

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

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Abstract

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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.

Keywords:

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A. Introduction

Education is a process for developing all aspects of human personality, including knowledge, values, attitudes, and skills. Education aims to achieve a better individual personality, not to destroy the student's personality. These transformed values are intended to maintain, develop, and even, if necessary, change the culture of a society. Furthermore, education is also a cultural process for enhancing human dignity and a lifelong process implemented within the family, school, and community. Therefore, education is a shared responsibility of the family, community, and government.

Education is so important for building the nation that the government has made every effort to increase efforts to equalize education, improve quality at every level of education, increase the relevance of education to the needs of society and the needs of development implementers that are currently being, and will continue to be implemented and perhaps even improved. This is in line with Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in Chapter III article 4 is 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, aims to develop the potential of students to become human beings who believe and

fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.¹

To achieve the ideal educational goals outlined above, the implementation of education and teaching must be carefully and diligently planned and managed. Therefore, a teacher's role in education and teaching is not merely to teach, but also to effectively implement, design, and manage that learning.

The implementation of teacher learning management is absolutely necessary, because teachers are the driving force of the situation (the source of learning activities), there is no teaching process without a 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 by teachers and students based on a reciprocal relationship that takes place in an educational situation to achieve certain goals. Therefore, teachers must participate in learning during the learning process, namely by studying what is taught. Therefore, the activity and creativity of a teacher, especially in the field of the ability to implement learning management, are important factors in student success in learning. On the other hand, teachers are one of the elements of education that play a very large role in efforts to realize the desired educational goals. This is as stated by Ahmad Rohani and Abu Ahmadi in their book *Teaching Management* that "teachers are the spearhead of educational implementation who directly strive to influence, foster and develop students' abilities to become intelligent, skilled and highly moral human beings."²

Then to achieve the best learning objectives, of course good learning is also needed, and good learning is determined by proper and good learning management, namely starting from learning planning, learning implementation and ending with learning evaluation and supported by influencing factors such as teacher educational background originating from teacher education, long teaching experience, complete educational facilities and infrastructure and a supportive school environment. Furthermore, so that learning management is carried out well and appropriately, knowledge in skills from the teacher concerned is needed as one element of the implementation of the learning. Thus, this learning problem is part of a teacher's task in achieving educational goals.

Based on the results of the initial observations conducted by the author at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency, a temporary picture was obtained that the implementation of learning management which includes planning and learning programs,

¹House of Representatives of the Republic of Indonesia, *National Education System Law and its Implementing Regulations*, (Jakarta: Sinar Grafika, 2003), p. 40.

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

teaching implementation, and learning evaluation at Madrasah Tsanawiyah NU 1 Marabahan has not been implemented optimally. This is thought to be caused by several influencing factors, such as the educational background of teachers, most of whom have a teacher education background but some of the teachers' teaching experience is not long, facilities and infrastructure are still limited, and on the other hand it is also thought to be caused by students' less than optimal learning enthusiasm, especially when the subjects are taught in the last hours, minimal student learning guidance, and rarely giving assignments both at school and at home.

B. Literature Review

1. Definition of management

The Indonesian Ministry of Education and Culture in the Big Indonesian Dictionary states that "management means the process, method of managing"³ Meanwhile, according to Syaiful Bahri Djamarah and Aswan Zain in their book *Teaching and Learning Strategies*, "the origin of the word management itself is manage, plus the prefix pe and the suffix an".⁴ Then according to WJS. Poerwadarminta in the General Dictionary of the Indonesian Language, it states that "class management etymologically comes from the word manage which means to take care of, do, organize".⁵

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

Based on several definitions of management according to experts that the author has put forward above, it can be concluded that what is meant by management is the organization or arrangement so that something that is managed can run smoothly, effectively and efficiently.

³Ministry of Education and Culture of the Republic of Indonesia, *Big Indonesian Dictionary*, Balai Pustaka, Jakarta, 1990, p. 470.

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

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

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

⁷Sudirman, N, et al., *Educational Sciences*, PT. Rosdakarya Youth, Bandung, 1996, p.311.

2. Definition of learning

The word "learning" comes from the word "belajar," then given the prefix "pem" and the suffix "an." Looking at the word "learning," it also comes from the root word "ajar," which means giving someone instructions so they can learn (follow). Learning means striving to acquire skills or knowledge, practicing, or changing behavior or responses due to experience.⁸

Nana Sudjana argues that learning is a process characterized by changes in an individual. These changes, resulting from the learning process, can manifest in various forms, such as changes in knowledge, understanding, attitudes and behavior, skills, abilities, habits, and other aspects of the individual learning.⁹

The core process of formal education is teaching, while the core of the teaching process is the student. Therefore, teaching cannot be separated from learning, hence the term "teaching and learning process" (now replaced by "learning") in educational terminology.⁸ The Big Indonesian Dictionary states that "learning means the process or way of making people or creatures learn."⁹

According to M. Uzer Usman in his book "Becoming a Professional Teacher," learning is a process involving a series of actions between teachers and students based on a reciprocal relationship that occurs in an educational situation to achieve a specific goal. The interaction or reciprocal relationship between teachers and students is a key factor in the ongoing teaching and learning process.¹⁰ According to Oemar Hamalik in his book *Curriculum and Learning*, he states that "learning is a structured 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

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

⁸Ministry of Education and Culture of the Republic of Indonesia, *Big Indonesian Dictionary*, Balai Pustaka, Jakarta, 1990, p. 13.

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

¹⁰M. Uzer Usman, *Becoming a Professional Teacher*, PT. Remaja Rosdakarya, Bandung, 1998, 9th ed., p. 4.

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

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

3. Objectives and Functions of Learning Management

Learning management is the management of teaching and learning interactions, namely as an activity of managing time, space, personnel, 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 foundation. In other words, learning management applies several scientific principles so that the management is appropriate, effective, efficient and productive in achieving goals. Mrs. Roestiyah, NK in her book entitled *Problems of Teacher Science* states that the goal 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 *The Management of Learning*, there are 4 management functions, namely:

- a. Planning learning. It is a teacher's job to set learning objectives.
- b. Organizing. It is a teacher's job to organize and connect learning resources so that learning objectives can be achieved as effectively, efficiently, and economically as possible.
- c. Leading. It is a teacher's job to motivate, encourage, and stimulate students so they are ready to achieve their learning goals.
- d. Supervising. It is a teacher's job to determine whether his or her organizing and leading functions have been successful in achieving the stated goals. If the goals have not been achieved, the teacher must reassess and reorganize the situation and change the goals.¹⁴

This learning management activity is to utilize manpower, funds, facilities, personnel, materials and spiritual resources to achieve educational goals effectively and productively, but must be supported by the work of teachers who work at the school professionally.

Furthermore, M. Ngalim Purwanto in his book *Educational Administration* says that the functions of educational management or administration consist of "organizational planning, coordination, communication, supervision and evaluation".¹⁵

According to these experts, there are generally four management functions: planning, organizing, leading, controlling, and evaluating. If these four functions are properly implemented, two goals will be achieved: management goals in particular and learning goals in general.

¹³Mrs. Roestiyah, NK, *Problems of Teaching Science*, Bina Aksara, Jakarta, 1986, p. 78.

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

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

4. Aspects of Learning Management

Teaching is a complex process, encompassing more than just conveying information to students; many actions and activities must be undertaken, especially if better learning outcomes are desired for all students. Therefore, defining teaching is not simple. It requires a definition that encompasses all activities and actions within the teaching process itself. To achieve learning outcomes that align with the planned objectives, teachers need to consider aspects of learning management, such as learning planning, implementation, and evaluation.

The aspects of learning management are as follows:

a. Learning planning.

Planning is the initial stage that must be completed in every learning process. In this planning aspect, teachers prepare everything to ensure the learning process runs effectively and efficiently. This initial planning stage includes: Lesson Material Analysis (AMP), annual and semester programs, and lesson implementation plans (RPP).

b. Learning implementation.

The implementation of learning is the stage where the teaching and learning interaction occurs. Every learning process in schools should consist of classroom learning activities, group learning, and independent learning activities. When implementing learning, teachers should be guided by the preparations that have been made. The delivery of learning materials should be adjusted according to the sequence that has been systematically programmed in the planning process.

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 information on skills and so on, Use of verbal behavior, Use of non-verbal behavior, How to get feedback, Considering psychological principles including motivation, repetition, giving reinforcement, cognitive feedback, transfer, active student involvement, Diagnosing learning 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 determine the extent to which the learning material provided has been mastered by students. The implementation of learning evaluation must

¹⁶J. J. Hasibuan and Moedjiono, *Teaching Learning Process*, Remaja Karya, Bandung, 1988, p. 10.

be in accordance with the implementation of learning evaluation for each subject contained 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, Re-assessing the learning process that has taken place.¹⁷

Based on this, evaluation or assessment is an effort to obtain information about student learning outcomes, including knowledge, attitudes, values, and process skills. This information can be used by teachers as feedback and decision-making, which is essential for determining appropriate teaching strategies and improving the learning process. To this end, teachers need to conduct assessments, both of the learning process and outcomes.

5. Factors Influencing the Implementation of Learning Management

a. Teacher educational background factors

The educational backgrounds of one teacher and another are sometimes different, reflecting the comprehensive educational experiences they have gained over a period of time. These differences in educational background are influenced by the type and level of education.

According to Syaiful Bahri Djamarah in his book *Learning Achievement and Teacher Competence*, it states that: "Differences in educational background will affect teachers' activities in carrying out teaching and learning interaction activities. Teachers who are alumni of FKIP/Faculty of Tarbiyah and teachers who are alumni of FISIP will have different teaching methods. Because teachers who are alumni of FKIP/Faculty of Tarbiyah have had a number of theoretical experiences in the field of teaching, while teachers who are alumni of FISIP have never received experience in the field of teaching. From these two graduates from alumni of different universities, the difference is already visible, let alone when compared between teachers who are alumni of high school and teachers who are alumni of a university."¹⁸

Based on this, a teacher's educational background significantly influences learning management. If a teacher fails to manage learning effectively, the teacher's own learning outcomes will be negatively impacted.

b. Teaching experience factor

¹⁷ Ibid, h. 10

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

Everyone's experiences are certainly different, but everyone agrees that experience is the best teacher. Teaching experience is invaluable for a teacher. Therefore, teachers desperately need it because teaching experience is never found or received while attending formal educational institutions. On the other hand, experience is something that never disappoints; it is something that contains power, therefore, someone always seeks and strives to acquire it. Even if a teacher's educational background is appropriate, but lacks experience as a teacher, their abilities will certainly be 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. If understanding is not found, then through experience he is able to understand these theories.

c. Facilities and infrastructure factors

Educational facilities and infrastructure are crucial factors in supporting successful learning. These facilities and infrastructure are the tools and media commonly used and owned by students and teachers. The facilities and infrastructure referred to in the learning process include textbooks and teaching aids needed for learning, while infrastructure refers to the buildings occupied during the learning process.

According to M. Ngalim Purwanto in his book *Educational Psychology*, he states that "The teacher factor and his teaching methods cannot be separated from the availability or sufficiency of learning tools available at school or at home. Schools that have sufficient tools and equipment needed for learning, coupled with good teaching methods from their teachers, the teachers' skills in using these tools will make it easier and speed up student learning."¹⁹

Facilities and infrastructure are needed to support learning. These facilities are not concrete, like books and teaching aids, but can also be abstract, like prizes, advice, punishments, prohibitions, rewards, and so on.

As stated by Imam Barnadib in his book *Introduction to Systematic Educational Science*, "educational tools are not limited to concrete objects, as in the definition above, but also include advice, guidance, punishment and so on."²⁰

¹⁹M. Ngalim Purwanto, *Educational Psychology*, PT. Remaja Rosdakarya, Bandung, 1984, p. 105.

²⁰Imam Barnadib, *Introduction to Systematic Educational Science*, Andi Offset, Yogyakarta, 1989, p. 118.

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 school environment here refers to the objects, people, and events surrounding the school. All events and things within the school environment have a direct impact on student development and development. The environment can have a positive influence on student development and development, but it can also have a negative influence. A positive influence is defined as the environment providing good opportunities and encouragement or motivation for student development and development. A negative influence is defined as the environment not providing good opportunities or encouraging or motivating student development and development.

Schools are formal educational institutions tasked with providing education and are obligated to carry out tasks to achieve educational goals according to the level and grade, as well as the goals of each school. Parents entrust their children to schools so that the school can educate them optimally. Although it is recognized that children only spend a few hours in the school environment under the care of teachers, while children spend much more time at home. The school's obligation is to implement the education that has been implemented in the household. Children's experiences serve as the basis for lessons at school. All of this is inseparable from the ability and quality of the teacher himself, in addition to other knowledge and skills that a teacher must possess, and in addition, it is also supported by the availability of adequate facilities and equipment to help smooth the implementation of learning so that it will foster high abilities and awareness in students.

On the other hand, the school environment also significantly influences student learning. Environmental factors here refer to the atmosphere or conditions surrounding the school building. For example, if a semester exam or test is taking place in a classroom, while students are talking loudly in another classroom, or if a classmate is walking back and forth while singing, this can also be distracting for their classmates.

C. Method

This type of research is field research with a quantitative approach that 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 study is purposive sampling, which is taking it purposefully, which is aimed at 11 teachers at Madrasah

Tsanawiyah Nahdatul Ulama 1 Marabahan, Alalak District, Barito Kuala Regency. The data to be collected in this study are data on 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 are questionnaires, observations, and document utilization. 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

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

Then, from the data generated through the questionnaire, it was found that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they always made semester programs were included 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 of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they never made semester programs.

Then, from the data obtained through the questionnaire, it was found that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they always made lesson plans (RPP) were included in the high category, namely 73%, and the teachers who stated that they sometimes made lesson plans (RPP) were included in the low category, namely 27%, meanwhile there were no teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they never made lesson plans (RPP).

Furthermore, from the data obtained through the questionnaire, it was found that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they always made analysis of lesson materials were included in the high category, namely 64%, and the teachers who stated that they

sometimes made analysis of lesson materials were included in the low category, namely 46%, meanwhile there were no teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they never made analysis of lesson materials.

Then, from the data generated through the questionnaire, it was found that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that in providing lesson materials they always refer to GBPP were included in the high category, namely 73%, and the teachers who stated that in providing lesson materials they sometimes refer to GBPP were included in the low category, namely 37%, meanwhile there were no teachers who stated that in providing lesson materials they never refer to 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 materials were included in the very high category, namely 82%, and teachers who stated that they sometimes used textbooks in providing lesson materials were included in the very low category, namely 18%, while there were no teachers who stated that they never used textbooks in providing lesson materials.

b. Learning implementation

The results of the questionnaire obtained data explaining that teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they always involve students in the implementation of learning were included in the very high category, namely 92%, and teachers who stated that they sometimes involve 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 the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they often used the lecture method were included in the sufficient category, namely 45%, and the teachers who stated that they often used the question and answer method were included in the very low category, namely 10%, and the teachers who stated that they often used the discussion method were included in the low category, namely 27%, while the teachers who stated that they often used all types of methods (lectures, questions and answers and discussions) and the question and answer method were 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%, while there were no teachers who stated that they never used varied methods in learning.

Furthermore, from the results of the questionnaire, data was obtained stating that teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they sometimes used teaching aids in learning were included in the very high category, namely 82%, and teachers who stated that they always used teaching aids 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 teaching aids in learning.

Then, from the data obtained through the questionnaire, it was found that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that the classroom atmosphere was calm during the implementation of learning were included 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 classroom atmosphere was less calm and not calm during the implementation of learning.

c. Learning evaluation

The data generated through the questionnaire showed that the teachers of 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 included in the very high category, namely 90%, and the teachers who stated that they always carried out pre-tests at the start of lessons were included in the very low category, namely 10%, while there were no teachers who stated that they never carried out pre-tests at the start of lessons.

Then, from the data obtained through the questionnaire, it was found that 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 included in the very high category, namely 82%, and 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 at the end of lessons.

Then, from the data obtained through the questionnaire, it was found that the teachers of 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 the 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 of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they had never carried out enrichment for students who had mastered the subject matter.

Then, from the data generated from the questionnaire, it was found that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that the learning objectives were always achieved 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 the learning objectives were sometimes achieved were included in the low category, namely 27%, meanwhile there were no teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that the learning objectives were never achieved.

2. Factors that influence the implementation of learning management

a. Teacher educational background factors

The data generated through the questionnaire showed that the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that their educational background was in the very high category, namely 82%, and the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that their educational background was in the very low category, namely 18%.

b. Teaching experience factor

The data generated through the questionnaire showed that teachers at Madrasah Tsanawiyah NU 1 Marabahan, 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 teachers at Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that they had 6 years or more of teaching experience 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

The data obtained through the questionnaire showed that the teachers of 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 the teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that incomplete facilities were available were included in the low category, namely 27%, meanwhile there were no teachers of Madrasah Tsanawiyah NU 1 Marabahan, Alalak District, Barito Kuala Regency who stated that incomplete facilities and infrastructure were available.

d. Madrasah environmental factors

The data generated through the questionnaire showed 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 included 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 or not calm.

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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