



Active Learning Strategies In Improving Optimal Learning Among Arabic Education Students

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Abstract

This article aims to determine the application of active learning strategies in teaching Arabic language planning courses to Arabic language education students at UIN Sunan Kalijaga Yogyakarta, and to analyze the effectiveness of active learning strategies in increasing student engagement and critical thinking skills. This study uses a qualitative approach with a descriptive field research type. The research subjects were Arabic Education students in class D in their third semester. Data collection included observation, interviews, and documentation to obtain data on implementing active learning strategies and student responses to the learning process. This study shows that the application of active learning strategies using small group discussion and question-and-answer methods created an interactive learning atmosphere. This strategy also improved students' understanding of the course and encouraged them to solve problems actively. However, there were obstacles such as a lack of preparation and confidence among students. Active learning can be an alternative learning strategy in higher education to optimize student potential.

INTRODUCTION

Education is one of the main factors in improving the quality of human resources and national progress (Zubair K M A et al. 2025). In improving the quality of learning, which is the primary focus in achieving national education goals, a common phenomenon in various universities is the low level of student activity in the learning process (Effendi 2016). One factor that significantly influences the quality of education is effective management (Sholeh 2023). Good management can create a productive learning environment and improve the quality of learning. Interesting and unconventional teaching materials are crucial in improving and encouraging active learning (Nur Islamiarti and Ali Mirza 2025). Therefore, education plays a vital role in producing competent, creative human resources with skills relevant to their fields of expertise (Masahiko Keshav, Lauren Julien, 2022).

The lecture process is an individual effort to produce good interactions between individuals and the group in changing behavior and ways of thinking (Putri and Erpidawat 2024). Many lecture processes use a one-way lecture method (teacher-centered learning), so that students tend to be passive, only listening to explanations without being actively involved in discussion or learning reflection activities. In fact, in the era of globalization and the 4.0 industrial revolution, higher-order thinking skills have become a highly sought-after competency in the workplace, which demands problem-solving and innovation skills (Djalal 2017).

This phenomenon also occurs among Arabic Language Education (PBA) students at UIN Sunan Kalijaga Yogyakarta. Based on observations in the Arabic Language Learning Planning (PPBA) course, the low level of student independence in learning remains a significant challenge. Many students cannot manage their study time, depend on friends to complete assignments, and lack motivation to study independently (Amadhan and Harahap 2025). The contributing factors include traditional learning patterns, minimal use of innovative learning systems, and limited student involvement in the learning process. As a result, the learning process becomes monotonous and does not generate optimal learning enthusiasm (Putri and Erpidawat 2024). Therefore, there is a need for a learning approach that can activate students intellectually and emotionally, one of which is by applying active learning strategies.

Research shows that Active Learning can increase student engagement and learning outcomes. (Effendi 2016) Integrating Active Learning and Internet-Based Learning can increase student activity and creativity. (Nur Jannah 2019) revealed that the Small Group Discussion method in active learning is effective for developing critical thinking skills and group work among students in higher education. The Small Group Discussion method involves 3-5 group members to discuss information or knowledge from each group (I Wayan and Ni Made 2023). This method allows students to take greater responsibility for their own learning process, hone their social and leadership skills, and participate in applying alternative learning strategies (Johanna, Avinash, and Bevoor 2023).

The use of technology in Active Learning strengthens the interaction between students and lecturers and encourages collaborative learning (Depita 2024). (Amadhan and Harahap 2025) Applying the discussion method in Arabic language learning significantly improved students' speaking skills, contributing to learning outcomes. (Roza and Hartati 2021) emphasized that Active Learning encourages active participation in discussions and independent decision-making. (Nephawe and Lambani 2022) confirmed that the question-and-answer method increases interaction between lecturers and students and identifies students' weaknesses, which helps lecturers address issues in the class. The question and answer method consists of questions,

explanations, and reviews delivered or presented by the presenter to the audience as learning material (Sapitri and Siti Indriyati 2023).

Although various studies have shown the effectiveness of the Small Group Discussion method in increasing learning activities and independence, there is a gap in research related to applying Active Learning strategies, especially in Arabic Language Learning Planning courses. Previous studies have not discussed how small group discussion and question-and-answer methods can be implemented effectively to optimize student participation in language learning contexts requiring concepts and communication skills. Therefore, this study aims to describe the application of Active Learning strategies in Arabic Language Learning Planning for Arabic Language Education students in class D, semester 3, at UIN Sunan Kalijaga Yogyakarta, and to analyze the effectiveness of these strategies in increasing student activity and critical thinking skills.

Thus, this study is expected to contribute to developing a contextual active learning model tailored to the characteristics of Arabic Language Education students and enrich scientific studies on innovative learning strategies in higher education.

METHODS

The type of research used in this paper is descriptive field research. Descriptive research is research that emphasizes explanatory descriptions (Dede Rosyada 2020). The data collection methods used were interviews and observations to obtain data on the ability to practice active learning strategies, the steps for implementing active learning strategies, mastery of subject matter, and language and speaking skills that were directly practiced in front of the class. (Hasanah 2017) states that observation is one of the fundamental bases of all data collection methods in qualitative research, especially concerning social sciences and human behavior. The data was then analyzed using qualitative analysis methods.

RESULTS AND DISCUSSION

Arabic Language Learning Planning

The learning planning system in education is a process that aims to guide students to adapt optimally to their environment. This is intended to enable students to experience development that will improve their abilities. Every teacher must have a strong understanding of the material being taught and the expertise to convey that information accurately to students. Therefore, teachers need adequate knowledge and experience related to students and how best to deliver material to attract their attention and facilitate learning. This involves proficiency in compiling interesting, well-organized material and is oriented towards specific learning objectives. By planning steps such as setting learning objectives, choosing appropriate teaching strategies, and planning continuous learning evaluations, teachers can create a more in-depth learning experience. This is integral to a teacher's performance (Nasution 2017).

Authority in curriculum development is given to teachers, allowing them to design curricula according to their needs. Then, the Lesson Plan (RPP) becomes one of the results of curriculum development that teachers must prepare as a guide in implementing learning. Learning planning involves detailed arrangements, including preparing teaching materials, selecting models, media, and learning strategies, to ensure the implementation runs smoothly. Learning planning is something that is systematically prepared in a learning process and carried out together

with students. According to Majid, cited by Siti Maulida Rahmalia and Neng Diva Sabila in their article, learning planning is preparing teaching materials, using learning media, and teaching methods. In addition, evaluations are also carried out periodically to achieve the targets set within a specific period (Maulida 2024).

Learning planning is part of a learning program that contains units of discussion to be presented in several meetings, which are used to develop lesson plans so that they can serve as a reference for teachers to carry out teaching and learning activities in a more focused and effective manner. Learning planning is a rational application of a systematic analysis of the educational development process to make education more effective and efficient in accordance with the needs and goals of students and the community.

The most important element in learning Arabic is an Arabic-speaking environment to create an efficient atmosphere. Arabic language learning should encourage creativity and innovation in understanding the many cultural perspectives, learning about Arabic sentence patterns, and studying Arabic texts that tell the story of the early history of Islam. In addition, it is also necessary to develop Arabic language skills by talking with peers about the local culture of a region, nationalism, and so on.

Arabic language teaching should refer to thematic topics, meaning that students learn specific themes, but these themes contain linguistic elements. In this way, Arabic language teaching becomes more meaningful. One example of an interdisciplinary theme could include material on technology, biology, everyday environment, health, culture, computing, the internet, social media, politics, etc. However, the focus is on learning the language through this content. Therefore, the focus is not only on learning grammar or linguistic aspects separately, but as a whole. The themes contain story texts or conversations (*hiwar*) about the above topics. This allows students to learn interdisciplinary content, namely stories that contain content external to the Arabic language but include Arabic vocabulary and sentence patterns about Arabic in that field. Many new vocabulary words, new sentence patterns, and expressions are formed in Arabic. This needs to be known by Arabic language students. The language community forms many vocabulary words and expressions. Language is formed by developing new knowledge (Cahya Edi Setyawan 2020).

The benefits of lesson planning are: (a). Through a thorough planning process, success will not be left to chance. In other words, thorough and accurate planning will predict the success level that will be achieved. Planning is designed to achieve success, making anticipating failure possible. (b). As a tool for problem-solving. Teachers who can plan well will be able to predict the difficulties they will face in teaching specific subject matter. With careful planning, teachers can easily anticipate various problems that may arise. Teachers should realize that the learning process is complex and situational, and various possibilities may occur. Through careful planning, teachers can easily anticipate these possibilities. (c). To utilize various learning resources appropriately. Along with the development and advancement of science and technology, many learning resources contain various information. Thus, students will face difficulties choosing learning resources suitable for their learning objectives. This is where careful planning is needed. Through planning, teachers can determine which resources are appropriate for learning a particular subject. The functions of lesson planning include the following:

1. Creative function.

Lesson planning that is well thought out can provide feedback highlighting various weaknesses. Through this feedback, teachers can improve and refine their programs. Creatively, teachers will continually improve on weaknesses and discover new things.

2. Innovative function.
Is it possible for learning innovation to emerge without planning, or without first identifying various weaknesses? No, right? Innovation is only possible if teachers understand the gap between expectations and reality. Learning Planning. This gap can only be identified when teachers understand the systematic process. This systematic learning process is planned and programmed in its entirety. It is in this context that planning has an innovative function.
3. Selective function.
Sometimes, to achieve a learning objective or goal, teachers are faced with various strategic choices. Through planning, teachers can select which strategies are more effective and efficient. Without planning, it is impossible to make the right choice. This selective function is also related to selecting learning materials that are considered appropriate for the learning objectives. Through the planning process, teachers can determine which materials are appropriate and which are not.
4. Communicative function.
A proper plan must be able to explain to everyone involved, including teachers, students, principals, and even external parties such as parents and the community. Planning documents must communicate to everyone the objectives and desired outcomes, as well as the strategies or series of activities that can be carried out. Therefore, planning has a communicative function.
5. Accuracy function.
Often, teachers feel that there is too much lesson material, so they feel that the time available is insufficient for students to learn all the material. As a result, the learning process becomes abnormal because the criteria for success are measured by the amount of material delivered to students, regardless of whether the material is understood. Careful planning can avoid this because, through the planning process, teachers can measure the time needed to deliver specific material. Teachers can calculate effective teaching hours through planning programs.
6. The function of achieving goals
Teaching is not just about delivering material, but about shaping the whole person. A whole person develops not only intellectually, but also in terms of attitude and skills. Thus, learning has two equally important sides: the learning outcome and the learning process. Through planning, both sides of learning can be carried out in a balanced manner (Ananda 2019).

Definition of Active Learning

Learning is an important process that occurs not only in formal settings such as schools or universities but also in every aspect of life. This process enables individuals to acquire the knowledge, skills, values, and attitudes necessary to develop and adapt to a changing environment. Learning is a critical process in today's rapidly developing information age. This is because the ability to continue learning and adapting is the key to success in various areas of life (Henny Sanulita 2024).

The word "active" means "energetic, agile, enthusiastic, diligent," while the word 'learning' means "to study." Therefore, active learning means studying something actively or learning enthusiastically. Active learning is a learning model in learning system management through active methods to enable students to learn independently. In active learning, students are

the subjects of learning and are student-centered. Students must be active and cannot be passive by simply listening to a teacher's lecture. This means that active learning is a method used in educational activities that aims to develop active student participation during the learning process by encouraging all students (Depita 2024).

Adequate and optimal learning in higher education requires an approach that focuses not only on the delivery of theoretical material but also on the active involvement of students in the learning process. One of the things that enhances student learning is active learning. Active learning is an effort in learning activities that attempts to build student activity during the learning process, emphasizing the involvement of all the senses. Learning activities are done by giving many assignments, studying ideas, and solving problems to maximize the brain's ability to apply what has been learned. For this reason, students participate in learning with enthusiasm and excitement (Sri Rahayu 2022).

Active learning has existed since the time of Socrates, one of the leading pioneers among progressive educators such as John Dewey, who believed that learning is naturally an active process (Nur Jannah 2019). According to Silberman, quoted by Desmawati Roza and Sri Hartati in their article (Roza and Hartati 2021), active learning is a learning strategy that encourages students to learn actively, where students are required to actively use their brains by examining ideas, solving problems, and applying what they have learned. Active learning allows students to move freely, be enthusiastic and passionate, and have fun. Active learning emphasizes student activity. Active learning is beneficial in the learning process because active learning allows educational goals to be achieved effectively and efficiently.

In active learning, several indicators have an optimal influence, including: (1) Learning is more student-centered, so that students play a more active role in developing knowledge and are involved in the planning, implementing, and assessing the learning process. The students' experiences are prioritized when deciding the starting point of activities. (2) Teachers act as guides for learning experiences, not just as the sole source of information. Teachers are one of the learning resources that provide opportunities for students to acquire knowledge or skills through their own efforts, develop their motivation, and gain experience. (3) The purpose of activities is not only to teach academic standards, but also to develop students' abilities holistically and in a balanced way. (4) The management of learning activities emphasizes student creativity and pays attention to student progress in mastering knowledge. (5) Assessment is carried out to observe and regulate student activities and measure skills that are not developed, such as language skills, social skills, and other skills, as well as to measure student learning outcomes (Nur Jannah 2019).

There are several reasons for using active learning, namely: (1) it has a strong influence on student learning, (2) active learning development strategies are more capable of improving students' thinking skills than improving content mastery, (3) it involves students in higher-level thinking tasks such as analysis, synthesis, and evaluation, and (4) various learning styles can be best served by involving students in active learning activities (Asiah 2017). Several methods of active learning are used in the learning process, including:

- a. Brainstorming is a session where as many ideas as possible are generated to solve a problem during a meeting. Each student is encouraged to contribute as many opinions or ideas as possible.
- b. Question students have. This method is used to learn about students' desires and expectations to maximize their potential. This method uses a technique to get student participation through questions asked by students. This method is easy to learn about students' desires and expectations. This method uses a technique to get participation

through writing rather than speaking or conversation. The students' expectations can be seen from the number of check marks on a question.

- c. Small group discussion method. Discussion is a learning method that confronts students with a problem.
- d. Everyone is a teacher here. This method makes it easy to obtain extensive class participation and individual responsibility.
- e. Question and answer method. Question and answer is a teaching method that allows for direct, two-way communication because it involves a dialogue between the teacher and students.
- f. Active debate. This strategy for a debate actively involves every student in the class, not just those involved (Syarifuddin 2016).

From the various learning methods above, the steps that must be considered in using the method are:

- 1) Preparation Stage.
In this stage, it is necessary to prepare everything related to the technical implementation of the method. Then it is necessary to analyze the nature of the appropriate material and formulate the objectives to be achieved.
- 2) Implementation Stage
Check all preparations that affect the use of the method. Then, the guide will use the method and the material's steps.
- 3) Closing Stage
The teacher must complete the final stage, providing clarification, conclusions from the material presented, and evaluation (Syarifuddin 2016).

Implementation of Active Learning

From the above discussion results, active learning strategies are implemented to improve optimal learning among students in the Arabic Language Learning Planning course, class D, semester 3, majoring in Arabic Language Education at UIN Sunan Kalijaga Yogyakarta. In implementing learning in the classroom using the active learning method in the form of discussions/small group discussions and question and answer sessions, the aim is for students to be able to solve problems through democratic group cooperation, so that students have the skills needed to understand the lecture material and apply it in their daily lives. In addition, students can exchange ideas with their group members and respect each other in giving opinions on existing issues or problems.

According to Mulyasa, in an article by Ari Christiani, the Small Group Discussion method is a branch of discussion. This method is more effective because students can communicate directly with a few other members. In addition, the Small Group Discussion method can also encourage students to share information and experiences in solving problems. By working together and discussing, they gain more knowledge and experience from their activities inside and outside the classroom (Christiani 2019).

The Small Group Discussion method is expected to improve students' academic achievement. It guides students to think critically to discover the learning concepts to be achieved. It is also expected to improve tolerance towards the surrounding environment and develop skills in the learning process to optimize learning outcomes in Arabic language learning planning courses.

In reality, many students are not ready with the material, lack confidence, or have difficulty expressing their ideas when delivering material. Habitual factors cause all of this. Therefore, several students actively asked questions and challenged the material presented in the question-and-answer session. The obstacle to this is that students lack interest in reading literature, which has an impact when the material is presented. Students do not take full advantage of lecturers as facilitators, and they lack social interaction, which causes them to lack confidence when learning in class.

Based on the results of observations and interviews, discussions were held to solve problems. In accordance with the principles of this method, the aim was for students to develop problem-solving skills related to the material. Then, to determine their courage in expressing their opinions through questions and answers to questions they had asked to stimulate students in achieving or acquiring knowledge. Students' understanding is based not only on their knowledge and insight but also on their ability to interact socially with other friends to build teamwork, learn from each other, and express their opinions. Indirectly, they interact with each other through social attitudes.

Given the above issues, it is necessary to improve the teaching and learning process by using a learning model that has not been applied in higher education, especially in Arabic Language Learning Planning (PPBA) courses, using the active learning model. Active learning optimizes students' potential so all students can achieve satisfactory learning outcomes per their individual characteristics. In addition, active learning also aims to attract students' attention so that they remain focused during the learning process.

The following things are done in active learning to improve quality: 1) Lecturers describe the scope of the material, convey the learning procedures, and provide alternative learning resources. 2) Lecturers convey the material outline and assign tasks in accordance with the topics and indicators that students must master. They assign each group of students to discuss, search for sources to complete the tasks given per the topics discussed by each group, and compile them to become presentation materials. 3) During the group presentation session, the lecturer asks all students about the clarity of the core material presented and allows the presenting group to clarify their presentation. 4) The lecturer explains questions that have not been answered correctly by the presenting group, provides a summary of the material to reinforce students' understanding, and allows each student to ask, answer, and respond to questions. 5) Evaluation in student-centered learning. This is based on individual activity within the group and class, and the group's success in delivering the material.

CONCLUSION

Learning planning offers various benefits, including preventing unexpected failures in the learning process and selecting good and appropriate learning resources. It also has innovative, creative, communicative, and accurate functions and primarily focuses on fulfilling educational objectives that balance learning outcomes and processes. Active learning is described as a model that requires students to be actively involved in learning. This approach is supported by various methods such as small group discussions, question and answer sessions, and debates. Active learning aims to develop critical thinking and problem-solving skills.

Applying active learning in Arabic Language Learning Planning courses has proven effective in increasing student engagement and participation. Small group discussions, question and answer sessions, and active debates help students solve problems collaboratively and create

a dynamic and productive learning environment. Despite challenges such as a lack of material preparation and confidence, observations show that interaction between students can improve material comprehension and language skills. Therefore, active learning strategies can be a solution to create a more interactive and enjoyable learning atmosphere and develop students' social and emotional skills.

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