
Empowering Learning: Unveiling The Impact Of Independence Learning And Teaching Styles On Student Engagement At SMP Islam Plus Al-Azhar, Mojokerto City

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Abstract

Active learning as a provision for forming quality human resources. There are two factors that influence students' active learning, namely learning independence and the teacher's teaching style. The purpose of this study is to examine the influence of self-directed learning and the instructional approaches of teachers on the engagement of students in active learning at Al-Azhar Islam Plus Middle School in Mojokerto City. The quantitative research method was employed, and data were collected through the distribution of questionnaires to students at Al-Azhar Islam Plus Middle School, Mojokerto City. A total of 95 students will be recipients of the questionnaires. The analysis of the gathered data will involve the utilization of multiple linear regression techniques. This research uses two independent variables, namely learning independence and the teacher's teaching style towards active learning as the dependent variable. The results of this research indicate that there is a significant influence between learning independence and the teacher's teaching style on students' active learning. Students who are independent in learning are generally more active, search for information themselves, and have inner motivation to learn. Apart from that, the way the teacher teaches also has a big role in shaping the level of student activity. Teaching approaches that involve interaction, stimulate critical thinking, and encourage student participation can create higher levels of active learning

Keywords

Learning Activity; Independence Learning; Teacher Teaching Style; Education

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1. INTRODUCTION

Education aims to form Indonesian people who are faithful and devout. This reflects a commitment to providing a strong foundation of religious values in the education process (Samrin, 2015). A strong foundation of religious values in the educational process not only provides an understanding of religious teachings, but also becomes the foundation for the formation of student character (Dena & Darmawan, 2024). This means that education does not only focus on academic aspects, but also on developing students' personalities and morals. Through religious learning and religious practices, students are invited to understand and internalize values such as honesty, justice, hard work and compassion. These values form the basis for the



formation of good character, which is necessary in living daily life and interacting with society.

Apart from that, building student character also involves developing positive attitudes and behavior. Teachers and educational institutions have an important role in providing role models and guiding students in developing attitudes such as discipline, responsibility, cooperation and empathy (Firmansyah & Darmawan, 2023; Masnawati & Hariani, 2023). Through a supportive and educated learning environment, students are given the opportunity to develop their potential in achieving optimal academic achievement, including moral and social aspects (Umroh & Darmawan, 2024). Furthermore, education is aimed at creating intelligent Indonesian people. According to Imanuddin and Darmawan (2024), intellectual excellence can be achieved through improving the quality of education, relevant curriculum, and modern learning facilities and methods. Where improving the quality of education is the main basis for achieving intellectual excellence (Sârbu et al., 2009; Tsvetkova & Lomer, 2019; Masfufah & Darmawan, 2023). This includes improving the quality of teaching staff, developing effective teaching methods, and using technology as a learning tool (Purwanti et al., 2014; Ismaya et al., 2023; Darmawan, 2024). The use of technology as a learning tool can also provide wider accessibility to educational resources (Bulus, 2020; Masnawati & Darmawan, 2022). With the internet and digital devices, students can access various learning materials online, including learning videos, reading materials and interactive tutorials. This allows students to study independently outside formal lesson hours at school and deepen their understanding of the subject matter (Djazilan & Hariani, 2022). Apart from that, technology can also help create a learning environment that motivates students with special needs, by providing various tools and resources that can be adjusted according to their needs (Gordon et al., 2015; Evendi & Masfufah, 2023; Kholid & Darmawan, 2023; Masnawati & Kurniawan, 2023; By providing customized resources, technology helps create an environment where each student is valued for his or her uniqueness and given equal opportunities to learn and grow. This encourages the formation of an attitude of mutual respect and mutual assistance between others, which is an integral part of forming good character (Lu et al., 2014; Al Mursyidi & Darmawan, 2023).

Teachers who are well trained and can motivate students to the maximum can improve students' intellectual abilities (Masnawati et al., 2022). Smart education refers to academic aspects, and the development of students' skills, creativity and critical thinking (Syahara & Astutik, 2021). Sobri et al. (2020) argues that by providing self-strengthening, education is expected to be able to produce individuals who have self-

confidence, independence and the ability to face life's challenges (Nengseh & Darmawan, 2024). The formation of responsible citizens teaches the importance of making positive contributions to society and the country, as well as active participation in national development (Humaeroh & Dewi, 2021).

The essence of the educational process lies in fostering student involvement and creativity through various interactions and learning meetings (Lembong et al., 2015; Darmawan et al., 2018). Interaction between students and teachers plays a key role in facilitating understanding of concepts and improving academic performance (Jacob et al., 2020; Rafiuddin & Darmawan, 2023). Through class discussions, question and answer sessions, students are given the opportunity to clarify complex concepts and overcome difficulties in understanding the material. Such interactions allow teachers to adapt their learning approaches according to students' individual needs, thereby increasing learning effectiveness. Student involvement in learning is a fundamental aspect that is important for the effectiveness of the educational journey (Wibowo, 2016). Active learning includes physical and mental dimensions, involving practical involvement and cognitive thinking processes, forming an integral relationship (Hasanah & Himami, 2021).

Students' active learning has a major role as an important foundation that supports their success in understanding deeply and applying knowledge in everyday life (Arifin & Kurniawan, 2022). When students are active in the learning process, they are more likely to be directly involved with the lesson material, thereby creating opportunities to absorb information better. Activities that involve discussion, asking questions, and exploring new ideas allow students to gain a deeper understanding, rather than just memorizing. Additionally, active learning fosters the development of critical thinking skills and the capacity to apply knowledge in real-life situations (Maharani & Darmawan, 2024).

Effective learning encompasses diverse activities, encompassing both physical and psychological engagement (Pour, 2018). Physical activities involve students actively using their body parts, such as crafting, playing, listening, observing, or moving. Meanwhile, psychological activities refer to students' mental faculties functioning optimally or extensively within the learning context (Fitriyah & Darmawan, 2024). Student activity in learning activities is none other than constructing their own knowledge. Students actively construct understanding of any challenges or elements encountered during the learning process (Kristin, 2017). When students are active in learning activities, they are actually trying to build their own knowledge. They don't just sit and receive information, but are more active in asking

questions, discussing and being involved in learning tasks (Rahmawati & Darmawan, 2024). In this way, they not only retain information, but also build their own understanding. This process involves using knowledge from personal experience, connecting new concepts to known concepts, and creating deeper understanding. So, when students are active, they are actually creating knowledge that is more personal and meaningful for themselves.

Learning independence in the educational process reflects the level of active involvement and responsibility of students for their own learning. This concept refers to students' ability to lead and control their learning process without relying completely on external guidance or encouragement (Suciati, 2016; Noviyanti & Darmawan, 2023). In contrast to more traditional learning approaches, independent learning involves students' initiative and intrinsic motivation to increase their competence (Suardana, 2012; Ummat & Retnowati, 2022; Irawan & Darmawan, 2023). Students who have independent learning are characterized by the ability to take initiative, be progressive and persistent in pursuing knowledge (Tampubolon, 2020). Learning independence is not just the ability to overcome learning obstacles, but also the ability to control oneself in facing challenges and obstacles. In other words, students who are independent in learning will actively seek information, and have the ability to assess, choose and apply learning strategies that suit their learning style and needs (Darmawan, 2007; Saraswati et al., 2014; Zakaria & Ibrahim, 2018). Independent learning opens the door to the development of students' critical, analytical and reflective abilities. When students are able to learn independently, they have a tendency to be more active in understanding material, asking critical questions, and applying analytical thinking to solve problems. Independent learning also encourages students to search for their own sources of information, develop research skills, and reflect on their learning.

The independent learning process involves personal decisions in choosing the most effective learning method (Putra & Darmawan, 2024), managing time, and assessing the extent of understanding that has been achieved. Students who study independently will be better able to overcome learning challenges, hone critical thinking skills to analyze information, and achieve a high level of understanding. Apart from that, independent study also provides space for students to reflect on their learning experiences. They learn to question and evaluate themselves, think about how they can develop, and identify areas where they need to develop (Hutomo et al., 2012; Darmanto et al., 2014). Thus, independent learning not only helps students achieve learning goals, but also develops critical, analytical and reflective abilities that will

bring long-term benefits in their personal and professional development. This creates a learning environment that supports the development of independent intelligence, where students become recipients of information, and become shapers and managers of their own learning processes (Oka, 2010; Haqiqi & Darmawan, 2023). Thus, independent learning as a skill, as well as an attitude and philosophy of life has a positive impact on students' active learning (Indriastuti & Djumali, 2016).

It turns out that students' active learning is also influenced by various factors, including the teacher's teaching style as stated by Febrianto (2013). Teaching style includes various behaviors and strategies that teachers use to convey lesson material and facilitate the learning process (Kusumawati & Maruti, 2021). Teachers' teaching styles have become very diverse, reflecting different approaches to delivering learning to students. Even though the goal is the same, namely achieving student understanding and participation, different teaching styles can create diverse interaction patterns between teachers, subject matter and students (Ariani, 2016; Darmawan et al., 2021). Teacher behavior in teaching styles includes various aspects, such as teaching methods, social interactions, use of learning media, and the ability to adapt to different student learning styles (Mardikaningsih, 2014; Muthmainnah & Marsigit, 2018; Mudzakkir & Darmawan, 2024). The way teachers teach is very influential in creating a fun and supportive learning atmosphere for students. When teachers use interactive teaching methods, this can make students more active in the learning process. Teachers who can create classes that are friendly and open for discussion, and use various learning methods, can make students more interested and motivated (Wahyudi et al., 2018; HD & Darmawan, 2023). A teaching style that can adapt to students' needs and learning styles can also increase their learning motivation (Kurniawan, 2022; Ya'lu & Darmawan, 2024). In addition, it is also important to pay attention to variations in the way students understand information. For example, there are students who prefer to learn through pictures, there are those who prefer to listen, and there are those who prefer to learn by moving. Teaching styles that take these differences into account can help increase student engagement and make the learning process easier. The importance of varying teaching styles lies in the diversity of student responses to learning methods. Some students are more responsive to a visual approach, while others prefer to learn through discussion or hands-on practice. Therefore, teachers who are able to combine various teaching styles can create learning experiences that can adapt to student needs (Khunaini, 2021).

In the modern educational era, learning success is not only determined by the sophistication of teaching methods, but also by the extent to which students can

manage learning independently. This is why this research focuses on how independent learning and teachers' teaching styles influence how active students are in learning at Al-Azhar Islam Plus Middle School, Mojokerto City. By understanding how teacher independence and teaching styles influence students' active learning, we can identify factors that can be improved in the learning environment. This helps create supportive conditions so that students not only understand the material, but are also engaged and inspired to learn better

2. METHODS

This study will employ a quantitative approach as the primary method to investigate and quantify the influence of learning independence and teacher teaching styles on active learning. This approach was chosen to delineate the relationships between variables in a precise and measurable manner, while also gaining insights into the factors affecting students' active learning.

The research population will comprise all students at SMP Islam Plus Al-Azhar, Mojokerto City, totaling 95 individuals. From this population, the research sample will be drawn from students in classes X, XI, and XII. The sampling process will be conducted randomly during the data collection period by distributing questionnaires to all respondents. The variables involved in this research are:

1. Independence (X.1) refers to the capacity to assume accountability for one's own learning, encompassing the planning of the learning process to attain outcomes (Ranti et al., 2017). The constituent indicators include personal planning, learning initiative, utilization of resources, self-awareness, and accountability for outcomes (Andayani & Darmawan, 2004).

2. Teacher teaching style (X.2) will be evaluated using a questionnaire tailored to appraise the approaches, methods, and strategies employed by teachers during the instructional process. Rahmat and Jannatin (2018) assert that teaching style encompasses habitual preferences that hold significance in relation to students; it goes beyond mere habits to encompass distinctive patterns of behavior or communication exhibited by the teacher. According to Subarno (2019), indicators of teaching style encompass the teacher's demeanor or attitude, classroom management techniques, and utilization of instructional methods and learning materials.

3. Active learning (Y) denotes the engagement or activity involved in studying actively (Hasanah & Himami, 2021). Indicators of active learning, as per Rikawati and Sitinjak (2020), include enthusiasm for learning, willingness to pose questions, readiness to respond to queries, and confidence in presenting students' learning outcomes in front of the class through existing interactions.

Data collection for this research will involve conducting a survey using a questionnaire. The questionnaire was meticulously crafted to encompass a series of inquiries focusing on three primary variables: learning independence, teacher teaching style, and their impact on students' active learning at Al-Azhar Islam Plus Middle School, Mojokerto City. Each question will utilize a Likert scale ranging from one to five, with one representing disagreement or low level, while five indicating agreement or high level.

The aim of using regression analysis is to measure the extent to which an independent variable can influence the dependent variable, and how significant the impact is. The data analysis process is carried out using statistical tools that involve data quality tests, including validity and reliability tests, to ensure the integrity and reliability of the data that has been collected.

3. FINDINGS AND DISCUSSION

From the results of distributing questionnaires to students at Al-Azhar Islam Plus Middle School, Mojokerto City, only 80 questionnaires received good responses. All respondents came from three different classes, namely classes XII, XI, and X. Data from the responses of 80 students were then used as the basis for this research. Although the number of respondents does not cover all classes, it is representative in representing variations in junior high school levels in the school. The results of this questionnaire can provide sufficient insight into the influence of learning independence and teacher teaching styles on students' active learning in the learning environment at SMP Islam Plus Al-Azhar. The data obtained is able to provide an accurate and relevant picture to support this research and contribute to further understanding regarding the factors that influence students' active learning at the junior high school level.

In the validity test, it can be stated that all statements in the questionnaire have a corrected total item correlation with a value exceeding the threshold of 0.3. This process provides an indication that each statement in the questionnaire has a fairly strong correlation with the total questionnaire score, > (more than) the limit generally accepted as a validity standard. The validity test was conducted on two independent variables, namely learning independence and teacher teaching style, as well as one dependent variable, learning activeness.

The next test involves a reliability test, where this test uses Cronbach's alpha > 0.6. Cronbach's alpha is a statistical measure used to measure the extent to which a number of items or questions in an instrument can be considered consistent in

measuring a construct or variable. The reliability of the three research variables, namely learning independence, teacher teaching style, and learning activeness, was evaluated through the Cronbach's alpha test. The test results show that the learning independence variable has a reliability value of 0.915, the teacher teaching style variable achieves a reliability of 0.913, and the learning activeness variable has a reliability value of 0.933. These values were considered significant, confirming the high reliability and consistency of all variables involved in this study. Table 1 contains the results of hypothesis testing obtained through multiple linear regression analysis, providing a detailed and systematic picture related to the findings of this research.

Table 1. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773 ^a	.598	.588	4.61156

From the results of the determination test, it was found that there was a close relationship between the variables studied, namely learning independence (X1) and the teacher's teaching style (X2) on the active learning (Y) of students at Al-Azhar Islamic Middle School, Mojokerto City. The R value obtained was 0.773, the R value indicates the strength and direction of the relationship between the research variables. The R Square value was recorded at 0.598. This means that around 59.8% of the variation in learning activity can be explained by the variables of learning independence and teacher teaching style. This means that R Square expresses the proportion of variation in the dependent variable (learning activity) that can be explained by the independent variables (learning independence and teacher teaching style). Thus, these findings imply that almost 59.8% of the variation in learning engagement can be attributed to teachers' learning independence and teaching styles. The remainder, around 40.2%, is variation influenced by other factors not included in this study.

Table 2. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.314	3.048		6.008	.000
	X1	3.140	.435	.606	7.221	.000
	X2	1.850	.594	.262	3.115	.003

Based on the analysis in Table 2, a high significance was found for learning independence with a value of 0.000. Likewise, the teacher teaching style variable at Al-Azhar Islam Plus Middle School, Mojokerto City also shows a significance value of 0.003. With significance below the threshold of 0.05, it can be explained that learning independence (X1) and the teacher's teaching style (X2) play a partial role in realizing active student learning (Y) at Al-Azhar Islam Plus Middle School, Mojokerto City.

The regression model resulting from this research can be represented as $Y = 18.314 + 3.140X_1 + 1.850X_2$. From this model, it can be concluded that if all variables, namely learning independence (X1) and teacher teaching style (X2), have a value of zero, then the predicted learning activeness value (Y) will be around 18.314. The intercept at 18.314 reflects the expected level of learning activeness when learning independence and the teacher's teaching style do not contribute.

Table 3. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2436.969	2	1218.484	57.296	.000 ^b
	Residual	1637.519	77	21.266		
	Total	4074.487	79			

The F-test results indicate that the calculated F-value is 57.296, with a significance level of 0.000. Given that this probability value is less than 0.05, it can be inferred that the regression equation holds strong significance. Further detailed analysis reveals that both the variables of learning independence and teacher teaching style collectively exert a significant influence on students' active learning at Al-Azhar Islamic Middle School, Mojokerto City. These results provide strong support for the hypothesis that these factors together play an important role in shaping the level of student active learning in the Al-Azhar Islamic Middle School environment in Mojokerto City.

The results of the analysis show that independent learning has a significant influence on students' active learning at Al-Azhar Islamic Plus Middle School, Mojokerto City. This finding is in line with research conducted by Indriastuti and Djumali (2016); Setyawati (2017); Sari et al. (2023). Learning independence can be the key to empowering students to play an active role in the learning process. With the ability to learn independently, students become better able to manage learning, search for information, and manage their own study time. This is not just a key, but rather a force that gives students an active role in forming their own understanding.

Independent learning opens up opportunities for students to explore personal

interests, develop creativity, and improve critical thinking skills (Laili & Darmawan, 2024). Thus, independent learning is a tool for success in exams and also a lifelong skill that allows students to continue learning, adapting, and achieving their high potential in the future (Karina et al., 2018). Students who are able to identify their own learning goals, plan learning strategies, and evaluate their progress tend to be more active and participate more optimally in learning activities (Gunawan et al., 2016; Pratiwi & Laksmiwati, 2016). With this ability, students do not just follow the learning flow, but have a clear view of what they want to achieve. They actively develop learning strategies that suit their goals, so that learning becomes more focused and meaningful for them.

In addition, based on the opinion of Latif and Darmawan (2024), the ability to evaluate learning progress gives them a better understanding of the extent to which they have achieved their goals, and this encourages motivation to continue to participate enthusiastically in the learning process. Based on this, educational leaders can consider training or programs that support students in planning their learning goals and designing effective learning strategies (Munir & Arifin, 2021; Kurniawan et al., 2022). This may include specialized workshops or training sessions (Akmal et al., 2015).

The results of statistical analysis show that the teacher's teaching style has a strong influence on students' active learning at Al-Azhar Islam Plus Middle School, Mojokerto City. The findings are in line with research conducted by Febrianto (2013); Emosda and Putri (2018); Wibowo and Pardede (2019) where the characteristics and impact of various teacher teaching styles on student responses in active learning. A teacher's teaching style can be an important factor that influences the level of student involvement in the learning process.

A teacher's teaching style can be an important factor that influences the level of student involvement in the learning process. An innovative and interactive teaching style tends to increase their activity. When teachers apply creative teaching methods and involve active interaction, students will be more motivated to be involved in the learning process (Yulianto & Darmawan, 2024). Teachers can utilize their teaching strategies to be more responsive to students' learning needs and preferences. This creates a more dynamic atmosphere and stimulates students' interest, thus encouraging them to be more active in exploring learning concepts (Bada & Olusegun, 2015; Safitri & Darmawan, 2023).

In addition, an interactive approach involving discussion, questions and answers, and group work can provide students with the opportunity to contribute directly to the

learning process. This shows that the diversity of student learning styles can provide appropriate challenges, and creating a positive learning environment can motivate students to be actively involved in learning (Lisnawati et al., 2023). Therefore, teachers who apply an innovative and interactive teaching style can create a learning environment that motivates, stimulates creativity, and increases student activity in achieving higher understanding.

4. CONCLUSION

From the results of this research, it can be concluded that learning independence and the teacher's teaching style have a significant influence on students' active learning at Al-Azhar Islam Plus Middle School, Mojokerto City. Student learning independence is a key factor in increasing their participation in the learning process, the teacher's teaching style has a big impact on student activity. Based on the research results, there are several suggestions as follows:

1. Encourage the development of time management and study planning skills in students.
2. Provide a learning approach that focuses on being interactive, creative, and appropriate to the diversity of student learning styles.
3. Improve teachers' pedagogical skills through regular training and exchange of experiences.
4. Build a supportive environment to foster positive relationships among students.

Encourage further research to understand other factors that can influence students' active learning

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