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Democratic and Humanistic Learning Models and Strategies

Model dan Strategi Pembelajaran Demokratis dan Humanistis

Sri Haryanto
Universitas Sains Al-Qur'an Jawa Tengah di Wonosobo
*sriharyanto@unsiq.ac.id

**Corresponding Author*

ABSTRACT

In the context of education, democratic and humanistic learning has an important role in creating an inclusive learning environment that respects the uniqueness of each individual. The basic principle of democratic and humanistic learning is to provide confidence and opportunities to learners to develop their potential, character, knowledge, skills, and creativity. In democratic and humanistic learning, each individual is humanely accommodated, respects their uniqueness, and helps them develop their potential optimally. Democratic and humanistic learning strategies prioritize student participation, respect for individual uniqueness, and personal growth in an educational context. This research aims to explore various strategies that can be applied in creating a learning environment that blends democratic and humanistic principles. Through literature analysis involving various sources, including educational theory, empirical research, and best practices, this study identifies several democratic and humanistic learning strategies including Active *Learning Method, Cooperative Learning, Independent Learning, contextual teaching learning and quantum learning.* The results showed that the implementation of these strategies is believed to produce an inclusive, responsive, and individual development-oriented learning environment. This research makes an important contribution to the understanding of how to create inclusive, responsive, and humane learning environments. The practical implications of these findings highlight the need for holistic approaches in curriculum development, teacher training, and systemic support to achieve student-centered educational goals and produce independent, creative, and empathetic learners.

Keywords: Model, Learning, Democratic, Humanistic

ABSTRAK

Dalam konteks pendidikan, pembelajaran yang demokratis dan humanistik memiliki peran penting dalam menciptakan lingkungan belajar yang inklusif dan menghargai keunikan setiap individu. Prinsip dasar pembelajaran yang demokratis dan humanistik adalah memberikan kepercayaan dan kesempatan kepada peserta didik untuk mengembangkan potensi, karakter, pengetahuan, keterampilan, dan kreativitas mereka. Dalam pembelajaran yang demokratis dan humanistik, setiap individu diakomodasi secara manusiawi, menghargai keunikan mereka, dan membantu mereka mengembangkan potensi secara optimal. Strategi pembelajaran yang demokratis dan humanistik mengutamakan partisipasi siswa, penghargaan terhadap keunikan individu, dan pertumbuhan pribadi dalam konteks pendidikan. Penelitian ini bertujuan untuk mengeksplorasi berbagai strategi yang dapat diterapkan dalam menciptakan lingkungan pembelajaran yang memadukan prinsip-prinsip demokrasi dan humanistik. Melalui analisis literatur yang melibatkan berbagai sumber, termasuk teori pendidikan, penelitian empiris, dan praktik terbaik, penelitian ini mengidentifikasi beberapa strategi pembelajaran yang demokratis dan humanistik diantaranya, Active Learning Method, Cooperative Learning, Independent Learning, contextual teaching learning dan pembelajaran quantum. Hasil penelitian menunjukkan bahwa penerapan strategi-strategi ini diyakini dapat menghasilkan lingkungan pembelajaran yang inklusif, responsif, dan berorientasi pada perkembangan individu. Penelitian ini memberikan sumbangan penting dalam pemahaman tentang bagaimana menciptakan lingkungan pembelajaran yang inklusif, responsif, dan manusiawi. Implikasi praktis dari temuan ini menyoroti perlunya pendekatan yang holistik dalam pengembangan kurikulum, pelatihan guru, dan dukungan

sistemik untuk mencapai tujuan pendidikan yang berpusat pada siswa dan menghasilkan pembelajar yang mandiri, kreatif, dan berempati.

***Kata kunci**: Model, Pembelajaran, Demokratis, Humanistik*

1. Introduction

Learning is a process of interaction between learners with educators and learning resources in a learning environment. Learning can also be defined as an activity where teachers (instructors) and students (learners) interact, discuss material or carry out an activity, in order to achieve the desired goals. In Mulyasa's perspective, learning is a complex process and involves various interrelated aspects. (Mulyasa, 2021). Oemar Hamalik defines learning as a structured combination, including human elements, materials, facilities, equipment and procedures, which influence each other to achieve learning goals.(Hamalik, 2008)

In the Big Indonesian Dictionary, learning is defined as a process, a way of making living things learn. Learning is an effort to gain knowledge, changes in behavior caused by experience (KBBI, 2016). Law no. 20 of 2003, Article I states that "learning is a process of interaction between students and educators and learning resources in a learning environment. This interaction between educators and students is called educational interaction (*interaction educative*), namely the mutual influence between educators and students. (RI Law Number 20 of 2003 concerning the national education system, 2003)

Learning as a "process" is a combination of two activities, namely teaching and learning activities. (Ahmad Sugandi, 2008). Teaching activities involve the teacher's role in creating harmonious communication between teachers and learners (students). (Arifianto et al., 2021). While learning activities are processes that cause changes in behavior, for example changes in habits, skills, developing thinking power, attitudes and so on. (Soetomo, 1993). The teaching and learning process is the core of the overall educational process with teachers having a central (main) role. (Bahri Djamarah, 2011). A good learning process will produce results which are good, vice versa.

Learning is related to how (*how to*) teach students or how to make students learn easily and driven by their own will to learn what (*what to*) which is actualized in the curriculum as a need (*needs*) learners. (Alfandi, 2011). Therefore, learning seeks to explain the values contained in the curriculum by analyzing the learning objectives and characteristics of the content of the fields of study contained in the curriculum. Next, activities are carried out to select, determine and develop appropriate learning methods (strategies) to achieve the learning objectives set according to existing conditions, so that the curriculum can be actualized in the learning process so that learning outcomes are realized in students. (Muhaimin, 2020)

In reality, the learning process that has been going on so far is still monotonous, boring and full of tension. The learning process is still teacher centric, meaning the teacher still dominates the class, while the students are passive, the teacher explains the concepts, the students listen, take notes and accept the concepts. Teachers are active while students are passive, depressed and have no space to express ideas and creative ideas. The learning process that has taken place so far also appears to be still limited to conveying information only (*transfer of knowledge*), is less related to the environment in which students live, as a result students are unable to utilize the key scientific concepts they have to solve the various life problems they experience.

The reality of learning like this is what causes many people to judge that the teaching and learning process currently taking place is less democratic and humanist. Based on the assumptions above, changes are needed in the learning process. This change in the learning process is a change from existing habits to a learning model that has a democratic and humanistic vision. Learning design that places students as learning subjects, learning that provides space for students to imagine and develop creativity and critical thinking.

2. Method

In this research the author used qualitative research, namely a research procedure that produces descriptive data in the form of written words. This method is used to explore and collect theoretical data by selecting literature that supports and is relevant to the object under study. The data collection techniques and tools used in this research are library research techniques (*library research)*, namely the activities of studying, recording, clarifying and collecting written data to support research. The data collected is in the form of literature related to the topic of the research problem. In analyzing data using analytical techniques *descriptive* and *content analysis. Deskriptif analysis* is analyzing and researching ideas or products of human thought by conducting critical studies of them (Ridwan, 2001). Content *analysis* used to analyze the meaning contained in assumptions, ideas, or statements to obtain understanding and conclusions. (Suryabrata, 2014).

3. Results and Discussion

3.1. Active Learning Method

Active learning is one of the learning models that has a democratic and humanistic character. It can be seen that this learning method leads students to take action that is more than just listening, but carrying out activities such as finding, processing and utilizing information (Muhaimin & Mujib, 2016).

In active learning students will also gain experience doing (*do*) something, observing (*observe*) something and have a discussion with yourself and with other students about what was gained from the experience. This means that active learning does not just keep students busy with activities, but makes students think about the learning process they are experiencing. The role of educators in active learning methods is no longer as the only source of learning, but is one source of many learning sources, with the main task of helping students to access the information and knowledge they need from various learning sources, because in active learning educators are more functions as a facilitator, moderator, mediator, dynamist and motivator, rather than a teacher.

The active learning method was coined by Melvin L. Silberman who stated that "the basic assumption built on this learning model is that learning is not an automatic consequence of conveying information, but learning requires mental involvement and action at the same time." (M. L. Silberman & Biech, 2015). This assumption is based on Confucius' statements *"What I hear, I forget*, *What I see, I remember*, *What I do, I understand"*. Furthermore, Silberman modified and expanded Confucius' statement with the expression:
"*What I hear, I forget*, *What I hear and see, I remember a little*, *What I hear, see, and ask questions about or discuss with someone else, I begin to understand*, *What I hear, see, discuss, and do, I acquire knowledge and skill What I teach to another, I master".*(M. L. Silberman & Biech, 2015) (what I heard, I forgot, what I heard and saw, I remember a little, what I heard, saw and asked or discussed with some friends, I began to understand, what I heard, saw, discussed and did, I acquire knowledge and skills, what I teach others, I master)
This active learning model has various learning strategies which are believed to improve the quality of learning. Active learning strategies that have been proven effective include the following: (M. Silberman, 1996)

Table.1
Active learning strategies

No	Learning Strategy	Description
1	*The Power of Two*	a form of cooperative learning, where students study in small groups consisting of two people and help each other to understand the lesson material. This strategy is based on the principle that thinking together is better than thinking alone. This strategy can increase student

No	Learning Strategy	Description
		activity, motivation and learning outcomes. (Adiansyah & Amin, 2017)
2	*Student-Created Case Studies*	This learning strategy is an active learning method that uses a case study of a problem in the lesson to be studied. (Dewi et al., 2021) This learning strategy can improve student learning outcomes, independence, self-confidence and critical thinking skills. This learning strategy can also make learning more interesting, interactive and meaningful for students.
3	*Card Sort*	The learning strategy "Sorting and Selecting Cards" (Card Sort) is an active learning method that utilizes cards containing information, concepts or categories related to the subject matter. (Astuti & Syafril, 2022) The aim of this strategy is to reveal the power of learning. remember, understand the relationship between concepts, classify information, and review material that has been studied
4	*Active Debate*	The "Active Debate" strategy is an active learning strategy that involves students in discussions and arguments about a controversial topic or issue. The goal of this strategy is to improve speaking skills, critical thinking, and respect for differences of opinion. (Habibah et al., 2022)
5	*Point-Counter Point*	The learning strategy "Contesting Opinions'' (Point-CounterPoint) is an active learning strategy that involves students in debates or discussions about a topic or problem that has more than one point of view or perspective. (Nurwalidah et al., 2023). The aim of this strategy is to stimulate students to think critically, speak well, and respect differences of opinion12.
6	*SQ3R*	The "SQ3R" learning strategy is an active learning method that helps students understand and remember teaching material better. SQ3R is an abbreviation for Survey, Question, Read, Recite, and Review. (Djumadin & Bunga, 2022).
7	*Rolling Cognitive*	The "Rolling Cognitive" learning strategy is an active learning strategy that involves students in a debate or discussion regarding a topic or problem that has more than one point of view or perspective.
8	Critical Studies	The learning strategy ''Critical Study'' is an active learning strategy that aims to develop students' critical thinking skills. Critical thinking skills are the ability to analyze, evaluate, and conclude information logically, objectively, and creatively.

In active learning methods there are several characteristics that differentiate them from other learning methods (Bonwell & Eison, 1991), ***First***, The emphasis of the learning process is not on conveying information by the teacher, but on developing analytical and critical thinking skills regarding the topics or problems discussed; ***Second***, Students not only listen to the lesson material passively, but do something related to the lesson material, ***Third***, Emphasis on exploring values and attitudes regarding material; ***Fourth***, Students are required

to think critically, analyze and carry out evaluations; And, *Fifth*, Faster feedback will occur in the learning process.

3.2. Cooperative Learning

Cooperative learning derived from the word *cooperative* which means doing something together by helping each other as a group or team. (Ission, 2014). The underlying philosophy *cooperative* in learning is philosophy. A man *is a member of the same family*. This philosophy emphasizes that humans are social creatures. Cooperation is an important requirement for the survival of life. Without cooperation there would be no individuals, families, organizations or schools, and without cooperation life would be extinct. (Lie, 2002)

The cooperative learning method was developed by Robert E. Selvin, based on several approaches which are assumed to be able to improve students' learning processes and outcomes. The approach in question is active, constructivist learning, and cooperative. Several of these approaches are integrated to produce a learning model that allows students to develop their potential optimally.

Cooperative learning gives students the opportunity to learn more from other students when completing a group assignment. (Ghazali, 2009). Because the cooperative learning model is a learning activity in groups to work together to help each other construct concepts involving four to six students. In this group, students work together with other students under the supervision of the teacher to solve problems provided by the teacher. In the group discussion, students can express their opinions and a student appointed as group leader can take the initiative to conclude the results of the discussion. (Ghazali, 2009)

As for the characteristics of cooperative learning, according to Muslim Ibrahim, et al, in *Cooperative Learning,* among others are: *(1).* Students work in groups cooperatively to complete their learning material; (2). Groups are formed from students who have high, medium and low abilities. (3). Whenever possible, group members come from different races, cultures, ethnicities and genders. (4). Rewards are more group oriented than individual (Ibrahim, n.d.)

Based on the characteristics of cooperative learning above, it can be assumed that cooperative learning will be able to motivate students in carrying out various activities and can minimize deficiencies that may occur in the teaching and learning process. So it is not surprising that many people think that the cooperative learning model needs to be applied in education, including Islamic education, because this learning model is not only superior in helping students understand difficult concepts, but is also useful in fostering the ability to collaborate, think critically, the ability to help friends, and so on. This means that, apart from being able to improve learning outcomes in the cognitive domain, cooperative learning also has a positive influence on a number of learning outcomes such as improving relationships between groups. Meanwhile, related to techniques and strategies in cooperative learning, according to Robert A. Selvin, there are four cooperative learning strategies, namely, (Slavin & Yusron, 2005).

Table 2
cooperative learning strategies

No.	Cooperative Learning	Description
1.	*Student Teams Achievement Division*	Student Teams Achievement Division (STAD) is a cooperative learning model developed by Robert Slavin. The STAD model emphasizes activity and interaction between students, as well as helping each other in mastering lesson material. With this approach, it is hoped that learning achievement can increase optimally. (Nasilah & Winarno, 2021)

2.	*Group Investigation*	Group Investigation is a cooperative learning model that involves students in small groups to carry out investigations on a topic. (Wijayanti et al., 2015) In implementing Group Investigation, the teacher divides the class into several groups with heterogeneous members. This group is formed by considering familiarity, friendship, or shared interests in the topic to be investigated. With this approach, students become active in learning, practice independence, and raise their enthusiasm and motivation to learn.
3.	*Jigsaw*	The Jigsaw learning model is a learning method based on the multi-functional structure of learning groups. This method can be used in all subjects and all levels, to develop the expertise and skills of each group. (Jufri et al., 2023) In the implementation of Jigsaw, the teacher divides the class into several groups with heterogeneous members. These groups are formed by considering familiarity, friendship, or common interest in the topic to be researched. With this approach, students become active in learning, train independence, and arouse their enthusiasm and motivation to learn.
4.	*Structural Approach*	The Structural Approach to learning is a method that emphasizes examining language in great detail. This approach examines language products such as sounds, morphemes, words, sentences, and vocabulary, among others. (Sari et al., 2020) In practice, the structural approach helps students understand the basics of language and build a strong foundation for speaking and write. However, as with all approaches, its success depends on good implementation by teachers and students' readiness to learn

3.3. Independent Learning

Independent learning is a learning process that requires students to become subjects who must design, organize and control their own activities responsibly. It is believed that this model is a learning method that has a democratic and humanistic character, because this method is an active and participatory learning method to develop each individual's potential without pressure from anyone and is not tied to the presence of a teacher.

Independent learning begins with a very simple concept, namely how a teacher can arouse students' appetite for learning, such as when they need to eat or drink. This model offers a way of learning that will take students into their own world, namely a world of learning that is fun, free and without pressure from anyone.

In the process of independent learning, it does not depend on the subject or instructional method, but rather on who is learning, including who decides what to learn, who must learn something, what methods and resources will be used, and how to measure the success of the effort. learning that has been implemented. (Rachmahana, 2008) In other words, independent learning design provides autonomy to students in determining the direction or goals of their learning, learning resources, learning programs, learning materials, (Prawiradilaga & Siregar, 2019) and how to learn it without strict rules by teachers or regulations.

Independent learning does not mean that students learn by themselves, because the most important thing in the independent learning process is increasing students' will and skills in the learning process without the help of other people, so that students do not depend on teachers/instructors, mentors, friends, or other people in learning. . Here students are really required to try independently to understand the content of the lessons they read or see. And if you have difficulty, then ask or discuss it with friends, teachers or other people.

Independent learning places more emphasis on students' initiative and creativity, with or without the help of others. This process will provide positive benefits for students, such as, it can reduce students' dependence on educators or other people, it can foster the natural process of students' mental development, it can foster responsibility within students, it can train students' independence so they are not dependent on their presence. or a description of the teaching material from the teacher. Based on this idea of flexibility and independence, independent learning has metamorphosed in such a way, including becoming an open learning system and distance learning. These changes are also influenced by other sciences and realities on the ground.

Based on the explanation above, it can be understood that in independent learning, educators are not the ones who determine everything in the learning process, but play more of a role as facilitators. (Rachmahana, 2008) or as a friend of students in meeting their learning needs. Here the teacher is not the controller in the learning process, but the teacher is only an advisor who provides direction to students.

3.4. Contextual Learning

The teaching and learning process is the core of the overall educational process with educators as the main role, therefore an educator is required to design a lesson that can truly equip students with both theoretical and practical knowledge. And one learning strategy that is thought to be able to accommodate the things above is the contextual learning strategy (*contextual teaching learning)*.

Contextual terms (*contextual*) comes from the word context (*context*), which means the part of a description or sentence that can support or add clarity to the meaning; or a situation related to an event. While contextual (*contextual*) is defined as something related to the context (*context*). (Dictionary, 2007) In accordance with the meaning of context and contextual, it can be understood that contextual learning (*contextual learning*) is learning that can provide support and strengthen students' understanding in absorbing a number of learning materials and being able to obtain meaning from what they learn so that they are able to relate it to the realities of everyday life.

In its application, this contextual learning design cannot be separated from its philosophical foundation, namely constructivism. This stream looks at students' direct experiences (*direct experiences*) as a key in learning. The application of contextual learning also involves seven main components in learning, namely, constructivism (*constructivism*); ask (*questioning*);.find (*inquiry*);. learning community (*learning community*); modeling (*modeling*); reflection (*reflection*); and authentic assessment (*authentic assessment*) (Nurhadi, 2004). In addition to involving the above components, contextual learning according to (Gafur, 2003) It must also be based on the following five principles:

Table 3
Principles in contextual learning

No.	Principle	Description
1.	*relevance/relating*	Contextual learning should always pay attention to the connection or suitability between the knowledge, skills, talents and interests that students have with the learning

No.	Principle	Description
		elements prepared by the teacher (media, materials, tools, etc.).
2.	*experiencing*	Direct experience or *experiencing* is the heart of contextual learning. Providing direct experience to students can be through activities, *exploration* (expansion), *discovery* (discovery), *inventory* (registration), *investigation* (investigation) research, etc.
3.	*applying*	The application of application principles is one of the higher levels of learning. Here students not only have abstract knowledge in the natural world of thought but they also have concrete knowledge in the real world. Through application learning, students' self-confidence will grow so that they are encouraged to think about careers and professions that interest them.
4.	*cooperating*	The application of the principle of cooperation in contextual learning not only helps students in their efforts to master the learning material but also gives them insight that solving a problem or task requires cooperation in the form of a work team.
5.	*transferring*	The principle of knowledge transfer in contextual learning is a development of the application principle. Apart from being able to apply knowledge, attitudes and skills in different situations, students are even expected to be able to develop and discover new concepts. This is in line with the goal of contextual learning, namely, students are able to apply the material they have learned to solve new problems, which is mastery of strategies. *cognitive* or achieving learning objectives in the form of finding.

In *contextual teaching and learning* (CTL) learning is regulated by the students themselves and collaborative learning. The teacher's task here is to prepare the types and forms of assignments that students will carry out in accordance with the students' interests, needs and abilities. (Sukmadinata & Syaodih, 2012) Here a teacher plays a role *expert* (expert) and mentor, because he will deal more with strategy than providing information. Another task of a teacher in contextual learning is to manage the class as a team that works together to discover something new for class members.

3.5. Quantum Learning

One of the learning strategies that is closely related to the democratic and humanistic format of Islamic education is learning strategies *quantum*. The term quantum is a term which is borrowed from quantum physics, which is interpreted as the concept of changing energy into light. Meanwhile, the term quantum learning means interactions that convert energy into light because all life is energy. (De Porter, 2019) The main character of this learning model is Bobbi dePorter.

Even though it is called quantum learning, the philosophy and methodology of quantum learning is not derived or transformed directly from quantum physics, nor is it transformed from the main principles and views of quantum physics put forward by Albert Einstein. In other words, the principles of quantum learning are not a derivation, adaptation, modification or transformation of the principles of quantum physics, but are only an analogy of Einstein's principle of relativity.

In quantum learning, the principle applies that the learning process is a symphony orchestra playing. Apart from having songs or sheet music, a symphony also has a basic structure *chord*. Basic structure *chords* can be called the basic principles of quantum learning. These principles are, everything speaks; everything has a purpose; experience before naming; acknowledge every effort; and worthy of learning it is worthy of being celebrated (given *reward*) . Apart from the principles above, in quantum learning the principle also applies that learning must have an impact on the formation of student excellence, meaning that the learning process needs to be interpreted as the formation of excellence. Based on its characteristics and application, quantum learning models are divided into two: quantum *learning* and *quantum teaching*.

First, *Quantum learning* are tips, instructions, strategies and the entire learning process that can sharpen understanding and memory, and make learning a fun and useful process. Bobbi de Porter, pioneer, originator, and main developer of quantum learning explains the meaning of quantum *learning* (QL), as follows: "*Quantum learning is a comprehensive model that covers both educational theory and immediate classroom implementation. Into integrates research-based best practices in education into a unified whole, making content more meaningful and relevant to students' lives. Quantum learning is about bringing joy to the teaching and learning with an ever-increasing 'Aha' moment of discovery. It helps teachers to present their content in a way that engages and energizes students. This model also integrates learning and life skills, resulting in students who become effective and lifelong learners responsible for their education*." (De Porter, 2019)

Quantum learning basically combining *suggestology* or *suggestopedia,* accelerated learning techniques and NLP with theories, beliefs and methods, because that's why *quantum learning* has key concepts from various other theories and learning strategies, such as: right/left brain theory; brain theory *triune* (3 in 1); choice of modality (*visual*, *auditory*, and *kinesthetic*); theory of multiple intelligences (*multiple intelligences)*; education *holistic* (comprehensive); learning based on experience; learning with symbols; and simulations or games. (Grace, 2002)

Second, Quantum teaching is the orchestration of various interactions that exist in and around a learning situation. This interaction includes elements for effective learning that influence student success, transforming students' natural abilities and talents into lights that will benefit themselves and others. According to de Porter *quantum teaching is* a lively transformation of learning, with all its nuances.(De Porter, 2019). *Quantum teaching* also includes all the connections, interactions and differences that maximize learning moments, focusing on dynamic relationships in the classroom environment.

Basically, *quantum teaching* is a teaching strategy created based on educational theories such as, *accelerated learning* (Lozanov), *multiple intelligences* (Gardner), *neuro-linguistic programming* (Grinder and Bandler), *experiential learning* (Hahn), *socratic inquiry*, *cooperative learning* (Johnson and Johnson), and *element of effective instruction* (Hunter). (Bobbi Porter, 2000:4).

These theories offer learning models that leave conventional learning methods behind. In its application, this learning model relies on the principle of "*Bring Their World into Our World, and Bring Our World into Their World*". (De Porter, 2019). In *quantum teaching* There are also four effective communication principles that can create effective communication between teachers and students, and can improve teacher and student communication interactions in the classroom. Effective communication can be used by teachers when teaching, giving instructions, setting context, or providing feedback. Four principles of powerful communication in *quantum teaching* are: Give rise to an impression; Direct focus; Inclusive; and, Specific. Quoting Didit Darmawan's opinion, the four principles of effective communication are verbal communication, namely communication carried out orally through conversation. Verbal communication must be supported by nonverbal communication, which

leads to communication without words such as attitudes, body movements, gestures and facial expressions.(Darmawan, 2006)

4. Conclusion

Education is the foundation for the development of individuals and societies that are inclusive, human-powered, and oriented towards democratic and humanistic values. In order to achieve this goal, democratic and humanistic learning strategies play a crucial role in creating a learning environment that combines student participation, respect for individual uniqueness, and personal growth. Through exploring the concepts, characteristics, and implementation of democratic and humanistic learning strategies, this research highlights several important aspects. First, the use of collaborative learning strategies opens up space for students' active participation in the learning process, increases their involvement, and enriches the learning experience. Second, giving autonomy to students in choosing learning methods and materials provides the opportunity to adapt learning to their needs and interests, as well as increasing their sense of responsibility and independence. Third, the project-based approach allows students to apply their knowledge in real contexts, develop practical skills, and deepen their understanding of the subject matter. Democratic and humanistic learning methods or strategies have great potential to increase learning motivation, student engagement, and academic outcomes.

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