

Analysis of Learning Activeness of Class III Elementary School Students

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Abstract

Learning in elementary school must be oriented towards creating active student learning. The aim of this research is to analyze the learning activity of class III-A students at SDN Wanasari 05 Cibitung, Even Semester, 2022-2023 Academic Year. This research uses a descriptive method with a qualitative approach and a case study type. Data collection techniques in this research are observation, interviews, documentation and field notes. The data analysis technique for this research uses the Miles and Hubberman model with 3 stages, namely: data reduction, data display, and conclusion drawing/verification. To test the validity of the data, researchers used a triangulation technique. The results of the research findings show that the active learning of class III-A students at SDN Wanasari 05 Cibitung, Even Semester, 2022-2023 Academic Year has actively participated in the learning provided by forming groups, students actively participated in the learning provided by actively asking questions, but students have not participated actively on the learning provided by discussion. The suggestion of this research is that the role of the class III-A teacher at SDN WANASARI 05 Cibitung is the key to creating active student learning.

Keywords: Learning Activeness, Case Studies, Students

INTRODUCTION

Humans can never be separated from learning activities. Learning is an activity to develop human cognitive abilities by looking for as many facts as possible. Learning is done through a platform called education. Education is guidance provided by adults for the development of children to reach maturity with the aim of making children competent in carrying out their life tasks on their own without the help of others.

Education can be obtained through school. School is an institution for students to receive instruction under the supervision of a teacher. Teachers in the classroom have a very big role in maturing their students. The role of the teacher is not only to provide information, but also to direct and provide learning facilities (directing and facilitating the learning) so that the learning process is more adequate. In learning, teachers must understand the nature of the subject matter they teach as a lesson that can develop students' thinking abilities, and understand various learning models that can stimulate students' ability to learn with careful learning planning by the teacher (Sagala, 2015).

Teachers are the center of innovation and improving the quality of education. In other words, one of the important conditions for providing quality education is having teachers who are qualified, effective, reliable and trustworthy. Student learning outcomes or the quality of student learning outcomes really depend on the teacher's teaching ability in the classroom. Teachers with good teaching skills and good performance will also have an increasingly impact on a good learning process.

Elementary School (SD) teachers occupy a very important position in children's education. Without professional teachers it is impossible to get quality education.

Improving the quality of elementary school teachers as the main pillar of human resource development must be a main concern (Akbar & Prataswi, 2017).

Technically, elementary school education can be interpreted as a process or conscious effort to create a learning atmosphere and learning process so that children (students) actively develop their potential to have basic abilities in intellectual, social, personal and spiritual aspects that are in accordance with their developmental characteristics so that they able to continue their education at Junior High School (SMP) or equivalent.

Active learning is any form of learning that allows students to play an active role in the learning process itself, both in the form of interaction between students and students and teachers in the learning process (Rachmah, 2012). Teachers must create learning in the classroom to provide active learning for students. Student involvement is something important to achieve learning success. Through active involvement, students can learn correctly and effectively, and achieve optimal learning outcomes. Therefore, efforts must always be made to ensure that all students are actively involved in learning so that they can achieve learning goals optimally.

Learning activity can be characterized by participating in carrying out learning tasks, being involved in problem solving, asking friends or teachers, looking for information, having group discussions, assessing one's abilities, practicing solving problems, and applying the information obtained (Fitria, Suryadi, & Nurlaela, 2023).

But making students active in learning is certainly not easy. Based on the results of research findings. Researchers found data that in class III-A SDN Wanasari 05 Cibitung there was no learning that made the students active. Researchers obtained data from 32 class 3A students, only 7 students were able to play an active role in the learning process in class. Even though the class teacher often provides opportunities for students to be active in learning, students do not respond.

Based on these findings, it is known that class III-A students at SDN Wanasari 05 Cibitung show active problems in learning, namely: students are less active in the learning process, students lack concentration during learning, students are bored with learning or you could say because teachers are less creative in in terms of learning media, the teaching method only uses the lecture method where only the teacher speaks and the students listen (the teacher is active while the students are passive), the teacher only gives assignments without wanting to monitor or see the students' process of doing the assignments. This problem is a mistake from students and from the teacher's way of teaching when learning in the classroom.

Even though the learning was in class III-A at SDN Wanasari 05 Cibitung, researchers could see the enthusiasm of teachers and students in following the learning process. The teacher makes a group in each row, after which the teacher gives directions so that each group reads the learning material, where each group reads one paragraph each. And the rest is read together, after the material has been read, the teacher asks a question related to the material that has just been read and it appears that 7 people, both male and female students, can answer it, after that they give the opportunity to students or female students to ask what they did not understand about the material that had just been discussed and as before there was even an increase in one student who was enthusiastic in asking questions.

This is also supported through interviews between researchers and teachers about how teachers can make students active when learning in class, and teachers' responses about providing opportunities for students to further explore their understanding and ask questions about things that students do not yet understand, so that when In the learning process, not only teachers are active, students are also active in their learning.

Active learning can influence student learning outcomes. Because learning outcomes are a process that is regularly designed to obtain information on the extent of effectiveness in the process of learning activities to help students achieve teaching goals optimally (Pamungkas, Kristin, & Anugraheni, 2020). Based on the results of the data that researchers found regarding the learning outcomes of class III-A students at SDN Wanasari

05 Cibitung, it is known that the class averages for each learning content in the Spiritual (K1) Social (K2) Knowledge (K3) Skills (K4) report cards are as follows:

Table 1 Spiritual (K1) Social (K2) Knowledge (K3) Skills (K4) Report Card Scores for Class III-A SDN Wanasari 05 Cibitung Semester 1 Academic Year 2022-2023

Muatan Pelajaran																	
PAI		PPKN		B.INDO		MAT		SBDP		PJOK		B.SUNDA		B.ING		TIK	
P	K	P	K	P	K	P	K	P	K	P	K	P	K	P	K	P	K
75	75	74	74	74	74	73	73	74	74					72	75,	74,	74,
,7	,7	,9	,9	,7	,7	,7	,7	,6	,6	74	74	72,9	,9	78	75,78	906	906
81	81	06	06	81	81	18	18	56	56	,5	,5	375	37	12	125	25	25
25	25	25	25	25	25	75	75	25	25				5	5			

Because if the teacher is active during the teaching process or delivering material, students can be active during the learning process so that it can help achieve the learning goals for the teacher himself or the school. Learning is a learning process that makes students active in learning. In this way, children not only benefit from what their teachers provide, but also participate physically and mentally.

Therefore, after the researchers conducted observations and interviews at the school, the researchers found various kinds of problems and one of them was regarding students' active learning, which is one of the most important things to achieve learning goals. In accordance with the relevant background and research that has been explained in the explanation above, the researcher wants to conduct research with the title "Analysis of Learning Activeness (Case Study of Class III-A Students at SDN Wanasari 05 Cibitung, Even Semester, Academic Year 2022-2023".

RESEARCH METHODS

The general aim of this research is to analyze students' active learning. Specifically, the objectives of this research are as follows: 1) To determine students' active participation in the learning provided by forming groups, 2) To determine students' active participation in the learning provided by actively asking questions, 3) To determine students' active participation in the learning provided given by discussion. Research Method uses descriptive methods, case study type. Case study or case research is research on the status of research subjects relating to a specific or typical phase of the whole personality. For this reason, this research aims to determine the learning activeness of class IVA students at SDN Wanasari 05 Cibitung. Data collection techniques in this research are observation, interviews, field notes and documentation. The data analysis technique for this research uses the Miles and Hubberman model with 3 stages, namely: data reduction, data display, and conclusion and verification. To test the validity of the data, the researcher used the triangulation technique.

General Findings

The general findings of this research are in the form of a presentation of the findings that researchers obtained through observation, interviews, field notes and documentation. Starting from the findings of this research, the researcher conducted interviews with several informants, namely: class III-A teachers and class III-A students totaling 32 students consisting of 12 male students and 20 female students. Supporting facilities include tables and chairs as many as the number of students available, classroom lighting, whiteboards, and slogans to encourage and motivate students in class.

In general, class III-A has good infrastructure to support the learning process, only in the class there is still a projector to support learning in the classroom. When the researcher made observations in class III-A, the class teacher, namely Mrs. Astri Nilasari, S.Pd.

currently teaching material on the symbols of the Pancasila State Emblem on the Garuda Bird and the Meaning of the Symbols on the Pancasila State Emblem.

When the researcher made observations in class III-A of SDN Wanasari 05 Cibitung, the learning at that time began with reading prayers, praying for the Prophet, singing the Indonesian Raya song. There were 21 students present today, consisting of 11 men and 10 girls. Today's lesson is about learning theme 8 page 27, before going into the discussion, the teacher forms groups where the first row is group 1, the second row is group 2 and so on.

After the groups are formed, the teacher continues by ordering each group to read the material and each group must read each paragraph together. Once finished and all groups have finished reading, the teacher will continue with the unfinished business. When the reading and listening activities are finished, the teacher continues by asking the students what is included in the material you have read, then there are students who answer "basic dharma", "Garuda", "Pancasila", "patriotism", "knights". ", "decency", "homeland", "promise", and finally "scouting".

Once finished, the teacher continued by ordering them to sing the Garuda Pancasila song together. After finishing, the teacher continues by ordering the students to read Pancasila, after finishing, the teacher asks whether the students know Pancasila and its symbols, and then the teacher mentions the first principle, "belief in the one and only God", what is the symbol? Then the students answered "star", and so on, although there were still some who were confused or liked to say the symbols in Pancasila backwards.

Then it continues with the meaning of each feather in the Garuda bird, after that the teacher gives the students the opportunity to ask questions about what they still don't understand, but before that the teacher interrupts by singing "if you like" with the aim of the students/ Those who have started to lose enthusiasm for learning will become enthusiastic again. After that, the teacher gives the students the opportunity to ask questions. In the meantime, the teacher also invites each group to discuss what they want to ask.

Then the representative from group 3 asked "Is there a relationship between the number of eagle feathers and independence on August 17th?", then after that the teacher asked other students whether there was a relationship between the number of eagle feathers and independence on August 17th, the students answered "there is ", then the teacher explains the question from group 3, "There are a number of hairs on the neck..." but before that the teacher asks if anyone knows the song 17 August by heart? Then there was a female student who answered "Yes ma'am", then the teacher asked the students to sing the song 17 August and the students sang together but there was something wrong at the end of the lyrics, and at the end before giving the opportunity to other students to ask questions, the teacher asks does anyone know about scout pats? Then the students answered "yes ma'am", then the teacher asked the students to practice the scout clap but there was still something a little wrong.

Then the teacher gave the other students the opportunity to ask questions, and there was a representative from group 1, namely someone who wanted to ask "how would my friends behave if they lost the match?", then the teacher asked the other students and gave a illustration so that students can understand the meaning of the question "we were competing between class 3a and class 3b and it turns out we lost, so what will our attitude be when we compete again and we lose?" ", "sportsmanlike", "sad". Then after that the teacher saw that the students' enthusiasm began to decline a little and the teacher took the initiative to make a shout if you are happy, and after that the teacher gave the students assignments and they did them together. And after that, because the time is short, the lesson must end with praying together, after finishing praying the students pray to their teacher.

Special Findings

Students Actively Participate in Learning by Forming Groups

Based on the research results, researchers found research findings related to the active participation of class III-A students at SDN Wanasari 05 Cibitung in learning by actively forming groups. It is known that in the learning process material on the Symbol of the Pancasila State Emblem on the Garuda Bird and the Meaning of the Symbol on the Pancasila State Emblem during the core learning activities the teacher groups students into 4 groups. Based on the results of interviews with class teachers, it is known that the purpose of forming groups during learning is to make it easier for students to understand the learning material. Make students active, and make learning fun.

The following is an excerpt from the researcher's interview with the class III-A teacher:

Researcher: Why did you create groups during the lesson?

Class III-A Teacher: because students like to study together, they are grouped.

Then students can also be active, later if there are students who don't understand they can ask those in their group who understand better.

The students' responses when the teacher created groups during learning were also positive. Class III-A students said that the lessons taught by the teacher became more interesting. The following is an excerpt from the researcher's interview with class III-A students regarding responses to the presence of groups during learning: Researcher: How did you feel about the learning? Student: That's great, sis. Learning will be fun and not boring. Even though groups have been formed, not all students actively participate in answering questions during learning. It is known that during the question and answer session conducted by the class teacher during the learning process, out of 32 students, only 7 students actively answered the questions given by the teacher. Researchers also sought to find out the reasons why only 21.875% of students actively answered questions during the learning process. It is known that it is difficult to get students to answer questions from the teacher, even though groups have been formed.

The following is an excerpt from the researcher's interview with the class III-A teacher:

Researcher: Why were there only 7 students who answered the questions you gave during the lesson?

Class III-A Teacher: Not many students answered. Only the same students answer questions when asked.

Even though I have tried to stimulate it by forming groups so that students actively answer questions, it is difficult. Although not many children are shy.

Based on the research findings, it is known that class III-A students at SDN Wanasari 05 Cibitung in the process of learning the material on the Symbol of the State Symbol of Pancasila on the Garuda Bird and the Meaning of the Symbol on the State Symbol of Pancasila during the core learning activities there was already a group division by the teacher. The aim of forming groups during learning is to make it easier for students to understand the learning material. Make students active, and make learning fun.

Class III-A teachers have been able to create active classes by forming groups. The role of the teacher, namely the class III-A teacher, is very important in creating learning that makes students active. Because teachers also play a role in creating an active and meaningful classroom atmosphere, this depends on how the teacher manages the class. One of the principles of classroom management is the way teachers involve students to participate actively in learning activities. The role of the teacher is to invite students and create a more positive classroom atmosphere even though learning is very important, so that students will be motivated to build knowledge because students are the subject of learning.

Forming groups is an effort to increase student learning activity. Studying in groups is a cooperative learning model which is one of the learning methods that can be relied on to improve students' learning abilities. By studying in groups, students can be taught to exchange ideas and discuss problems and solutions. the importance of group learning, so that children can socialize and work together, especially for activities that require joint

problem solving, such as conducting experiments, discussing, role playing, as well as to encourage shy and timid children to talk (Priyanto & Kock, 2021).

Based on research findings and existing theories, it is known that the role of class III-A teachers at SDN Wanasari 05 Cibitung is the key to creating active student learning. By forming groups of class III-A students at SDN WANASARI 05 Cibitung, active, innovative, creative and fun learning is created for students. Apart from that, students can also help students understand the learning material presented by the teacher in class.

Students Actively Participate in Learning by Actively Asking Questions

Based on the research results, researchers found research findings related to the active participation of class III-A students at SDN WANASARI 05 Cibitung in learning by actively asking questions. In the learning process, it was discovered that the class III-A teacher gave students the opportunity to ask questions to other groups. It was recorded that there were 2 questions that arose when the researcher made observations. Where the 2 questioners are representatives of groups 1 and 3. The following are questions that arise during the learning process in class III-A:

Class III-A Teacher: Please, if the group representative wants to ask a question?

Group Representative 3: Is there a relationship between the number of eagle feathers and independence on August 17?

Students: silent, don't understand the question from group 3

Class III-A Teacher: The number of hairs on the neck is there (while asking students to sing the August 17 song)...

All Students: Sing songs August 17th

Class III-A Teacher: That means the answer is there

Now who wants to ask any more questions?

Group Representative 1: How will my friends react if they lose the match

Class III-A Teacher: So that students can understand the meaning of this question, for example, we are competing between class 3a and class 3b and it turns out we lost, then how will we behave when we compete again and lose?

All students: be patient

do not give up

sporty

Based on these observations, the researcher conducted interviews with class III-A teachers regarding student participation in asking questions about the learning process. The following is an excerpt from the interview:

Researcher: How do you get students to ask questions?

Class III-A Teacher: Actually, being in groups is a way for students to be active.

Then I asked the students to ask other groups.

But it's really difficult.

Maybe they are not PD.

Researcher: How do you get students to participate in asking questions?

Class III-A Teacher: I never misunderstand their questions. If the question is not clear or difficult, I will definitely give the students a clue so they can answer it.

Apart from that, researchers conducted interviews with class III-A students regarding student participation in asking questions about the learning process. The following is an excerpt from the interview:

Researcher: How did you feel when you asked the other group?

Class III-A Student: I'm nervous, Sis, I'm afraid

Researcher: Why didn't you ask the other groups?

Class III-A Students: Afraid of being confused.

Based on the research findings, it is known that in class III-A students at SDN Wanasari 05 Cibitung, in the learning process, there were students who actively asked questions

during the core learning activities during the core learning activities, there were students who actively asked questions during the learning process.

In the learning process, the class III-A teacher has given students the opportunity to ask questions to other groups. However, there were only 2 groups who dared to ask questions to other groups. This is caused by students who tend to be afraid and nervous when asked to ask questions by the teacher.

One form of active student learning is by actively asking questions during the learning process. Asking questions is an individual's thoughts, active questioning can encourage students' ability to think. In the learning process, students' activeness in asking questions is an important thing, because students can immediately find out information that students think they do not understand by asking questions. Students become more understanding in mastering the material provided by the teacher (Rahmayanti, Supriyanton, & Khusniyah, 2022).

But not all students in the class are able to ask questions. Whether you ask the teacher or other students such as class III-A, there is a cause for this. There are eight reasons why students are reluctant to ask questions. 1). students do not understand the slightest thing about what they are studying so they do not know what is being asked; 2). students do not understand what their difficulties are while studying or while following lessons in class; 3). students accept everything they hear from the teacher for granted so they are not used to thinking critically; 4). students never study at home, so they never encounter problems from the information given by the teacher; 5). students already understand what the teacher explains, so there is no need to ask; 6). students are afraid that the questions they will ask will actually embarrass them, because they will be considered stupid; 7). teacher factors that cause students to be reluctant to ask questions, because there are some teachers who often criticize students' questions and do not help improve students' questions; 8). Sometimes in a class there are students who are dominant compared to the others, in the end the other students become insecure about asking questions (Hariyadi, 2014).

But teachers can foster students' questioning skills by holding games. To overcome the problem of active learning so that it is not sustainable, researchers proposed a solution by implementing a cooperative learning model. The cooperative learning model is a learning that invites students to study in groups. Among the many types of cooperative learning models, there is the Teams Games Tournament (TGT) type cooperative learning model. TGT is a learning procedure that gives groups the opportunity to compete with other groups so that students are enthusiastic about learning. Thanks to the games and tournaments that are characteristic of TGT, students are enthusiastic during the learning process because students want to prove that they are smart and be the best (Thatita, Fitriani, & Nuryani, 2019).

Based on the results of research findings and existing theories, class III-A students at SDN Wanasari 05 Cibitung are already able to ask questions during learning. The number of students who asked questions was only 2 students representing their respective groups. The small number of students who ask questions is because students are nervous and embarrassed. Teachers should be able to create learning that stimulates students to dare to ask questions. Namely by implementing the Teams Games Tournament (TGT) learning model. So that students are encouraged to dare to compete by asking questions to other students.

Students Actively Participate in Learning by Discussing

Based on the research results, researchers found research findings related to the active participation of class III-A students at SDN WANASARI 05 Cibitung in learning by actively discussing with groups. In the learning process in class III-A, researchers did not find students discussing in the groups assigned by the teacher.

Because the researchers found that the class teacher only continued by ordering each group to read the material and each group had to read each paragraph together, once finished and all groups had finished reading, the teacher would continue the unfinished

continuation. After that, the teacher asks questions and continues with group representatives who ask questions to other groups.

Based on these findings, researchers conducted interviews with class III-A teachers regarding active participation when discussing with groups. Below is the interview:

Researcher: Why do students not discuss when they are in groups?

Class III-A Teacher: I ask them to just read. Because the discussion will take a long time. Based on the research findings, it is known that in the learning process of class III-A students at SDN WANASARI 05 Cibitung, students were not found discussing the material on the Pancasila State Emblem on the Garuda Bird and the Meaning of the Symbols on the Pancasila State Emblem during the core learning activities in the groups given by the teacher.

In learning that has been designed in groups by class III-A teachers at SDN Wanasari 05 Cibitung, active participation in learning should be created because it is in groups. So it makes it easier for students to discuss, but the teacher only asks students to read as a group. Without any interaction process in it.

Group learning has enormous benefits or advantages in providing opportunities for students to further develop their abilities. This is because in cooperative learning activities, students are required to be active in learning through collaborative activities in groups (Yulia, Juwandani, & Mauliddya, 2020).

Based on the results of research findings and existing theories, class III-A students at SDN Wanasari 05 Cibitung have not had any discussions created in the learning process in class. Because when they are in groups, students are only assigned to read.

3 CONCLUSION

Based on the results of research findings and discussion, it can be concluded that:

First; The role of the class III-A teacher at SDN WANASARI 05 Cibitung is the key to creating active student learning. By forming groups of class III-A students at SDN WANASARI 05 Cibitung, active, innovative, creative and fun learning is created for students. Apart from that, students can also help students understand the learning material presented by the teacher in class.

Second; Class III-A students at SDN WANASARI 05 Cibitung are already able to ask questions during learning. The number of students who asked questions was only 2 students representing their respective groups. The small number of students who ask questions is because students are nervous and embarrassed. Teachers should be able to create learning that stimulates students to dare to ask questions. Namely by implementing the Teams Games Tournament (TGT) learning model. So that students are encouraged to dare to compete by asking questions to other students.

Third; Class III-A students at SDN WANASARI 05 Cibitung have not had any discussions created during the learning process in class. Because when they are in groups, students are only assigned to read.

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