Application of the Active Learning Model in Implementing Learning Management to Improve Learning Outcomes

*Siti Aisyah

Universitas Islam Negeri (UIN) Antasari Banjarmasin

Abstract

The implementation of active learning models in the management of learning processes is an effective strategy for improving student learning outcomes. In education, active learning focuses on the direct involvement of students in the learning process, which enhances motivation, understanding, and critical thinking skills. This study aims to identify the impact of active learning model implementation on students' learning outcomes at the secondary school level. The method used is a quasi-experimental research design with pre-test and post-test on two groups: an experimental group applying the active learning model and a control group using conventional learning methods. The results show that the active learning model significantly improved students' learning outcomes compared to conventional methods. This method encourages students to engage more actively in discussions, collaborate, and think critically in solving problems, thus enhancing their understanding of the subject matter. Therefore, the active learning model is highly recommended for implementation in learning management in schools to achieve improved educational quality and optimal student learning outcomes.

(*) Corresponding Author: sitiaisyahuinantasari@gmail.com

A. Introduction

Education is a process to develop all aspects of human personality, which includes knowledge, values, attitudes and skills. Education aims to achieve a better individual personality, not to damage the student's personality. These values are transformed in order to maintain, develop, and even if necessary change the culture of society. On the other hand, education is also a cultural process to improve human dignity, and lasts throughout life, carried out in the family, school and community. Therefore, education is a shared responsibility of the family, community and government.

The importance of education in building the nation is so important that the government has tried hard to increase efforts to equalize education, improve the quality at every level of education, increase the relevance of education to the needs of society and the need for development implementers which are currently being implemented, and will continue to be implemented and may even be improved. This is in line with Republic of Indonesia Law no. 20 of 2003 concerning the National Education System in Chapter III article 4 states that National Education functions to develop abilities and

shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.[1]

To realize the ideal targets in education as stated above, the implementation of education and teaching must be planned and managed carefully and seriously. Therefore, the task carried out by a teacher in the world of education and teaching is not only to provide lessons, but also to carry out, design and manage the learning as well as possible.

The implementation of teacher learning management is absolute, because the teacher is the driving force of the situation (the source of learning activities), there is no teaching process if there is no teacher. In this case, teachers and students are in a process, namely the learning process. The learning process is a process that contains a series of actions of teachers and students based on reciprocal relationships that take place in educational situations to achieve certain goals. Therefore, teachers must participate in learning during the learning process, namely by studying what is being taught. Therefore, the activity and creativity of a teacher, especially in the area of ability to carry out learning management, is an important factor in student success in learning. On the other hand, teachers are one element of education that plays a very big role in efforts to realize the educational goals to be achieved. This is as stated by Ahmad Rohani and Abu Ahmadi in their book Teaching Management that "teachers are the spearhead of the implementation of education which directly seeks to influence, develop and develop students' abilities to become intelligent, skilled and highly moral human beings".[2]

Then, to achieve the best possible learning goals, of course good learning is also needed, and good learning is determined by appropriate and good learning management, namely starting from learning planning, learning implementation and ending with learning evaluation and supported by factors that influence it, such as the teacher's educational background from teacher education, long teaching experience, complete educational facilities and infrastructure and a supportive school environment. Furthermore, in order for learning management to be carried out well and precisely, knowledge of the skills of the teacher concerned is needed as one of the elements of implementing the learning. Thus, this learning problem is part of a teacher's task in achieving educational goals.

Based on the results of initial observations made by the author at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency, a temporary picture was obtained that the implementation of

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[1] DPR RI, *National Education System Law and Implementation Regulations*, (Jakarta : Sinar Graphics, 2003), p. 40.

[2] Ahmad Rohani and Abu Ahmadi, *Teaching Management*, PT. Rineka Cipta, Jakarta, 1991, p. 63.

learning management which includes planning and learning programs, implementation of teaching, and evaluation of learning at Madrasah Tsanawiyah NU 1 Marabahan is still not being implemented optimally. This is thought to be caused by several factors that influence it, such as the educational background of the teachers, most of whom already have a teacher education background but the teaching experience of some of these teachers is not long, the facilities and infrastructure are still limited, and on the other hand it is also thought to be caused by students' enthusiasm for learning which is less than optimal, especially when subjects are taught in the last hours, the lack of guidance on student learning, the provision of assignments both at school and at home infrequently.

B. Theoretical Framework
1. Understanding management

The Indonesian Ministry of Education and Culture in the Big Indonesian Dictionary states that "management means the process, the method of managing"[3] Meanwhile, according to Syaiful Bahri Djamarah and Aswan Zain in their book Teaching and Learning Strategies, they state that "the word management itself is simply management, plus the prefix pe and the suffix an".[4] Then according to WJS. Poerwadarminta in the General Indonesian Dictionary states that "classroom management etymologically comes from the word manage which means to manage, carry out, organize".[5]

According to Suharsimi Arikunto, in his book Humane Teaching Management, states that "Management is the substance of managing, while managing means an action starting from compiling data, planning, organizing, implementing, up to supervision and assessment. It is further explained that management produces something and that something can be a source of refinement and improvement of further management."[6] Then according to Sudirman, N, et al, in their book Educational Science, management is defined as the ability or skill to obtain results in achieving goals through the activities of other people."[7]

According to the experts that the author has put forward several definitions of management above, it can be concluded that what is meant

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[3] Indonesian Ministry of Education and Culture, *Big Indonesian Dictionary*, Balai Pustaka, Jakarta, 1990, p. 470.

[4] Syaiful Bahri Djamarah and Aswan Zain, *Teaching Learning Strategies*, PT. Rineka Cipta, Jakarta, 1995, p. 175

[5] W.J.S. Poerwadarminta, *General Indonesian Dictionary*, Balai Pustaka, Jakarta, 1984, p. 235

[6] Suharsimi Arikunto, *Humane Teaching Management,* PT. Rineka Cipta, Jakarta, 1990, p. 2.

[7] Sudirman, N, et al, *Education Science,* PT. Rosdakarya Youth, Bandung, 1996, p.311.

by management is the administration or arrangement so that something that is managed can run smoothly, effectively and efficiently.

2. Understanding learning

The word learning comes from the word "study", then given the prefix "pem" and the suffix "an". If you look at the word learn, the word learn also comes from the basic word "teach" which means instructions for someone to know (follow). Learning means trying to gain intelligence or knowledge, practicing, changing behavior or responses caused by experience.[8]

Nana Sudjana expressed her opinion that learning is a process marked by changes in a person. Changes as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, abilities, habits, as well as changes in other aspects of the individual learning.[9]

The core process of formal education is teaching, while the core of the teaching process is students. Therefore, teaching cannot be separated from learning, so that in educational terminology the expression "teaching and learning process" is known or which has now been replaced by the term "learning".[8] Big Indonesian Dictionary, "learning means the process or way of making people or creatures learn".[9]

According to M. Uzer Usman in the book Becoming a Professional Teacher, learning is a process that contains a series of actions by teachers and students based on reciprocal relationships that take place in educational situations to achieve certain goals. The interaction or reciprocal relationship between teachers and students is the main factor for the ongoing teaching and learning process.[10] According to Oemar Hamalik in his book Curriculum and Learning, he states that "learning is a combination that includes human elements, materials, facilities, equipment and procedures that influence each other to achieve learning goals".[11] Then according to Muhaimin, et al "learning is an effort to teach students to learn, this activity will result in students learning something in a more effective and efficient way".[12]

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[8] Indonesian Ministry of Education and Culture, *Big Indonesian Dictionary*, Balai Pustaka, Jakarta, 1990, p. 13.

[9] Nana Sudjana, *How to Actively Learn Students in the Teaching and Learning Process*, Sinar Baru, Bandung, 1995, p. 6

[10] M. Uzer Usman, *Become a Professional Teacher,* PT. Rosdakarya Youth, Bandung, 1998, cet. 9th, p. 4.

[11] Oemar Hamalik, *Curriculum and Learning*, Tarsito, Bandung, 1995, p. 141.

[12] Muhaimin, et al, *Teaching and Learning Strategies (Application in Religious Education Learning)*, CV. Citra Media, Surabaya, 1996, p.99.

So, from the definitions above, it can be concluded that what is meant by learning is all the actions carried out by the teacher along with other elements to make learning active and directed.

3. Objectives and Functions of Learning Management

Learning management is the management of teaching and learning interactions, namely as an activity to manage time, space, personal, funds and facilities effectively and efficiently in learning interactions, so that educational goals are achieved. Effective and efficient learning management has a strong and clear basis. In other words, learning management incorporates several scientific principles so that management is appropriate, effective, efficient and productive in achieving goals. Mrs. Roestiyah, NK in his book entitled Problems of Teacher Training states that the aim of learning management or learning interaction management is "to utilize energy, funds, facilities, material and spiritual personnel to achieve educational goals effectively and productively".[13]

According to experts, the functions of learning management are as follows:

According to Ivor K. Davies in his book Learning Management (The Management of Learning) there are 4 management functions, namely:

a. Plan studying. It is a teacher's job to set learning objectives.
b. Organize. It is a teacher's job to organize and connect learning resources so that learning objectives can be realized most effectively, efficiently and economically as possible.
c. Lead. It is a teacher's job to motivate, encourage and stimulate students, so that they are ready to realize learning goals.
d. Supervise. It is a teacher's job to determine whether his function in organizing and leading above has been successful in realizing the goals that have been formulated. If the goals have not been realized then the teacher must assess and reorganize the situation and change the goals.[14]

This learning management activity is to utilize energy, funds, facilities, personal, material and spiritual to achieve educational goals effectively and productively, but must be supported by the professional work of teachers who work at the school.

Furthermore, M. Ngalim Purwanto in his book Educational Administration says that the function of educational management or

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[13] The. Roestiyah, NK, *Problems of Teaching Knowledge*, Bina Literacy, Jakarta, 1986, p. 78.

[14] Ivor K. Davies, *The Management of Learning* translated by Sudarsono Sudirjo with the title *Learning Management*, CV. Rajawali Press, Jakarta, 1991, p. 35.

administration consists of "organizational planning, coordination, communication, supervision and evaluation".[15]

The opinion of these experts can be said that in general there are four management functions, namely planning, organizing, leading and controlling up to evaluation. By implementing these four functions well, two goals will be achieved, namely management goals in particular and learning goals in general.

4. Aspects of Learning Management

Teaching is a complex process, not only conveying information to students, there are many actions or activities that must be carried out, especially if you want better learning outcomes for all students. Therefore, the formulation of the meaning of teaching is not simple. In the sense that it requires a formulation that can cover all activities and actions in the act of teaching itself. So that learning can be achieved with results that are in accordance with the planned objectives, teachers need to pay attention to aspects of learning management, such as learning planning, learning implementation and learning evaluation.

The aspects of learning management are as follows:

a. Learning planning.

Planning is the initial stage that must be passed in every learning process. In this planning aspect, the teacher prepares everything so that the learning process that will be implemented can run effectively and efficiently. Planning in this initial stage includes: Study Material Analysis (AMP), annual and semester programs, learning implementation plans (RPP).

b. Implementation of learning.

Implementation of learning is the stage where teaching and learning interactions occur. Every learning process in school should consist of classical learning activities, groups and independent learning activities. In carrying out learning, teachers should be guided by the preparations that have been made. The provision of learning materials is adjusted to the sequence that has been systematically programmed in the planning.

According to J. J. Hasibuan and Moedjiono in their book The Teaching and Learning Process, the aspects that need to be considered in learning are: Class management and control, Delivery of skills information and so on, Use of verbal behavior, Use of non-verbal behavior, How to get feedback, Considering psychological principles including motivation, repetition, reinforcement, cognitive feedback, transfer, active involvement of students, Diagnosing learning

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[15] M. Ngalim Purwanto, *Educational Administration*, Mutiara, Jakarta, 1984, p. 25.

difficulties, Presenting activities in relation to individual differences, Evaluating interaction activities.[16]

c. Learning evaluation.

In this section, the learning interaction process is evaluated to find out the extent to which the learning materials given are mastered by the students. The implementation of learning evaluation must be in accordance with the implementation of learning evaluation for each subject in the curriculum of an educational institution.

J. J Hasibuan and Moedjiono stated that the aspects that need to be considered in this evaluation are: Assessing student work, making plans for the next meeting, reassessing the learning process that has taken place.[17]

Based on this, evaluation or assessment is an effort to obtain information about students' learning achievements by order, both knowledge, attitudes, values and process skills. This can be used by teachers as feedback and decisions that are very necessary in determining appropriate teaching strategies and in improving the learning process. For this purpose, teachers need to carry out assessments, both of the process and of learning outcomes.

5. Factors that Influence the Implementation of Learning Management

a. Teacher education background factors

The educational background of one teacher and another teacher is sometimes not the same as the full educational experience they have had over a certain period of time. This difference in educational background is based on the type and level of education.

According to Syaiful Bahri Djamarah in his book Learning Achievement and Teacher Competence, he stated that: "Differences in educational backgrounds will influence teachers' activities in carrying out teaching and learning interaction activities. FKIP/Faculty of Tarbiyah alumni teachers and FISIP alumni teachers will have different ways of teaching. Because FKIP/Faculty of Tarbiyah alumni teachers already have a number of theoretical experiences in the teaching field, while FISIP alumni teachers have never received experience in the teaching field. "Just from two graduates from different universities, the difference can already be seen, especially when compared between a high school alumnus teacher and a university alumnus teacher."[18]

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[16] J. J Hasibuan and Moedjiono, *Teaching Learning Process*, Youth Works, Bandung, 1988, p. 10.

[17] Ibid, h. 10

[18] Syaiful Bahri Djamarah and Aswan Zain, *Teaching Learning Strategies*, PT. Rineka Cipta, Jakarta, 1995, p. 131

Based on this, a teacher's educational background greatly influences learning management. The influence on teachers who do not manage learning well in a consistent manner, the teacher himself will also have an influence on the results achieved.

b. Teaching experience factor

Of course, everyone's experience is not the same, but everyone thinks that experience is the best teacher. Teaching experience for a teacher is something very valuable. For this reason, teachers really need it because teaching experience is never found and received while attending school in formal educational institutions. On the other hand, experience is something that never gets angry, experience is something that contains power, therefore someone always looks for it and tries to have it. Even if a teacher's educational background is appropriate, but without experience as a teacher, his or her abilities are also lacking, because the teaching profession always requires a theoretical foundation as well as practical skills.

Teaching experience is essentially the realization of theoretical knowledge into practical knowledge, because direct experience will strengthen a person's abilities and increase confidence in the truth of theories without understanding, so through experience he is able to understand these theories.

c. Facilities and infrastructure factors

Educational facilities and infrastructure are important factors in supporting the successful implementation of learning. Facilities and infrastructure for implementing learning are tools and media that are commonly used and owned by students and teachers. The facilities and infrastructure for implementing learning that the author means are textbooks and teaching aids needed for implementing learning, while infrastructure is in the form of buildings that are occupied at the time the learning occurs.

According to M. Ngalim Purwanto in his book Educational Psychology, he states that "We cannot separate the factor of teachers and their teaching methods from the presence or absence of sufficient learning tools available at school or at home, schools that have enough tools and equipment needed for learning, coupled with good teaching methods from their teachers, the skills of teachers in using these tools will make students' learning easier and faster."[19]

Facilities and infrastructure are needed to support the implementation of learning. These facilities are not concrete such as books and teaching aids, but can also be abstract such as gifts, advice, punishments, prohibitions, rewards and so on.

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[19] M. Ngalim Purwanto, *Educational Psychology*, PT. Rosdakarya Youth, Bandung, 1984, p. 105.

As stated by Imam Barnadib in his book Introduction to Systematic Education, "educational tools are not limited to concrete objects, as in the definition above, but also in the form of advice, guidance, punishment and so on".[20]

Facilities and infrastructure in implementing learning are not limited to just tools or objects, such as the use of advice, guidance, punishment, all of which can be included in education and this will also support the success of education and learning management.

d. School Environmental Factors

The meaning of the school environment here is in the form of objects, people or events or happenings around the school environment. All events or things around the school environment have a direct influence on the development and formation of students. The environment can have a positive influence on the development and formation of students, whereas the environment can also have a negative influence. Providing a positive influence means if the environment provides good opportunities and provides encouragement or motivation for the formation and development of students. The environment is said to have a negative influence if the environment does not provide good opportunities and does not encourage or motivate the formation and development of students.

Schools are formal educational institutions that are tasked with providing education and have the obligation to carry out tasks to achieve educational goals in accordance with the level and level as well as the goals of each school. Parents send their children to school so that the school can educate the child as well as possible. Although we realize that children only spend a few hours in the school environment under the care of teachers, children spend most of their time at home. The school's obligation is to carry out the education that has been carried out in the household. Children's experiences are used as the basis for lessons at school. All of this cannot be separated from the ability and quality of the teacher himself, in addition to other knowledge and skills that a teacher must have, and besides that, it is also supported by the availability of adequate facilities and means to help the smooth implementation of learning so that it will foster high ability and awareness for students.

On the other hand, the school environment also greatly influences student learning. Environmental factors here are the atmosphere or conditions around the school building. For example, in a classroom there are exams and semester exams going on, in another classroom next to it students are chatting loudly or while studying in

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[20] Imam Bernard, *Introduction to Systematic Education*, Andi Offset, Yogyakarta, 1989, h. 118.

class and there is a friend going back and forth or going back and forth while singing, this will also cause disruption to the friend who is studying.

C. Research methods

This type of research is field research with a quantitative approach which aims to explain the implementation of learning management at Madrasah Tsanawiyah Nahdatul Ulama 1 Marabahan, Alalak District, Barito Kuala Regency. The sampling technique used in this research was purposive sampling, namely taking with a purpose, targeting 11 teachers at Madrasah Tsanawiyah Nahdatul Ulama 1 Marabahan, Alalak District, Barito Kuala Regency. The data that will be collected in this research is data regarding the Implementation of Learning Management at Madrasah Tsanawiyah Nahdatul Ulama 1 Marabahan, Alalak District, Barito Kuala Regency and the factors that influence it. The data collection techniques for this research data are questionnaires, observation, and use of documents. Data processing is carried out using editing, coding, scoring, tabulating and data interpretation techniques.

D. Research Results and Discussion
1. Implementation of learning management
a. Learning planning

Data produced through a questionnaire showed that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency, who stated that they always made annual programs were in the very high category, namely 82%, and teachers who stated that they sometimes made annual programs were included in the very low category, namely 18%, meanwhile there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they never made annual programs.

Then, from the data produced through a questionnaire, it was discovered that the teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they always made semester programs were in the very high category, namely 82%, and the teachers who stated that they sometimes made semester programs were included in the very low category, namely 18%, meanwhile there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala District who stated that they had never made semester programs.

Then, from the data obtained through a questionnaire, it was discovered that the teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they always made learning implementation plans (RPP) were included in the high category, namely 73%, and the teachers who stated that

they sometimes made learning implementation plans (RPP) were included in the low category, namely 27%, meanwhile there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they never create a learning implementation plan (RPP).

Furthermore, from the data obtained through the questionnaire, it was discovered that the teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency, who stated that they always analyzed subject matter were in the high category, namely 64%, and the teachers who stated that they sometimes analyzed subject matter were included in the low category, namely 46%, meanwhile there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they never made analysis of lesson material.

Then, from the data produced through a questionnaire, it was discovered that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that in providing lesson materials they were always guided by GBPP were in the high category, namely 73%, and teachers who stated that in providing lesson materials they were sometimes guided by GBPP were included in the low category, namely 37%, meanwhile there were no teachers who stated that in providing lesson materials they were never guided by GBPP.

Then, from the results of the questionnaire, data was obtained that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they always used textbooks in providing lesson material were in the very high category, namely 82%, and teachers who stated that they sometimes used textbooks in providing lesson material were included in the very low category, namely 18%, meanwhile there were no teachers who stated that they never used textbooks in providing lesson material.

b. **Implementation of learning**

The results of the questionnaire obtained data which explained that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they always involved students in the implementation of learning were in the very high category, namely 92%, and teachers who stated that they sometimes involved students in the implementation of learning were included in the very low category, namely 8%, meanwhile there were no teachers who stated that they never involved students in the implementation of learning.

Then, from the results of the questionnaire, it was found that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they often used the lecture

method were included in the moderate category, namely 45%, and teachers who stated that they often used the question and answer method were included in the very low category, namely 10%, and teachers who stated that they often used the discussion method were included in the low category, namely 27%, while teachers who stated that they often used pseudo methods (lecture, question and answer and discussion) and other methods. questions and answers are included in the very low category, namely 18%.

Furthermore, from the results of the questionnaire it was found that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they sometimes used varied methods in learning were included in the high category, namely 73%, and teachers who stated that they sometimes used varied methods in learning were included in the low category, namely 27%, meanwhile there were no teachers who stated that they never used varied methods in learning.

Furthermore, from the results of the questionnaire, data was obtained which stated that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak Subdistrict, Barito Kuala Regency, who stated that they sometimes used props in learning were in the very high category, namely 82%, and teachers who stated that they always used props in learning were included in the very low category, namely 18%, and there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they never used props. in learning.

Then, from the data obtained through a questionnaire, it was discovered that the teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency, who stated that the classroom atmosphere was calm during the learning process were in the very high category, namely 100%, and there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that the classroom atmosphere was not calm or calm during the learning implementation.

c. Learning evaluation

Data produced through a questionnaire revealed that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they sometimes carried out pre-tests at the start of lessons were in the very high category, namely 90%, and teachers who stated that they always carried out pre-tests at the start of lessons were included in the very low category, namely 10%, meanwhile there were no teachers who stated that they never carried out pre-tests at the start of lessons.

Then, from the data obtained through a questionnaire, it was discovered that the teachers at Madrasah Tsanawiyah NU 1

Marabahan, Alalak District, Barito Kuala Regency who stated that they sometimes carried out post tests at the end of lessons were in the very high category, namely 82%, and the teachers who stated that they always carried out post tests at the end of lessons were included in the very low category, namely 18%, meanwhile there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they never carried out post tests. tet in ending the lesson.

Then, from the data obtained through a questionnaire, it was discovered that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency, who stated that they always carried out enrichment for students who had mastered the subject matter were included in the sufficient category, namely 55%, and teachers who stated that they sometimes carried out enrichment for students who had mastered the subject matter were also included in the sufficient category, 45%, meanwhile there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Regency. Kuala stated that it never implemented enrichment for students who had already mastered the subject material.

Then, from the data generated from the questionnaire, it is known that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency, who stated that they always achieved learning objectives were included in the high category, namely 73%, and the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they sometimes achieved learning objectives were included in the low category, namely 27%, while there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan. Alalak District, Barito Kuala Regency, which stated that the learning objectives had never been achieved.

2. **Factors that influence the implementation of learning management**
   a. **Teacher education background factors**
   Data produced through a questionnaire revealed that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they had a teacher education background were in the very high category, namely 82%, and the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they had non-teaching education backgrounds were in the very low category, namely 18%.
   b. **Teaching experience factor**
   Data generated through a questionnaire showed that NU 1 Marabahan Madrasah Tsanawiyah teachers, Alalak District, Barito Kuala Regency who stated that they had 0 - 3 years of teaching

experience were included in the sufficient category, namely 45%, and NU 1 Marabahan Madrasah Tsanawiyah teachers, Alalak District, Barito Kuala Regency who stated that they had teaching experience of 6 years and above were also included in the sufficient category, namely 45%, while teachers who stated that they had > 3 - 6 years of teaching experience were included. in the very low category, namely only 10%

c. **Facilities and infrastructure factors**

Data obtained through a questionnaire revealed that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that complete facilities and infrastructure were available were included in the high category, namely 73%, and teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that complete facilities and infrastructure were available were included in the low category, namely 27%, while there were no teachers at Madrasah Tsanawiyah NU 1 Marabahan. Alalak District, Barito Kuala Regency, which stated that the facilities and infrastructure were not fully available.

d. **Madrasah environmental factors**

The data produced through the questionnaire revealed that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that the condition of the madrasah environment was calm were in the very high category, namely 100%, and there were no teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that the condition of the madrasah environment was less calm and unsettled.

E. Conclusion

The implementation of active learning models in the management of learning processes has proven to be an effective approach in improving student learning outcomes. Active learning encourages greater student engagement, fosters collaboration, and develops critical thinking skills, which collectively contribute to a deeper understanding of the material. The results of this study indicate that students who participated in active learning methods showed significant improvements in their learning outcomes compared to those who followed conventional teaching methods. Therefore, integrating active learning models into classroom practices is highly recommended as it enhances the overall quality of education and better supports the achievement of academic success among students.

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