JURNAL PROFESIONALISME GURU

Implementing Active and Innovative Learning Strategies in the Learning and Teaching Process

Nursiah Rambe, Nursiahrambe072@gmail.com, *Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia*

Abstract: *In the ever-evolving world of education, the learning and teaching process can no longer rely on conventional methods that are one-way. Education is truly a living process, involving human interaction between educators and students. This study aims to explore the application of active and innovative learning strategies that place students as the main subjects in the learning process. With a humanistic approach, this strategy encourages emotional, intellectual, and social involvement of students through meaningful and contextual activities. The method used involves literature studies. The results of the study indicate that active and innovative learning increases students' learning motivation, sense of responsibility, and critical thinking skills. In addition, a harmonious relationship between teachers and students is formed stronger, creating a learning environment that supports the growth of each individual's potential. The conclusion of this study confirms that a learning approach that prioritizes human values not only makes the learning process more effective, but also makes learning more meaningful so that it is beneficial for the lives of students.*

Keywords: active learning, innovative, humanism, educational interaction, development of student potential

INTRODUCTION

Education according to Djumaransjah is a human effort to maximize the potential of each person in accordance with the principles that exist in society. Education is not just mastering theory or memorizing formulas. However, education is an important life process and a place where wisdom, values, and skills are transferred from generation to generation. It functions as a bridge between the past and the future through experience, practice, and relationships.humans who learn from each other(Kurniawan et al., 2024).

So Besides that, education is closely related to learning and how strategies are used by a teacher in the learning process. Learning is an activity carried out by students actively to develop their knowledge. Learning is not just receiving information from teachers or other sources passively. If the learning process does not provide students with the opportunity to participate, then it is contrary to the nature of learning. Active involvement of students in learning is very important because they are the main subjects in the process.(Hidayat Ara, 2012).

So, from the statement above it has been explained that learning is an activity that must be done by a student actively and innovatively, with the aim of developing the competence or abilities that exist in a student. And students must actively participate in the learning process, because they are the main role in the learning process. In addition, teachers also have a very important and fundamental function in providing guidance, direction, and education to students during the learning process.

Learning is a process in which students interact with teachers and learning resources in their environment. It is important to plan, implement, evaluate, and supervise the learning process so that it can run well and efficiently. Given the diversity of cultures, backgrounds, and characteristics of students, coupled with the demands to produce quality graduates. Therefore, the learning process needs to be flexible, diverse, and in accordance with the established standards. Prastyawan stated that the learning process is a system designed to teach students, implemented, and assessed in a structured manner so that learners can achieve educational goals actively, efficiently, and innovatively. This shows that the learning process needs to be planned in a creative and orderly manner, using the right methods to create an environment and learning process that supports students(Widyaningrum & Rahmanumeta, 2016).

And an ideal teacher is not just delivering lessons. More than that, he must act as a guide who directs students. Therefore, a teacher needs to choose the most effective teaching method for each of his students. Therefore, a teacher must be more careful in determining the learning method to be used, considering the situation and condition of the students, teaching materials, and also various learning resources available. The goal is that the implementation of learning strategies can be optimal in supporting the learning success of its students. The fun learning while playing method is very suitable to be applied to children at the elementary school level.(Irwan & Nasution, 2016).

From the statement above, the researcher suggests the application of learning strategies through active and innovative learning strategies. The goal is to make it easier for students and teachers to carry out the learning and teaching process. That way, it is hoped that students' enthusiasm for learning can increase.

The learning activities referred to here include students' physical and mental activities. There are several categories in student learning activities, namely: visual activities such as reading, writing, conducting experiments, and demonstrations, oral

activities such as storytelling, reading poetry, question and answer, discussing, and singing, listening activities such as listening to teacher explanations, lectures, and directions, physical activities such as gymnastics, sports, dancing, and painting, and writing activities such as composing, compiling papers, and writing letters. Each type of activity mentioned above has a value or level that varies depending on the aspect of the objectives to be achieved in the teaching and learning process. What is certain is that learning activities carried out by students should have a higher value or level. The importance of active student participation to support their success in the learning process is the basis for implementing the Active Learning method in teaching. This method is based on several principles: (a) Learning can occur if students participate actively, (b) Each student has abilities that can be developed, (c) The role of the teacher is more as a supporter in the learning process(Maujud et al., 2022).

So the researcher can conclude from the statement above that even though students come to class, there is a possibility that they do not learn and are not involved in the learning process, because they will only act as listeners. The second statement reminds teachers to provide motivation to students so that they can develop their talents through activities such as discussions, presentations, or demonstrations. On the other hand, the third statement explains that the current learning method no longer follows the banking concept that considers students as empty vessels that only receive information without being active. The current learning paradigm is Student Centered Learning, which means that learning focuses on students. Students are encouraged to seek knowledge in their own way. In this way, they can develop their abilities and love for the learning process.

METHODS

In this research, I used the literature study method, which is simply a structured and in-depth library research method. Literature study also includes reading and summarizing various information from various sources. In addition, this study is a process of critical analysis of scientific works related to the research topic. In this research, I reviewed various sources, ranging from college textbooks, digital books (PDF), indexed scientific journals, to trusted websites that have been verified for their validity. This data collection is more than just looking for information; it is about selecting, assessing, and combining knowledge from various perspectives and previous research.

The author does not only collect raw data, but also actively analyzes and evaluates the information obtained. The process includes searching for suitable theories, comparing various research results, and identifying important patterns, issues, and trends in current literature. So, the data used in this research is not just a collection of data, but the result of a careful selection and analysis process. This ensures that only relevant, accurate, and reliable information is used to support the writing of this journal, and produces valid and meaningful conclusions.

RESULTS & DISCUSSION

Understanding Learning Strategies

The origin of the word "strategy" can be traced back to Latin, namely "strategia," which describes the art of implementing a plan to achieve a desired target. Broadly speaking, strategy is often understood as an instrument, design, or method applied to complete a job. According to experts, this term was first popular in military circles,

referring to how to maximize the full power of the armed forces to win a battle. In the world of education, strategy and approach are closely related in the process of delivering material in the learning environment. According to Sri Anita, learning strategy can be understood as the flow of teaching and learning activities. Meanwhile, another expert's view on learning strategy is the method chosen by the teacher, adjusted to the circumstances of the students, school conditions, the surrounding environment, and existing learning objectives. Sri Anita also added that in a strategy, there are methods and techniques to achieve the goals set.

According to the view of the Directorate of Education Personnel, Directorate General of PMPTK, learning strategies can be understood as a design that contains a series of activities that are systematically arranged to achieve the educational goals that have been set. This learning strategy is an important guide for teachers and students so that the teaching and learning process can be carried out effectively and efficiently. In the world of education, this strategy is interpreted as a general framework that describes the actions of teachers and students in carrying out learning activities.(Ramdani et al., 2023).

So the researchers concluded thatLearning strategies are not just a series of technical steps, but rather a carefully designed plan to direct the learning process towards meaningful educational goals. In a humanistic approach, this strategy becomes a bridge between teachers and students in creating a learning atmosphere that is mutually respectful, full of empathy, and oriented towards the development of the whole person. It not only describes formal actions in learning, but also reflects human values where teachers act as facilitators who guide, and students as active subjects who grow in a learning process that touches the mind, heart, and character. Such learning strategies make the classroom a place where curiosity, creativity, and responsibility grow, not only for academic achievement, but also for the formation of whole and empowered human beings.

learners in creating a learning atmosphere that is mutually respectful, full of empathy, and oriented towards the development of the whole person. It does not only describe formal actions in learning, but also reflects human values where teachers act as facilitators who guide, and learners as active subjects who grow in a learning process that touches the mind, heart, and character. Such learning strategies make the classroom a place where curiosity, creativity, and responsibility grow, not only for academic achievement, but also for the formation of whole and empowered human beings.

Definition of Active and Innovative Learning

Active learning is one of the effective methods in implanting new information and storing it in memory, namely through active learning. This is due to the fact that one of the main reasons why information is easily forgotten is because of the limitations of the human brain itself. The active learning process involves the full participation of students and teachers, not only physically, but also mentally, emotionally, even morally and spiritually. The role of the teacher is to create conditions that trigger students to ask questions, develop ideas, and engage in activities that provide real experiences, making learning an active effort for students to shape their own understanding. With this approach, students are encouraged to take responsibility for their own learning journey. The active teaching approach can also be understood as a series of activities that need to be carried out by teachers and students. These activities help students to improve their skills and abilities in listening, observing,

asking questions, and discussing the material being studied with classmates. The goal is that learning targets can be achieved effectively and efficiently.(Report, 2019).

According to Trianto, active learning is a process in which students are truly involved, both physically and mentally. They are encouraged to think critically, to provide reasons behind their opinions, to find relationships between concepts, and to share ideas and concepts with others. In this lively learning atmosphere, they also learn to present their understanding in the right way, and most importantly, to use all of these abilities to seek and find solutions to the various problems they face.(Jais Ahmad, 2019).

Innovative learning is an approach that aims to foster students' capacity to generate original ideas or concepts. Innovative learning is not just about introducing new methods, but more than that, it is an effort to foster the deepest potential in students. This approach encourages students to think freely, explore ideas, and create original ideas that are born from their own understanding and experiences. In an open and supportive learning atmosphere, students no longer feel confined by rigid boundaries, but are given space to grow as creative, confident, and enthusiastic individuals to find meaning in the learning process. In addition, innovative learning is a form of appreciation for the uniqueness and authenticity of each student. This is a process that not only fills the head with information, but touches the heart and ignites the fire of imagination. When students feel fully involved in the form of their thoughts, feelings, and aspirations, they learn not only to know, but also to be. In this way, education becomes a means of liberation, where every child is given the opportunity to find their own voice and give meaning to the world around them through their ideas and work.

This generally occurs in a supportive learning environment, and is free from pressure, fear, or anxiety. Innovative refers to the urge to make innovations, which means improvements and developments in the teaching and learning process. According to experts, innovative learning has several distinctive characteristics, including: a. Students dare to express their ideas or thoughts. b. Students are free to give opinions or respond to ideas from other friends. c. Students are open to accepting other people's points of view, and are willing to provide comments or opinions on existing ideas. With learning activities designed using this strategy, students can find the best way to understand the material being studied more deeply.(Intan Sara et al., 2024).

To realize innovative teaching, there are three main characters that are important for both students and teachers to have: sensitivity, critical attitude, and the ability to think creatively about events in the surrounding environment. Sensitivity means that we can see the relationship between something and the idea in our minds, even though others may not realize it. We are able to understand the phenomenon and explain it with concepts that we understand. Critical attitude means that we can process the information we see in our minds, thus triggering questions that make us curious to find the answers.(Handayani et al., 2020).

It can be understood that innovative learning is illustrated Overall, innovative learning is a process that places students at the center of their learning experience. Students are invited to be actively involved in various activities that help them understand and develop their abilities, with an emphasis on direct experience or learning through real action. In this process, the teacher acts as a creative facilitator using various tools, methods, and the surrounding environment as learning resources to create a fun, enthusiastic, and relevant atmosphere to students' lives. The class is

also arranged in such a way that it is more lively and interesting, for example by displaying books and providing a reading corner that encourages students' curiosity and interest in reading. Not only that, the teacher also applies a more cooperative and interactive teaching approach, encouraging students to learn together through group work, sharing ideas, and supporting each other in a meaningful learning process.(Baidah et al.,2024).

Implementation of Active and Innovative Learning Strategies in the Learning Process

Because in the paikemi learning approach using active and innovative learning methods, so in its application, students play a complete role, not only their thoughts, but also their feelings. In this learning, students do not just listen or receive information, but are truly involved intellectually and emotionally. They are invited to think, feel, ask, try, and participate directly in every learning activity. In this way, the learning process becomes more meaningful, because students feel like they are an important part of their own knowledge journey.(Hidayati, 2024).

In addition, the implementation of this strategy can also be called a problem-solving strategy, an important part in helping students hone their critical thinking skills. In this process, students are not only invited to find answers, but are also guided to understand the problem in depth, see it from various perspectives, plan steps to solve it, and assess the results they achieve. This is not just a logical thinking exercise, but also a learning process that forms a tough and confident attitude in facing challenges. Students learn that every problem is an opportunity to grow, that failure is part of the process, and that they are able to find solutions with effort, courage, and collaboration.(Ritonga & Napitupulu, 2024).

Paikem's learning approach emphasizes the active and integral role of students, which involves not only their minds but also their feelings in the learning process. With active, innovative, and student-centered learning, every activity becomes a meaningful experience that encourages emotional and intellectual involvement. Through problem-solving strategies, students are not only trained to think critically, but also formed into individuals who are resilient, confident, and ready to face life's challenges. They learn that every challenge is an opportunity to grow and that with effort, courage, and cooperation, they are able to find a way out of various problems. So in implementing this strategy also aims to provide learning that is truly alive and meaningful, real involvement is needed between educators and students. The teaching process is not just about delivering material, but also building relationships, dialogue, and understanding each other in order to achieve common learning goals.

In active learning, students become the center of all teaching and learning activities. They are not only recipients of information, but also drivers in the learning process itself. This activeness can be seen in various forms of listening carefully, discussing, designing and creating a work, compiling reports, or completing tasks that build their skills and understanding. All of this is part of a learning journey that values the potential, voice, and role of humans as a whole.(Nadia Nauli et al., 2024).

So researchers can conclude that the implementation of this learning strategy aims to present a truly alive and meaningful learning experience. Learning is not just about absorbing information, but a shared journey between educators and students. In this process, the presence of mutual involvement and the relationships that are

built are key. Educators not only transfer knowledge, but also become thinking friends, growth companions, and partners in understanding the world. Warm and trusting interactions open up space for dialogue, asking questions, and finding shared meaning.

This is where the importance of active learning lies, namely when students become the center and main driver in learning activities. They are invited to not only listen, but also participate fully: such as discussing, creating, exploring, formulating ideas, and completing tasks with a sense of responsibility and curiosity. This activity is not just a physical activity, but also a reflection of inner and mental involvement. In a learning space like this, each student is valued as a unique individual, with potential, voice, and an important role in shaping a meaningful and humane learning experience.

From the students' perspective, the implementation of this strategy is very helpful in improving learning that invites them to be truly active and gives different meanings to the learning process. They feel valued as individuals who are able to think, ask questions, and contribute opinions, and intense involvement through discussions, group work, and problem solving makes them not only receive information, but also truly experience the learning itself. In this participatory atmosphere, the spirit of learning grows not because of coercion, but because of curiosity and a desire to understand more deeply. In addition, the implementation of this strategy also shows that when active learning strategies are applied in learning Akidah Akhlak, students not only understand the concept theoretically, but are also able to feel it as part of their lives. With active involvement, they are given space to relate religious teachings to personal experiences, social dynamics, and everyday realities. Through activities such as group discussions or case studies, students not only learn about Islamic values, but are also invited to feel them, interpret them, and understand how these values can be lived in real life. This process makes learning more meaningful because it touches their human side. More than just understanding, this strategy also fosters critical and reflective thinking skills in students. When they are given the opportunity to express opinions, solve problems, and find solutions together, they are trained to think clearly, deeply, and comprehensively. Learning becomes a space for dialogue that forms moral awareness, empathy, and responsibility. This is where moral values are not only taught, but experienced in an atmosphere that respects the thoughts, feelings, and voices of each individual as part of the process of growing into a whole human being.
 (Participants et al., nd).

So from the statement above, researchers can conclude that Active Learning is the heart of the learning experience that humanizes students. When they are given space to think, ask, create, and collaborate, they do not only become recipients of information, but the main actors in building understanding and meaning. The learning process turns into a journey that touches the mind and heart, awakening enthusiasm, curiosity, and self-awareness. In an atmosphere that respects the uniqueness and potential of each individual, learning becomes a place to grow, empower, and be meaningful as a whole as a human being.

In the application of active and innovative strategies, the learning process is an important space in the lives of students, because that is where meaningful meetings occur between teachers, students, and the learning environment. In this space, not only knowledge is transferred, but there is a lively dialogue, where students are heard, guided, and encouraged to grow. Warm and respectful interactions

between teachers and students make the learning process not just an obligation, but an experience that touches the mind and soul. A supportive learning environment allows each child to feel safe to try, ask, and understand the world in their own way.

In this context, the PAIKEM learning model including active and innovative learning strategies becomes an approach that is very much in line with the values of humanism. When students are invited to play an active role, they are not only passive listeners, but the main actors in their own learning adventure. They are given space to think, feel, and conclude for themselves the meaning of what they experience. This process makes learning not only a tool to achieve academic grades, but also a means of character formation and self-understanding, so that every learning experience becomes a valuable provision in their life journey as whole human beings.(Fauziah & Sahlani, 2023).

So from the statement above, the researcher concludes that the implementation of active and innovative learning strategies, such as the PAIKEM model, creates a learning space that values students as whole human beings who think, feel, and develop. Learning is no longer just about transferring knowledge, but becomes a living and meaningful dialogical process. In a safe, warm, and respectful atmosphere, students are given the opportunity to grow through real experiences, reflection, and full involvement. This strategy makes learning a path to forming an independent, critical thinking, and characterful person, while also fostering a deeper meaning of life for each child on their journey to becoming a whole and empowered human being.

Benefits of Implementing Active and Innovative Learning Strategies in the Learning Process

Children are individuals who have the ability to build their own knowledge. They are not empty glasses that can simply be filled by teachers, but rather small humans with great potential who are ready to grow and develop if the environment supports them. Every child comes into the world with their own uniqueness, and our job as educators is to create situations and conditions that can stimulate the emergence of this potential. Children gain knowledge in various ways. First, through social interaction, where they learn from others from conversations, observations, and experiences that others share with them. Second, children learn through physical knowledge, namely when they explore objects around them. Through touch, observation, and simple experiments, children understand concepts such as round, long, cold, hot, hard, or soft. Third, children also develop mathematical logic, such as the ability to understand numbers, sequences, classifications, concepts of space and time, and changes in shape or conversion. All of these processes show that active learning is very important to apply in early childhood education. Learning that provides space for children to move, think, ask questions, and experiment will encourage them to become active and independent learners. Childhood is the golden age of development, the most appropriate time to grow all of a child's potential and intelligence as a whole. Therefore, active learning strategies are not just an option, but a necessity to ensure that every child grows and develops optimally according to their nature and uniqueness.(Muhammadiyah et al., 2022).

So researchers can conclude that every child is a unique individual who has the ability to form their own knowledge. They are not just recipients of information, but individuals who grow through interaction, direct experience, and thought

processes. Children learn from the world around them from other people, from the objects they touch, and from the logic they build themselves. Therefore, early childhood education must be designed as a living and enjoyable experience, not just the provision of material. An active learning approach is very important so that children can explore, ask questions, and find the meaning of what they experience. This is the best way to help them grow into whole, intelligent, and enthusiastic individuals.

CONCLUSION

Education is not merely a process of transferring knowledge from teacher to student, but rather a spiritual and intellectual journey involving a complete human relationship, namely between teacher and student, between ideas and experiences, between hopes and reality. It is in this context that active and innovative learning strategies find their deepest meaning as a bridge to build a learning experience that is not only academically effective, but also touches the human side of students. Active and innovative learning returns the spirit of education to its proper place, namely a space that provides an opportunity for each student to be themselves, explore their curiosity, and be truly involved in the process of finding meaning. When students are given space to think, feel, ask, create, and reflect, they not only remember the subject matter, but also feel their presence as valued and meaningful individuals. This is where the role of the teacher is no longer as a center of knowledge that knows everything, but as a humble facilitator, a present guide, and a sincere thinking friend. In this kind of learning atmosphere, students no longer sit still waiting for explanations, but stand as the main subjects in their learning journey. They build understanding through discussion, collaboration, experimentation, and reflection. They are not afraid of being wrong, because mistakes are also an important part of the growth process. Learning becomes a fun experience, not a scary one; liberating, not restrictive.

Active and innovative learning strategies also teach students that knowledge is not something that must be accepted raw, but rather something that can and must be sought, studied, and even questioned. This is where critical and creative thinking skills are formed through honest and complete involvement in every learning process. In this process, students not only grow intellectually, but also emotionally and socially. They learn to understand themselves, respect others, work together, and face challenges with an open and reflective attitude. More than that, the application of this strategy also creates a learning space that is more inclusive and respects diversity. Every child comes with a different background, learning style, and potential. Through an active and innovative approach, each student is given a place to develop in their own way, without being compared, without being pressured. This is a real form of education that humanizes humans. Finally, active and innovative learning strategies are not only a way to improve learning outcomes, but also a path to a more meaningful, fair, and liberating education. It teaches that learning is not about pursuing grades, but about finding yourself. It reminds us that educational success is not measured only by numbers, but by how deeply students know themselves, others, and the world around them.

In education based on humanist values, teachers and students grow together, learn from each other, and strengthen each other. They are not just part of the system, but part of life. And in that life, the teaching and learning process finds its essence as a manifestation of love, hope, and humanity. learning. This is where education comes

alive when there is warm interaction, growing trust, and appreciation for the potential of each individual.

Active and innovative learning strategies bring education back to its humanist roots, namely humanizing humans. It provides space for diverse learning styles, fosters creativity, and builds the courage to think critically and act in a solution-oriented manner. In a learning space like this, each student is given a voice, valued, and encouraged to become a learning agent in their own life. Thus, learning is no longer just about completing the curriculum, but about accompanying humans to grow into the best version of themselves, whole, conscious, and meaningful.

REFERENCES

Baidah, B., Hijaya, D., Rahmah, U., Harahap, NS, & Gusmaneli, G. (2024). Practicing Paikemi-themed Learning. IHSANIKA: Journal of Islamic Religious Education, 2(3), 59–79.

Fauziah, NS, & Sahlani, L. (2023). and Fun (PAIKEM) in Improving Students' Learning Motivation.

Handayani, S., W Mintarti, SU, & Megasari, R. (2020). Economic Learning Strategy Textbook "Innovative Learning Models in the Industrial Revolution 4.0 Era". In Economic Learning Strategy Innovative Learning Models in the Industrial Revolution 4.0 Era. www.literindo.id

Hidayat Ara. (2012). The Concept of Active, Innovative, Creative, Effective, and Enjoyable Learning (PAIKEM). In Jurnal An-nur (Vol. 4, Issue 1). https://d1wqtxts1xzle7.cloudfront.net/36948830/CONTOH_JURNAL_1.pdf?14 26158416=&response-content-disposition=inline%3B+filename%3DPENERAPAN_MODEL_PBL_PROBLEM_BA SED_LEARNI.pdf&Expires=1594969033&Signature=I3cBYOfYxUDyixW4~Es9C NfBOkqVyP8Sv5Ki3dBzL94zmi52x7TL

Hidayati, N. (2024). Strategy for Implementing the PAIKEM Model in SKI Learning. 03(02), 538–543.

Intan Sara, Annisa Desvita, & Gusmaneli Gusmaneli. (2024). PAIKEMI Learning Strategy in Islamic Religious Education Learning. BLAZE: Journal of Language and Literature in Linguistic Education and Development, 2(2), 14–21. https://doi.org/10.59841/blaze.v2i2.1087

Irwan, M., & Nasution, P. (2016). Mobile Learning in Elementary Schools. Journal of Library and Information, 10(01), 1–14.

Jais Ahmad. (2019). Implementation of active, innovative, creative, effective and enjoyable learning strategies (PAIKEM). SABILARRASYAD: Journal of Education and Educational Sciences, IV(01), 113–123.

Kurniawan, D., Husna, A., Nurlela, MPF, & Zulfahmi, MN (2024). Analysis of Student Learning Experience Through the Application of Active, Innovative, Creative, and Fun Learning Approaches. Journal of Elementary School Teaching, 3(1), 27–35. https://doi.org/10.56855/jpsd.v3i1.893

Maujud, F., Nurman, M., & Sultan, S. (2022). Application of the Paikem Learning Model (Active, Innovative, Creative, Effective and Enjoyable Learning). El-Tsaqafah: Journal of the PBA Department, 21(1), 83–99. https://doi.org/10.20414/tsaqafah.v21i1.5267

Muhammadiyah, U., North, S., Islam, U., & Sumatra, N. (2022). EARLY. 2(1).

Nadia Nauli, Oktaviana Imroatun Cahyati, & Gusmaneli Gusmaneli. (2024). Implementation of Active, Innovative, Effective, Creative, Fun, and Islamic

Learning (PAIKEMI). PUSTAKA: Journal of Language and Education, 4(2), 202–212. https://doi.org/10.56910/pustaka.v4i2.1398

Pernantah, PS (2019). Design of Active Learning Scenarios with the "Think" Method in Social Science Education Courses. Indonesian Journal of Social Science Education (IJSSE), 1(2), 145. https://doi.org/10.29300/ijsse.v1i2.1929

Participants, A., Ma, D., Iman, N., Aziz, A., & Haidar, H. (nd). IN IMPROVING ACHIEVEMENT IN LEARNING AKIDAH. 418–429.

Ramdani, NG, Fauziyyah, N., Fuadah, R., Rudiyono, S., Septiyaningrum, YA, Salamatussa'adah, N., & Hayani, A. (2023). Definition and Theory of Approaches, Strategies, and Learning Methods. Indonesian Journal of Elementary Education and Teaching Innovation, 2(1), 20. https://doi.org/10.21927/ijeeti.2023.2(1).20-31

Ritonga, D., & Napitupulu, S. (2024). Implementation of Active Learning Methods in Improving Critical Thinking Skills of Elementary School Students. Education & Learning, 4(1), 38–45. https://doi.org/10.57251/el.v4i1.1292

Widyaningrum, KH, & Rahmanumeta, FM (2016). The Importance of Innovative Learning Strategies in Facing Students' Creativity in the Future. Proceedings International Seminar FoE (Faculty of Education), 168–277.