

**IMPLEMENTATION OF ACTIVE LEARNING ON PAI LEARNING  
BASED ON INDEPENDENT CURRICULUM IN ESTABLISHING  
STUDENT RELIGIUSITY  
(Case Study at Walisongo Pungging Islamic Middle School, Mojokerto)**

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**ABSTRACTION**

Active learning is intended to optimize the use of all the potential possessed by students, so that all students can achieve satisfactory learning results according to their personal characteristics. Student activity-oriented learning implies that the learning system places students as active learners and has a readiness to learn. While Religiosity is one of the main factors in life and life. High religiosity is characterized by a belief in the existence of God which is manifested in the process of individuals learning knowledge about the teachings they believe in and behavior that is in accordance with the teachings of their religion.

This study aims to describe the implementation of active learning in PAI learning based on the Independent Curriculum in shaping student religiosity and to find out the supporting and inhibiting factors in the application of active learning in PAI learning based on the Independent Curriculum. The research method used in this study includes case study research, which is a qualitative research that seeks to find meaning, investigate processes, and gain in-depth understanding and understanding of individuals, groups, or situations. A qualitative approach is research that does not carry out quantitative data calculations.

From the results of the research and discussion, it was concluded that the implementation of active learning in PAI learning based on the Independent Curriculum at the Walisongo Pungging Mojokerto Islamic Middle School in shaping student religiosity was as expected. The supporting factors in the application of active learning in PAI learning based on the Independent Curriculum for students at the Walisongo Pungging Mojokerto Islamic Middle School include the synergy of school principals, educators, and education staff, the existence of a discipline or order control team, the existence of programs that support religious attitudes student. While the inhibiting factors in the application of active learning in PAI learning based on the Merdeka Curriculum for students at Walisongo Pungging Mojokerto Islamic Middle School include the presence of some teachers who do not understand the application of active learning, limited knowledge of active learning methods, lack of students' understanding of the material presented.

*Keywords: Active learning, religiosity, Islamic Religious Education*