

LITERATURE STUDY ON THE PRINCIPLES OF EFFECTIVE LEARNING IN MADRASAH IBTIDAIYAH

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Abstract

This study aims to examine the principles of effective learning that are relevant to be applied in Madrasah Ibtidaiyah (MI) through a literature study approach. Effective learning is one of the keys to improving the quality of Islamic elementary education, because it not only covers cognitive aspects, but also includes spiritual, social, and character values of students. This study uses a descriptive qualitative method by reviewing various literature from journals, books, and the latest Islamic education policy documents. The results of the study indicate that the principles of effective learning that are most relevant to be applied in MI include: active, contextual, collaborative, reflective learning, student-centered learning, and integration of Islamic values in every aspect of learning. The application of these principles has been proven to increase motivation, learning outcomes, and character formation of students. However, its implementation still faces challenges in the form of limited teacher training, learning resources, and mastery of modern pedagogical approaches. Therefore, policy support and continuous improvement of teacher competence are needed so that learning in MI is more effective, inclusive, and contextual.

Keywords: Learning Principles, Effective Learning, Madrasah Ibtidaiyah, Islamic Education, Learning Strategies, Islamic Values

INTRODUCTION

Madrasah Ibtidaiyah (MI) is a basic education unit that has a strategic role in forming the character, spirituality, and intellectuality of students in an integral manner. As an Islamic educational institution equivalent to elementary schools, MI is not only responsible for transmitting general knowledge, but also Islamic values that are the basis of students' morals and ethics. Therefore, the success of learning in MI is highly dependent on how the teaching and learning process takes place effectively, planned, and meaningfully (Sofyan, 2020).

The principles of effective learning are the main foundation in planning and implementing quality learning. This principle covers various aspects, ranging from active involvement of students, contextual learning, differentiation of learning styles, utilization of technology, to integration between objectives, materials, methods, and evaluation of learning (Wibowo & Munir, 2021). By

applying these principles, teachers can create a learning environment that encourages students to think critically, collaboratively, and reflectively.

In the context of learning in Madrasah Ibtidaiyah, the effectiveness of learning cannot be separated from the dimensions of spirituality and strengthening Islamic character. The curriculum used in MI, especially the Merdeka Curriculum, requires integration between religious values, 21st-century life skills, and a differentiated learning approach (Ministry of Religion of the Republic of Indonesia, 2021). Principles such as learning that humanizes relationships, is experience-based, collaborative, and builds student independence are important parts of designing relevant and applicable learning activities.

However, various studies show that the implementation of effective learning principles in MI still faces many challenges. Some of the obstacles that are often found include the lack of continuous pedagogical training for teachers, limited access to innovative learning resources, and low teacher competence in integrating educational technology (Rahmawati & Huda, 2022). MI teachers, especially in remote areas, tend to still use conventional teacher-centered approaches, which have an impact on low active student participation.

On the other hand, elementary school students who are in the concrete-operational development age need a varied and practice-based learning approach. Therefore, teachers need to apply learning principles that are in accordance with the stages of students' cognitive development, such as the use of concrete media, project-based activities, and an emphasis on playing while learning (Fatimah, 2019). The urgency of this literature study lies in the need to summarize and reflect the results of research and current educational theories regarding the principles of effective learning, especially in the context of Madrasah Ibtidaiyah. By conducting a systematic literature review, this article is expected to provide conceptual and practical recommendations for teachers, madrasah principals, and policy makers to develop more effective, inclusive, and relevant learning practices in MI.

RESEARCH METHODS

This study uses a literature review method with a descriptive qualitative approach. Literature review was chosen because the main purpose of this study is to review, synthesize, and analyze the principles of effective learning based on the results of previous research and relevant theoretical sources, especially in the context of Madrasah Ibtidaiyah.

According to Zed (2018), literature review is an activity related to data collection methods through searching for library sources in the form of books, scientific journals, research reports, and other academic documents. This technique is carried out systematically to gain an in-depth understanding of a particular issue, in this case the principles of effective learning.

The steps in this literature study include:

1. Identify Topics and Keywords

The main topic in this study is “effective learning principles” in Madrasah Ibtidaiyah. Keywords used in the literature search include: effective learning principles, Madrasah Ibtidaiyah, Islamic elementary education, active learning strategies, and madrasah curriculum.

2. Literature Collection

The literature was collected from various trusted sources, including accredited national journals (Sinta 1–3), university repositories, scientific books published in Indonesia in 2018 and above, and policy documents from the Ministry of Religious Affairs. The literature was selected based on the relevance of the topic, its currency, and its relevance to the context of MI education.

3. Literature Evaluation and Selection

Evaluation is conducted on content, methodological quality, and reliability of sources. The literature selected is that which presents data or theoretical arguments related to learning principles that are empirically and normatively proven to support learning effectiveness.

4. Analysis and Synthesis

All collected literature was analyzed thematically. Data analysis techniques were carried out by grouping findings based on emerging learning principles, such as: participatory, contextual, collaborative, reflective, and based on Islamic values. The results of this synthesis were then systematically arranged in the discussion.

The qualitative approach in this literature study allows researchers to understand the phenomenon in depth based on narratives and findings from various library sources (Sugiyono, 2021). Thus, the results of this study are descriptive-analytical and serve to enrich the scientific treasury and provide practical recommendations for teachers and madrasah education policy makers.

RESULTS AND DISCUSSION

Based on the results of the search and analysis of various relevant literature, it was found that the principles of effective learning in Madrasah Ibtidaiyah (MI) are not only rooted in modern educational theories, but also based on Islamic values that prioritize morals, spirituality, and humanity. Some of the main principles that are often put forward in literature studies include: active, contextual, collaborative, reflective, student-centered learning, and integration of Islamic values.

1. Active Learning

The principle of active learning places students as the main subjects in the learning process. Students not only listen and take notes, but also actively ask questions, discuss, solve problems, and experiment. This is in accordance with the constructivist view that students build their own knowledge through meaningful learning experiences (Rusman, 2020). In MI, active learning can be realized through activities such as role play, group work, simple experiments, and project-based learning. A study by Wibowo & Munir (2021) shows that the application of active learning methods significantly increases information retention and student engagement.

2. Contextual Learning

The principle of contextual teaching and learning emphasizes the importance of linking learning materials to students' real lives. The purpose of this approach is to make learning more relevant and applicable in everyday life (Fatimah, 2019). For example, in science learning at MI, students not only learn about the environment theoretically, but also conduct direct observations in the madrasah garden or make simple recycling projects. This is in line with the view that students at elementary school age are at the concrete-operational stage (Piaget), so they need real learning experiences.

3. Collaborative and Social Learning

Collaborative learning emphasizes cooperation between students in completing tasks or solving problems. In addition to encouraging cognitive abilities, collaboration also builds social skills such as empathy, tolerance, and responsibility (Mustofa, 2020). In Islamic education, values such as *ukhuwah* and *gotong royong* are very relevant to this collaborative principle. Learning models such as jigsaw, think pair share, and group investigation have been widely applied in MI and have been proven to improve learning outcomes and strengthen interactions between students (Rahmawati & Huda, 2022).

4. Reflective Learning

The principle of reflective learning aims to develop students' metacognitive awareness. In the context of MI, teachers can invite students to reflect on what they have learned through learning journals, end-of-lesson discussions, or evaluative questions such as: "What did I learn today?", "What don't I understand?", and "How does the lesson relate to my life?" (Sofyan, 2020). Reflection helps students form meaning from the learning they experience and internalize it in life. This is important in Islamic basic education because learning not only touches on cognitive aspects, but also affective and spiritual.

5. Student Centered Learning

This learning principle emphasizes the diversity of students' potential and learning styles. The teacher acts as a facilitator, not the only source of information. Students are given space to explore, make choices, and be responsible for their learning process. In MI, this approach can be realized by providing different assignment options according to students' interests and learning styles (visual-auditory-kinesthetic), or with differentiated learning as emphasized in the Merdeka Curriculum (Ministry of Religion of the Republic of Indonesia, 2021).

6. Integration of Islamic Values

Different from public schools, learning in MI needs to integrate Islamic values in every subject. Values such as honesty, discipline, hard work, compassion, and *tawakal* are not only taught in Islamic Religious Education lessons, but are internalized in all learning activities. According to Nasution (2021), the integration of Islamic values into all subjects forms holistic and meaningful learning, which directs students to become intelligent and noble people. For example, in Mathematics lessons, teachers can relate the concept of honesty in counting, or the importance of accuracy as part of the mandate.

Literature Synthesis in Tables

Principles of Learning	Implementation in MI	Positive impact	Reference
Active	Role play, discussion, simple projects	Improving participation and learning outcomes	Wibowo & Munir (2021)
Contextual	Environmental observation, real experiments	Learning becomes meaningful and applicable	Fatimah (2019)
Collaborative	Group work, jigsaw	Enhancing social-emotional and responsibility	Mustofa (2020)
Reflective	Learning journal, end of lesson discussion	Improving self-understanding and metacognition	Sofyan (2020)
Student-centered	Task differentiation, flexible learning	Increase motivation and independence in learning	Kemenag RI (2021)
Integrative values	Islamic Values of honesty and discipline in all subjects	Forming students' character and morals	Nasution (2021)

CONCLUSIONS

Based on the results of the literature review, it can be concluded that the principles of effective learning are very important in improving the quality of education in Madrasah Ibtidaiyah (MI). Effective learning does not only emphasize academic achievement, but also on the development of character and spirituality of students. Some of the main principles that have proven to be relevant and applicable in the MI environment include:

1. Active learning, which encourages direct student involvement through interactive and meaningful activities.
2. Contextual learning, which connects material with students' real lives to make it more relevant and easier to understand.
3. Collaborative learning, which instills social values, cooperation, and responsibility in the learning process.
4. Reflective learning, which encourages students to think deeply and build self-awareness of their learning process.
5. Student-centered learning, which respects the diversity of learning styles and individual potential of students.
6. Integration of Islamic values, which is a characteristic of madrasah education in forming students who are not only intellectually intelligent but also have noble character.

However, the implementation of these principles in MI still faces a number of challenges, such as limited teacher understanding, lack of professional training, and limited learning resources.

Therefore, ongoing policy support, relevant training, and strengthening of teacher capacity are needed so that effective learning principles can be applied optimally. Overall, the implementation of effective learning principles in Madrasah Ibtidaiyah has great potential to improve the quality of the process and learning outcomes of students, as well as support the achievement of national education goals and Islamic values in a complete and balanced manner.

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