

Interactive Approach to Increase Student Activeness in the Introduction to Islamic Studies Course (Case Study of PAI Semester I Students at UIT Lirboyo)

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ABSTRACT

This article examines the application of an interactive approach in increasing student activity in the Introduction to Islamic Studies course at Tribakti Islamic University (UIT) Lirboyo Kediri. Higher education has an important role in shaping the quality of human resources, especially in the field of religious studies. However, teachers often face challenges related to the lack of student activity in the learning process. In this context, student activity greatly influences the understanding and achievement of the expected competencies. This research uses a qualitative method with a case study approach, aiming to understand the experiences of students and lecturers in learning that applies an interactive approach. Data was collected through observation, interviews, and document analysis, with a focus on interactions in the classroom. The research results show that student activity, which includes participation in discussions, questions and answers, and group work, contributes significantly to understanding the material being taught. The Introduction to Islamic Studies course is designed to provide in-depth insight into Islamic teachings and their relevance in social, cultural and historical contexts. By using the group discussion method, students are given the opportunity to share opinions, analyze topics, and develop communication and critical thinking skills. This approach creates a more inclusive learning atmosphere and supports active student participation. The application of an interactive approach has proven effective in increasing student activity, which not only deepens their understanding of the material but also hones the collaborative skills needed in the professional world. Thus, it is hoped that the results of this research can provide recommendations for the development of more effective learning strategies, which can increase student involvement in the Introduction to Islamic Studies course at UIT Lirboyo Kediri.

Keywords : Interactive, Active, Introduction to Islamic Studies

Introduction

Higher education has a very important role in forming superior and competent quality human resources (HR), including in the field of religious studies, especially in the Introduction to Islamic Studies course. One of the challenges often faced by teachers in higher education is the lack of student activity in the learning process. Student activity in class greatly influences the success of the learning process and the achievement of desired competencies. Therefore, it is important to create a learning atmosphere that can encourage active student involvement.¹

The Introduction to Islamic Studies course is one of the basic courses that introduces students to various important aspects in the study of the Islamic religion, both in terms of history, teachings, and the development of thought. This course has great potential to develop students' religious insight, but is often less interesting and boring for some UIT Lirboyo semester I students. One of the main causes of this problem is monotonous teaching methods, which do not involve students actively in the learning process. Therefore, an approach is needed that can increase student involvement, one of which is an interactive approach.²

Student activity in learning refers to their level of involvement in various activities in the teaching and learning process, whether in the form of discussions, questions and answers, or participation in group assignments. This activity is not only related to the physical presence of students in the classroom, but also includes active participation in the intellectual processes that occur during lectures.

Student activity greatly influences their understanding of the material being taught. Research shows that students who are active in class tend to have a deeper understanding and remember the material being taught more easily. On the other hand, passive students will find it difficult to relate the information taught to their understanding. In the context of Introduction to Islamic Studies, student activity is very important because the material taught requires in-depth understanding and the connection between theory and the reality of everyday life.³

¹ Agus Santika, Ismail Ahmad, Dan Nunung Muniroh, "Implementasi Inovasi Pendidikan Di Lembaga Pendidikan Islam" 1, No. 1 (2023).

² Esra Ahmed Abdulhalim Mustafa, "The Thirst For Islamic Knowledge In The Digital Era," *Digital Muslim Review* 1, No. 1 (30 Juni 2023): 54–67, <https://doi.org/10.32678/Dmr.V1i1.12>.

³ Institut Pendidikan Guru Kampus Ilmu Khas, Kuala Lumpur, Malaysia Dkk., "Theory, Literature Review,

Departing from many very significant things previously, the author is interested in studying and analyzing student activity through an interactive approach in introductory Islamic studies courses, so this research is entitled "Interactive Approach to Increase Student Activity in the Introduction to Islamic Studies Course (Case Study of PAI Semester I Students at UIT Lirboyo)". It is hoped that the results of this research can provide recommendations for developing more effective and sustainable learning strategies, so as to increase student activity in introductory Islamic studies courses with an interactive approach.

Research Methods

The method used in this research is qualitative with a case study approach to understand the feelings, views and experiences of students and teachers in learning using an interactive approach. The focus of this research is not on numbers or statistics, but on the meaning and understanding that can be gained from in-depth observations of how interactions in the classroom occur.⁴ The data in this research was collected through various techniques, including direct observation in class, interviews with lecturers and students, and analysis of documents such as assignments and student discussion results. Observations were carried out to understand interactions and to assess student activity during the learning process. Interviews provide knowledge about personal experiences, challenges faced, and suggestions for improvement from the perspective of students and teachers (lecturers).

Discussion

Introduction to Islamic Studies Course

The Introduction to Islamic Studies course is a basic course designed to provide a comprehensive understanding of the Islamic religion, the history of Islamic civilization, and its contribution to the world. This course is usually taught in universities as part of the general

And Fun Learning Method Effectiveness In Teaching And Learning," *International Journal Of Social Science And Education Research Studies* 03, No. 08 (25 Agustus 2023), <https://doi.org/10.55677/ijssers/V03i8y2023-30>.

⁴ Annisa Rizky Fadilla Dan Putri Ayu Wulandari, "Literature Review Analisis Data Kualitatif: Tahap Pengumpulan Data," *Jurnal Penelitian* 1, No. 3 (2023).

education curriculum, to provide broader insight into Islamic teachings, not only from a religious perspective but also in social, cultural and historical contexts.⁵ At UIT Lirboyo, this course is important to equip students with basic knowledge about Islam which can enrich their views on religion and Islamic civilization, as well as increase tolerance towards diversity.

As a course that involves many theological, historical, social and cultural concepts, an approach that prioritizes active student participation can help students understand and internalize the material better. At UIT Lirboyo, students don't just listen to lectures from lecturers, but students are also given the opportunity to increase their activeness in learning activities such as interacting, discussing and thinking critically about Islamic teachings and their relevance in everyday life.⁶

This case study at UIT Lirboyo in the Introduction to Islamic Studies course can be used to dig deeper into the application of Islamic teachings in real life contexts, both in social, political and cultural dimensions, because students studying at UIT Lirboyo come from various areas throughout Indonesia. This will increase student activity, as well as understanding how important it is to apply peaceful and moderate Islamic teachings in increasingly complex social life. By exploring real-world examples and engaging students in an in-depth interactive approach, they will be able to develop a broader perspective on the role of Islam in the contemporary world.⁷

One way to implement an interactive approach at UIT Lirboyo is to use the group discussion method. In this discussion, students are given topics related to Islamic teachings or Islamic historical events to discuss together in small groups. For example, students could be asked to discuss the concept of "tolerance in Islam" and how it applies in today's social context. These discussions allow students to better understand different points of view, enrich their knowledge, and practice communication and problem-solving skills.

⁵ Uswatun Hasanah Dan Asghar Abbas, "Optimizing Religious Moderation Through Progressive Islamic Education: A Philosophical Study," *Tafahus: Jurnal Pengkajian Islam* 3, No. 1 (12 Juni 2023): 98–115, <https://doi.org/10.58573/Tafahus.V3i1.65>.

⁶ Muhammad Muttaqin, "Urgensi Tasawuf Dalam Kajian Pendidikan Islam" 3, No. 01 (2022).

⁷ Amalia Dwi Pertiwi, Siti Aisyah Nurfatimah, dan Syofiyah Hasna, "Menerapkan Metode Pembelajaran Berorientasi Student Centered Menuju Masa Transisi Kurikulum Merdeka" 6 (2022).

Interactive Approach

An interactive approach to learning focuses on actively involving students in the educational process, not only as recipients of information, but also as participants who play a role in developing their understanding. In the context of the Introduction to Islamic Studies course at UIT Lirboyo, this approach provides students with the opportunity to interact directly with the material, lecturers and classmates. Through discussions, questions and answers, and analysis of real cases, students can develop critical and analytical thinking skills, as well as deepen their understanding of Islamic teachings in a context that is more relevant to their respective lives.⁸ This approach also encourages students to link theory with practical experience, making learning more lively and meaningful. In the learning process at UIT Lirboyo, student activity is also influenced by a supportive and inclusive classroom atmosphere. The interactive approach provides space for students to express ideas, share experiences, and listen to other points of view. In this way, students feel more appreciated and motivated to continue participating in the learning process.⁹

Like when the first semester students at UIT Lirboyo discussed the topic of gender equality in Islam, students were able to share their opinions and experiences, both from a personal and social perspective, which not only enriched the discussion, but also strengthened their understanding of how Islamic teachings are applied in different contexts. different. This activity not only improves the quality of learning, but also builds a sense of responsibility in understanding and implementing the values of Islamic teachings in everyday life.

Increase Activeness

Increasing student activity in the learning process is one of the main goals in the world of higher education, especially in the Introduction to Islamic Studies course at UIT Lirboyo. Student

⁸ Badrus Sholeh, Ahmad Hufad, Dan Maman Fathurrohman, "Pemanfaatan E-Modul Interaktif Dalam Pembelajaran Mandiri Sesuai Kapasitas Siswa" 9, No. 2 (2023).

⁹ Muhammad Asif Qureshi Dkk., "Factors Affecting Students' Learning Performance Through Collaborative Learning And Engagement," *Interactive Learning Environments* 31, No. 4 (19 Mei 2023): 2371–91, <https://doi.org/10.1080/10494820.2021.1884886>.

activity is not only reflected in the extent to which they can complete assignments or exams, but more than that, this activity is related to their involvement in every aspect of learning, whether in discussions, group activities, or reflection on the material being taught. With increasing student activity, the learning process becomes more dynamic and meaningful.¹⁰

Increasing student activity in the learning process is a challenge faced by many teachers at the higher education level. Active students tend to be better able to understand material in depth, think critically, and develop collaborative skills needed in the professional world. Therefore, it is important for teachers to create a learning environment that supports and stimulates students to participate actively in every aspect of lectures.¹¹ One effective way to increase student activity is to use an interactive learning approach.

The interactive learning approach is a method that emphasizes student participation in the learning process, either through discussions, questions and answers, or group activities. In the context of the Introduction to Islamic Studies course, this approach provides an opportunity for students to be more involved in learning and not only function as passive listeners.¹² One of the methods used to increase the activity of first semester students at UIT Lirboyo is by holding group discussions. Group discussions provide space for students to share opinions, exchange ideas, and analyze various issues related to Islamic teachings in social, political and cultural contexts. By analyzing various topics together, students can deepen their understanding of the course material and hone critical thinking skills. Apart from that, this discussion can also help students to develop communication and collaboration skills in groups.¹³

The application of the group discussion method in learning at UIT Lirboyo semester I can

¹⁰ Iwan Suwandi, "Implementasi Metode Pembelajaran Aktif Dalam Pendidikan Islam" 1 (2023).

¹¹ Md. Kabirul Islam, Md. Fouad Hossain Sarker, dan M. Saiful Islam, "Promoting Student-Centred Blended Learning in Higher Education: A Model," *E-Learning and Digital Media* 19, no. 1 (Januari 2022): 36–54, <https://doi.org/10.1177/20427530211027721>.

¹² Yulia Alimatus Sakdiah, Ahmad Mukhayat, dan Kenny Candra Pradana, "The Influence of RADEC Learning (Read, Answer, Discuss, Explain, Create) Assisted by Media Handouts and Students' Curiosity on the Ability to Understand Mathematical Concepts," *Ensiklopedia: Jurnal Pendidikan Dan Inovasi Pembelajaran Saburai* 3, no. 01 (11 Februari 2023): 1–10, <https://doi.org/10.24967/esp.v3i01.1850>.

¹³ Giri Suseno, Titin Hendarti, dan Suci Putri Ramadani, "The Role of Distance Learning in Shaping Indonesia Golden Generation: Student Interaction, Engagement, and Satisfaction," *Journal Of Education And Teaching Learning (JETL)* 6, no. 3 (20 Oktober 2024): 238–50, <https://doi.org/10.51178/jetl.v6i3.2076>.

be done using the following steps and methods:

1. Distribution of discussion topics
 - a. The lecturer divides the lecture material into several relevant topics, each group is given one topic to discuss in more depth.
 - b. Students are divided into small groups, 6-7 people so that each student can participate actively.
2. Assignment and discussion preparation
 - a. The lecturer provides guidance or key questions that must be answered by each group, these are questions that guide them to study verses from the Koran, hadith, or the thoughts of scholars related to the given topic.
 - b. Students are given reading references that must be studied before the discussion, in the form of textbooks, scientific articles.
3. Implementation of group discussions
 - a. Discussion groups are asked to discuss various aspects of a given topic, such as the historical context, the meaning of the teachings, their role in social life, and their impact on modern society.
 - b. So that all group members are active, roles are rotated in the group, such as one person being a discussion facilitator, one person being a note taker, and another person being a speaker or opinion giver.
 - c. Students are given the freedom to argue and express their views, but still within the Islamic academic and scientific framework.
4. Presentation of discussion results
 - a. After the discussion, each group presents the results of the discussion in front of the class. This provides an opportunity for students to hone their public speaking skills and express their thoughts.
 - b. This presentation was also followed by a question and answer session, where other groups or lecturers asked questions or criticized the results of the discussion.
5. Evaluation and reflection

- a. The lecturer leads a class discussion after the presentation to deepen the understanding of the whole class.
- b. The lecturer assesses each member's participation in the discussion, the quality of the presentation, and understanding of the topics discussed.

Activities like this can encourage active student participation in the learning process. By using methods such as discussion, this can create a more dynamic learning atmosphere, allowing students to feel more involved and contribute to the discussion. This also improves their ability to convey opinions clearly and effectively, encourages students to develop problem solving skills, increases students' self-confidence, creates an inclusive learning atmosphere where all students are given the opportunity to speak and express opinions, and facilitates the provision of constructive feedback. With the various advantages and benefits that have been mentioned, the interactive approach is very effective in increasing student activity in the Introduction to Islamic Studies course. This approach not only deepens students' understanding of Islamic material, but also develops critical thinking, communication and collaboration skills that are very important for long-term learning and application in everyday life.

Conclusion

This research shows that the interactive approach has a vital role in increasing student activity in the Introduction to Islamic Studies course at Tribakti Islamic University (UIT) Lirboyo Kediri. Student activity, which is reflected in active participation during the learning process, has a great influence on understanding the material and achieving competency. By applying group discussion methods and other interactive activities, students are not only passive listeners, but are active in building their knowledge and skills. The success of this approach lies in its ability to create an inclusive and supportive learning atmosphere, where students feel valued and motivated to participate. Through direct interaction with the material and in-depth discussions, students can link theory with practice, deepen their understanding of Islamic teachings, and develop critical and collaborative thinking skills. Thus, an interactive approach not only increases student activity in an academic context, but also prepares them to face challenges in the professional world. The

recommendation from this research is that teachers continue to implement and develop interactive learning strategies, in order to create more meaningful and effective learning experiences for students. This is expected to produce graduates who not only have good theoretical knowledge, but also practical skills that are relevant to society's needs.

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