

## Improving Understanding of Islamic Religious Education Materials through an Active Learning Approach in Class XI of SMAN 1 Kepenuhan in the 2024/2025 Academic Year

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**Abstract,** This study aims to improve the understanding of Islamic Religious Education (PAI) material in class XI students of SMAN 1 Kepenuhan through the application of an active approach in learning. The active approach was chosen in the hope of increasing students' involvement in the learning process and facilitating a deeper understanding of the material. This study used the classroom action research (PTK) method implemented in two cycles, each consisting of planning, implementation, observation, and reflection. The results showed that the implementation of an active approach succeeded in improving students' understanding of PAI materials. Based on observation results, there was a significant increase in student participation, involvement in group discussions, and acceptance of learning materials. In addition, test data showed an increase in students' average test scores from 70 in cycle I to 84 in cycle II. This increase shows the effectiveness of the active approach in improving the understanding of Islamic Religious Education materials. Overall, this study contributes to the development of more interactive and effective learning methods in the context of Islamic Religious Education at SMAN 1 Kepenuhan, as well as providing recommendations for Islamic Education teachers to adopt active approaches in the learning process.

**Keywords :** Active Approach, Islamic Religious Education, Increased Participation

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### I. INTRODUCTION

In the context of education, a deep understanding of PAI materials is essential to prepare students for the challenges of their social and spiritual lives. This is reinforced by the fact that a low understanding of religious concepts can have a negative impact on students'

behaviour and attitudes in interacting in society (Selvia et al., 2022; Warlina & Charles, 2022).

One of the factors that influence students' understanding in PAI is the teaching method used. An active approach can be an effective alternative to increase student participation during the learning process (Ramadhan, 2024; Tauhid, 2016).

This method not only engages students in active learning, but also creates an environment conducive to in-depth exploration and discussion of religious values. Research shows that learning activities that involve discussion, reflection and cooperation can improve student motivation and learning outcomes (Purnamasari et al., 2022; Ramadhan, 2024).

On the other hand, the challenge faced today is the gap in understanding religious values among students. For example, students often still have difficulties in understanding fundamental aspects of worship, such as prayer, which is one of the pillars in Islam (Noya et al., 2022; Warlina & Charles, 2022). This shows the need for innovation in PAI teaching methodology, one of which is by using an active approach that can accommodate students' different learning styles (Heryanto et al., 2020).

In addition, teachers have a very strategic role in the implementation of this active approach. The effectiveness of the learning process is highly dependent on the teacher's expertise and creativity in delivering the material in an interesting and relevant way (Ramadhan, 2024; Surata et al., 2024). Teachers who are able to use varied and interactive teaching techniques can improve students' understanding of complex materials in the PAI curriculum

(Rahmawati et al., 2024). Therefore, teacher training and professional development are also very important to improve teaching quality (Muflihah et al., 2024).

By considering these aspects, this study aims to explore the application of active approaches in PAI learning at SMAN 1 Kepenuhan, which is expected to contribute significantly to improving students' understanding of PAI materials. Through this research, it is hoped that methodological innovations can be obtained that not only equip students with theoretical knowledge, but also bring them to apply these values in everyday life (Saharuddin & Prihatmono, 2022).

## **II. RESEARCH METHODS**

The research method used in this study is Classroom Action Research (PTK), an approach that has been proven effective to improve the learning process and achieve the desired educational goals. The PTK was designed to improve the understanding of Islamic Religious Education (PAI) material through an active approach in the context of class XI of SMAN 1 Kepenuhan. This method refers to the Kemmis and McTaggart model which consists of four stages: planning, implementation, observation, and reflection (Haniyah et al., 2024; Setiarani et al., 2022).

**Planning:** In this stage, the researcher will plan the actions to be taken in the classroom. The lesson plan will include the selection of relevant PAI materials and the development of active learning strategies that engage students, such as group discussions, brainstorming, and project-based learning (Jamal et al., 2023; Zuhijra et al., 2024). Researchers will also develop evaluation tools to measure students' understanding of the material that has been taught.

**Implementation:** The planned actions are then implemented in the classroom. In this phase, researchers will apply an active approach in each meeting, discuss and provide opportunities for students to participate directly in learning activities (Astuti et al., 2023). Students will be divided into groups to conduct experiments, presentations, and other activities that demand collaboration and communication.

**Observation:** During the implementation of the action, researchers will conduct observations to collect data on the learning process. The data obtained from these observations will include students' interactions, their involvement in active discussions, as well as their understanding of the material being taught (Fadillah et al., 2021; Nafisah & Koeswanti, 2023). In addition to observations, interviews with students and teachers will

also be conducted to gain insight into their experiences and perceptions of the applied approach.

**Reflection:** In the last stage, the researcher will analyse the data that has been collected and reflect on the learning process that has been carried out. The researcher will evaluate the effectiveness of the actions taken and identify aspects that need to be improved. The results of this reflection will be used to design the next cycle, so that learning can continue to be improved in the future (Haniyah et al., 2024; Jamal et al., 2023; Zuhijra et al., 2024).

The PTK method provides an opportunity for researchers to make continuous improvements in learning, while allowing teachers to collaborate in the evaluation process and pedagogical development (Setiarani et al., 2022). With this approach, it is expected that students' understanding of PAI materials can be significantly improved, resulting in individuals who are more critical and engaged in their religious activities.

### **III. RESEARCH RESULTS AND DISCUSSION**

#### **A. Observation Results**

Observations were made to assess the level of student involvement during PAI

learning with an active approach. The following are the results of observations for two cycles:

Table 1. Observation results of student engagement

Aspects Observed	Cycle I	Cycle II
Student Participation in Discussion	60%	85%
Student Participation in Discussion	65%	90%
Response to Question	55%	80%
Acceptance of Learning Materials	70%	90%

From Table 1 above, it can be seen that there was a significant increase in student participation, involvement in group work, response to questions, and acceptance of learning materials in cycle II compared to cycle I. The implementation of active approach was proven to make students more involved in learning. The implementation of an active approach is proven to make students more involved in learning.

**B. Test Results for Understanding PAI Materials**

The tests were given to students to measure their understanding of PAI materials before and after the application of the active approach. Table 2 below is the average results of the tests conducted in cycle I and cycle II:

Table 1. Average student test results

No.	Cycle	Average
1	Pre Cycle	75
2	Cycle I	70
3	Cycle II	84

From the table above, it can be seen that there was an increase in student learning outcomes test scores between cycle I and cycle II. The average score of students increased significantly after the application of the active approach in cycle II.

To further clarify the data, the following graph illustrates the comparison of the results of the material understanding test before and after cycle I and cycle II:

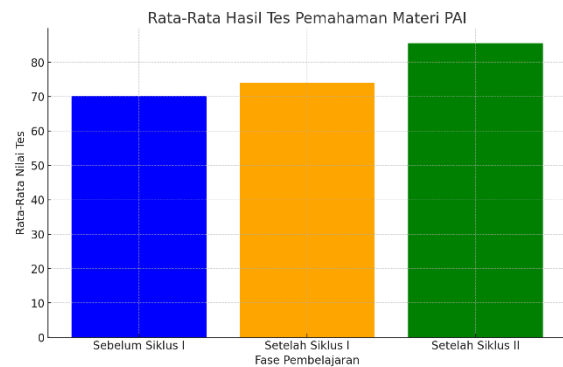


Figure 1: Graph of improvement in student learning outcomes.

Based on the results obtained from the tests and observations, the application of the active approach in learning PAI in class XI of SMAN 1 Kepenuhan has had a positive impact. In the first cycle, students began to be involved in discussions and group activities, but their involvement was still relatively low. After implementing the

second cycle with improvements in learning methods, there was a significant increase in students' participation and understanding of the material.

The application of active approaches such as group discussions and question and answer, which involved students in the learning process, proved effective in improving students' understanding of PAI materials. In addition, students' average test scores also increased after the application of active approaches, indicating that students were better able to understand and remember the material taught.

#### IV. CONCLUSION

From the results of this study, it can be concluded that an active approach can improve the understanding of PAI material in class XI of SMAN 1 Kepenuhan. The application of learning methods that involve students actively, such as discussion and group work, proved effective in improving student learning outcomes. This research makes a positive contribution to the development of PAI learning methods that are more interactive and fun.

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