

The Influence of Active Learning By Integrating Religious Moderation Values On PPKn Learning Outcomes By Students

Sukri Badaruddin¹⁾, Mirwan Fikri Muhkam²⁾, Nur Syajida³⁾, Nurmaida⁴⁾

^{1,3,4)} Program Study of Madrasah Ibtidaiyah Teacher Education, Tarbiyah and Teacher Training Department, STAIN Majene Totoli, Kabupaten Majene, 91415

²⁾ Program Study of Constitutional Law, Sharia and Legal Sciences Faculty, IAIN Bone Jl. HOS Cokroaminoto, Kabupaten Bone, 92733

Corresponding Author: Sukri Badaruddin, Email: sukribadaruddin@stainmajene.ac.id

History: Received 21/10/2023 | Revised 30/10/2023 | Accepted 23/05/2024 | Published 30/05/2024

Abstract. Active learning by integrating the values of religious moderation is one of the efforts to improve learning outcomes and instill the values of religious moderation among students. This study aims to determine the influence of active learning by integrating the values of religious moderation on learning outcomes in the Pancasila and Civic Education (PPKn) course by students. This study used a quantitative approach with *expos facto* research design. The study population was the first semester students of the Tarbiyah and Teacher Training Department at STAIN Majene which amounted to 205 students, while the sample number was 20 students. The sampling technique is random sampling technique. Research data were collected through learning outcomes tests and questionnaires. Data analysis using t-test. The results of the study with analysis on statistical tests significant t_{tests} obtained the value of $t_{count} = 4.34$ and $t_{table} = 1.34$ at the significant level of $\alpha = 0.05$, so that it can be concluded that $t_{count} > t_{table}$ then H_0 is rejected and H_a is accepted this shows that there is a significant influence between active learning by integrating the values of religious moderation in PPKn courses into student learning outcomes. Students who participate in active learning with the integration of religious moderation values have better learning outcomes than students who participate in learning without active learning with the integration of religious moderation values.

Keywords: Influence; Active Learning; Integration of Religious Moderation Values; Religious moderation; PPKn Learning Outcomes

INTRODUCTION

Learning Pancasila and Civic Education (PPKn) in higher education is one of the compulsory courses that must be taken by students (Hidayah, 2019). PPKn learning in universities aims to equip students with cognitive, psychomotor and skills needed to become democratic, intelligent, and responsible citizens (Budiutomo, 2013; Purwanti & Gafur, 2013). Based on article 35 paragraph (3) of Law No. 12 of 2012 concerning Higher Education (Kementrian Hukum dan HAM, 2012), the Higher

Education curriculum includes Pancasila, Citizenship, Religion and Indonesian courses.

PPKn courses in universities have a focus on developing the knowledge, skills, and attitudes needed to become democratic, intelligent, and responsible citizens based on Pancasila and the NRI Constitution of 1945 (Widiatmaka, 2021; Winataputra, 2016). Further affirmed by (Kurniawan, 2017; Somantri, 2001) that Civics is an effort to equip students with basic knowledge and abilities that are pleased with the relationship between citizens and the state and preliminary

education to become citizens so that they can be relied upon by the nation and the State (Bahrudin, 2019; Pahlevi, 2017).

Student learning outcomes in Indonesia are currently not optimal. It can be seen that from various surveys and studies that show that there are still many students who have not reached the expected competency standards. One of them is based on the results of the 2021 National Higher Education Quality Mapping Survey, conducted by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2021) showing that student learning outcomes in Indonesia are still not satisfactory. This survey shows that only 39.9% of students have competencies above average, while 60.1% of students have competencies below average. Based on these data, it can be concluded that the learning outcomes of students in Indonesia are still not optimal. This needs to be a serious concern from the government and other education stakeholders to improve the quality of education in Indonesia. Similarly, regarding the learning of Pancasila and Civic Education in Higher Education seems unpleasant and boring for students, this is likely due to the lack of innovation, creation and originality of lecturers in designing methods, models, approaches, classroom management and lecture techniques that can have urgency in the lecture process to be unhappy and boring (Wandiri Rizki Rora et al., 2022).

STAIN Majene is a State Islamic Religious College (PTKIN) that has an important role in instilling the values of religious moderation to students. This is because PTKIN has a mission to produce graduates who have a deep understanding and appreciation of religious values, including the values of religious moderation in learning (Winata et al., 2020).

Based on observations in the PAI and TBI Classes of the Tarbiyah and Teacher Training Department of STAIN Majene for the 2021/2022 academic year, several obstacles faced by PPKn course lecturers were identified, one of which was regarding the cognitive learning outcomes of students who had not reached the target, namely maximum scores. This could happen because the selection of models, strategies, approaches that are implemented is not right in PPKn learning, so that it has an impact on students feeling bored and bored to pay attention. Referring to this, one of the effective efforts to improve student learning outcomes is to use active learning (Mangram et al., 2015) by integrating the values of religious moderation. Active learning is one approach to student-centered learning (Hackathorn et al., 2011; Syaparuddin et al., 2020). In this approach, students are encouraged to play an active role in the learning process, not only as recipients of information, but also as creators of knowledge. Active learning can be applied in PPKn courses in universities (Močinić, 2012). One

example is to use the discussion learning method (Abdulbaki et al., 2018). In this method, students are divided into groups to discuss a particular topic. Through discussion, students can learn to think critically (Kariadi & Suprpto, 2018), analyze information, and communicate with others (Irwan, Hasbi, 2018).

Meanwhile, the integration of religious moderation values in PPKn courses can be done in various ways, such as: (a) Integrating PPKn learning materials with religious moderation values (Nor, 2022; Nur et al., 2021; Patih et al., 2023); (b) Using learning methods that can stimulate students to think critically and openly. For example, learning methods of discussion (Baso & Mardiana, 2017), debate (Doringin, 2021), or case studies; (c) Encourage students to engage in activities that can increase their understanding and appreciation of the values of religious moderation. For example, tolerance (Dewantara & Nurgiansah, 2021; Mahpudz et al., 2021), social service activities, visits to places of worship, or discussions with religious leaders. (Rahmi et al., 2023)

Based on this description, this study conducted an analysis study of the influence of active learning by integrating the values of religious moderation on the learning outcomes of PPKn by students in the Tarbiyah and Teacher Training Department, Majene State Islamic College with the aim of determining the influence of active learning by integrating

religious moderation values so as to determine the extent of active learning by integrating the values of religious moderation in PPKn courses contribute to student understanding and learning outcomes. The results of this analysis can provide an idea of the extent to which active learning with this integration has a positive or negative impact on students' academic understanding and performance.

RESEARCH METHODS

This study uses an associative descriptive research design (Arikunto, 2010), which deals with the relationship between two or more variables that become causal relationships (cause and effect). In this study, X is Active learning by integrating religious moderation values, and Y is the result of PPKn learning.

The population of this study (Suriani & Jailani, 2023) is all students of the Tarbiyah and Teacher Training Department of STAIN Majene, totaling 199 people in semester 1 in the Odd Academic Year 2022/2023. The sampling technique (Susanti, 2019) is a random sampling technique, so the sample can be determined $199 \times 10\% = \frac{205}{100} \times 10 = 19.9$ rounded to 20 people. A total of 20 people were used to obtain data on the influence of active learning by integrating religious moderation on the learning outcomes of PPKn courses from the Islamic Religious Education 1 (PAI.1) class STAIN Majene

To measure the influence of active learning by integrating the values of religious moderation by students must be done comprehensively including cognitive, affective, and psychomotor aspects (Ardiansyah et al., 2023). Active learning measurement must also be carried out on an ongoing basis, which is carried out periodically during the learning process (Agus, 2013). In the research process, using a questionnaire instrument (questionnaire) was given to students (Sugiyono, 2017). This questionnaire is in the form of written questions accompanied by instructions for students of class PAI.1 STAIN Majene to collect the data.

Meanwhile, to measure PPKn learning outcomes is carried out by collecting data that is carried out systematically and objectively to determine the level of achievement of students in mastering learning materials, tests, exams, projects, etc. (Arikunto, 2010). In collecting data is carried out using documentation instruments (Sugiyono, 2017). This documentation is in the form of grades obtained from the learning process for 1 semester.

Descriptive analysis and inferential analysis are performed obtaining data (Stapor, 2020). Descriptive analysis was used to explain the scores of all variables in this study (Stapor, 2020). For inferential analysis, analysis prerequisite tests are used, performed by means of simple linear regression using the

SPSS program. After the prerequisite test is completed, linear data is processed to test the hypothesis (Arikunto, 2010). Hypothesis testing was carried out by correlation coefficient analysis and significant t test at a significant level $\alpha = 0.05$.

DISCUSSION

By using the random sampling technique, STAIN Majene PAI.1 Study Program students who program PPKn courses in the first semester can get an idea of the application of lecturer teaching skills. Data was collected from overall scores along with question choices, where answer 5 indicates a very good grade, answer 4 indicates a good grade, answer 3 indicates a sufficient value, answer 2 indicates a less value, and answer 1 indicates a less value.

Table 1 shows the results of the analysis of the mean score value, standard deviation, variance, and coefficient of variance from active learning by integrating religious moderation values in the PPKn course of PAI Study Program students.

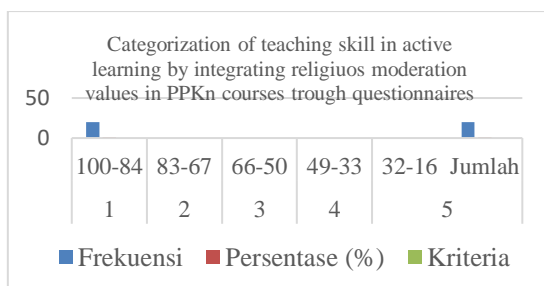
Table.1. Mean score, standard deviation, variance and coefficient of variance of lecturers' teaching skills in implementation active learning by integrating the values of religious moderation and PPKn learning outcomes by PAI Study Program students.1

No	Have	Be	Xi.Fi	xi-x	(Xi-X) ²	Fi(xi-x) ²
1	90	11	990	0,6	0,72	7,92
2	89	2	178	0,1	0,02	0,04
3	88	3	264	-0,4	0,32	0,96
4	87	3	261	-0,9	1,62	4,86
5	83	1	83	-2,9	16,82	16,82
Sum	437	20	1776	-3,5	19,5	30,6

Data source: obtained from questionnaire

Based on Table 1. shows the analysis of the questionnaires that have been given to students, it can be analyzed that students of PAI Study Program.1. STAIN Majene on lecturers' teaching skills in using active learning which by integrating religious moderation values in PPKn courses, they give a maximum score of 90 and a minimum score of 83. The average execution score was 88.8 with a standard deviation of 1.26, resulting in a variance of 1.58. The coefficient of variation of the control class is 4.0%. The categories of lecturer teaching skills in active learning by integrating religious moderation values in PPKn courses can be shown in the table. 2 and diagram 1

Figure 1. Categorization of lecturers' teaching skills in learning active learning by integrating values religious moderation in PPKn courses.



Based on figure 1. Regarding the categorization of lecturer pursuit skills, the results showed that the teaching skills of lecturers needed to carry out active learning by integrating religious moderation values and are very effective, namely (1) Lecturers have the skills to plan active and innovative learning (Istiqomah & Prastowo, 2022; Redhana, 2019). Such lesson planning must be integrated with the values of religious moderation. Learning planning skills that can be done by lecturers by determining clear learning objectives, choosing the right learning methods and techniques, compiling relevant learning materials, this is in line with research conducted by (Chizhik & Chizhik, 2018; Istiqomah & Prastowo, 2022; Widyanto & Wahyuni, 2020) whose research results confirm that the implementation of learning is the implementation of learning planning which means the real application of learning plans that have been made by educators, both teachers and lecturers, with good learning planning will make the implementation of learning run well as well. (2) Lecturers need to have skills to manage learning well. Lecturers must be able to create a conducive learning atmosphere and encourage students to actively participate in learning including creating a conducive learning atmosphere this is in line with research by (Mustika, 2015), encouraging students to actively participate in learning, providing appropriate feedback to students, this is in line with research by (Arianti, 2017)

which states that educators, in this case, teachers and lecturers should try to enliven and motivate students to create a conducive interaction process in the learning process in the classroom. In the active learning process, dialogue occurs, namely interaction between students and students, students with educators or students with other learning resources.

In the PPKn course, active learning (Candra & Retnawati, 2020) by integrating the values of religious moderation can be done by means of group discussions (Rahman et al., 2011), presentations and projects, this is in line with statements (Jones & Bursens, 2015; Ulfah, 2017) which highlights that active learning in teaching can encourage students to actively participate in the learning process resulting in a more enjoyable learning experience and better learning outcomes

Data processed from the description of PPKn learning outcomes of Class PAI.1 STAIN Majene students shows that:

Table. 2. Mean score, standard deviation, variance and coefficient of variance of PPKn learning outcomes by PAI Study Program students.1 by using active learning by integrating religious moderation values

No	Have	Be	Xi.Fi	xi-x	(Xi-X) ²	Fi(xi-x) ²
1	95	4	380	5	25	100
2	90	4	360	0	0	0
3	85	4	340	-5	25	100
4	80	4	320	-10	100	400
5	75	4	300	-5	25	100
Sum	425	20	1700	-15	175	700

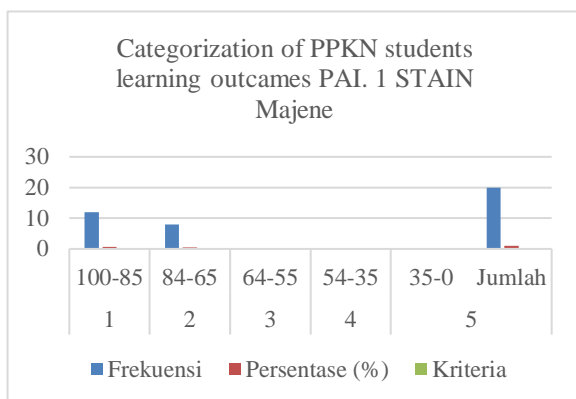
Data source: obtained from Final Value List

Based on Table 2. Shows that Class PAI.1 STAIN Majene students are given active learning treatment by integrating religious moderation values in the PPKn course. Based on the table above, they obtained a maximum score of 95 and a minimum score of 75 for PPKn learning outcomes. The variation was 36.72 with an average score of 85 and a standard deviation of 6.06.

The coefficient of variation can be defined as the ratio between the standard deviation (Livingston, 2004) and the average value, which is represented by a percentage. A lower value of the coefficient of variation indicates that the treatment given is more even. The results showed that the coefficient of variation of the PAI.1 STAIN Majene class was lower by 7.12%.

Results obtained in the category of learning outcomes PPKn. The resulting value interval is based on the values set by the Ministry of National Education in 2012. which is adjusted to the curriculum of Merdeka Belajar Kampus Merdeka in accordance with KKNi

Figure 2. Categorization of learning outcomes by applying learning active learning by integrating values religious moderation in PPKn courses.



Based on figure 2. Regarding the categorization of PPKn learning outcomes for Class PAI.1 students at STAIN Majene by applying active learning by integrating religious moderation values are in the very low category, namely 0, low category, which is 0, medium category, which is 0, and very high category, which is 16, has a percentage of 80%. Based on this data, it can be concluded that the highest value of PPKn learning outcomes for Class PAI.1 students is in the very high category, which is around 16 students.

Student learning outcomes can be influenced by various factors, and one of the significant factors is the learning methods and models used in line with research conducted by (Rahayu, Krida Puji, 2020) states that teacher learning methods directly have a positive and significant effect on student learning achievement. The more diverse the teacher's learning style, the stronger the student's desire to learn (Yunita, 2013). This is also in line with research conducted by (Hasbullah & Rahmawati, 2015), which found that there is

an influence of hypnoteaching methods on students' motivation to learn English. In addition, there are research results in line with research conducted by (Daulae, 2016), which found that the correlation coefficient between the variables of lecturer teaching methods and the achievements of Hadith courses is positive. A learning model is a method or approach used to teach and facilitate the learning process (Khoerunnisa & Aqwal, 2020), as well as PPKn learning outcomes in PAI students.1 who use active learning by integrating religious moderation values that can affect learning outcomes

The type of statistics to be used in research is decided through a preloaded research test (Stapor, 2020). In this study, before testing the hypothesis, measurements of data linearity were performed using IBM Statistic 20.

Interpretation, F value = 19.090 with sig = 0.00 on ANOVA, and $p < 0.05$, so regression can be used to predict PPKn learning outcomes with active learning by integrating religious moderation values in PAI Class.1 STAIN Majene

On the coefficient: (a) The value constant B 192.4939 indicates that student learning outcomes will be achieved if active learning by integrating religious moderation values is ignored; (b) The B value of active learning by integrating the values of religious moderation 2,859 shows that if active learning by integrating the values of religious

moderation is applied when teaching, student learning outcomes will increase; (c) Regression equations can be created based on constant B grades and active learning teaching skills by integrating religious moderation values

The value of t in active learning by integrating religious moderation values is 2.979 in free degrees (db), $= N - 20 = 20 - 2 = 18$, the F value of the table at a significant level of 5% is 4.38 because the F of the calculated table is greater than t table, it was decided that the regression coefficient has a significant influence, or the application of active learning by integrating religious moderation values affects learning outcomes significantly.

For active learning by integrating the values of religious moderation, the value of t is 2.979 in free degrees (db), $= N - 20 = 20 - 2 = 18$. The F value of the table at the significant level of 5% is 4.38, because the F value of the calculated table is greater than the t of the table. Therefore, it was decided that the regression coefficient has a significant influence on learning outcomes.

The regression coefficient is significant, with probability $= 0.008$ or $p < 0.05$. This suggests that the regression coefficient serves as the basis for significant decision-making, since p and t have similar uses.

This means that the analysis of the effect of active learning by integrating religious moderation values on the learning outcomes of PPKn PAI.1 students uses a type of parametric

statistics (Dahri, 2016) because the research data between active learning and integrating religious moderation values and learning outcomes are linearly distributed.

To test hypotheses by inferential statistical analysis, SPSS is used to derive results from correlation coefficient formulas. Therefore, the correlation number (r_{xy}) is 0.717, which shows that there is a strong relationship between the level of active learning and integrating religious moderation values and PPKn learning outcomes of Class PAI students. In other words, the better the application of active learning in the classroom, the better the learning outcomes of PPKn by Class PAI students.1.

The calculation results show that the t_{count} value $= 4.34$ and the t_{table} value $= 1.34$ at a significant level $\alpha = 0.05$. Therefore, H_0 is rejected and H_a is accepted. Therefore, it can be said that PPKn learning outcomes are significantly influenced by active learning by integrating the values of religious moderation.

CONCLUSION

Based on research on the influence of active learning by integrating religious moderation values and PPKn learning outcomes by PAI-1 students, it was found that there was a significant influence between active learning and integrating religious moderation values and student PPKn learning outcomes. From the calculation, obtained the value of $t_{\text{count}} = 4.34$ and the value of $t_{\text{table}} =$

1.34 at a significant level of $\alpha = 0.05$, so it is concluded that $t_{count} > t_{table}$ then H_0 is rejected and H_a is accepted. Thus, it can be said that learning outcomes with active learning integrate religious moderation values in the PPKn class of PAI students.1 STAIN Majene has a significant correlation with each other

ACKNOWLEDGMENTS

The author would like to thank Prof. Dr. Wasilah, ST., MT. as the Head of STAIN Majene, Dr. Hamzah Fathani, M.Pd., as the Head of the Tarbiyah and Teacher Training Department of STAIN Majene, Darwis, S.Si., M.Si, as the Head of the PAI Study Program of the Tarbiyah and Teacher Training Department of STAIN Majene who has given permission to carry out research at STAIN Majene.

REFERENCES

- [1]. Abdulbaki, K., Suhaimi, M., Alsaqqaf, A., & Jawad, W. (2018). The use of the discussion method at university: Enhancement of teaching and learning. *International Journal of Higher Education*, 7(6), 118–128. <https://doi.org/10.5430/ijhe.v7n6p118>
- [2]. Agus, C. (2013). *Panduan Aplikasi Teori Belajar*. PT. Diva Press.
- [3]. Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *Jurnal IHSAN: Jurnal Pendidikan Islam*, 1(2), 1–9. <https://doi.org/10.61104/ihsan.v1i2.57>
- [4]. Arianti, A. (2017). Urgensi Lingkungan Belajar Yang Kondusif Dalam Mendorong Siswa Belajar Aktif. *Didaktika Jurnal Kependidikan*, 11(1), 41–62. <https://doi.org/10.30863/didaktika.v11i1.161>
- [5]. Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik* (Revisi 10). Rineka Cipta.
- [6]. Bahrudin, F. A. (2019). Implementasi Kompetensi Mata Kuliah Pendidikan Kewarganegaraan di Perguruan Tinggi dalam Menghadapi Tantangan Globalisasi. *Pro Patria: Jurnal Pendidikan, Kewarganegaraan, Hukum, Sosial, Dan Politik*, 2(2), 184–200. <https://doi.org/10.47080/propatria.v2i2.593>
- [7]. Baso, A., & Mardiana. (2017). Meningkatkan Hasil Belajar Murid Melalui Metode Diskusi pada Mata Pelajaran Pendidikan Kewarganegaraan Tentang Menghargai dan Menaati Keputusan Bersama Kelas V Sekolah Dasar Negeri 221 Bulu Dua Kabupaten Soppeng. *Etika Demokrasi Pendidikan Pancasila*, II(1), 1–8. <https://doi.org/10.26618/jed.v2i1.1137>
- [8]. Budiutomo, T. W. (2013). Pendidikan Kewarganegaraan Dalam Membentuk Karakter Bangsa. *Academy of Education Journal*, 4(1), 32–38. <https://doi.org/10.47200/aoej.v4i1.94>
- [9]. Candra, & Retnawati, H. (2020). A meta-analysis of constructivism learning implementation towards the learning outcomes on civic education lesson. *International Journal of Instruction*, 13(2), 835–846. <https://doi.org/10.29333/iji.2020.13256a>
- [10]. Chizhik, E. W., & Chizhik, A. W. (2018). Using Activity Theory to Examine How Teachers' Lesson Plans Meet Students' Learning Needs. *Teacher Educator*, 53(1), 67–85. <https://doi.org/10.1080/08878730.2017.1296913>
- [11]. Dahri, M. (2016). *Jenis Variabel dan Skala Pengukuran, Perbedaan Statistik Deskriptif dan Inferensial dan Statistik Parametrik dan Nonparametrik*. 4(1), 1–23.
- [12]. Daulae, H. T. H. (2016). Pengaruh Motivasi Dan Metode Mengajar Terhadap Prestasi Mata Kuliah Hadits Mahasiswa Iain Padangsidempuan. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 2(1), 91. <https://doi.org/10.24952/tazkir.v2i1.404>
- [13]. Dewantara, J. A., & Nurgiansah, T. H. (2021). Building Tolerance Attitudes Of PPKN Students Through Multicultural Education Courses. *JED (Jurnal Etika Demokrasi)*, 6(1), 103–115. <https://doi.org/10.26618/jed.v6i1.4503>
- [14]. Doringin, F. T. P. (2021). Efektivitas Metode Debat Dalam Pembelajaran

- Kewarganegaraan di Perguruan Tinggi. *Jurnal Pendidikan Kewarganegaraan*, 11(November), 31–38. <https://doi.org/10.20527/kewarganegaraan.v11i2.12250>
- [15]. Hackathorn, J., Solomon, E. D., Blankmeyer, K. L., Tennial, R. E., & Garczynski, A. M. (2011). Learning by Doing: An Empirical Study of Active Teaching Techniques. *The Journal of Effective Teaching*, 11(2), 40–54.
- [16]. Hasbullah, H., & Rahmawati, E. Y. (2015). Pengaruh Penerapan Metode Hypnoteaching terhadap Motivasi Belajar Mahasiswa Universitas Indraprasta PGRI. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 5(1), 83–90. <https://doi.org/10.30998/formatif.v5i1.163>
- [17]. Hidayah, Y. N. U. S. (2019). Analisis Pendekatan Pembelajaran Mata Kuliah Wajib Umum Pancasila dan Pendidikan Kewarganegaraan Di Perguruan Tinggi. *Jurnal Pancasila Dan Kewarganegaraan*, 4(1), 22–33. <https://doi.org/10.24269/jpk.v4.n1.2019.pp22-33>
- [18]. Irwan, Hasbi, R. (2018). Penerapan Metode Diskusi dalam Peningkatan Minat Belajar. *IQRO: Journal of Islamic Education*, 1(1), 54. <https://doi.org/10.24256/iqro.v1i1.312>
- [19]. Istiqomah, N., & Prastowo, A. (2022). Analisis Pendekatan Saintifik Dalam Perencanaan Pembelajaran Tematik di SD/MI. *Jurnal Pendidikan*, 4(1), 7–12. <https://doi.org/10.33627/gg.v4i1.648>
- [20]. Jones, R., & Bursens, P. (2015). The effects of active learning environments: How simulations trigger affective learning. *European Political Science*, 14(3), 254–265. <https://doi.org/10.1057/eps.2015.22>
- [21]. Kariadi, D., & Suprpto, W. (2018). Model Pembelajaran Active Learning Dengan Strategi Pengajuan Pertanyaan untuk Meningkatkan Kualitas Proses Pembelajaran PKn. *Educatio*, 13(1), 11. <https://doi.org/10.29408/edc.v12i1.838>
- [22]. Kementerian Hukum dan HAM. (2012). UU RI No. 12/2012 tentang Pendidikan Tinggi. *Undang Undang*, 18.
- [23]. Khoerunnisa, P., & Aqwal, S. M. (2020). Analisis Model-model Pembelajaran. *Fondatia*, 4(1), 1–27. <https://doi.org/10.36088/fondatia.v4i1.441>
- [24]. Kurniawan, M. I. (2017). Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan Melalui Strategi Active Learning. *Pedagogia : Jurnal Pendidikan*, 6(1), 124–132. <https://doi.org/10.21070/pedagogia.v6i1.764>
- [25]. Livingston, E. H. (2004). The mean and standard deviation: What does it all mean? *Journal of Surgical Research*, 119(2), 117–123. <https://doi.org/10.1016/j.jss.2004.02.008>
- [26]. Mahpudz, A., Palimbong, A., & Lande, A. (2021). Integrasi Nilai Toleransi pada Pembelajaran pendidikan Kewarganegaraan di perguruan Tinggi di Masa pandemi Covid 19. *UCEJ: Untirta Civic Education Journal*, 6(1), 58–76. <https://doi.org/10.30870/ucej.v6i1.11351>
- [27]. Mangram, J., Haddix, M., Ochanji, M., & Masingila, J. (2015). Active Learning Strategies for Complementing the Lecture Teaching Methods in Large Classes in Higher Education. *Journal of Instructional Research*, 4(2015), 57–68. <https://doi.org/10.9743/jir.2015.8>
- [28]. Močinić, S. N. (2012). Active Teaching Strategies in Higher Education. *Metodički Obzori/Methodological Horizons*, 7(2), 97–105. <https://doi.org/10.32728/mo.07.2.2012.08>
- [29]. Mustika, Z. (2015). Urgenitas Media Dalam Mendukung Proses Pembelajaran Yang Kondusif. *CIRCUIT: Jurnal Ilmiah Pendidikan Teknik Elektro*, 1(1), 60–73. <https://doi.org/10.22373/crc.v1i1.311>
- [30]. Nor, N. (2022). Moderasi Beragama dalam Konteks Pendidikan Kewarganegaraan. *JEID: Journal of Educational Integration and Development*, 2(3), 187–197. <https://doi.org/10.55868/jeid.v2i3.141>
- [31]. Nur, R., Suardi, S., Nursalam, N., & Kanji, H. (2021). The Integration Model of the Development of Student Religious Character Education Based on Integrative Morals in Higher Education. *JED (Jurnal Etika Demokrasi)*, 6(1), 149–162. <https://doi.org/10.26618/jed.v6i1.4692>
- [32]. Pahlevi, F. S. (2017). Eksistensi Pendidikan Kewarganegaraan di Perguruan Tinggi Dalam Memperkokoh karakter Bangsa Indonesia. *Ibriez : Jurnal Kependidikan Dasar Islam Berbasis Sains*, 2(1), 65–82. <https://doi.org/10.21154/ibriez.v2i1.26>
- [33]. Patih, A., Nurulah, A., & Hamdani, F. (2023). Upaya Membangun Sikap Moderasi Beragama Melalui Pendidikan Agama Islam dan Pendidikan Kewarganegaraan Pada Mahasiswa Perguruan Tinggi Umum. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(001 (Special Issue 2023)), 1387–1400. <https://doi.org/10.30868/ei.v12i001.6139>
- [34]. Purwanti, S., & Gafur, A. (2013). Penerapan Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan Motivasi Dan Hasil Belajar

- Siswa Pada Mata Pelajaran Autocad. *Innovative Journal of Curriculum and Educational Technology*, 2(2), 140–148. <https://doi.org/10.21831/socia.v15i2.22673>
- [35]. Rahayu, Krida Puji, R. S. (2020). Penerapan Path Analysis Model Mediasi Yang Mempengaruhi Prestasi Belajar. *Eduka: Jurnal Pendidikan, Hukum, Dan Bisnis*, 5(2), 87–103. <https://doi.org/10.32493/eduka.v5i2.8174>
- [36]. Rahman, F., Khalil, J. k., Jumani, N. B., Ajmal, M., Malik, S., & Sharif, M. (2011). Impact of Discussion Method on Students Performance. *International Journal of Business and Social Science*, 2(7), 84–94. <https://www.ijbssnet.com/journal/index/300>
- [37]. Rahmi, N., Gani, A., & Nasution, J. (2023). Penguatan Moderasi Beragama Melalui Pembelajaran PKN di MIN 7 Kota Medan. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(2), 1929–1944. <https://doi.org/10.30868/ei.v12i02.4457>
- [38]. Redhana, I. W. (2019). Mengembangkan Keterampilan Abad Ke-21 Dalam Pembelajaran Kimia. *Jurnal Inovasi Pendidikan Kimia*, 13(1).
- [39]. Somantri, M. numun. (2001). *Menggagas Pembaharuan Pendidikan IPS* (R. M. Dedi supriadi, Rohmat Mulyana (ed.)). Remaja Rosdakarya.
- [40]. Stapor, K. (2020). Descriptive and Inferential Statistics. *Intelligent Systems Reference Library*, 176(1), 63–131. https://doi.org/10.1007/978-3-030-45799-0_2
- [41]. Sugiyono. (2017). *Metode penelitian Kuantitatif, Kualitatif, dan R&D*. ALFABETA.
- [42]. Suriani, N., & Jailani, M. S. (2023). Konsep Populasi dan Sampling Serta Pemilihan Partisipan Ditinjau. *Jurnal Pendidikan Islam*, 1(2), 24–36.
- [43]. Susanti, R. (2019). Sampling Dalam Penelitian Pendidikan. *Jurnal Teknodik*, 16, 187–208. <https://doi.org/10.32550/teknodik.v0i0.543>
- [44]. Syaparuddin, S., Meldianus, M., & Elihami, E. (2020). Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi Belajar PKN Peserta Didik. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 1(1), 30–41. <https://doi.org/10.33487/mgr.v1i1.326>
- [45]. Ulfah, N. (2017). Penerapan Pendekatan Active Learning pada Pendidikan Kewarganegaraan di Perguruan Tinggi sebagai Upaya Mengembangkan Kompetensi Kewarganegaraan. *Prosiding Konferensi Nasional Kewarganegaraan III*, 216. <https://eprints.uad.ac.id/9784/>
- [46]. Wandiri Rizki Rora, Sipahutar Alwina Dedek, Rahmawati Indi, Diah Rahmani, & Harpani Sulistia. (2022). Merubah Pandangan Siswa yang Menganggap Pembelajaran PKN Membosankan Menjadi Pembelajaran PKN Yang Menyenangkan. *Jurnal Pendidikan Dan Konseling*, 4, 14890. <https://doi.org/10.31004/jpdk.v4i4.5557>
- [47]. Widiatmaka, P. (2021). Pendidikan Kewarganegaraan Sebagai Ujung Tombak Pembangunan Karakter Pancasila Di Perguruan Tinggi. *Pancasila: Jurnal Keindonesiaan*, 01(02), 176–185. <https://doi.org/10.52738/pjk.v1i2.41>
- [48]. Widyanto, I. P., & Wahyuni, E. T. (2020). Implementasi Perencanaan Pembelajaran. *Satya Sastraharing*, 04(02), 16–35. <https://doi.org/10.33363/satya-sastraharing.v4i2.607>
- [49]. Winata, K. A., Sudrajat, T., Yuniarsih, Y., & Zaqiah, Q. Y. (2020). Peran Dosen dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan untuk Mendukung Program Moderasi Beragama. *Jurnal Pendidikan*, 8(2), 98–110. <https://doi.org/10.36232/pendidikan.v8i2.449>
- [50]. Winataputra, U. S. (2016). Posisi akademik pendidikan kewarganegaraan (PKN) dan muatan/mata pelajaran pendidikan pancasila dan kewarganegaraan (PPKN) dalam konteks sistem *Jurnal Moral Kemasyarakatan*, 1(1), 15–36. <https://doi.org/10.21067/jmk.v1i1.1184>
- [51]. Yunita, S. (2013). Pengaruh Strategi Pembelajaran dan Kepribadian Terhadap Hasil Belajar Kognitif dan Afektif Pendidikan Kewarganegaraan Mahasiswa Jurusan PPKn FIS UNIMED. *Jupii: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 5(1), 94–103. <https://doi.org/10.24114/jupii.v5i1.530>