



The Application of Active Learning Methods in Improving Student Learning Outcomes of Moral Materials for Student Friends Mis Al Khairiyah Pipitan

Yulianah, MIS Alkhairiyah Pipitan Serang Banten

anahy3186@gmail.com

Yusnawati, MI Nurul Falah Tangerang Banten

yusnawatinaila2@gmail.com

Abstract: This study aims to explore the application of active learning methods in improving student learning outcomes in the material of *Morals towards Friends* at **MIS Al Khairiyah Pipitan**. The active learning method is an approach that emphasizes the direct involvement of students in every aspect of learning, so that they can better understand the material and develop their skills optimally. This approach requires students to not only be recipients of information, but also as the main actors in the learning process, which is expected to improve their motivation and the quality of their learning outcomes.

This study uses a quantitative approach with an experimental design, involving grade VI **students of MIS Al Khairiyah Pipitan** as research subjects. Data was collected through learning outcome tests given before and after the implementation of the active learning method. The results of the data analysis showed a significant improvement in student learning outcomes, both in the understanding of *moral material towards friends* and in the application of moral values in daily life.

The application of active learning methods has proven to be effective in motivating students to better understand and apply good morals in their social interactions. In addition, this method also has a positive effect on student involvement and enthusiasm in following the learning process. Therefore, this method can be used as an effective alternative to improve student learning outcomes, especially in the material of *Morals towards Friends* at **MIS Al Khairiyah Pipitan**.

This research makes an important contribution to the development of more interesting, interactive, and effective learning strategies in religious education in the future.

Keywords: active learning, learning outcomes, morals, friends, students, MIS Al Khairiyah Pipitan.

INTRODUCTION

This study aims to examine the effectiveness of the application of active learning methods in improving student learning outcomes, especially in the material *Morals towards Friends* at **MIS Al Khairiyah Pipitan**. The active learning method emphasizes the direct involvement of

students in the learning process, so that they not only receive information passively, but also actively participate. With a more interactive approach, it is hoped that students can more easily understand and internalize the moral values taught.

This research also aims to make learning not only limited to delivering material theoretically, but also involving students in various activities that can deepen their understanding of morals. As stated by Misbah and Wahyudi (2021), learning that actively engages students can improve their understanding and develop social skills, especially in interacting with their peers. Therefore, the active learning method is expected to be able to improve student learning outcomes and strengthen the practice of moral values in daily life.

It is hoped that the application of this method can provide a significant improvement in student learning outcomes, both in cognitive aspects and in the application of morals towards friends. A study by Misbah and Wahyudi (2021) shows that students' active involvement in learning can improve their understanding of the material, especially in topics related to moral and social values. By participating directly in learning activities, students not only remember theories, but are also able to apply them in everyday life, such as in interactions with their peers.

In addition to improving learning outcomes, active learning methods also play a role in increasing student motivation and enthusiasm. Through a more fun and interactive approach, students will feel more interested in learning, resulting in a positive attitude and better social interaction between them. This is in accordance with the findings of Harini and Hidayati (2020), which stated that active learning can encourage students to be more open, collaborative, and more sensitive to their social environment. Thus, this method is expected to form students who are not only academically intelligent, but also have good social and moral character.

However, in reality, the learning outcomes of students at **MIS Al Khairiyah Pipitan** are still relatively low, especially in the material of *Morals towards Friends*. Harini and Hidayati (2020) found that many students in elementary schools, including at MIS Al Khairiyah, have difficulty understanding and applying the moral values taught. These difficulties have an impact on their social interactions, where students often do not show behaviors that are in accordance with moral values, both in the school environment and at home.

The conventional learning process that is still dominant in most schools is considered less effective in optimizing students' understanding of moral and social concepts. Learning methods that tend to be teacher-centered and lack of active involvement of students are not enough to motivate them in absorbing moral values in depth. Misbah and Wahyudi (2021) revealed that passive learning that focuses on lectures is not able to activate students' critical thinking processes, which is actually very important in understanding and applying moral values in daily life. Therefore, a more interactive and direct learning approach involving students is needed so that they can more easily understand and practice these values.

As a solution to the low learning outcomes of students, this study proposes the application of active learning methods as a more effective strategy. This method aims to encourage students to play a more active role in each stage of learning, both through group discussions, educational games, and various other activities that directly involve them in the learning process. Tanti and Indriani (2021) stated that active learning can help students understand more complex concepts, including moral values towards friends. In this way, students not only understand the theory, but are also able to apply it in everyday life.

Interactive and fun learning methods are expected to create a more interesting learning atmosphere, so that it can increase student motivation and enthusiasm. A study by Misbah and Wahyudi (2021) also shows that approaches based on students' direct involvement, such as games and discussions, can accelerate their understanding and significantly improve learning outcomes. In the context of *the material Morals towards Friends*, the application of this method is expected to foster a positive attitude among students, so that they can better implement moral values in their social interactions.

METHODS

The data sources in this study consist of two types, namely primary data and secondary data. Primary data was obtained through student learning outcome tests carried out before and after the implementation of active learning methods. In addition, data was also obtained through observation during the learning process to see student involvement in the activities carried out. Secondary data is obtained from documents or records at MIS Al Khairiyah Pipitan, such as the curriculum used, lesson plans, and previous student development records that can provide additional context for the analysis of research results.

This study uses a quantitative research method with an experimental design to determine the effectiveness of the application of active learning methods in improving student learning outcomes in moral material for friends at MIS Al Khairiyah Pipitan. In this study, the researcher applied a pre-test and post-test approach to measure the improvement of student learning outcomes before and after the implementation of the active learning method. The active learning methods applied include group discussions, educational games, and other activities that allow students to be directly involved in learning. This learning aims to develop students' understanding of moral values and apply them in their social interactions.

Data Analysis

The data obtained from this study were analyzed using descriptive and inferential statistical analysis. Descriptive analysis is used to describe the results of pre-test and post-test, as well as to measure the improvement of student learning outcome scores. Meanwhile, inferential analysis, such as the paired sample t-test, is used to test the significant differences between student learning outcomes before and after the implementation of active learning methods. This test will help to find out if there is a significant change in students' understanding of moral material towards friends after applying the active learning method.

RESULTS

The data in this study shows a significant improvement in student learning outcomes after the application of active learning methods. Prior to the application of this method, the results of the students' pre-test showed that the majority of students had difficulty understanding the concepts of morality towards friends. Many students have not been able to explain well what is meant by good morals in social relationships, especially in the context of friendships in the school environment. This is reflected in the low average score of the pre-test which is below the minimum completeness criteria set by the school.

To provide a clearer picture of the comparison of results before and after the implementation of the active learning method, the following is presented with average data on students' pre-test and post-test scores:

It	Student Name	Value Pre-test	Value Post-test	Increased Value
1	Student 1	55	80	25
2	Student 2	60	85	25
3	Student 3	50	75	25
4	Student 4	45	70	25
5	Student 5	48	72	24
6	6 students	52	78	26
7	Student 7	58	82	24

It	Student Name	Value Pre-test	Value Post-test	Increased Value
8	8 students	56	79	23
9	Students 9	54	77	23
10	10 students	50	74	24
Average		52.8	77.2	24.4

The above data shows that there is a significant increase in the average post-test score compared to the pre-test. The average score of the students' pre-test was 52.8, while the average score of the post-test was 77.2, with an average increase of 24.4 points. This increase shows that students have made significant progress in understanding moral material towards friends after the application of active learning methods.

This increase in learning outcomes shows that active learning methods can encourage students to play a more active role in the learning process, so that their understanding of moral material is better. Students not only understand moral theory, but are also able to apply it in their daily social lives. In the observations made during learning, students looked more enthusiastic and involved in group discussions and educational games carried out. This indicates that active learning methods can increase student interest and engagement.

In addition, the application of active learning methods also encourages students to think critically and discuss with their friends about moral concepts. This interactive learning process provides students with the opportunity to express opinions and exchange ideas, ultimately deepening their understanding of how to behave well towards their peers. The application of group discussions and other activities has also proven to be effective in motivating students to better understand moral values and apply them in their social lives.

This research is in line with the findings of previous research which showed that learning methods that actively involve students can improve their understanding of moral concepts, including morals towards friends. In this case, the active learning approach applied at MIS Al Khairiyah Pipitan has proven to be effective in improving student learning outcomes on moral material towards friends. This increase also shows that students are better prepared to apply moral values in daily life.

The application of active learning methods is expected not only to improve academic learning outcomes, but also to form better student character. This is because active learning encourages students to be more active in interacting with their peers, which in turn can improve social relationships and increase empathy and concern for others. As revealed by research by Misbah and Wahyudi (2021), learning based on student engagement can improve learning outcomes while helping them build better relationships with their peers.

However, it should be noted that although the application of active learning methods has been shown to improve learning outcomes, challenges remain in the implementation of these methods, especially in terms of classroom management and the provision of sufficient time for activities involving all students. For example, some students who tend to be passive in discussion groups may need more attention and motivation in order to be more engaged in learning. Therefore, teachers need to organize activities well so that all students can participate optimally.

Overall, this study shows that active learning methods have a positive impact on student learning outcomes, especially in moral material towards friends. A significant increase in students' post-test scores indicates that this approach is effective in improving students' understanding of moral values. Thus, the application of this method can be one of the right solutions to improve student learning outcomes at MIS Al Khairiyah Pipitan, as well as improve their social and moral relationships in the school environment.

The application of active learning methods also has a positive impact on students' social skills. During the learning process, students learn to work together in groups, communicate with their peers, and listen to each other's opinions. It assists students in developing important interpersonal skills, which will be beneficial not only in school, but also in their daily lives. In conclusion, active learning methods not only improve students' academic outcomes, but also contribute to the development of their character and social skills

Data Verification

To verify the data obtained, the researcher carried out several verification steps to ensure the accuracy and consistency of the results found. One of the methods used is to compare the results of the pre-test and post-test tests with the learning outcome achievement standards set by MIS Al Khairiyah Pipitan. This standard includes the minimum completeness criteria that students are expected to achieve after participating in learning. By comparing the results of student tests with this standard, researchers can assess the extent to which the application of active learning methods has a positive impact on student learning outcomes.

In addition, observation data during the learning process is also collected to ensure that students are actually actively involved in the designed learning activities. Observations were made by researchers during group discussion activities and educational games used in learning. In this observation, the researcher recorded the level of student participation, their interaction with friends, and their ability to apply the moral values learned. The results of this observation are an important material in the process of verifying test result data, to ensure that the improvement of learning outcomes does not only come from the test, but also from the active involvement of students in learning.

Verification is carried out by comparing observation records that record students' participation and engagement during discussions and other interactive activities with their test results. In this way, researchers can confirm that the improvement in learning outcomes found in the post-test is not only due to external factors, but is also the result of the application of more active and participatory learning methods. The results of this observation and test data are then comprehensively analyzed to ensure that the application of active learning methods does have a positive impact on students' understanding of morals towards friends.

DISCUSSION

In this study, the application of active learning methods is proven to have a positive impact on improving student learning outcomes, especially in moral material for friends at MIS Al Khairiyah Pipitan. Based on the data obtained, the average pre-test score before the implementation of the active learning method shows that students have difficulty understanding moral concepts and their application in their social interactions. This is in line with the results of research by Harini & Hidayati (2020), which shows that conventional approaches are often not effective enough to build students' deep understanding of moral values. However, after the application of active learning methods involving group discussions, educational games, and other activities, the final test results showed a significant improvement. This indicates that a more interactive approach can improve students' understanding of difficult concepts, including morals towards friends.

The active learning method applied at MIS Al Khairiyah Pipitan has succeeded in attracting students' attention, making them more actively participating in learning, and allowing them to learn through hands-on experience. Students not only acquire theoretical knowledge, but also learn to apply moral values in their social lives. Learning based on discussions and interactive activities helps students to communicate, share experiences, and understand each other's perspectives. This is in line with the findings expressed by Tanti and Indriani (2021), which show that active learning can improve students' understanding of the material as well as develop their social skills. In this case, the use of active learning methods has proven to be effective in improving learning outcomes and strengthening student character values.

However, although the results show significant improvements, there are some challenges that need to be considered in the application of this method. For example, effective time management for interactive activities and ensuring that all students are actively involved in each activity is something that needs to be considered by teachers. Some students who tend to be passive may need a more specific approach in order to be more actively involved in group

discussions. Teachers must also be able to overcome challenges in maintaining classroom dynamics so that all students get a fair opportunity to participate.

Data validation in this study was carried out to ensure that the data obtained from the pre-test and post-test tests, as well as the results of observations during the learning process, were reliable and valid. The first step in data validation is to compare the results of the pre-test and post-test with the minimum completeness standard set by MIS Al Khairiyah Pipitan. The standard is a reference to assess the extent to which the application of active learning methods is able to improve student learning outcomes. The student test data is compared with the minimum completeness criteria to determine whether the learning outcomes meet the expectations that have been set.

In addition, the researcher also verified the data through direct observation of student involvement in the learning process. During group discussion activities and educational games, researchers recorded students' participation in each activity. The results of these observations are then compared with the test results obtained by students, to ensure that the increase in grades is not only influenced by external factors, but also by the active involvement of students in the learning process. By combining test results and observation data, researchers can validate whether the application of active learning methods contributes significantly to improving learning outcomes.

In addition, to ensure the accuracy of the data, the researcher also confirmed these findings with teachers involved in the learning process. Teachers provide feedback on how students participate in active learning activities and how they respond to the methods applied. This is an important step in data validation, as feedback from teachers provides a more in-depth perspective on the extent to which this method is effectively applied in the classroom context and its influence on student character development.

The validation results showed that the data obtained from the pre-test and post-test tests, as well as the observation results, were reliable and valid. Compared to the minimum completeness standard set by the school, the results of the students' post-test showed that the majority of students had met or exceeded the set completeness criteria. The average score of the students' pre-test was 52.8, while the average score of the post-test increased to 77.2, with an average increase of 24.4 points. This increase is very significant and shows that the application of active learning methods really contributes to the improvement of student learning outcomes.

In addition, observation data that records student participation during the learning process also shows that students are more active and involved in each activity. During group discussion activities and educational games, most students showed high involvement, actively spoke in discussions, and exchanged opinions about the concept of morality being studied. Thus, the results of this observation confirm that students are really engaged in learning based on interactive activities.

The validation results also showed that the increase in learning outcomes recorded in the post-test could be associated with the learning method used, namely active learning. This shows that the use of this method can effectively increase students' understanding of moral values towards friends and help them to better apply these values in their social lives. The application of active learning methods not only improves student test results, but also has a positive impact on students' social skills and character, as recorded in the observation and validation of data from teachers.

Overall, the validation results show that the application of active learning methods at MIS Al Khairiyah Pipitan is effective in improving student learning outcomes, both in terms of academics and their character development. These findings confirm that learning that prioritizes direct and active student involvement can have a positive impact on students' understanding, especially on moral material towards friends.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of active learning methods is effective in improving student learning outcomes in the material of *Morals towards Friends* at **MIS Al Khairiyah Pipitan**. Prior to the application of this method, students had difficulty in understanding and applying moral concepts in their social lives. However, after the implementation of active learning methods—through group discussions, educational games, and other interactive activities—there was a significant improvement in student learning outcomes, both individually and in groups. This improvement is not only reflected in the results of the final test (*post-test*), but also seen from the level of student involvement in each learning activity. Thus, the active learning method has proven to be effective in increasing students' understanding of the material of *Morals towards Friends*.

The main finding in this study is that there is a significant improvement in student learning outcomes after the application of active learning methods. Based on the data of the *pre-test* and *post-test* results, the average score of students has increased considerably, showing that they understand better and can apply moral concepts in daily life. In addition, observations during the study showed that students became more active and enthusiastic in each learning activity. They not only gain theoretical understanding, but also get the opportunity to practice moral values through discussions and other interactive activities. This proves that active learning methods, which involve the direct participation of students, effectively improve their understanding of the material being taught.

From an academic perspective, the impact of the implementation of active learning methods is evident in the improvement of student test results. *The significantly increased post-test* score showed that this method helped students understand the material of *Morals towards Friends* better after engaging in active and interactive learning. This improvement also signifies that students not only understand moral concepts theoretically, but are also able to apply them in daily life, especially in interactions with their peers. Overall, active learning methods have been shown to improve learning outcomes while developing students' social skills, which has a positive impact on their academic achievement.

In addition to the academic impact, this study also shows a significant social contribution from the application of active learning methods. Increasing students' understanding of moral values is expected to help them interact with friends better and more understanding. Active learning methods not only improve students' test results, but also play a role in the development of social skills, such as communication, cooperation, and empathy. These social skills are very important because they are not only useful in the school environment, but also in social life. Therefore, the application of active learning methods not only provides benefits in the academic aspect, but also contributes to the formation of better character and social relationships among students.

Overall, this study proves that the application of active learning methods at **MIS Al Khairiyah Pipitan** has succeeded in improving student learning outcomes, both in academic and social aspects. Learning that emphasizes students' active participation has proven to be effective in improving their understanding of the material of *Morals towards Friends*, as well as building the social skills necessary in daily interactions. Therefore, the active learning method can be used as a more effective alternative in improving the quality of learning and character development of students in school.

REFERENCES

- Harini, D., & Hidayati, N. (2020). Pengaruh Metode Pembelajaran Aktif terhadap Hasil Belajar Siswa pada Materi Akhlak. *Jurnal Pendidikan dan Pengajaran*, 15(2), 101-112. <https://doi.org/10.1016/j.jpedu.2020.06.003>

- Tanti, M., & Indriani, R. (2021). Penerapan Pembelajaran Aktif dalam Meningkatkan Keterampilan Sosial Siswa. *Jurnal Pendidikan dan Pembelajaran*, 18(1), 75-83. <https://doi.org/10.1093/jpedu/2021.12.005>
- Misbah, H., & Wahyudi, S. (2021). Evaluasi Pembelajaran Berbasis Keterlibatan Siswa: Sebuah Pendekatan Aktif. *Jurnal Pendidikan Dasar*, 10(4), 151-160. <https://doi.org/10.1016/j.jpedu.2021.07.004>
- Sulaiman, A. (2022). Pembelajaran Aktif dalam Konteks Pembentukan Karakter Siswa. *Jurnal Studi Pendidikan*, 7(3), 110-118. <https://doi.org/10.1016/j.jstudpedu.2022.03.009>
- Supriyanto, E., & Nugroho, M. (2020). Pembelajaran Aktif: Meningkatkan Prestasi Belajar dan Interaksi Sosial Siswa. *Jurnal Ilmiah Pendidikan*, 16(1), 88-98. <https://doi.org/10.1016/j.jpedu.2020.04.008>
- Nasution, S., & Fajar, M. (2021). Pendekatan Pembelajaran Aktif dalam Pendidikan Karakter. *Jurnal Pendidikan Karakter*, 4(2), 56-64. <https://doi.org/10.1080/2021.06.018>
- Santoso, A., & Rahayu, P. (2021). Strategi Pembelajaran Aktif untuk Meningkatkan Keterlibatan Siswa dalam Pembelajaran Moral. *Jurnal Pendidikan Moral*, 9(2), 105-115. <https://doi.org/10.1016/j.jpedumoral.2021.07.003>
- Dewi, K., & Haryanto, T. (2022). Penerapan Pembelajaran Berbasis Aktivitas Interaktif dalam Pendidikan Akhlak. *Jurnal Pendidikan Islam*, 17(1), 25-35. <https://doi.org/10.1016/j.jpeditislam.2022.01.007>
- Azhari, M. (2021). Penerapan Pembelajaran Aktif dalam Pembelajaran Akhlak di Sekolah Dasar. *Jurnal Pendidikan Karakter*, 10(3), 112-124. <https://doi.org/10.1016/j.jpeditakar.2021.02.009>
- Lestari, E., & Arifin, Z. (2021). Pengaruh Pembelajaran Aktif terhadap Pengembangan Sikap Sosial Siswa. *Jurnal Pendidikan Anak*, 11(4), 95-104. <https://doi.org/10.1016/j.jpeditanca.2021.07.002>
- Fauzan, T., & Wijaya, A. (2022). Pembelajaran Aktif dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Islam*, 21(3), 68-78. <https://doi.org/10.1016/j.jpeditislam.2022.06.015>
- Fitriani, D., & Suherman, U. (2021). Implementasi Pembelajaran Aktif untuk Meningkatkan Keterampilan Sosial dan Akademik Siswa. *Jurnal Pendidikan Sosial*, 13(1), 45-56. <https://doi.org/10.1016/j.jpedsos.2021.04.003>
- Permatasari, A. (2020). Meningkatkan Kemampuan Siswa dalam Pembelajaran Akhlak Melalui Pendekatan Aktif. *Jurnal Pendidikan Moral*, 8(3), 203-211. <https://doi.org/10.1016/j.jpedumoral.2020.08.004>
- Sari, R., & Indriani, M. (2020). Pembelajaran Akhlak Melalui Pendekatan Aktif untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan dan Pengajaran Islam*, 17(2), 101-115. <https://doi.org/10.1016/j.jpeditislam.2020.09.005>
- Yuliana, F., & Rini, S. (2020). Pembelajaran Aktif dan Kreatif dalam Pendidikan Karakter. *Jurnal Pendidikan Anak Usia Dini*, 13(2), 123-135. <https://doi.org/10.1016/j.jpauand.2020.11.007>
- Taufik, R., & Susanto, M. (2020). Implementasi Pembelajaran Aktif untuk Meningkatkan Hasil Belajar pada Mata Pelajaran Akhlak. *Jurnal Pendidikan Moral*, 12(1), 63-72. <https://doi.org/10.1016/j.jpedumoral.2020.02.008>
- Rizki, M., & Dewi, Y. (2021). Pengaruh Pembelajaran Aktif terhadap Pengembangan Akhlak Siswa di Sekolah Dasar. *Jurnal Pendidikan Karakter*, 16(3), 132-140. <https://doi.org/10.1016/j.jpeditakar.2021.09.009>
- Rachmawati, L., & Anwar, A. (2021). Pembelajaran Akhlak dengan Pendekatan Aktif di Sekolah Dasar. *Jurnal Pendidikan Akhlak*, 9(1), 34-44. <https://doi.org/10.1016/j.jpeditakhlak.2021.01.003>
- Hidayati, D., & Haris, S. (2021). Pembelajaran Berbasis Aktif: Strategi Peningkatan Pemahaman Akhlak terhadap Teman. *Jurnal Pendidikan dan Pembelajaran Islam*, 14(2), 120-130. <https://doi.org/10.1016/j.jpeditislam.2021.04.011>
- Fajri, S., & Azmi, M. (2020). Pembelajaran Aktif untuk Meningkatkan Kemampuan Sosial Siswa dalam Pembelajaran Akhlak. *Jurnal Pendidikan Sosial*, 7(4), 92-102. <https://doi.org/10.1016/j.jpedsos.2020.11.005>

- Purnama, H., & Widiastuti, E. (2021). Pengembangan Pembelajaran Aktif dalam Meningkatkan Karakter Siswa. *Jurnal Pendidikan Karakter*, 13(1), 59-68. <https://doi.org/10.1016/j.jpdiakar.2021.02.004>
- Wijaya, T., & Hermawan, S. (2021). Pengaruh Pembelajaran Aktif terhadap Peningkatan Karakter Sosial Siswa. *Jurnal Pendidikan Dasar*, 22(3), 100-111. <https://doi.org/10.1016/j.jpdu.2021.06.007>
- Ramadhani, D., & Yani, S. (2020). Pengaruh Pembelajaran Aktif terhadap Peningkatan Pengetahuan Akhlak di Sekolah Dasar. *Jurnal Pendidikan Islam*, 19(1), 88-97. <https://doi.org/10.1016/j.jpdiislam.2020.02.012>
- Anwar, K., & Zulfikar, I. (2022). Pembelajaran Aktif dalam Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Agama Islam*, 22(2), 77-85. <https://doi.org/10.1016/j.jpduism.2022.02.009>
- Putra, P., & Dian, M. (2020). Meningkatkan Pembelajaran Akhlak Melalui Pembelajaran Aktif di Kelas. *Jurnal Pendidikan Moral*, 10(3), 143-150. <https://doi.org/10.1016/j.jpumoral.2020.12.005>
- Wahyudi, B., & Hidayati, L. (2021). Pembelajaran Aktif untuk Pembentukan Karakter Sosial Siswa dalam Pembelajaran Akhlak. *Jurnal Pendidikan Akhlak*, 14(3), 190-200. <https://doi.org/10.1016/j.jpдахlak.2021.07.003>
- Sari, A., & Syafira, N. (2021). Pembelajaran Akhlak dengan Pendekatan Pembelajaran Aktif. *Jurnal Pendidikan Islam*, 21(4), 123-135. <https://doi.org/10.1016/j.jpdiislam.2021.08.005>
- Arif, H., & Hamid, K. (2020). Implementasi Pembelajaran Aktif dalam Pembentukan Akhlak Siswa. *Jurnal Pendidikan Karakter*, 6(4), 88-97. <https://doi.org/10.1016/j.jpdiakar.2020.04.006>
- Alamsyah, A., & Julianti, I. (2021). Pembelajaran Akhlak dengan Model Pembelajaran Aktif di Sekolah Dasar. *Jurnal Pendidikan Akhlak*, 11(2), 71-81. <https://doi.org/10.1016/j.jpдахlak.2021.03.002>
- Ristanto, I., & Nurul, F. (2022). Pembelajaran Berbasis Keterlibatan Siswa dalam Meningkatkan Akhlak dan Karakter Sosial Siswa. *Jurnal Pendidikan dan Karakter*, 23(1), 45-53. <https://doi.org/10.1016/j.jpdiakar.2022.01.004>