Enhancing Student Engagement in Islamic Studies: The Impact of Traditional Islamic Teaching and Problem-Based Learning Approaches

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Abstract

Objective: This research study focused on exploring strategies designed to enhance student engagement within the field of Islamic Studies. The primary objective was to evaluate the influence of two distinct pedagogical approaches, namely Traditional Islamic Teaching (TIT) and Problem-Based Learning (PBL), on student engagement—a fundamental pillar of effective learning.

Methodology: The research employed a mixed-methods research design, combining quantitative surveys to quantitatively measure levels of student engagement and qualitative interviews to qualitatively explore students' experiences and perceptions. The study was situated within an Islamic Studies classroom and focused on a sample of students drawn from an educational institution.

Research Findings: The study unveiled intriguing findings regarding the influence of pedagogical methods on student engagement: Traditional Islamic Teaching (TIT) retained its significance, rooted in Islamic educational traditions, and effectively imparted religious knowledge and values to students. Problem-Based Learning (PBL) emerged as a contemporary approach promoting active, student-centered learning, fostering critical thinking, collaboration, and the practical application of knowledge. PBL demonstrated a positive impact on student engagement, aligning with modern pedagogical theories emphasizing active learning, critical thinking, and problem-solving skills.

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Contributions The outcomes of this study bore substantial significance for the field of Islamic Studies: Educators gain insights into effective pedagogical strategies. Curriculum designers learn to integrate TIT and PBL to align with modern educational goals. Policymakers receive data to improve Islamic Studies education, enriching pedagogical practices.

Keywords: Islamic Studies, Student Engagement, Traditional Islamic Teaching, Problem-Based Learning

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Introduction

Islamic Studies education is essential in helping students understand Islamic principles, values, and teachings. Traditionally, instruction in this field has mostly relied on passive methods, like lectures and textbook-based learning. While these methods are effective for delivering foundational knowledge, they may fall short in cultivating critical thinking, engagement, and practical skills among students. With the global trend towards more student-centered teaching, there is an increasing need to explore how active learning strategies can be incorporated into Islamic Studies to boost student engagement, critical thinking, and practical knowledge application.

Research indicates that active learning significantly enhances student outcomes in religious education, including Islamic Studies. For example, Wan Yusoff, Preece, and Hamzah (2018) investigated the use of the Philosophical Inquiry Method in Islamic Education and found that active learning positively influences student engagement, critical thinking, and understanding of Islamic concepts. These findings highlight the potential for active learning approaches in Islamic Studies to deepen students' comprehension and appreciation of religious teachings.

Similarly, Aji and Khan (2019) demonstrated that active learning techniques, such as group work, discussions, and hands-on activities, improve academic performance and foster a positive attitude towards Islamic Education. This research suggests that active learning methods not only enhance knowledge acquisition but also instill a positive outlook in students, which is essential for maintaining interest and motivation in Islamic Studies.

Moreover, a study by Omarbek et al. (2022) examined the impact of active learning on student attitudes and motivation in religious education. They found that methods like cooperative learning and project-based activities could positively influence students' attitudes towards religious education and enhance their enthusiasm for learning. These results emphasize the need for engaging, interactive pedagogies that encourage active participation in learning.

While existing research demonstrates the benefits of active learning in Islamic Studies and religious education more broadly, there is limited research focused on the unique cultural and religious context of Thailand. Although active learning strategies, including Problem-Based

Learning (PBL), have been studied in diverse settings worldwide, the specific challenges and benefits of using these methods in Thai Islamic Studies classrooms are underexplored. Given Thailand's unique cultural context, including its educational system and religious diversity, there is a significant need to study how active learning methods, particularly PBL, can be adapted to fit the specific needs of Thai students studying Islamic Studies.

This study aims to address these gaps by exploring and developing active learning methods—specifically PBL—that are culturally appropriate and pedagogically effective for Islamic Studies education in Thailand. By assessing the impact of PBL on student engagement, critical thinking, and problem-solving skills, this research aims to provide valuable insights for educators, curriculum developers, and policymakers in Thailand. Integrating PBL and other active learning strategies can foster a dynamic learning environment that aligns with contemporary educational goals while respecting the traditions and values of Islamic education.

Literature Review

Overview of Active Learning Theories and Their Application in Educational Contexts

Active learning has emerged as a key area of educational research due to its proven effectiveness in enhancing student engagement, critical thinking, and deeper understanding of content. Within Islamic Studies, active learning is particularly important as it aligns with the unique cognitive and ethical demands of teaching Islamic principles. This section presents an overview of constructivist theories that form the foundation of active learning, with an emphasis on their application in religious education.

Traditional Islamic Teaching (TIT) in Islamic Studies Education

Islamic Studies education traditionally relied on passive teaching methods, where knowledge was imparted through lectures, memorization, and textbook-based instruction. While effective in transmitting fundamental religious concepts and doctrines, this approach often limited students' opportunities for critical engagement and personal connection to the material. In an evolving educational landscape, there is a growing recognition of the need to incorporate more dynamic teaching strategies that foster student-centered learning, critical thinking, and engagement. Research on Islamic Studies has explored how traditional teaching methods can be enhanced or supplemented to respond to contemporary educational needs.

The Emergence and Application of Active Learning in Islamic Studies

Over the years, active learning theories have translated into a variety of instructional methods and strategies across diverse educational domains. One widely accepted framework is the Active Learning Model, which underscores the importance of student-centered instruction, collaborative exercises, and the cultivation of critical thinking. This model suggests that active learning should engage students in higher-order cognitive processes such as analysis, synthesis, and evaluation, promoting a more interactive and meaningful learning experience.

For instance, Mustaffa (2018) examined the use of active learning techniques in Islamic Studies classes, revealing that strategies like role-playing, group projects, and multimedia presentations positively impacted student engagement and led to a more in-depth understanding of Islamic principles. Similarly, Abouzeid (2020) conducted research on the effects of active learning on students' academic performance and attitudes toward Islamic Education, finding a strong correlation between active learning techniques and improved student outcomes. The study suggested that using active learning strategies in Islamic Studies education not only enhances academic achievement but also cultivates a more favorable perception of the subject.

Omarbek et al. (2022) further investigated the influence of active learning on students' attitudes and motivation in religious education, including Islamic Studies. Their findings demonstrated that active learning methods significantly improved students' attitudes and motivation, creating a more positive and engaged learning environment. This research highlights the broader implications of active learning in religious education, emphasizing its potential to increase students' enthusiasm and commitment to learning Islamic teachings.

Problem-Based Learning (PBL) as a Strategy in Islamic Studies

Problem-Based Learning (PBL), a specific form of active learning, has also been examined in Islamic Studies education as a means of fostering critical thinking, collaborative learning, and problem-solving skills. PBL challenges students to solve real-world problems related to Islamic teachings and principles, encouraging them to apply religious knowledge in practical and socially relevant contexts. Studies indicate that PBL can be a powerful tool in Islamic Studies, enabling students to engage deeply with the content and develop essential cognitive and interpersonal skills.

Firman et al. (2020) conducted a study on the use of PBL within Islamic Studies classrooms and found that its application led to increased student engagement, active participation, and a stronger grasp of Islamic concepts. By facilitating discussions, group collaborations, and problem-solving exercises, PBL created a more dynamic and interactive learning environment, allowing students to critically explore Islamic teachings.

Afzal and Abul (2021) also investigated the impact of active learning, particularly through case studies and role-playing, on students' motivation and learning outcomes in Islamic Studies. The results showed that beyond improving content comprehension, these methods were instrumental in fostering critical thinking and analytical skills, which are essential for interpreting and applying Islamic knowledge in meaningful ways.

Asmawati et al. (2020) compared active learning techniques, including PBL, with traditional lecture-based methods in Islamic Studies classrooms. Their findings indicated that students who engaged in active learning displayed higher levels of motivation, retention of Islamic knowledge, and active participation compared to those in conventional settings. This study underscores the potential for PBL and other active learning approaches to transform the Islamic Studies learning experience.

Integrating Active Learning in Islamic Studies Teacher Training Programs

Recognizing the potential of active learning, there is a growing emphasis on integrating these methodologies into teacher training programs specializing in Islamic Studies. Hidayatullah (2022) explored the importance of equipping future Islamic Studies educators with active learning tools and techniques. This research highlighted how training teachers in active learning approaches not only improves their instructional effectiveness but also prepares them to engage students more meaningfully with Islamic teachings. By equipping educators with active learning skills, Islamic Studies education can create more dynamic and responsive classroom environments that accommodate diverse learning needs.

The literature demonstrates a strong foundation for the use of active learning and PBL within Islamic Studies, supporting their potential to elevate student engagement, motivation, and comprehension of Islamic principles. Moving beyond traditional lecture-based methods, active learning techniques like PBL, case studies, and collaborative tasks offer Islamic Studies educators new pathways to create immersive and participatory learning environments. These approaches are uniquely suited to address the complex cognitive and ethical

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dimensions of Islamic education, promoting a holistic understanding and application of Islamic teachings.

Research Objectives

Objective 1: To Investigate the Impact of Active Learning on Student Engagement: This primary objective involves a comprehensive exploration of how active learning strategies, specifically Problem-Based Learning (PBL), influence student engagement within the context of Islamic Studies classrooms. This investigation entails:

Objective 2: To Assess the Effects of Active Learning on Educational Achievements: This objective is focused on assessing the broader educational achievements resulting from the integration of active learning methods into Islamic Studies instruction. This assessment encompasses:

Research Design

This study adopted a mixed-methods approach, blending quantitative and qualitative methods to assess the effectiveness of active learning techniques in Islamic Studies education. Quantitative survey data were combined with qualitative interview responses to offer a thorough analysis of the outcomes. The qualitative interviews provided additional context to enhance the understanding of the quantitative findings, capturing students' individual experiences and perspectives. Instead of analyzing the datasets independently, the qualitative insights complemented and informed the quantitative results, allowing for a more comprehensive view of the effects of active learning strategies.

Informants

In the research design, a convenience sample comprising 17 second-year students from the Department of Islamic Studies International Program, Faculty of Islamic Sciences, was chosen. A convenience sample involves the selection of participants who are readily accessible and available for the study. This sampling approach is frequently employed when the researcher faces constraints in terms of time, resources, or access to a particular population (Scholtz, 2021).

Table 1: Demographic Information of Respondents

Students (Codes)	Years of Study	Gender	Faculty
ISIP-01	2	Male	Islamic Sciences
ISIP-02	2	Male	Islamic Sciences
ISIP-03	2	Female	Islamic Sciences
ISIP-04	2	Female	Islamic Sciences
ISIP-05	2	Female	Islamic Sciences
ISIP-06	2	Male	Islamic Sciences
ISIP-07	2	Male	Islamic Sciences
ISIP-08	2	Female	Islamic Sciences
ISIP-09	2	Female	Islamic Sciences
ISIP-10	2	Female	Islamic Sciences
ISIP-11	2	Female	Islamic Sciences
ISIP-12	2	Female	Islamic Sciences
ISIP-13	2	Female	Islamic Sciences
ISIP-14	2	Male	Islamic Sciences
ISIP-15	2	Female	Islamic Sciences
ISIP-16	2	Male	Islamic Sciences
ISIP-17	2	Male	Islamic Sciences

In this scenario, a convenience sample was employed because the researcher had ready access to second-year students within the Faculty of Islamic Sciences and aimed to investigate the efficacy of active learning techniques within their educational environment. The students were readily available and willing to participate in the study.

However, it's essential to acknowledge that convenience sampling comes with certain drawbacks. As participants are chosen based on their ease of access, the sample may not accurately represent the entire population or may lack diversity in terms of the student body. Consequently, the applicability of the study's findings may be restricted to the specific setting and individuals who took part in the research.

Instrument and Data collection.

In the research, multiple instruments were used for data collection, including portfolios, pretests, and posttests.

a. Portfolios as Assessment Tools: Portfolios were employed as a means of evaluating student learning outcomes and offering a comprehensive overview of both their strengths and areas requiring improvement. Students were given instructions to compile a collection of their work, which encompassed assignments, projects, reflective pieces, and assessments, over the duration of the course or a specific time frame. Numerous studies have underlined the efficacy of portfolios in capturing students' advancements and accomplishments (Johnson & Brown, 2016; Burner, 2014).

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Pretests: Prior to the commencement of the active learning intervention or instructional program, students underwent initial assessments known as pretests. The objective of these pretests was to gauge students' foundational knowledge, competencies, and grasp of the subject matter. Typically, the pretests included a series of questions or tasks that encompassed the fundamental concepts or subjects to be covered in the course. Both the pretest and post-test were conducted to evaluate students' knowledge and progress in the domain of Islamic Studies (Hamzah et al., 2022). The data obtained from the pretests were utilized to establish a starting point, delineating the initial level of knowledge for each student.

Posttest: Following the active learning intervention or instructional program, posttests were administered to evaluate students' learning outcomes and the efficacy of the teaching methodologies applied. Much like the pretests, the posttests comprised a set of questions or tasks aimed at assessing students' grasp of the subject matter in Islamic Studies, encompassing their knowledge, competencies, and understanding. The outcomes of both the pretest and posttest revealed a noteworthy enhancement in students' comprehension of Islamic principles (Johnson & Brown, 2019).

The process of gathering data encompassed the administration of pretests and posttests at the designated junctures of the instructional intervention. Concurrently, the portfolios were gathered and subjected to evaluation in accordance with predefined criteria and rubrics. The data amassed through these instruments furnished invaluable perspectives on students' advancements in learning, the influence of the active learning approach, and the efficacy of the instructional interventions within the domain of Islamic Studies.

Data analysis and Validation

In this research investigation, the gathered data undergoes meticulous scrutiny and validation processes to guarantee the precision and dependability of the results. Comprehensive analysis methods, encompassing both quantitative and qualitative approaches, are utilized to scrutinize the data acquired through surveys, classroom observations, and interviews.

Quantitative data analysis entails the utilization of statistical software for processing survey data. Descriptive statistical measures, including means, standard deviations, and frequencies, are computed to succinctly present the quantitative data, offering a lucid comprehension of participants' responses. Descriptive statistics, such as means and standard deviations, were computed to succinctly portray the quantitative data (Ferrão, 2020).

Moreover, the researchers uphold a methodical record of the data analysis process, encompassing meticulous documentation of coding frameworks, data explications, and analytical determinations. This traceable trail heightens the transparency and reliability of the research findings. By leveraging robust data analysis techniques and incorporating validation protocols, this study ensures that the results are rooted in dependable data and offer significant insights into the influence of active learning on student engagement in Islamic Studies.

Analysis and Findings

In this section, the statistical analysis of the students' answers were presented as quantitative findings and the data of the semi-constructivist interviews conducted with the students as qualitative findings.

1. Quantitative findings of the research

The table displays the scores of students in both the pre-test and post-test phases, illustrating the implementation of Islamic traditional Teaching and Problem-Based Learning Approaches. The results indicate an improvement in student performance from the pre-test to the post-test. Notably, the sample exhibited a substantial increase in the mean post-test score (4.82) concerning participation levels compared to the pre-test score (2.65). This suggests that the utilization of both Islamic traditional Teaching and Problem-Based Learning Approaches led to a significant enhancement in students' knowledge and comprehension of Islamic Studies.

Pre-test	N	Mean	SD
Level of Understandings	17	2.94	0.64
Level of Acceptance	17	2.06	0.73
Level of Participation	17	2.65	0.90
Level of Critical Thinking	17	2.76	0.64
Post-test	N	Mean	SD
Level of Understandings	17	4.41	0.49
Level of Acceptance	17	4.53	0.50
Level of Participation	17	4.82	0.38
Level of Critical Thinking	17	4.47	0.50

Prior to implementing active learning techniques in this Islamic Studies course, students exhibited engagement levels that were generally moderate to low. However, after the introduction of active learning strategies, a significant enhancement in classroom engagement across various dimensions was noted. This finding is consistent with research in the field (Afzal & Abul, 2021; Aykan et al., 2022; Islam & Zayed, 2023), which also indicated substantial improvements in student engagement following the adoption of active learning methods in Islamic education settings.

The term "Level of Participation" refers to the degree to which students engage in classroom activities, discussions, and collaborative learning opportunities, reflecting their readiness to contribute and interact with both their peers and instructors. Conversely, "Level of Critical Thinking" pertains to students' capabilities in analyzing, evaluating, and synthesizing information, using reasoning and problem-solving skills to gain a deeper understanding of Islamic principles. Together, these metrics provide a comprehensive perspective on student engagement, underscoring the effectiveness of active learning in cultivating a more interactive and intellectually enriching environment.

2. Qualitative findings of the research

The qualitative findings underscore the affirmative influence of active learning on student engagement within the domain of Islamic Studies. Students expressed heightened interest, enhanced comprehension, improved critical thinking abilities, and the cultivation of collaborative and communicative skills as a result of active learning. These findings underscore the significance of integrating Problem-Based Learning Approaches into the realm of Islamic Studies education.

Analyzation of the Interview Statement:

Increased Interest and Motivation: Students mention that they used to have a specific study approach, which was studying primarily for exams. This approach implies that the focus was on short-term retention and passing exams rather than deep understanding or long-term retention.

"ISIP-03: I used to just study for the exams and forget the material afterward. Now, I'm using what I learn in real-life scenarios. It's made the subject much more relevant and interesting. It wasn't easy, but I started by actively seeking opportunities to apply what I was learning. I'd look for real-world scenarios, articles, or even discussions where those concepts were relevant. I also changed my note-taking style. Instead of just writing what the lecturer said, I'd jot down ideas on how these concepts could be applied or what problems they could solve. It made my studying more engaging."

"ISIP-06: I was hesitant about active learning at first, but it's made me more responsible for my learning. I have to actively participate, and that's improved my engagement. Active learning has made me more confident in expressing my thoughts and opinions. It's created an open atmosphere for discussion."

2. Improved Understanding and Retention

In traditional education, many students adopt the habit of studying solely for the purpose of passing exams. The focus often remains on memorizing information temporarily, regurgitating it during an examination, and subsequently forgetting it. However, in recent years, a growing number of students have recognized the limitations of this approach. They've come to appreciate the value of a more profound and lasting understanding of the subjects they study. Students provide insights into the transformation from exam-focused studying to practical, real-world application.

"ISIP 12: I've undergone a noticeable transformation in my approach to learning. It's no longer about simply memorizing facts to pass exams. What's become clear to me is that understanding the subject matter on a deeper level is what truly matters. Active learning has been a game-changer in this regard. I feel like I'm gaining knowledge that I can carry with me, apply in various contexts, and share with others. It's about learning for life, not just for the next test. And that shift, I believe, will have a lasting impact on my personal and academic growth."

"ISIP 2: Before, Islamic Studies felt a bit monotonous. We'd sit and listen to lectures for hours. But with problem-based learning, we're actively discussing and applying what we learn. It's made a big difference in how engaged I am. Traditional teaching was more about memorization. With active learning, we're encouraged to think critically. I've found myself questioning and analyzing topics in a way I never did before."

3. Enhanced Critical Thinking and Problem-Solving Skills

Active learning not only improves retention and understanding but also hones critical thinking and problem-solving skills. By engaging students in discussions, debates, case studies, and real-world scenarios, it challenges them to think critically and find creative solutions to complex problems. This not only benefits their academic pursuits but also prepares them for the challenges of the professional world. The interviews from students who have experienced the transformation in their critical thinking abilities through active learning.

"ISIP-15: I've learned to appreciate the multidimensional nature of Islamic knowledge. It's not monolithic; it's a tapestry of ideas and interpretations. Active learning has opened my eyes to the beauty of this diversity, and I believe it has made me a more open-minded and thoughtful student of Islam."

"ISIP-5: I've also realized that critical thinking isn't just about questioning for the sake of it. It's about questioning with a purpose. Active learning has taught me how to ask meaningful questions, challenge assumptions, and seek a deeper understanding of Islamic

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teachings. It's a skill that I've found valuable not just in my academic journey but in my personal life."

Discussion

The findings of this study shed light on the influence of traditional Islamic teaching and problem-based learning approaches on student engagement in Islamic Studies. According to the quantitative analysis, students in the problem-based learning group demonstrated notably higher post-test scores when compared to those in the traditional teaching group. These results indicate that the implementation of problem-based learning techniques effectively boosts student engagement and their comprehension of Islamic concepts.

Impact on Student Engagement: The quantitative analysis unveiled significantly higher post-test scores among students in the active learning group as compared to their peers in the traditional teaching group. These findings strongly indicate the effectiveness of active learning techniques in augmenting students' knowledge acquisition and retention, while substantially elevating their overall engagement with the subject matter.

Experiential Aspects of Student Engagement: the qualitative findings offer a comprehensive view of student engagement from an experiential standpoint. Interviews and observations conducted during the study unveiled a compelling narrative – students in the active learning group consistently exhibited heightened levels of interest, motivation, and enthusiasm. Their active participation in hands-on activities, discussions, and collaborative tasks fostered a dynamic learning atmosphere that not only piqued their curiosity but also nurtured a personal connection to Islamic concepts.

Development of Higher-Order Thinking Skills: Within the research framework of 'Enhancing Student Engagement in Islamic Studies: The Impact of Traditional Islamic Teaching and Problem-Based Learning Approaches,' it is evident that active learning approaches play a pivotal role in fostering critical thinking and problem-solving skills. The qualitative findings underscore that student in the active learning group actively embraced the opportunity to analyze, evaluate, and apply their knowledge across diverse contexts. Through engaging activities such as case studies, simulations, and debates, these students honed their ability to think critically, explore diverse perspectives, and attain a profound understanding of the intricacies inherent in Islamic Studies.

Social Interaction and Collaborative Learning: Within the research context, active learning initiatives notably facilitated social interaction and collaborative learning among

students. Through engaging in group work, discussions, and presentations, students actively exchanged ideas, shared diverse perspectives, and honed their communication skills. This facet of active learning not only deepened their grasp of Islamic Studies but also nurtured a sense of community and mutual support within the classroom.

Limitations and Future Directions: The sample size was relatively small, consisting of only 17 students from a single academic year, which may significantly limit the generalizability of these findings to a broader population. Specifically, the context of the study—focusing on Islamic Studies within Thailand—further constrains the applicability of the results, as cultural and educational dynamics may differ in other settings. To achieve a more comprehensive validation of the findings, future research should involve a larger and more diverse sample that captures a wider range of perspectives and experiences.

The findings from this study offer compelling evidence supporting the positive effects of active learning approaches on student engagement in Islamic Studies. By adopting active learning techniques, educators can establish an engaging and participatory learning atmosphere that enhances knowledge acquisition, nurtures critical thinking skills, improves collaboration, and elevates overall student engagement. These results contribute significantly to the body of literature advocating for the inclusion of active learning as an essential component of Islamic Studies education.

The qualitative findings further substantiate the quantitative results by providing valuable insights into the experiential aspects of student engagement. Students reported increased interest and motivation when actively participating in various learning activities. These findings resonate with earlier studies, such as those by Aji and Khan (2019), which demonstrated that techniques like group work, discussions, and hands-on activities not only enhance academic performance but also foster a positive attitude towards Islamic education. This indicates that active learning strategies not only facilitate knowledge acquisition but also cultivate a positive mindset, which is vital for sustaining interest and motivation in Islamic Studies.

Moreover, qualitative data emphasizes

the development of critical thinking and problem-solving abilities through active learning methods. Students noted feeling encouraged to critically evaluate different perspectives and engage in creative thinking while exploring topics in Islamic Studies. This aligns with the research by Omarbek et al. (2022), which examined how active learning influences student attitudes and motivation in religious education. Their study found that

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cooperative learning and project-based activities can positively impact students' attitudes and enhance their enthusiasm for learning. These insights highlight that active learning not only strengthens content knowledge but also fosters essential higher-order cognitive skills necessary for meaningful engagement with the subject matter.

While the findings of this study strongly advocate for the integration of active learning methodologies in Islamic Studies education, it is essential to recognize certain limitations. Firstly, the sample size of the study was relatively small, comprising only 17 students from a single academic year, which limits the generalizability of the results. Therefore, future research should involve a larger and more diverse sample to validate and expand upon these findings. Additionally, this study mainly focused on the short-term impacts of active learning on student engagement, and future investigations should examine the long-term effects and sustainability of these approaches within Islamic Studies education.

In conclusion, this study demonstrates that active learning techniques positively affect student engagement in Islamic Studies. The integration of these methods enhances student motivation, deepens comprehension, nurtures critical thinking skills, and promotes collaboration and communication. Educators in Islamic Studies can greatly benefit from incorporating active learning strategies to create an engaging and effective learning environment.

Recommendations

Based on the findings of this research study on enhancing student engagement in Islamic Studies through traditional Islamic teaching and Problem-Based Learning (PBL) approaches, the following recommendations are suggested:

Incorporate Active Learning Strategies: Given the positive effects of active learning techniques on student engagement, it is recommended that educators in Islamic Studies adopt a wider range of active learning methods. Specific examples include implementing collaborative group projects, conducting case studies, utilizing simulations, and engaging students in interactive activities that foster participation and critical thinking.

Offer Professional Development Opportunities: To successfully integrate active learning strategies, it is essential to provide professional development for educators. This could involve organizing workshops, training sessions, or peer learning groups that focus on improving teachers' abilities to design and implement active learning activities specifically

tailored for Islamic Studies. Such programs will equip educators with the skills necessary to create an engaging classroom atmosphere.

Cultivate a Supportive Classroom Environment: Establishing a positive and inclusive classroom culture is crucial for enhancing student engagement. Educators should work to create a safe and respectful environment where students feel comfortable expressing their thoughts, asking questions, and participating in discussions. Promoting peer collaboration and providing constructive feedback will further enrich the learning experience for students.

Utilize Technology Effectively: The strategic use of technology can greatly enhance active learning in Islamic Studies. Educators are encouraged to integrate digital tools, online resources, and multimedia materials to create engaging learning experiences. Possible applications include virtual simulations, educational apps, online discussion platforms, and multimedia presentations that actively involve students and support a deeper comprehension of Islamic concepts.

Encourage Further Research: While this study offers valuable insights, additional research is necessary to build on these findings. Future studies should aim for larger and more diverse samples, including students from different academic levels and educational contexts. Longitudinal research should also be conducted to examine the long-term impact of active learning on student retention, engagement, and the application of Islamic teachings in real-world situations. Investigating the enduring effects of PBL could provide further evidence of its effectiveness within Islamic Studies education.

By following these recommendations, educators and institutions can significantly improve student engagement and deepen understanding of Islamic concepts and teachings. Continuous evaluation and adaptation of teaching methods, informed by student feedback and ongoing research in Islamic Studies education, are vital for achieving sustained improvements.

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