emphasizes the activeness and participation of students during the learning process. Therefore, in this learning model the role of the educator or teacher is not so dominant in controlling the learning process, instead they only act as (facilitator) to make things easier for students by stimulating their activity in terms of physical, mental, social, emotional, and so on.

The task of educators is not only to convey material during the learning process, but also to be able to create appropriate conditions so that during the learning process students can be well conditioned to obtain the material they are studying so that they can achieve the learning objectives that have been previously set (Hartikainen, S., et al, 2019). Meanwhile, according to active learning learning theory, students' cognitive aspects are formed by the

process of their perception and response to various information they receive through their senses.

There are several characteristics that must be visible in the active learning process, namely: (Melvin, L. S, 1996).

1. The situation remains under control even though during the learning process students are challenged to carry out learning activities freely. Freedom to determine the material to be studied by considering the needs and characteristics of students which are determined jointly.
2. Educators provide more thinking stimulation to students to solve problems that have been given, so that educators do not dominate during learning activities but students themselves are always actively searching, so that learning will be more easily absorbed.
3. Learning activities take place in a varied manner, adapted to the needs and characteristics of students. Because varied learning will not make students feel bored, especially involving them directly.
4. Students' courage to express their opinions through questions or statements that are deliberately stimulated by educators to train students' self-confidence.

During classroom learning activities, of course, various approaches, methods and strategies are used, and educators are required to always innovate and be sensitive to social and cultural changes in their respective regions. An educator must understand this because no matter how good the learning process is and no matter how good the approach, strategy, method used, but it is not in accordance with current developments, it will have an impact on reducing the substance of students' understanding of whatever material will be presented later.

There are ten methods for building student participation during the learning process: (a) open discussion, (b) response cards, (c) polls, (d) small group discussions, (e) learning partners, (f) whips, (g) panel, (h) next speech, (i) fishbowl, (j) game (ice breaking). Meanwhile, ten strategies can be used to form groups: (a) grouping cards, (b) puzzles, (c) finding famous fictional friends or family, (d) name identification, (e) birthdays, (f) game cards, (g) writing numbers, (h) candy tastes, (i) choose similar things, (j) participant materials (Akinoğlu, O., & Tandoğan, R. Ö, 2007).

Active Learning Methods and Learning Motivation

Motivation is an important element in a person's life, without motivation it is impossible to innovate and be creative. Motivation contains

moral values, which according to each person's view, are certainly different, depending on the angle from which one looks at it, and someone wants to take a certain action (Cicuto, C. A. T., & Torres, B. B, 2016). This means that the value factor influences a person's motivation to behave, but in general values alone are not enough just with intention, without behavior, so to respond to motivation there needs to be certain methods.

A method is a way that must be done, for example someone wants to make clothes, there must be a pattern designed first, what kind of model the clothes will be made. For example, the active learning method is a pattern of learning design, what kind of pattern must be followed, which is reflected in the theoretical basis of its characteristics as stated by Bonwell (Pérez Poch, A., et al, 2019). Students are able to develop thinking that strengthens their analytical and critical powers, both in discussions and during evaluation. Concerning the issue of exploring values and attitudes, teachers must be examples of the application of noble morals. If these characteristics proceed normally, they will influence positive behavior changes, thus becoming feedback and evaluation for the application of methods to improve the next step.

A person is moved to activity, behavior, there is a certain motivation, in other words it is impossible for someone to want to work without a goal or desire to be realized. Using active learning methods, students are trained to raise their motivation. In the active learning method, students are taught to process the subject matter using their mental abilities independently, developing ideas for searching for keywords from the subject matter, so that it is easier to understand and solve difficulties in learning, and able to apply them in everyday life (Dadach, Z. E, 2013). The application of theory in learning is supported by a spirit of independence and self-confidence, that they already have knowledge, as a light, in the dark night, a compass in determining the direction of their journey in social life which is much more complex in this era of globalization. The influence of critical understanding and analysis of the use of active learning methods can trigger increased learning motivation and can increase students' sensitivity to motivate themselves if they want to move forward and enjoy progress (Toha, S. M, 2018).

Carrying out a learning method generates motivation to change in a better direction, take advantage of opportunities that can provide benefits in learning, forge oneself in learning to be more mature, qualified and successful in pursuing education. Everyone has hopes of wanting to be successful, wanting to be happy, wanting to be prosperous in their life, but these hopes

only litter the white paper with meaningless writing, if they don't try seriously, relax and be successful. Of course this can be realized through serious study, following good methods. Regarding the failures so far in the management of education, there has never been a word of guilt regarding the slow development of the quality of education so far. Past mistakes become material for reflection, and every time it becomes a common thought, how to produce citizens who are intelligent, honest, faithful and have noble character (Liu, Y., et al, 2018).

That is the benefit of implementing quality learning methods, with a big memo that motivation must be increased, so that attitudes and behavior are not confined to regretting past failures, why turn the clock to the Orthodox era, we are already in the era of globalization. Advances in science and information technology provide opportunities and conveniences in social life, someone who has motivation, this era is the time for someone to motivate themselves (Muhasim, M, 2019). Change without motivation is like a vehicle without an ignition key, like a fan, without it spinning, meaning it can't bring benefits, it's not fun. A person must be able to utilize his knowledge, move forward together, don't be like losing the compass of life, when at a crossroads or a busy place, confused without knowing the direction, the key is knowledge, skills, meaning apart from having the ability, also the will or motivation (Zhou, L. ,et al, 2019).

CONCLUSION

Active Learning is basically a learning model that emphasizes student activity and participation during the learning process. Therefore, in this learning model the role of the educator or teacher is not so dominant in controlling the learning process, instead they only act as (facilitator) to make things easier for students by stimulating their activity in terms of physical, mental, social, emotional, and so on.

According to the results of the discussion, the active learning method can have an effect on increasing students' motivation and creativity in the era of globalization. Creativity without motivation will be lame, both will run normally, if achieved through quality education. Education is an effort to equip oneself, living life with the various changes that have occurred, since Prophet Adam AS, ancient times and now the era of globalization. Globalization with advances in information technology, so rapidly, can help make all kinds of work easier, simplify all matters with computerized, digital systems, various means of communication with the help of the internet. Communication makes

distances feel narrower, distances get closer, manual models are replaced with digital systems, in various types of work, office and entrepreneurship.

REFERENCES

- Akınoğlu, O., & Tandoğan, R. Ö. (2007). The effects of problem-based active learning in science education on students' academic achievement, attitude and concept learning. *Eurasia journal of mathematics, science and technology education*, 3(1), 71-81.
- Aslan, A., & Pong, K. S. (2023). Understanding the Trend of Digital Da'wah Among Muslim Housewives in Indonesia. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, 16(1), Article 1. <https://doi.org/10.37812/fikroh.v16i1.681>
- Aslan, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, 3(2), 94. <https://doi.org/10.51278/bpr.v3i2.515>
- Astuti, S. E. P., Aslan, A., & Parni, P. (2023). OPTIMALISASI PERAN GURU DALAM PROSES PEMBELAJARAN KURIKULUM 2013 DI MADRASAH IBTIDAIYAH SWASTA. *SITTAH: Journal of Primary Education*, 4(1), Article 1. <https://doi.org/10.30762/sittah.v4i1.963>
- Ayu, C. (2017). The Effect Of School Environment, The Role Of Teachers In Learning Process To Student Learning Motivation. *Journal of English Language and Education*, 2(2).
- Azaliyatul, J. (2018). Konsep Dasar Belajar Aktif dan Contoh Model Pembelajaran Inovatif. Universitas Muhammadiyah Sidoarjo.
- Brame, C. (2016). Active learning. Vanderbilt University Center for Teaching.
- Caruth, G. D. (2013). Demystifying mixed methods research design: A review of the literature. *Online Submission*, 3 (2), 112-122
- Cicuto, C. A. T., & Torres, B. B. (2016). Implementing an active learning environment to influence students' motivation in biochemistry. *Journal of Chemical Education*, 93(6), 1020-1026.
- Cook, D. A., & Artino Jr, A. R. (2016). Motivation to learn: an overview of contemporary theories. *Medical education*, 50(10), 997-1014.
- Dadach, Z. E. (2013). Quantifying the effects of an active learning strategy on the motivation of students. *International Journal of Engineering Education*, 29(4), 1-10.

- Earley, M.A (2014). A synthesis of the literature on research methods education. *Teaching in Higher Education*, 19 (3), 242-253
- Erwan, E., Aslan, A., & Asyura, M. (2023). INTERNALISASI BUDAYA RELIGIUS OLEH GURU AKIDAH AKHLAK UNTUK MENUMBUHKAN SIKAP AKHLAK MULIA DI MIS BINA DHARMA PARIT RABU. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(6), Article 6.
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and social studies*, 10(4), 16-37.
- Goleman, D. (2004). *Destructive emotions: A scientific dialogue with the Dalai Lama*. Bantam.
- Gopalan, V., Bakar, J. A. A., Zulkifli, A. N., Alwi, A., & Mat, R. C. (2017, October). A review of the motivation theories in learning. In *Aip conference proceedings* (Vol. 1891, No. 1). AIP Publishing.
- Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), Article 1. <https://doi.org/10.37567/ijgie.v5i1.2685>
- Haddar, G. A., Haerudin, H., Riyanto, A., Syakhrani, A. W., & Aslan, A. (2023). THE REVOLUTION OF ISLAMIC EDUCATION THOUGHT IN THE ERA OF SOCIETY 5.0: CORRECTIONS AND ANALYSIS OF STUDIES IN ISLAMIC HIGHER EDUCATION INSTITUTIONS IN SOUTH KALIMANTAN. *International Journal of Teaching and Learning*, 1(4), Article 4.
- Hartikainen, S., Rintala, H., Pylväs, L., & Nokelainen, P. (2019). The concept of active learning and the measurement of learning outcomes: A review of research in engineering higher education. *Education Sciences*, 9(4), 276.
- Laksana, R. (2018). *Himpunan Lengkap Undang-Undang Republik Indonesia Tentang Guru dan Dosen*. LAKSANA.
- Liu, Y., Yang, C., Gao, Z., & Yao, Y. (2018). Ensemble deep kernel learning with application to quality prediction in industrial polymerization processes. *Chemometrics and Intelligent Laboratory Systems*, 174, 15-21.
- Melvin, L. S. (1996). *Active Learning: 101 Strategies to Teach Any Subject*. Jakarta: Yappendis.
- Muharrom, M., Aslan, A., & Jaelani, J. (2023). IMPLEMENTASI KURIKULUM MERDEKA BELAJAR PADA PEMBELAJARAN PENDIDIKAN AGAMA

ISLAM DI SMK PUSAT KEUNGGULAN SMK MUHAMMADIYAH SINTANG. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, 3(1), Article 1.

Muhasim, M. (2019). Pengaruh Metode Active Learning terhadap Peningkatan Motivasi dan Kreativitas Peserta Didik di Era Globalisasi. *Palapa*, 7(1), 108-130.

Nurdiana, R., Effendi, M. N., Ningsih, K. P., Abda, M. I., & Aslan, A. (2023). COLLABORATIVE PARTNERSHIPS FOR DIGITAL EDUCATION TO IMPROVE STUDENTS' LEARNING ACHIEVEMENT AT THE INSTITUTE OF ISLAMIC RELIGION OF SULTAN MUHAMMAD SYAFI UDDIN SAMBAS, INDONESIA. *International Journal of Teaching and Learning*, 1(1), Article 1.

Nurhayati, N., Aslan, A., & Susilawati, S. (2023). PENGGUNAAN TEKNOLOGI GADGET SEBAGAI MEDIA PEMBELAJARAN PADA ANAK USIA DINI DI RAUDHATUL ATFHAL AL-IKHLAS KOTA SINGKAWANG. *JIP: Jurnal Ilmu Pendidikan*, 1(3), Article 3.

Pérez Poch, A., Sánchez Carracedo, F., Salán Ballesteros, M. N., & López Álvarez, D. (2019). Cooperative learning and embedded active learning methodologies for improving students' motivation and academic results. *International journal of engineering education*, 1851-1858.

Puspita, Z. M. (2013). Pengaruh Persepsi Siswa tentang Kompetensi Pedagogik Guru terhadap Motivasi Belajar Bahasa Arab Siswa Kelas X MAN Yogyakarta 1 Tahun Ajaran 2012/2013 (Doctoral dissertation, UIN SUNAN KALIJAGA).

Rusman, M. P. (2017). *Belajar & Pembelajaran: Berorientasi Standar Proses Pendidikan*. Prenada Media.

Sanasintani, S. P. (2020). Implementation Academic Supervisions By The Education Supervisors In Madrasah Ibtidaiyah Negeri (Min) Pahandut Palangka Raya. *Penamas*, 33(2), 293-306.

Sardiman, A. M. (2007). *Jakarta: Interaksi & Motivasi Belajar Mengajar*. Pt Raja Grafindo Persada.

Sarmila, U., Aslan, A., & Astaman, A. (2023). THE ROLE OF PARENTS TOWARDS YOUTUBE USERS IN BUILDING CHILDREN'S RELIGIOUS BEHAVIOR IN KUALA PANGKALAN KERAMAT VILLAGE. *Archipelago Journal of Southeast Asia Islamic Studies (AJSAIS)*, 1(2), Article 2.

Sartika, F., Ritonga, M., & Rasyid, A. (2020). Implementation of Islamic Religious Education in Madrasah Ibtidaiyah During Covid-19 Pandemic. *Khalifa: Journal of Islamic Education*, 4(2), 1442.

- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), Article 1.
- Sulastri, S., Aslan, A., & Rathomi, A. (2023). STRATEGI GURU PENDIDIKAN AGAMA ISLAM DALAM PENYAMPAIAN MATERI PADA ANAK TUNAGRAHITA DI SEKOLAH LUAR BIASA NEGERI SAMBAS TAHUN PELAJARAN 2022/2023. *Lunggu Journal: Literasi Unggulan Ilmiah Multidisipliner*, 1(4), Article 4.
- Toha, S. M. (2018). Pelaksanaan metode active learning dalam meningkatkan hasil belajar siswa pada pembelajaran pendidikan agama Islam. *Ta'dibuna: Jurnal Pendidikan Islam*, 7(1), 79-93.
- Tubagus, M., Haerudin, H., Fathurohman, A., Adiyono, A., & Aslan, A. (2023). THE IMPACT OF TECHNOLOGY ON ISLAMIC PESANTREN EDUCATION AND THE LEARNING OUTCOMES OF SANTRI: NEW TRENDS AND POSSIBILITIES. *Indonesian Journal of Education (INJOE)*, 3(3), Article 3.
- Tuhuteru, L., Misnawati, D., Aslan, A., Taufiqoh, Z., & Imelda, I. (2023). The Effectiveness of Multimedia-Based Learning To Accelerate Learning After The Pandemic At The Basic Education Level. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), Article 1. <https://doi.org/10.31538/tijie.v4i1.311>
- Wery, J., & Thomson, M. M. (2013). Motivational strategies to enhance effective learning in teaching struggling students. *Support for learning*, 28(3), 103-108.
- Zayapragassarazan, Z., & Kumar, S. (2012). Active learning methods. *Online Submission*, 19(1), 3-5.
- Zhou, L., Zhang, C., Liu, F., Qiu, Z., & He, Y. (2019). Application of deep learning in food: a review. *Comprehensive reviews in food science and food safety*, 18(6), 1793-1811.