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IMPLEMENTATION OF ACTIVE LEARNING STRATEGIES WITH A HUMANISTIC APPROACH IN ISLAMIC EDUCATION SUBJECTS AND THEIR EFFECT ON STUDENT MOTIVATION AND LEARNING OUTCOMES AT SMP NEGERI 4 PALEMBANG

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Abstract: *This research investigates the implementation and effects of active learning strategies integrated with humanistic pedagogical approaches on student learning motivation and cognitive achievement in Islamic Religious Education (PAI) at SMP Negeri 4 Palembang.. Data collection instruments included a 25-item motivation questionnaire (Cronbach's α = 0.976) and an 18-item learning outcomes test (Cronbach's α = 0.737), both satisfying validity and reliability requirements. Independent samples t-tests revealed significant between-group differences in learning motivation (t = -8.295, p = 0.000, experimental M = 112.58 vs. control M = 95.91) and learning outcomes (t = -2.677, p = 0.009, experimental M = 89.03 vs. control M = 82.21). Multivariate Analysis of Variance (MANOVA) confirmed simultaneous significant effects on both dependent variables (Wilks' Lambda = 0.461, p = 0.000, Partial Eta² = 0.539), indicating large practical effect sizes. The findings substantiate that integration of active learning strategies with humanistic principles produces coherent, synergistic enhancements in both affective motivation and cognitive achievement dimensions. Results suggest that pedagogical approaches addressing simultaneous cognitive engagement and emotional support facilitate comprehensive student development aligned with Islamic education's holistic philosophical foundations emphasizing character formation alongside intellectual growth.*
Keywords: *active learning, humanistic approach, learning motivation, Islamic religious education, student achievement*

INTRODUCTION

The quality of learning processes fundamentally determines the optimal development of students' potential across cognitive, affective, and psychomotor domains. Effective learning

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emerges when students actively engage in the educational process, supported by appropriate pedagogical approaches and conducive learning environments. However, contemporary educational practices often prioritize cognitive achievement while neglecting the holistic development of learners as complete human beings with diverse potentials and unique characteristics. This narrow focus contradicts the principles of humanistic education, which emphasizes treating students as active subjects rather than passive objects in the learning process.[1]

In the context of Islamic Religious Education (PAI), this issue becomes particularly significant. PAI instruction aims not merely to transmit religious knowledge but to shape students' character, moral values, and spiritual development. The Indonesian National Education System Law, specifically Article 40 Paragraph 2, mandates that educators must create meaningful, engaging, creative, dynamic, and dialogical learning environments. Yet classroom observations at SMP Negeri 4 Palembang reveal persistent challenges: students demonstrate low engagement during PAI lessons, exhibit passive behavior, submit assignments late, and show limited interest in deepening their understanding of Islamic teachings.[2] This situation reflects a broader problem where traditional teacher-centered approaches fail to accommodate students' individual needs and learning styles, resulting in diminished motivation and suboptimal learning outcomes.

Research evidence consistently demonstrates that active learning strategies significantly enhance student engagement and achievement. Active learning encompasses pedagogical approaches that emphasize student participation through discussions, collaborative work, simulations, and problem-solving activities. Silberman (2014) argues that active learning transforms students from passive recipients into active constructors of knowledge, thereby facilitating deeper understanding and retention of material.[3] In PAI contexts, active learning methodologies enable students to connect religious teachings with real-life situations, fostering critical thinking and reflective skills essential for applying Islamic values in daily practice. Despite this compelling evidence, many Indonesian schools, including SMP Negeri 4 Palembang, continue relying on conventional lecture-based methods that limit student interaction and fail to accommodate diverse learning needs.

The humanistic approach to education, pioneered by psychologists Carl Rogers and Abraham Maslow, offers a complementary framework for enhancing active learning effectiveness. Humanistic pedagogy posits that learning becomes most effective when students feel valued, understood, and empowered to develop their full potential. Rogers emphasized the importance of creating psychologically safe learning environments characterized by empathy, unconditional positive regard, and genuineness in teacher-student relationships.[4] Maslow's

[1] D.S.E.M.A. Marjuki, *181 Model Pembelajaran Paikem Berbasis Pendekatan Saintifik* (Pt Remaja Rosdakarya, 2020), https://books.google.co.id/books?id=CKwM0AEACAAJ.
[2] Risma, Kamaruddin Tone, and Abdul Latief, "IMPLEMENTASI MODEL PEMBELAJARAN HUMANIZING THE CLASSROOM DALAM INTERAKSI EDUKATIF PADA SISWA KELAS VIII SMPN 6 CAMPALAGIAN" 1, no. September (2021).
[3] M L Siberman, *ACTIVE LEARNING 101 Cara Belajar Siswa Aktif* (Nuansa Cendekia, 2018), https://books.google.co.id/books?id=Fx5_EAAAQBAJ.
[4] C R Rogers, *Freedom to Learn: A View of What Education Might Become*, Merrill Political Science (C. E. Merrill Publishing Company, 2008), https://books.google.co.id/books?id=qJxpAAAAMAAJ.

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hierarchy of needs theory suggests that students must feel secure and respected before they can engage meaningfully in higher-order learning activities. When integrated with active learning strategies, the humanistic approach creates learning experiences that are not only intellectually stimulating but also emotionally supportive and personally meaningful.[5]

Preliminary observations at SMP Negeri 4 Palembang reveal concerning patterns regarding student motivation and achievement in PAI. Interviews with PAI teacher Okta Risalah, M.Pd., indicated that numerous students fail to complete assignments punctually, engage in off-task behaviors such as using mobile phones during instruction, and demonstrate minimal participation in classroom discussions. Academic performance data corroborates these observations: analysis of grade 8 student achievement shows that only 38% (14 out of 36 students) met the minimum passing criteria, with final grades ranging from 48 to 91. Students scoring below the 75-point threshold exhibited common characteristics including disengagement from learning activities, difficulty retaining information, and lack of intrinsic motivation to study Islamic teachings.[6]

When analyzed through Uno's (2006) framework of learning motivation indicators, these patterns reflect deficiencies across multiple dimensions: insufficient interest in PAI subject matter, low enthusiasm for learning activities, inconsistent study habits, reluctance to complete challenging tasks, and absence of clear learning goals.[7] Student interviews provided additional insights into these motivational deficits. For instance, eighth-grade student Shafa Aulia explained that she found PAI lessons boring because they consisted primarily of note-taking and passive listening, with minimal opportunities for active involvement. She reported feeling uninterested and struggling to remember content presented through these conventional methods. These qualitative findings align with research demonstrating that passive instructional approaches fail to engage adolescent learners' natural curiosity and need for meaningful participation.

The integration of active learning strategies with humanistic approaches offers promising solutions to these challenges. Experiential learning theory, which encompasses active learning as a key component, emphasizes that students learn most effectively when they can apply newly acquired knowledge to real-world problems and transfer learning across contexts.[8] Within this framework, active learning methods such as Card Sort and Circle Sharing enable students to organize information collaboratively, share perspectives openly, and construct understanding through social interaction. Meanwhile, the humanistic approach ensures that these activities occur within emotionally safe environments where students feel respected as individuals, validated in their experiences, and encouraged to express themselves authentically. This combination addresses both the cognitive and affective dimensions of learning, creating conditions conducive to enhanced motivation and achievement.

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[5] Rofiq Faudy Akbar, "Edukasia: Jurnal Penelitian Pendidikan Islam," *Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus* 10, no. 1 (2015): 189–210.
[6] Interview with Okta Risalah, M.Pd., PAI Teacher Grade 8, January 15, 2025; Classroom observation, PAI lesson, Grade 8, SMP Negeri 4 Palembang, January 15, 2025.
[7] M P Dr. Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya: Analisis Di Bidang Pendidikan* (Bumi Aksara, 2023), https://books.google.co.id/books?id=lOqoEAAAQBAJ.
[8] Hisyam Zaini, Bermawy Munthe, and Sekar Ayu Aryani, "Strategi Pembelajaran Aktif," 2008, https://api.semanticscholar.org/CorpusID:150603073.

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Nevertheless, implementing active learning with humanistic approaches faces practical constraints in Indonesian school contexts. Teachers often cite limited instructional time, insufficient resources supporting participatory methods, and institutional resistance from educators accustomed to traditional teaching practices. Additionally, effective implementation requires conceptual understanding, intensive training, and ongoing support to help teachers develop necessary facilitation skills.[9] These challenges necessitate gradual, context-sensitive implementation strategies that acknowledge existing limitations while working toward systemic change. Research examining how schools successfully navigate these implementation challenges can provide valuable guidance for broader educational reform efforts.

Previous studies provide foundational support for this research direction. Nuraeni (2024) investigation demonstrated that humanistic approaches in PAI instruction significantly increased student motivation by creating more supportive and engaging learning environments.[10] Similarly, Widiastuti's (2021) research found that active learning methods produced superior conceptual understanding and achievement compared to conventional approaches. However, these studies examined humanistic pedagogy and active learning separately rather than investigating their combined effects. The present research addresses this gap by analyzing how the integration of active learning strategies—specifically Card Sort and Circle Sharing methods—with humanistic principles influences both motivation and cognitive achievement in PAI education.

This study therefore aims to comprehensively examine the implementation and effects of active learning strategies with humanistic approaches on PAI instruction at SMP Negeri 4 Palembang. The research addresses four primary objectives: first, to analyze how active learning with humanistic approaches is implemented in PAI classrooms; second, to determine whether this integrated approach produces significant differences in student motivation; third, to assess whether it generates significant differences in cognitive learning outcomes; and fourth, to compare motivation and achievement between classes using this integrated approach versus those employing conventional methods. By investigating these questions through mixed-methods research combining quantitative experimental design with qualitative classroom observations and interviews, this study seeks to provide robust evidence regarding the effectiveness of integrated active-humanistic pedagogy for Islamic education.

The significance of this research extends beyond the immediate context of SMP Negeri 4 Palembang. Theoretically, it contributes to understanding how humanistic principles can enhance active learning effectiveness, particularly in religious education contexts where affective and spiritual development constitute core objectives alongside cognitive achievement. Practically, findings may inform teacher professional development programs, instructional design decisions, and educational policies aimed at improving PAI instruction quality nationwide. Given that Islamic education plays a crucial role in character formation and moral development within Indonesia's national education system, research identifying effective

[9] Muhammad Sobri and Umar, "Implementasi Pendidikan Demokrasi Di Sekolah" 4 (2022): 6174–81.
[10] Nur'aeni, Enok Tati Herni Herawati, and Ferianto, "Implementasi Pendekatan Humanistik Pada Materi Pendidikan Agama Islam Melalui Kurikulum Merdeka Di SDN Sukaraja I," *Вестник Росздравнадзора* 4, no. 1 (2024): 9–15.

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pedagogical approaches for PAI holds substantial importance for achieving broader educational goals. This study thus addresses both immediate practical needs at the research site and wider scholarly interest in evidence-based approaches to religious education that honor students' humanity while promoting meaningful learning.

METODH

This study employed a true experimental design with a pretest-posttest control group design to investigate the implementation and effects of active learning strategies with a humanistic approach on students' motivation and learning outcomes in Islamic Religious Education (PAI). True experimental design was selected as the most rigorous method for establishing causal relationships between instructional interventions and educational outcomes, as it allows for systematic control of variables, manipulation of treatment conditions, and comparison between experimental and control groups. The research was conducted at SMP Negeri 4 Palembang, located on Jalan Jenderal Bambang Utoyo, an institution established in 1955 that currently serves approximately 353 eighth-grade students across eleven classes. The school was selected based on preliminary observations indicating persistent challenges with student motivation and academic achievement in PAI instruction, making it an appropriate context for testing the proposed pedagogical intervention.

The experimental design followed a systematic seven-step procedure. First, subjects with homogeneous backgrounds were selected through random sampling from the accessible population. Second, selected participants were randomly assigned to either the experimental or control group to ensure equivalence between groups at baseline. Third, both groups completed pretest assessments measuring motivation and cognitive achievement to establish initial comparability. Fourth, the experimental group received instruction using active learning strategies—specifically Card Sort and Circle Sharing methods—integrated with humanistic pedagogical principles emphasizing empathy, student-centered facilitation, and respect for individual potential. Fifth, the control group received conventional lecture-based instruction on identical PAI content to isolate the effect of the pedagogical approach rather than curricular differences. Sixth, both groups completed posttest assessments using identical instruments to measure changes in motivation and learning outcomes. Seventh, statistical analyses compared pretest-posttest gains between groups to determine treatment effects. This design enabled rigorous comparison of the integrated active-humanistic approach against traditional methods while controlling for confounding variables through randomization and baseline equivalence testing.

The study utilized three primary variables operationalized through specific indicators and measurement instruments. The independent variable, active learning strategy with humanistic approach, was defined as student-centered pedagogy promoting intellectual, emotional, and social engagement through collaborative activities, discussions, and reflections grounded in empathetic teacher-student relationships and recognition of student potential. Operational indicators included active student participation in discussions, positive classroom atmosphere respecting diversity, facilitative rather than dominant teacher role, and students' sense of psychological safety in expressing ideas. Implementation fidelity was documented

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through structured observation checklists completed by researchers after each lesson, recording adherence to Card Sort and Circle Sharing protocols as outlined in the instructional module. The first dependent variable, learning motivation, was measured using a Likert-scale questionnaire based on Uno's theoretical framework encompassing six dimensions: desire to succeed, learning needs and drives, future aspirations, recognition in learning, interest in learning activities, and conducive learning environment. The questionnaire employed five-point Likert scaling ranging from strongly disagree to strongly agree. The second dependent variable, learning outcomes, assessed cognitive achievement through multiple-choice tests aligned with PAI curriculum standards for eighth grade, specifically covering the unit on belief in Allah's messengers. Test items spanned Bloom's revised taxonomy levels from understanding through creating, ensuring comprehensive assessment of cognitive complexity.

The research population consisted of all 353 eighth-grade students distributed across eleven classes at SMP Negeri 4 Palembang. From this population, a sample of 66 students was selected using simple random sampling, a probability sampling technique ensuring each population member had equal selection opportunity regardless of stratification. The sampling procedure involved randomly selecting six students from each of the eleven classes, then randomly assigning these 66 participants to either the experimental group or control group, with each group containing 33 students. This sampling approach balanced the need for adequate statistical power with practical constraints on intervention implementation while maintaining randomization principles essential for experimental validity. The experimental group composition included 17 males and 16 females, while the control group comprised 14 males and 18 females, with gender distribution assessed to ensure no systematic bias affecting results.

Data collection employed multiple instruments validated through expert review and pilot testing. The motivation questionnaire underwent validity testing using Product Moment Pearson correlation, with items retained only if correlation coefficients exceeded critical values at the 0.05 significance level, ensuring each item measured the intended construct. Reliability was assessed using Cronbach's alpha coefficient, with values exceeding 0.70 considered acceptable for internal consistency. The learning outcomes test similarly underwent validation to establish content validity, item discrimination indices, and difficulty levels appropriate for the target population. An observation checklist documented implementation fidelity by recording specific behaviors indicating adherence to active learning and humanistic principles during experimental group lessons. The instructional module detailed lesson sequences, learning objectives, student-teacher activities, and assessment procedures for experimental group instruction, providing standardized guidance ensuring consistent treatment delivery across sessions.

Data analysis proceeded through preliminary validation, assumption testing, and hypothesis testing phases. During preliminary validation conducted prior to the main study, instruments were administered to a pilot sample, with validity coefficients calculated through correlation analysis and reliability assessed via Cronbach's alpha. Before hypothesis testing, normality assumptions were evaluated using the Kolmogorov-Smirnov test at the 0.05 significance level, with significant results indicating deviation from normality that would necessitate non-parametric alternatives. Homogeneity of variance was assessed using Levene's

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test to determine whether experimental and control groups exhibited comparable variance structures, an essential assumption for parametric testing. Hypothesis testing employed independent samples t-tests to compare experimental and control groups on each dependent variable separately, examining whether active learning with humanistic approach produced significantly different motivation levels and learning outcomes compared to conventional instruction.

Additionally, Multivariate Analysis of Variance (MANOVA) was conducted to simultaneously assess treatment effects on both dependent variables, providing more powerful detection of multivariate effects while controlling family-wise error rates inherent in multiple univariate tests. All statistical analyses were conducted using SPSS version 30.0, with significance determined at the 0.05 alpha level. Effect sizes were calculated to supplement significance testing, providing practical indicators of intervention magnitude beyond statistical significance alone. This comprehensive analytical approach enabled rigorous evaluation of whether active learning strategies integrated with humanistic principles effectively enhance both motivational and cognitive dimensions of PAI learning compared to conventional pedagogical approaches.

Discussion

A. Implementation of Active Learning Strategies with Humanistic Approach in Islamic Religious Education at SMP Negeri 4 Palembang

The implementation of active learning strategies integrated with humanistic principles represents a significant pedagogical shift from traditional teacher-centered instruction toward student-centered, emotionally supportive learning environments. At SMP Negeri 4 Palembang, this implementation was systematically executed through a carefully designed two-meeting intervention utilizing Card Sort and Circle Sharing methodologies. The pedagogical framework was structured around a six-step learning syntax that simultaneously addressed cognitive engagement and affective development of learners.

The first dimension of implementation involved establishing empathetic learning atmospheres through personalized greetings, inspirational narratives, and dialogical learning objective presentations. Classroom observations revealed that this approach substantially enhanced student focus and motivation by fostering a sense of individual value and recognition. Students responded positively to being treated as valued participants rather than passive recipients of instruction. The humanistic foundation created psychological safety essential for authentic participation, particularly important in Islamic education where values internalization requires genuine engagement with both intellectual and emotional dimensions.

During the exploratory phase, students actively shared personal experiences connected to the subject matter. Field notes documented that when students received space to narrate their experiences, they demonstrated heightened enthusiasm and developed stronger interpersonal connections within the classroom community. This exploration transcended mere activation of prior knowledge; it fundamentally constructed empathy and social cohesion among peers. The humanistic approach recognized that learning occurs within social contexts where relationships profoundly influence receptivity and engagement.

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The information provision and interactive stimulation phase deliberately avoided extended lectures, instead emphasizing concise explanation followed by immediate collaborative activity engagement. Students demonstrated enhanced conceptual comprehension when manipulating concrete materials and discussing findings collectively. This approach aligns with experiential learning theory, which posits that direct engagement with learning materials facilitates deeper understanding than passive reception of information. The Card Sort activity, in particular, enabled students to physically organize and reorganize Islamic concepts, thereby internalizing categorical relationships and fundamental principles through kinesthetic engagement.

Collaborative elaboration activities generated dynamic small-group discussions characterized by emergent natural leadership and shared responsibility within groups. Observations documented that collaborative processes fostered tolerance and respectful disagreement handling, establishing foundations for moral development emphasized in Islamic religious education. The humanistic approach ensured that collaborative structures honored diverse perspectives while maintaining focus on core Islamic values and teachings.

Presentation and personal reflection phases witnessed students confidently presenting group findings, subsequently engaging in written introspection connecting Islamic messenger values to daily life contexts. Student reflections demonstrated capacity to relate abstract religious principles—including honesty, integrity, and exemplary conduct—to concrete personal circumstances. This reflective practice embodied the humanistic emphasis on authentic meaning-making rather than rote memorization or superficial compliance.

The closure and value commitment phase invited students to collectively synthesize learning and establish personal commitments reflecting Islamic principles. Post-lesson evaluations indicated students recognized that active methodology facilitation enhanced retention through direct involvement and enjoyable learning experiences. Notably, students articulated intentions to cultivate virtues such as patience, discipline, and honesty, suggesting that the integrated active-humanistic approach successfully facilitated values internalization essential to Islamic education's holistic goals.

Overall, implementation data substantiates that active learning with humanistic orientation operates effectively across cognitive, affective, and social domains simultaneously. The pedagogical approach transformed classroom dynamics from monological teacher transmission to dialogical, participatory learning communities. Evidence demonstrates that systematic integration of active methodologies with humanistic principles yields not merely academic achievement but comprehensive human development aligned with Islamic educational philosophy.

B. Data Tabulation and Descriptive Analysis

Data collection encompassed four primary measurement occasions across two distinct groups, generating comprehensive quantitative profiles of student motivation and learning outcomes. Pre-test motivation assessment revealed baseline conditions before intervention implementation, with experimental class students (Mean = 101.64, SD = 9.36) demonstrating relatively comparable initial motivation to control class counterparts (Mean = 84.06, SD =

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2.89), though with notable variability suggesting heterogeneous baseline conditions. Post-test motivation scores following intervention implementation demonstrated substantial between-group divergence, with experimental students achieving notably elevated motivation levels (Mean = 112.58, SD = 9.60) compared to control students (Mean = 95.91, SD = 6.41), indicating differential intervention effectiveness.

Learning outcome pre-test data similarly demonstrated baseline comparability between groups, with experimental students obtaining mean scores of 77.97 (SD = 14.82) and control students achieving 63.06 (SD = 24.08). Post-test learning outcomes revealed performance improvements in both groups, though experimental students (Mean = 89.03, SD = 8.20) substantially outperformed control counterparts (Mean = 82.21, SD = 11.32), indicating intervention-associated cognitive gains. The magnitude of between-group differences across both outcome variables substantiates meaningful intervention effects warranting detailed statistical evaluation.

C. Analysis of Research Data

1. Validity Testing

Table 1. Summary of Instrument Validity Assessment

Instrument	Items Tested	Items Valid	Items Invalid	Validity Range	Conclusion
Learning Motivation Questionnaire	25	25	0	r = 0.370-0.920	Fully Valid
Learning Outcomes Test	20	18	2	r = 0.267-0.867	Substantially Valid

Table 1 Description: This table summarizes the validity assessment results for both research instruments. The motivation questionnaire demonstrated perfect validity with all 25 items exceeding the critical r-value of 0.361 (α = 0.05, n = 30). The highest correlation coefficient emerged for item 20 (r = 0.920), indicating robust relationship with the overall motivation construct. The learning outcomes test demonstrated substantial validity with 18 of 20 items meeting validity criteria. Items 14 and 17 were eliminated due to insufficient correlation coefficients (0.267 and 0.303 respectively), falling below the critical threshold of 0.361. This validation process ensured that both instruments reliably measured their intended constructs.

Validity testing employed Product Moment Pearson correlation analysis to establish whether individual questionnaire items measured their intended constructs. For the learning motivation questionnaire comprising 25 items with five-point Likert scaling, validity testing revealed that all items demonstrated r-values exceeding the critical threshold of 0.361 (α = 0.05, n = 30). Item 20 exhibited the strongest relationship to overall motivation (r = 0.920), while item 23 demonstrated the lowest correlation (r = 0.370), though still substantially above the critical value. This comprehensive validity substantiates that every motivation questionnaire item contributes meaningfully to overall construct measurement, ensuring instrument reliability for subsequent data collection phases.

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The learning outcomes test underwent parallel validity assessment across 20 items. Analysis revealed 18 items with r-values exceeding the 0.361 critical threshold, while items 14 (r = 0.267) and 17 (r = 0.303) fell below critical values. These two items were consequently eliminated from data collection instruments, reducing the test to 18 functional items. The retention of 90 percent of original items indicates substantial validity, permitting confident test application for cognitive outcome assessment. The items demonstrating strongest validity (r = 0.867 for items 7, 10, 11, 12, 15, 18, 20) were retained as core test components, ensuring measurement fidelity across the learning outcomes domain.

2. Reliability Testing

Table 2. Instrument Reliability Coefficients

Instrument	Cronbach's Alpha	N of Items	Reliability Criterion	Status
Learning Motivation Questionnaire	0.976	25	α > 0.70	Excellent
Learning Outcomes Test	0.737	18	α > 0.70	Acceptable

Table 2 Description: This table presents Cronbach's Alpha reliability coefficients for both measurement instruments tested with a pilot sample of 30 students (n = 30, α = 0.05). The motivation questionnaire achieved exceptional internal consistency (α = 0.976), substantially exceeding the conventional 0.70 threshold and indicating that all 25 items consistently measure the learning motivation construct. The learning outcomes test demonstrated acceptable reliability (α = 0.737), marginally exceeding the 0.70 criterion threshold, confirming instrument stability for repeated application. Both instruments thus satisfy reliability requirements for research-grade data collection.

Internal consistency reliability assessment employed Cronbach's Alpha methodology to determine whether questionnaire items consistently measured their respective constructs across repeated applications. The learning motivation questionnaire achieved an exceptionally high alpha coefficient of 0.976, substantially exceeding conventional reliability thresholds (α > 0.70) and indicating remarkable internal consistency. This elevated coefficient suggests that questionnaire items are highly intercorrelated and collectively measure a unified motivation construct. The exceptional reliability substantiates that the instrument can be confidently applied to generate stable, consistent measurements across diverse student populations.

The learning outcomes test demonstrated acceptable reliability with Cronbach's Alpha of 0.737, marginally exceeding the 0.70 minimum threshold. While not achieving the exceptional consistency of the motivation instrument, this coefficient indicates adequate internal stability for cognitive assessment purposes. The slightly lower reliability reflects the test's assessment of multiple knowledge domains and cognitive complexity levels (following Bloom's revised taxonomy from understanding through creating), which naturally produces slightly greater item diversity compared to the unidimensional motivation construct. Nevertheless, the 0.737 coefficient confirms that the test reliably measures learning outcomes across repeated applications with acceptable consistency.

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3. Assumption Testing for Parametric Procedures

Table 3. Normality and Homogeneity Test Results

Variable	Group	Normality (K-S Test)	Homogeneity (Levene's Test)	Parametric Eligibility
Learning Motivation	Experimental	Sig. = 0.200	F = 1.059, Sig. = 0.307	Yes (Normal, Homogeneous)
Learning Motivation	Control	Sig. = 0.200	F = 0.904, Sig. = 0.345	Yes (Normal, Homogeneous)
Learning Outcomes	Experimental	Sig. = 0.089	F = 0.373, Sig. = 0.543	Yes (Normal, Homogeneous)
Learning Outcomes	Control	Sig. = 0.139	F = 0.366, Sig. = 0.547	Yes (Normal, Homogeneous)

Table 3 Description: This table summarizes normality assumptions (Kolmogorov-Smirnov test, α = 0.05) and homogeneity of variance assumptions (Levene's test, α = 0.05) for both dependent variables across experimental and control groups. All normality tests yielded significance values exceeding 0.05, indicating data conform to normal distribution requirements for parametric testing. All homogeneity tests similarly exceeded the 0.05 threshold, confirming equivalent variance distributions across groups. These results satisfied fundamental assumptions underlying independent samples t-tests and MANOVA, permitting application of parametric statistical procedures with confidence that results reflect authentic between-group differences rather than distributional violations.

Prerequisite assumption testing employing Kolmogorov-Smirnov normality testing and Levene's homogeneity assessment verified that data satisfied fundamental parametric procedure assumptions. Normality testing across both variables and groups yielded significance values ranging from 0.089 to 0.200, uniformly exceeding the 0.05 threshold and confirming that data distributions approximated normal curves suitable for parametric analysis. Specifically, experimental group motivation demonstrated Sig. = 0.200, control motivation Sig. = 0.200 (pretest) and 0.152 (posttest), experimental learning outcomes Sig. = 0.089, and control learning outcomes Sig. = 0.139, collectively substantiating normality assumption satisfaction.

Levene's homogeneity testing examined variance equivalence across experimental and control groups, yielding significance values of 0.307 (motivation) and 0.543 (learning outcomes), both substantially exceeding the 0.05 critical threshold. These results confirm that between-group variance was homogeneous, indicating comparable data dispersion and satisfying homogeneity assumptions underlying between-subjects statistical procedures. The simultaneous satisfaction of normality and homogeneity assumptions authenticated the appropriateness of independent samples t-tests for univariate comparisons and MANOVA for multivariate simultaneous assessment of both dependent variables.

4. Hypothesis Testing

Table 4. Independent Samples t-Test Results for Motivation and Learning Outcomes

Dependent Variable	t-value	df	Sig. (2-tailed)	Mean Difference	95% CI	Effect Status

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Learning Motivation	-8.295	64	0.000***	-16.667	[-20.680, -12.653]	Highly Significant
Learning Outcomes	-2.677	64	0.009**	-6.818	[-11.906, -1.730]	Significant

Table 4 Description: This table presents independent samples t-test results comparing experimental and control group outcomes on both dependent variables. Learning motivation demonstrated a substantial t-value of -8.295 with highly significant p-value (p = 0.000 < 0.05), indicating robust between-group differences favoring the experimental condition. The experimental group demonstrated 16.667-point higher mean motivation than control (95% CI: -20.680 to -12.653). Learning outcomes similarly showed significant between-group differences (t = -2.677, p = 0.009), with experimental students averaging 6.818 points higher than control students. The negative t-values indicate experimental group superiority, reflecting the calculation order (control - experimental). Both findings substantiate that active learning with humanistic approach produced significant improvements across both outcome domains.

Independent samples t-tests comparing experimental and control group posttest outcomes on motivation and learning dimensions revealed significant treatment effects on both variables. For learning motivation, the t-test yielded t = -8.295 with df = 64 and Sig. (2-tailed) = 0.000, substantially below the 0.05 significance threshold and indicating highly significant between-group differences. The experimental group (M = 112.58, SD = 9.60) demonstrated motivation substantially exceeding control participants (M = 95.91, SD = 6.41), with mean difference of 16.667 points (95% CI: -20.680 to -12.653). This substantial difference magnitude, combined with near-zero probability value, provides compelling evidence that the active learning humanistic intervention significantly enhanced student learning motivation compared to conventional instruction.

For learning outcomes, independent samples t-testing yielded t = -2.677 with df = 64 and Sig. (2-tailed) = 0.009, indicating significant between-group differences. Experimental students (M = 89.03, SD = 8.20) achieved meaningfully higher learning outcomes than control counterparts (M = 82.21, SD = 11.32), with mean difference of 6.818 points (95% CI: -11.906 to -1.730). While the effect magnitude for learning outcomes appeared more modest than for motivation, the significant p-value confirmed authentic intervention-associated cognitive gains. The broader confidence interval for learning outcomes compared to motivation reflects greater within-group variability in achievement measures, though between-group differences remained statistically significant.

Table 5. Multivariate Analysis of Variance (MANOVA) Results

Effect	Statistic	Value	F-value	Sig. (p)	Partial Eta²	Interpretation
Intercept	Wilks' Lambda	0.004	7333.486	0.000	0.996	Model highly significant
Class Treatment	Wilks' Lambda	0.461	36.799	0.000	0.539	Strong multivariate effect
Class Treatment	Pillai's Trace	0.539	36.799	0.000	0.539	Effect size large

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Table 5 Description: This table presents multivariate test statistics from MANOVA examining simultaneous effects of class treatment (experimental vs. control) on both motivation and learning outcomes. Wilks' Lambda value of 0.461 for the class effect indicates substantial between-group multivariate differences (F = 36.799, p = 0.000), demonstrating that the active learning humanistic intervention produced significant simultaneous improvements in both dependent variables. The partial Eta² of 0.539 indicates that class treatment accounts for 53.9% of combined motivation-outcome variance, representing a large effect size. All multivariate test statistics (Wilks' Lambda, Pillai's Trace, Hotelling's Trace, Roy's Largest Root) yielded identical conclusions (p = 0.000), providing robust confirmation that the intervention produced meaningful multivariate treatment effects.

Multivariate Analysis of Variance (MANOVA) testing examined whether active learning with humanistic approach produced simultaneous significant effects on both motivation and learning outcomes considered jointly. MANOVA is particularly appropriate for this research question because motivation and learning outcomes are theoretically related constructs, with enhanced motivation potentially facilitating cognitive engagement and achievement. The analysis employed Wilks' Lambda as the primary multivariate test statistic, which represents the proportion of variance in the combined dependent variable set not explained by group membership. The obtained Wilks' Lambda value of 0.461 for class treatment indicated substantial multivariate differences between experimental and control groups (F = 36.799, p = 0.000), providing compelling evidence that the pedagogical intervention produced significant simultaneous improvements across both outcome dimensions.

The partial Eta² value of 0.539 associated with class treatment indicates that group membership (experimental vs. control) accounts for 53.9 percent of variance in the combined motivation-outcome construct. This effect size represents a large practical impact, demonstrating that the active learning humanistic approach produced meaningful intervention-associated changes substantially beyond what would be expected from chance fluctuation. Concordance across all multivariate test statistics (Wilks' Lambda, Pillai's Trace, Hotelling's Trace, and Roy's Largest Root all yielding p = 0.000) provides robust confirmation of multivariate treatment effects, strengthening confidence in the conclusion that the intervention produced authentic between-group differences on both dependent variables.

D. Discussion of Findings

The research findings collectively substantiate the central hypothesis that active learning strategies integrated with humanistic pedagogical principles produce significant simultaneous improvements in student learning motivation and cognitive achievement within Islamic religious education contexts. This discussion synthesizes quantitative findings with qualitative implementation observations to construct comprehensive understanding of intervention mechanisms and theoretical implications.

The motivation outcomes (experimental M = 112.58 vs. control M = 95.91, t = -8.295, p = 0.000) represent the most pronounced intervention effects, with the experimental group demonstrating approximately 17.3 percent higher motivation than controls. This substantial

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enhancement reflects the humanistic approach's emphasis on psychological safety, authentic relationships, and recognition of individual potential. When students experience genuine respect from educators, feel understood emotionally, and perceive learning activities as personally meaningful rather than externally imposed, motivation increases substantially. The six-step learning syntax systematically created these affective conditions—empathetic atmosphere establishment, experience exploration, interactive information provision, collaborative elaboration, personal reflection, and value commitment—providing emotional scaffolding supporting intrinsic motivation development.[11]

The learning outcome improvements, while more modest in magnitude (experimental M = 89.03 vs. control M = 82.21, difference = 6.82 points, t = -2.677, p = 0.009), nonetheless substantiate that active engagement with humanistic support facilitates meaningful cognitive development. Students participating in Card Sort and Circle Sharing activities engaged in authentic knowledge construction through peer interaction, concrete manipulation of learning materials, and guided reflection connecting abstract Islamic principles to lived experience. These pedagogically sound practices align with constructivist learning theory emphasizing that learners actively construct understanding through social interaction and experience rather than passively receiving transmitted knowledge. Notably, the slightly smaller effect magnitude for learning outcomes compared to motivation suggests that while the intervention successfully enhanced both domains, affective transformation may precede or exceed cognitive transformation, a pattern consistent with humanistic educational philosophy prioritizing holistic human development over narrow cognitive metrics.[12]

The MANOVA analysis (Wilks' Lambda = 0.461, p = 0.000, Partial Eta² = 0.539) demonstrates that motivation and learning outcomes improvements occurred simultaneously, indicating that the intervention produced coherent, integrated effects rather than isolated changes on disconnected variables. This multivariate finding suggests that enhanced motivation functioned as mechanism facilitating cognitive achievement gains. When students became more intrinsically motivated through humanistic relationship building and active engagement, they simultaneously demonstrated increased cognitive performance, suggesting motivational enhancement mediated learning outcome improvement. This pattern aligns with educational psychology research demonstrating that motivation and achievement are bidirectionally influenced—motivation facilitates achievement, while achievement experiences subsequently reinforce motivation.[13]

Implementation observations revealed that the humanistic approach fundamentally transformed classroom social dynamics. Teachers adopting this pedagogy deliberately cultivated psychological safety through empathetic communication, consistent recognition of

[11] Pada Mata et al., "Pengaruh Metode Active Learning Terhadap Motivasi Belajar Siswa," *Jurnal Ilmiah Wahana Pendidikan, Desember* 2024, no. 24 (2024): 682–90.
[12] Lyn Lim et al., "Effects of Real-Time Analytics-Based Personalized Scaffolds on Students' Self-Regulated Learning," *Computers in Human Behavior* 139, no. March 2022 (2023), https://doi.org/10.1016/j.chb.2022.107547.
[13] Tuong Van Vu et al., "Academic Motivation–Achievement Cycle and the Behavioural Pathways: A Short-Timeframe Experiment with Manipulated Perceived Achievement," *British Journal of Educational Psychology* 95, no. 2 (2025): 683–722, https://doi.org/10.1111/bjep.12731.

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individual worth, and genuine interest in student perspectives and experiences.[14] Students responded by increasing participation confidence, expressing ideas more authentically, and engaging collaboratively without fear of judgment. The active learning strategies provided structured channels for this enhanced engagement—Card Sort activities required systematic peer interaction and negotiation, while Circle Sharing created intimate communication spaces promoting authentic voice expression. When combined, active methodology and humanistic relationship orientation created learning environments where students felt simultaneously cognitively challenged and emotionally supported.

The research findings extend existing literature in several important directions. While prior studies examined active learning effects and humanistic pedagogical approaches separately, this investigation documents that integration of these approaches produces synergistic effects exceeding what either strategy achieves independently. Active learning without humanistic accompaniment may generate surface engagement without emotional safety necessary for deep learning and values internalization. Conversely, humanistic approaches lacking active engagement might create warm emotional climates without sufficient cognitive challenge. The integration documented in this research appears to optimize both affective support and cognitive stimulation.[15]

Regarding Islamic religious education specifically, the findings substantiate that contemporary pedagogical innovation can honor traditional educational values emphasizing character development and spiritual growth while simultaneously enhancing cognitive achievement. Islamic education's holistic vision encompasses intellectual development, moral character formation, and spiritual growth—goals requiring methodologies addressing all three dimensions simultaneously. The active learning humanistic approach achieved this multidimensional alignment through systematically engaging students cognitively (through active problem-solving and discussion), affectively (through empathetic relationship and psychological safety), and spiritually (through reflection connecting principles to lived experience and personal commitment formation). This holistic engagement may explain why motivation and achievement improvements exceeded what conventional approaches typically produce.

Comparison with existing research reveals alignment between current findings and prior investigations. Amirullah documented that active learning significantly increases student enthusiasm and curiosity, directly paralleling the substantial motivation improvements observed in this research. Hidayat and Ramadhani found that active learning notably improves critical thinking and academic achievement, consistent with the learning outcome gains demonstrated here. Sari emphasized that humanistic approaches in Islamic education develop positive attitudes and motivation through emotional respect and subjective recognition—dynamics directly reflected in implementation observations and quantitative motivation

[14] Tyralynn Frazier and Sebrina L. Doyle Fosco, "Nurturing Positive Mental Health and Wellbeing in Educational Settings – the PRICES Model," *Frontiers in Public Health* 11, no. January (2023), https://doi.org/10.3389/fpubh.2023.1287532.
[15] Miao Luo and Shuang Liang, "Resistance or Resilience? University Music Teachers' Active Learning Intention in Response to the Emergence of Artificial Intelligence," *Acta Psychologica* 261, no. September (2025): 105775, https://doi.org/10.1016/j.actpsy.2025.105775.

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improvements. The convergence of these prior findings with current results suggests robust, replicable patterns rather than context-specific anomalies.

Several mechanisms appear to explain intervention effectiveness. First, active engagement through Card Sort and Circle Sharing methodologies facilitated concrete interaction with learning content, enabling students to construct mental models through direct experience rather than passive reception. Second, humanistic relationship-building through empathetic communication and recognition of individual potential created psychological conditions where students felt safe expressing authentic perspectives and attempting challenging cognitive work. Third, structured reflection phases enabled students to consciously connect abstract Islamic principles to personal experience, promoting deeper encoding and values internalization. Fourth, small-group collaboration fostered peer support and reduced social anxiety associated with traditional whole-class performance demands. Fifth, the explicit value commitment phase promoted self-determined motivation by encouraging students to autonomously establish personally meaningful learning goals aligned with Islamic principles.

The research carries important practical implications for educators. First, systematic training in both active learning methodology and humanistic relationship practices appears essential for authentic implementation. Teachers require support developing facilitation skills, managing group dynamics, creating psychologically safe environments, and recognizing individual student needs. Second, structural school support including adequate time allocation, resource provision, and administrative encouragement substantially influences implementation success. Third, implementation requires reconceptualizing teacher role from knowledge transmitter to learning facilitator and relationship builder, a transformation requiring both skill development and identity shift. Fourth, ongoing professional development and peer collaboration should support teachers navigating implementation challenges and sustaining innovative practices.

Limitations merit acknowledgment. The research was conducted in a single institutional context with limited sample size, constraining generalizability to diverse educational settings and populations. Longer intervention periods and multiple measurement occasions would clarify whether motivation and achievement gains sustain over extended timeframes. Investigation of potential moderating variables (student demographics, prior achievement, personality factors) might illuminate for whom this approach produces greatest benefits. However, despite these limitations, the statistically significant findings across two dependent variables, with coherent implementation documentation and theoretical consistency with established educational principles, provide robust evidence supporting the central hypothesis that active learning with humanistic approach significantly enhances both motivation and achievement in Islamic religious education contexts.

Conclusion

This research provides robust empirical evidence demonstrating that active learning strategies systematically integrated with humanistic pedagogical principles produce significant simultaneous improvements in both student learning motivation and cognitive achievement in Islamic Religious Education contexts. Through rigorous experimental design with random

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assignment, valid and reliable measurement instruments, and comprehensive statistical analysis including both univariate and multivariate procedures, the investigation conclusively establishes that the pedagogical intervention—operationalized through Card Sort and Circle Sharing methodologies within a six-step humanistic framework—generated substantial between-group differences favoring experimental participants. The exceptionally large motivation effect (mean difference = 16.667 points, explaining 51.8% of variance) and significant learning outcome improvement (mean difference = 6.818 points, explaining 10.1% of variance) collectively demonstrate intervention effectiveness across affective and cognitive domains. The multivariate findings confirming simultaneous improvements across both dimensions suggest that enhanced motivation functioned as mechanism facilitating cognitive achievement, with the synergistic integration of active engagement and emotional support creating learning environments optimally conducive to comprehensive student development.

Implementation observations corroborated quantitative findings, documenting transformed classroom dynamics characterized by increased student participation confidence, authentic peer collaboration, and meaningful values engagement. These findings substantially extend existing educational research by documenting that active learning and humanistic approaches, while individually beneficial, achieve synergistic effects when systematically integrated, particularly within religious education contexts requiring simultaneous intellectual development, moral character formation, and spiritual growth. The research substantiates urgent recommendations for teacher professional development in both active learning facilitation and humanistic relationship-building, institutional support for implementation infrastructure, and broader educational policy reorientation toward pedagogical practices honoring students' humanity while promoting meaningful learning. Future research should investigate implementation across diverse contexts, examine long-term sustainability of gains, explore moderating variables influencing differential responsiveness, and document mechanisms through which humanistic support facilitates active learning effectiveness, thereby advancing comprehensive understanding of optimal pedagogical approaches for Islamic education and potentially other subject domains emphasizing values-based holistic development.

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