

## Implementation of Active Learning Strategies

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### Abstract

The purpose of this research is to analyze the implementation of active learning strategies in the learning process in the classroom. This study uses the Library Research method, which is a literature study. The results of this study show that active learning strategies are a technique, strategy, or learning method that demands student activity, self-development, self-conceptualization, and meaning-building through various activities in the learning process so that learning objectives can be achieved effectively. In implementing this active learning strategy, the role of the teacher as an educator is very important. The position and role of the teacher are very strategic in active learning because the success or failure of students in learning is determined by the teacher's ability, creativity, and skills. If the educator is skilled and creative in teaching, it can be ensured that students will have a greater opportunity to be skilled, successful in learning, and thinking.

**Keywords:** Implementation, strategy,

### Introduction

The purpose of this research is to analyze the implementation of active learning strategies in the classroom learning process. This research used the Library Research method, which is a literature study. The results of this research indicate that active learning strategies are techniques, strategies, or learning methods that require students to be active, develop themselves, build their own concepts and meanings through various activities in the learning process so that learning goals can be achieved well. In implementing this active learning strategy, the role of the teacher as an educator is very important. The position and role of the teacher are very strategic in active learning, as the success or failure of students in learning is largely determined by the teacher's abilities, creativity, and skills. If the teacher is skilled and creative in teaching, it can be ensured that students will have a great opportunity

to be skilled, successful in learning, and thinking.

In the Indonesian National Education System Law, Article 1 explains a formulation about education which is "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state" (National Education System Law, 2003: 2).

Education has a function to prepare students to directly face real life. Education is implemented comprehensively for the Indonesian society. The purpose of education itself is to be able to achieve education for students, where there are several aspects to fulfill or achieve national education goals. The objectives of education include national education

objectives, institutional objectives, learning objectives, and curricular objectives. As quoted by Mundiri (2017), in Law No. 2 of 2003 concerning the National Education System, it is emphasized that the national education goal is "to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." The implementation of education is certainly related to the learning components applied.

According to Sunhaji (2014), learning is a process and effort made to make students learn in a structured way, so that there is an event called learning that has a goal of changing students' behavior. Changes in behavior can occur due to interaction between students and their environment. With the development of technology, the learning patterns used will also develop. Learning has the same meaning as teaching activities, which are usually carried out by teachers who act as bridges for students by conveying their knowledge. The implementation of learning is the result of learning planning. The structure of learning planning includes teacher planning and teaching planning. Therefore, learning planning is very much needed to achieve educational activities.

Learning should not only focus on formal classroom activities between teachers and students, but also involve physical learning activities that aim to develop students' skills and abilities through efforts that create interesting and enjoyable learning experiences. The goal of learning requires other supporting components to be present.

According to Suyanto and Djihad Hisyam (2013: 81), the components of learning must be able to interact and form an interconnected system, in order to create a high-quality learning process. These components include: a) learning objectives, b) learning materials, c) learning methods, d) learning media, e) teachers and educators, f) students, and g) assessment and evaluation.

As a system, these learning components are interrelated and form a cohesive whole. As a student in the field of education or a future educator, it is important to have a good understanding of these learning components, in order to apply them effectively and create competent education.

## **Methods**

The method used in this research is Library Research method, which is a literature study. Nazir (2003) explains that a literature study is a technique for collecting data by conducting a study and review of books, literature, notes, and reports related to the problem being solved. In this case, the author examines, delves into, and reviews books and literature related to active learning, then conducts in-depth analysis, and the next stage is compiled in the form of a scientific article.

## **Results and Discussion**

### **Definition of Active Learning Strategies**

Teachers are important components in shaping and educating students to become creative, active, innovative, and ethical individuals in order to achieve the goals of education. Marimba stated that the goal of education is to develop the personality of students to be excellent. The personality referred to here is not only

academically intelligent and capable but also morally good.

Learning comes from the word "belajar," which, as explained in the Indonesian dictionary, means to attempt to acquire skills or knowledge, to change behavior or responses caused by experience. Sa'dun Akbar (2013:45) provided a definition of learning as "a process of modification in human capacity that can be maintained and increased in level." The learning process can run smoothly if the teacher applies learning strategies to improve the competency and understanding of students towards the material presented. According to Copper in Wiryawandan Noorhadi's book (1990:3), learning strategies are the selection of various specific exercises appropriate to the learning objectives that want to be achieved. This means that the activity of each individual in the learning practice that students do is expected to achieve the goal.

According to Mashudi (2015:25), learning strategies are learning activities that must be carried out by teachers and students so that learning goals can be achieved effectively and efficiently. He stated that, basically, the strategy is still conceptual about the decision to be taken in implementing learning, which means that learning strategies are still planning. As stated by David in Wina Sanjaya's book (2006:124), a strategy is "a plan, method, or series of activities designed to achieve a particular educational goal." This means that the strategy is a plan of action, method, or series of activities designed to achieve specific educational goals.

In the learning process, good interaction between teachers and students is necessary to create a pleasant learning

atmosphere because learning is the core activity in education. Learning as the core process of education should be run by positioning students as the main actors. Thus, learning activities can be carried out by them with full consciousness, willingness, and meaningful involvement (Heradika, 2012).

According to Law Number 12 of 2012 concerning National Education Article 1, learning is the process of interaction between students and lecturers and learning resources in a learning environment. Learning is assistance given by educators to enable the process of acquiring knowledge and understanding, mastery of skills and habits, as well as the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well. Therefore, in learning, teachers need to create a conducive atmosphere and learning strategies that attract students' interest.

Rooijakkers (2003) explained that learning needs to foster an open and responsive mindset, skills, and habits that can adjust to human changes. For this reason, learning strategies, methods, and approaches that can encourage the process of growth and perfection of behavior, develop habits, and skills to adjust are needed. It should be more than that; learning should be able to foster students' skills to actively and creatively face similar situations, even entirely new situations, in a satisfying manner. Therefore, teachers are expected to be able to apply active learning processes, where not only are teachers required to be active and creative in managing learning in class but it also demands students' activity.

Active learning strategy is a learning strategy that encourages and directs learners to learn actively. In the learning process, active students can be interpreted as students who are able to dominate learning activities well. The active role of students in the learning process will produce a creative generation, meaning a generation that is able to produce something for their own interests as well as others. Meanwhile, a creative teacher is an educator who is able to create various and varied learning activities that meet the various abilities of learners.

The application of active learning strategies is very necessary for the role of the teacher as an educator. The position and role of the teacher are very strategic in learning. The success or failure of students in learning is largely determined by the skills and abilities of the educator/teacher. If the educator is skilled and creative in teaching, it can be ensured that the opportunity for learners to succeed in learning will be greater, including the ability of students to think critically. As stated by Brand (In the book *Educational Leadership*, 1993) cited by Haidir Salim (2014, 21), almost all educational reform efforts such as curriculum renewal and application of learning methods, all depend on the teacher. Without mastery of materials and learning strategies, and without being able to encourage students to learn earnestly, all efforts to improve the quality of education will not achieve maximum results.

Based on this concept, it can be concluded that a teacher who is able to apply various methods including the application of active learning strategies is important. The application of varied

methods in learning is able to encourage students to be more creative and able to understand the delivery of material maximally so that in the end, the goal of learning can be achieved well. The educational goals that have been formulated certainly need to be realized in the form of the implementation of the education process, which in its communication process can be carried out through the learning process.

The important component that plays a crucial role in the education process is the teacher. The teacher as an instructor in an educational institution is considered necessary to take actions in order to achieve educational goals, namely: first, a plan of action in the form of the use of methods and the utilization of resources used in the learning process. Second, the development of strategies. Based on this, the teacher's strategy in learning activities using methods, mastery of materials, utilization of learning media, and evaluation are efforts to achieve the expected educational goals.

### **Factors in Determining Learning Strategies**

Educational institutions require professional and competent teachers who can teach and guide students well to achieve expected learning goals. As stated in the Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers, Article 8 states that "teacher competencies include (1) Pedagogical Competence, (2) Personality Competence, (3) Social Competence, (4) Professional Competence acquired through professional education."

As educators who have the task and responsibility of educating, teaching, and

guiding students through the learning process, teachers are required to have and determine appropriate learning strategies to be used in learning implementation. This is very important because it relates to the success of teachers in teaching and instructing students so that expected learning goals can be achieved. According to Alexander (1983: 78) cited by Haidir and Salim (2014:110) in their book entitled "Learning Strategies," there are four things that a teacher needs to consider in determining learning strategies, namely: First, the learning objectives to be achieved. Second, the condition of the students. Third, available sources and facilities. Fourth, the characteristics of the presentation technique or method. From the description related to the urgent factors in determining learning strategies, the teacher's mastery and creativity in determining learning techniques and methods are essential. Mismatched material with the learning method used will affect the students' understanding of the material and the learning atmosphere.

According to Orlich (1981: 252-253) cited by Haidir and Salim (2014: 116-147), several alternative learning methods can be used by teachers in the learning process:

- 1) Inquiry is a method whose process requires a high degree of interaction between the teacher, students, course materials, and the environment. The interesting and important thing in the inquiry process is that the teacher and students are both questioners, seekers, integrators, answerers, and analysts.
- 2) Discovery Learning. The discovery teaching method is a procedure that emphasizes individual study or research, object manipulation, and experiments

carried out by students before drawing conclusions. (Hamalik, 1993: 56). In this method, students learn through active participation in finding concepts and principles so that they gain experience.

- 3) Cooperative Learning is a learning method that emphasizes the activity of students in learning. According to Henson and Eller (1999: 160), cooperative learning is a form of cooperation in small groups that students do to achieve goals.
- 4) Mastery Learning. This learning method emphasizes how appropriate teaching systems are implemented by teachers so that students can learn well with accuracy.
- 5) Problem Solving is a learning method that prioritizes problem-solving in learning activities to strengthen students' reasoning and skills so that they gain a more fundamental understanding of the material conveyed by the teacher. (Shoimin, 2017: 135)
- 6) Concept Maps. This concept map is an understanding that belongs not only to the teacher but also to the students. Dahar (1989: 153) stated that this concept map method is a way to show the concepts and propositions of a field of study. By making or designing a concept map, students will understand the lesson material better and make their learning more meaningful.
- 7) "Every One is a Teacher" here is one of the learning methods commonly referred to as the teaching review strategy (repeating the material that has been taught).
- 8) "In the News" method is carried out in several steps: (1) Students are assigned to find materials to be discussed in class.

- (2) Students are divided into several groups.
  - (3) Choose an interesting topic.
  - (4) Each group presents their findings and the topic they studied.
  - (5) Discussion with other groups.
  - (6) Clarification from the teacher.
- 9) "Student Created Case Study" (SCCS) is a method that is carried out through group discussions and each group presents their findings, followed by clarification by the teacher.

### **The Essential Implementation of Active Learning Strategies**

Active learning is crucially important to be applied in education in order to achieve learning goals. According to Mel Silberman (2004:32) as quoted by Raehang (2014:154), active learning is "learning that provides opportunities for learners to actively construct their own concepts and meanings through various activities." In active learning, students are required to be active in the learning process, not just the teacher. As a professional educator, the teacher should be creative in managing learning by adjusting the materials so that an active and enjoyable learning process can be found.

As expressed by Zainiyati (2010:181-182), some important reasons for implementing active learning are: (1) effective learning strategies in active learning are when students practice reading, watching, and discussing learning materials, which will make it easier for them to remember the materials; (2) various activities in active learning can avoid monotonous processes, so that students will pay more attention to and be more aware of each learning process; (3) active learning can integrate both old and new knowledge;

(4) in active learning, students are involved in developing thinking skills, so that their thinking skills will become sharper and honed; (5) independent activities can provide opportunities for students to engage in their own learning styles; (6) students will be more capable of repeating important steps if the activity is done independently; (7) active learning requires individual responsibility and high cooperation in order to improve their social skills; (8) active learning encourages interaction between students and teachers and other students, which will influence their ability to interact and communicate in education; (9) high student involvement increases interest and learning motivation in the learning process.

### **Characteristics of Active Learning**

The characteristics of active learning as described by Zainiyati (2010: 187) include: 1) Learning is not solely focused on the delivery of material by the teacher, but more on the explanation of information and the building of concepts by students. 2) The learning atmosphere is supportive/conducive. 3) Students are not passive but actively engage in various activities related to the learning material. 4) Students are involved in positive and cooperative activities that require individual responsibility as well as positive interdependence among group members. 5) Students are stimulated to think critically, analyze, and evaluate. 6) Students are involved in the utilization of various learning resources and learning media both in and out of the classroom. 7) Teachers are able to obtain faster feedback on the learning process and outcomes.

From the above description of the characteristics of active learning, it can be



concluded that active learning characteristics are as follows. First, emphasis is placed on the activity of students in learning activities both in and out of the classroom. Second, the teacher involves students in every activity and problem-solving, thus generating students' thinking skills and their ability to analyze educational problems. Third, communication and learning interaction is done through feedback by asking questions and problem-solving in education, so that not only the teacher is a communicator but students can also become message-givers in the learning process.

### **Implementation of Active Learning Strategies in the Classroom**

Active Learning is a learning process that empowers all students' potentials so that they can learn through various activities such as reading, writing, speaking, listening, and reflecting. Active learning strategies demand active students and creative teachers in managing learning. Warsono & Hariyanto (2012: 8) explain that the learning process can be meaningful and have good quality if it has the following characteristics: first, student involvement in planning the learning process. Second, intellectual and emotional involvement of students, both through analytical activities, actions, and attitude formation. Third, creative participation in creating a suitable situation for the learning process. Fourth, the teacher acts as a facilitator and coordinator of student learning activities, and uses multi-methods and multimedia.

McKeachie cited by Warsono (2012:9) explains that the implementation of active learning strategies has seven

dimensions of active student learning, as follows:

- 1) Students are able to determine the objectives of learning activities
- 2) Emphasis on the affective aspects of learning
- 3) Student participation in implementing learning activities, especially in the form of interaction among students.
- 4) The teacher's acceptance of students' irrelevant actions and contributions or because students make mistakes.
- 5) The closeness of the class relationship as a group
- 6) Opportunities given to students to make important decisions in activities.
- 7) The amount of time used to deal with students' personal problems, whether related or unrelated to the subject matter.

The implementation of active learning strategies can run effectively and efficiently due to several supporting factors, including: (1) the availability of adequate learning environments and resources for active learning implementation, (2) varied methods that can activate learners. Active learning can be implemented by considering several principles, such as: first, expanding learners' learning experiences, second, utilizing the advantages of interaction between learners and other people and learning resources, and third, providing opportunities for dialogue and direct experiences (Zainiyati, 2010: 192).

In the implementation of active learning strategies, it is crucial to pay attention to things that can create an active learning atmosphere effectively. According to Zainiyati (2010:193-194), teachers need to consider the following things in implementing active learning: (1) learning objectives should be clearly demonstrated. In this case, teachers must emphasize and explain the learning objectives so that learners can participate actively in achieving them. (2) Teachers must inform learners about the stages of learning and what will be achieved at each stage in the learning process. (3) Learners need clear instructions for each activity. (4) Teachers need to choose the appropriate active learning techniques that fit the concepts being taught, so that learning takes place effectively. (5) Creating an active learning climate. Psychologically, learners will feel safe and comfortable in learning.

### **Conclusion**

In conclusion, active learning strategies are a form of overall planning/approach related to the implementation of active learning applied by teachers in the learning process. In active learning implementation, learners are required to be active in every learning activity, critical, develop themselves, and empower all their potential so that they can learn through various activities such as reading, writing, speaking, listening, and reflecting.

In active learning, teachers are required to involve learners in every activity and be able to have and determine the appropriate learning methods to use. The application of varied methods greatly helps learners easily understand and carry

out learning activities well, so that the learning process can run effectively, efficiently, and achieve learning objectives. Teachers' mastery of the use of appropriate learning methods and techniques is expected to make learners proud and happy to learn and realize that learning is an essential thing that must be done by every generation. Learners are also expected to realize that learning is the key to self-improvement and their environment

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