

Comparative Analysis of Constructivist, Quantum, and Contextual Learning Models in Modern Education

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Abstract

This article aims to examine and analyze three innovative learning models, namely the constructivism model, the quantum teaching model, and the contextual teaching and learning (CTL) model in the learning process. This study employs a library research method by collecting and analyzing various theoretical sources and relevant empirical research findings. The results reveal that each of the three learning models possesses distinct characteristics, implementation stages, as well as advantages and limitations. The constructivism model positions students as active subjects who independently construct knowledge through stages of apperception, exploration, concept discussion, and application. The quantum teaching model, developed by Bobbi DePorter, applies the TANDUR framework (*Tumbuhkan, Alami, Namai, Demonstrasikan, Ulangi, Rayakan*) to create enjoyable, meaningful learning experiences that optimally empower students' potential. Meanwhile, the contextual learning model emphasizes the relevance of subject matter to students' real-life contexts through five essential learning forms: relating, experiencing, applying, cooperating, and transferring knowledge. The implications of this study affirm that the successful application of all three models is greatly influenced by student readiness, teachers' facilitation competence, availability of facilities and infrastructure, and the compatibility of instructional material characteristics. Therefore, selecting the appropriate and contextual learning model is paramount in realizing effective, active, and meaningful learning for students in the modern era.

Article Information:

Received April 10, 2026

Revised May 16, 2026

Accepted June 21, 2026

Keywords: *Constructivism model, quantum teaching, contextual learning, active learning, learning innovation*

INTRODUCTION

Education is one of the main pillars of human civilization and plays a strategic role in shaping a generation that is intelligent, of good character, and highly competitive. In this context, the quality of the learning process is a decisive factor that cannot be ignored, as quality learning produces students who not only master knowledge cognitively but are also capable of critical, creative, and adaptive thinking in facing the ever-evolving dynamics of life (Rusman, 2021). Therefore, the selection and implementation of appropriate learning models are imperative and must receive serious attention from education stakeholders.

How to cite:

Naswa, S., Aziz, A. A., Sutioso, D., Agustina, E. E., Azis, A. (2026). Comparative Analysis of Constructivist, Quantum, and Contextual Learning Models in Modern Education. *El-Rusyd*, 11(1), 156-166.

E-ISSN:

2580-0256

Published by:

The Institute for Research and Community Service

The rapid advancement of science and technology, particularly in the era of the Fourth Industrial Revolution and Society 5.0, has brought about fundamental changes in the global educational paradigm. Learning can no longer be conducted conventionally by positioning the teacher as the sole source of knowledge and students as passive recipients who merely absorb information. This paradigm has proven incapable of producing competent, independent learners who are ready to face the challenges of the times (Rusman, 2021; Sastradiharja et al., 2020). In response to this situation, various innovative learning models continue to be developed and offered as alternatives to create a learning process that is more active, creative, effective, and enjoyable.

Among the various innovative learning models that have emerged and been extensively studied in the educational literature, three models that have garnered significant attention and proven to be relevant for application in various learning contexts are the constructivist model, the Quantum Teaching model, and the Contextual Teaching and Learning (CTL) model. These three models have strong philosophical and theoretical foundations and have been empirically proven to significantly improve the quality of students' learning processes and outcomes (Baharuddin & Wahyuni, 2015; Chailani et al., 2025).

Although these three learning models have been extensively studied individually in various research studies, comprehensive studies that analyze and compare all three models simultaneously within a single, cohesive framework remain relatively scarce. Most existing studies tend to focus only on a specific model without providing a comprehensive overview of the comparative strengths and weaknesses of each model (Shoimin, 2014). This gap in the academic literature needs to be addressed through a more integrative and comprehensive study so that educators can gain a more complete and in-depth understanding to inform their decision-making when selecting the learning model that best suits their needs and learning context. Based on this background, this study aims to examine in depth the characteristics, implementation stages, as well as the strengths and weaknesses of the constructivist model, the quantum model, and the contextual model in modern-era learning.

METHODS

This study employs a qualitative approach using library research, which involves utilizing library sources as the primary data to systematically examine, analyze, and synthesize information (Asril et al., 2023; Astiti et al., 2018; Chailani et al., 2025; Engkizar et al., 2025, 2026; Japa, 2014; Luvitasari et al., 2025; Mustafa et al., 2026; Seminikhyna & Lutsenko, 2024; Zed, 2008). Data sources consist of scientific books, national journal articles indexed in SINTA, as well as relevant empirical research findings published within the last decade. The search was conducted through the Google Scholar, SINTA, and Garuda databases. This documentation technique involves searching for relevant data in the form of records, books, articles, and journals (Arikunto, 2022). Information analysis was conducted through three interrelated steps: data reduction, data presentation, and drawing conclusions, adapted from the framework Rijali, (2018) in the context of educational research. Data validity was ensured through source triangulation, which involves comparing and confirming findings from various different literature sources. This triangulation is performed to ensure data validity through cross-source confirmation (Moleong, 2021).

RESULT AND DISCUSSION

Instructional Models

Conceptually, an instructional model is a procedural framework that governs the flow of learning activities from the planning stage through to evaluation. This model

serves as an overarching framework that encompasses the dynamics of educational interactions between educators and learners, integrating various components such as pedagogical approaches, delivery methods, organizational strategies, and instructional techniques. More than just a design or reference pattern, a learning model is understood as a comprehensive system that encompasses learning objectives, activity stages, learning environment conditions, and effective classroom management practices (Al-Tabany, 2014; Tanjung, 2024). Thus, the learning model serves as the primary guideline for structuring the learning process, both in the classroom and during tutorial sessions.

Dynamic and engaging learning can foster motivation and active participation among students. Therefore, selecting the appropriate instructional model is crucial, as it must be tailored to the characteristics of the students, the nature of the material, and the learning objectives to be achieved (Albina et al., 2022). An ideal model not only supports understanding of the material but also holistically develops students' social, cognitive, and attitudinal skills. The effectiveness and efficiency of the learning process also improve because the model helps educators achieve their goals, strengthens cooperation among students, and builds meaningful learning experiences, both individually and in groups. For this to happen, a learning model needs to have characteristics such as clear objectives, systematic steps, and a strong foundation in learning theory.

In the era of the Fourth Industrial Revolution, learning models must be adaptive, innovative, flexible, and integrated with technology and students' learning styles. The paradigm shift from teacher-centered to student-centered learning has given rise to various innovative learning models, such as blended learning, project-based learning (PjBL), and problem-based learning (PBL), which emphasize student engagement, creativity, and critical thinking skills (Arifin et al., 2024). One relevant implementation is the inquiry learning model, which encourages students to actively observe, ask questions, and draw conclusions independently. This approach makes learning more meaningful because knowledge is built through direct experience, rather than merely receiving information. The effectiveness of the inquiry model is further enhanced when supported by interactive learning media, which can boost engagement, motivation, and critical thinking skills. In this process, teachers act as facilitators, while students become the center of learning, exploring knowledge (Sonia et al., 2025). Thus, the interconnection between the learning model, implementation strategies, and the media used forms an inseparable unity in realizing learning that is effective, innovative, and relevant to the needs of modern students.

The Constructivist Model

Etymologically, the theory of constructivism derives from the word "to construct" (Latin: *construere*), which means to build or form a structure. Thus, the core of constructivism is the process by which individuals independently construct and organize knowledge. This theory emerged in response to dissatisfaction with behaviorism, which viewed learning solely as a relationship between stimulus, response, and reinforcement. In contrast, constructivism asserts that every individual fundamentally possesses the ability for self-direction and cognitive self-control.

Within this theoretical framework, learners are expected to actively discover their own knowledge, process complex information, compare new information with prior understanding, and revise it if it is no longer relevant. Learners are encouraged to think critically, connect new concepts with existing cognitive schemas, and continuously update their understanding as their learning experiences grow. Thus, the learning process does not stop at the stage of information reception but continues through the active internalization and reconstruction of meaning by the learners themselves (Musbaing, 2024).

The application of constructivist theory in learning has proven effective in

fostering deep student engagement while developing their critical thinking skills. In this context, teachers no longer serve as the sole source of information but instead act as facilitators who guide and support students in the process of discovering and constructing their own knowledge. This makes learning more meaningful because the knowledge gained truly stems from the students' own thinking processes and direct experiences, thereby potentially lasting longer and being applicable in real-life contexts (Suryana et al., 2022).

Stages of Implementing the Constructivist Learning Model

The implementation of the constructivist learning model involves several interrelated stages designed to help students construct knowledge. Knowledge is not viewed as information transmitted directly from the teacher to the students, but rather as something that students construct themselves through experience, interaction, and reflection on their learning.

First, apperception. The apperception stage aims to connect students' prior knowledge with the material to be studied. Teachers can ask probing questions, present illustrations, or relate the material to students' daily experiences. Through these activities, students are better prepared to receive instruction, while teachers can identify students' prior understanding as well as potential misconceptions.

Second, exploration. In the exploration stage, students are given the opportunity to discover and understand concepts through investigative activities, observation, group discussions, or searching for information from various learning sources. The teacher acts as a facilitator who guides the learning process without dominating it. This stage encourages students to think critically and build knowledge based on learning experiences gained firsthand.

Third, discussion and concept explanation. After conducting their exploration, students discuss their findings with their peers and the teacher. Through these discussions, students can express their opinions, exchange ideas, and compare their thoughts with others' perspectives. At the end of the discussion, the teacher provides an explanation to clarify concepts, correct misconceptions, and reinforce students' understanding of the material.

Fourth, concept development and application. The final stage is concept development and application. In this stage, students apply the knowledge they have acquired to various new situations, such as problem-solving, case studies, or learning projects. These activities help students deepen their understanding, enhance their creative thinking skills, and demonstrate the extent to which the concepts learned can be applied in real life.

By going through these four stages, constructivist learning focuses not only on mastering the material but also on developing thinking skills, problem-solving, and fostering meaningful understanding for students (Baharuddin & Wahyuni, 2015).

Advantages and Disadvantages of the Constructivist Learning Model

The constructivist learning model has various advantages and disadvantages that need to be considered before it is implemented in the learning process. Understanding both of these aspects is important so that teachers can maximize its benefits while anticipating various challenges that may arise.

First, the advantages of the constructivist model are: fostering independence and creativity. Constructivism encourages students to build knowledge independently through exploration, thereby developing creativity and innovative thinking skills in addressing various problems. Furthermore, it leads to meaningful and lasting understanding. Knowledge gained through direct experience fosters a deeper understanding than mere memorization, making the material easier to grasp and retain in long-term memory.

Empowering students as active learners. This model places students at the center of the learning process, encouraging them to think actively, construct concepts, and

make sense of their learning experiences, rather than merely passively receiving information. Furthermore, it fosters higher-order thinking skills; the process of analyzing, connecting, and evaluating information helps develop the critical thinking and problem-solving skills needed in modern life. Fostering Intrinsic Motivation to Learn. Students' active involvement in the learning process encourages the emergence of intrinsic motivation based on curiosity and a desire to understand, making their motivation to learn stronger and more sustainable.

Second, limitations of the constructivist model. Not all students are ready for independent learning. The constructivist model requires independent learning, a skill not all students possess, so some students may struggle to manage their own learning process. Requires high teacher facilitation skills: teachers are expected not only to master the subject matter but also to design learning experiences, monitor student progress, and provide appropriate guidance. Requires a longer time allocation: the processes of exploration, discussion, and reflection take relatively longer, which can hinder the achievement of curriculum goals. Risk of Misconceptions: a lack of adequate guidance can lead students to develop incorrect understandings of a concept, which are difficult to correct if not addressed promptly. Not effective for all types of content: the constructivist approach is better suited for conceptual and exploratory content, whereas technical and procedural content is often more effectively taught through a more structured approach.

Overall, the constructivist model can improve the quality of learning through students' active engagement in constructing knowledge. However, its success is greatly influenced by students' readiness, teachers' ability to facilitate learning, and the characteristics of the material being taught (Harefa et al., 2024).

Quantum Model

The Quantum learning strategy is a program developed by Learning Forum to accelerate the learning process for students aged 9–24, with the aim of fostering innovation, communication, and an understanding of life. This strategy emphasizes managing learning interactions both inside and outside the classroom to transform potential and talent into useful skills. Additionally, this strategy provides guidance on creating a conducive learning environment, curriculum design, content delivery, and the implementation of effective learning based on the concepts of accelerated learning, multiple intelligences, experiential learning, and cooperative learning (Khasanah et al., 2022).

Quantum learning is also understood as a learning framework and philosophy that has proven to be effective and adaptable for learners of all ages. This approach creates a conducive and enjoyable learning environment, enabling students to maintain high levels of focus and enthusiasm. Its effectiveness is supported by dynamic interactions between students and learning resources, instructional materials, facilities, and a classroom environment that is far from monotonous. Educators can utilize music or a variety of activities to build a lively atmosphere and enhance students' active engagement (Ningsih et al., 2021).

In its implementation, quantum teaching places positive interaction between educators and students as the primary foundation of the learning process. The learning stages in this model include: experience (providing direct experience), name (helping students understand concepts), demonstrate (showing the results of understanding), repeat (reinforcing the material), and celebrate (giving appreciation for learning achievements).

This series of steps enables students to understand the material in a contextual manner, that is, by relating it to their everyday experiences. In this context, educators act as facilitators who connect learning materials to real-world situations, provide exploratory activities, and create a conducive learning environment. Consequently, students not only gain cognitive understanding but also experience deep and

meaningful learning (Widiyono, 2021).

Stages of Implementing the Quantum Teaching Model

The main framework for implementing Quantum Teaching is known by the acronym TANDUR. This acronym refers to six sequential phases: Grow, Experience, Name, Demonstrate, Repeat, and Celebrate. Each phase has a specific function in building a holistic learning experience. The ultimate goal is to fully empower students' potential.

First, "*Tumbuhkan*" is the initial stage aimed at sparking students' interest and passion for learning by linking the material to real-life benefits through the *AMBAK* principle (What's in It for Me). Rusman emphasizes that interest is the strongest foundation in the learning process, as students who are intrinsically motivated will find it easier to absorb and understand the material being studied. Second, Experience is the stage where teachers facilitate direct learning experiences through simulations, experiments, role-playing, or problem-based discussions. These authentic experiences serve as a cognitive bridge connecting students' prior knowledge with new concepts, ensuring learning does not remain abstract.

Third, naming is the stage of assigning names or labels to new concepts, principles, or information that students have experienced. Naming is done when students' interest and curiosity are at their peak, so that previously unstructured experiences can become systematic and easily memorable knowledge through keywords, concept maps, or diagrams. Fourth, Demonstration is the stage where students are given the opportunity to demonstrate and apply the understanding they have built. Through presentations, problem-solving, hands-on practice, or simple projects, students' understanding is no longer purely theoretical but is truly internalized as a meaningful personal experience.

Fifth, reinforce is the stage of strengthening understanding through structured repetition of the material, whether through short quizzes, Q&A sessions, or group reflection. This stage aims to solidify cognitive connections in students' memories so that the material studied can be stored more firmly in long-term memory. Sixth, Celebrate. Celebrate is the final stage, which involves acknowledging students' efforts and achievements. Recognition can take the form of praise, awards, or other forms of acknowledgment. This stage aims to boost self-confidence, enhance learning motivation, and create a positive learning experience for students.

Through the TANDUR stages, Quantum Teaching seeks to create learning that focuses not only on mastery of the material but also on active engagement, meaningful learning experiences, and the development of students' motivation and self-confidence. (Rusman, 2021).

Advantages and Disadvantages of the Quantum Learning Model

The Quantum learning model offers various advantages that support the creation of active, enjoyable, and meaningful learning. However, like other learning models, Quantum also has some limitations that need to be considered so that it can be implemented effectively in accordance with the conditions and needs of the students.

The advantages of the Quantum Teaching model include helping to standardize students' understanding. Quantum Teaching helps create a more structured understanding through the management of interactions and a conducive learning environment, thereby minimizing differences in students' levels of understanding. Enhancing Focus and Engagement in Learning: Interactive, student-centered learning increases students' attention and engagement, leading to optimal comprehension of the material. Creating a Pleasant Learning Environment: Quantum Teaching fosters a positive and comfortable learning environment, boosting students' enthusiasm and facilitating the process of understanding and retaining material. Encouraging Active and Independent Learning: This model encourages students to be active in various

learning activities, thereby strengthening their understanding, boosting their self-confidence, and developing their independence in learning. Enhancing Teachers' Creativity in Teaching: The implementation of Quantum Teaching encourages teachers to design innovative and engaging lessons, thereby enhancing their creativity and professional competence in managing effective learning.

The drawbacks of the Quantum Learning Model include the need for thorough planning; the success of Quantum Teaching heavily depends on the teacher's ability to systematically design and prepare each stage of the learning process so that learning objectives can be optimally achieved. It also depends on the availability of facilities and infrastructure; implementing this model requires adequate media, facilities, and a supportive learning environment, so limited resources can hinder its implementation. It requires a relatively longer learning time; exploration, discussion, practice, and reflection activities require sufficient time allocation, making effective time management crucial. It has the potential to cause disturbances to the surrounding environment; learning activities involving appreciation or celebration can create a livelier atmosphere, which may potentially disrupt learning activities in the surrounding environment if not managed properly.

Overall, Quantum Teaching is a learning model capable of enhancing student engagement, motivation, and learning experiences through a positive and interactive atmosphere. However, its success is greatly influenced by teacher readiness, the availability of facilities, and the ability to effectively manage time and the learning environment (Shoimin, 2014).

Contextual Model

The contextual learning model, or Contextual Teaching and Learning (CTL), is an educational approach that emphasizes the connection between the material being taught and real-life situations in students' lives. Through this approach, the learning process focuses not only on mastering theoretical concepts but also on students' ability to apply knowledge in daily activities. In practice, teachers serve as facilitators who provide meaningful learning opportunities and encourage students to actively participate in discovering, connecting, and constructing their own knowledge. Thus, CTL positions students as active agents capable of developing critical thinking and problem-solving skills based on real-world experiences. Consequently, this model is considered effective in fostering meaningful, active, and practical learning. (Khoiri, 2019).

In its implementation, CTL emphasizes the direct involvement of participants in learning activities. They do not merely acquire knowledge but are also required to discover the concepts being studied on their own and relate them to real-life situations. This is underscored by the assertion that CTL has three key characteristics: the active involvement of learners in discovering the material, the ability to connect the material to real life, and the application of knowledge in daily life. With this approach, learning becomes more contextual and fosters a deeper understanding (Hasudungan, 2022).

The effectiveness of the CTL approach has also been empirically demonstrated through various studies. Consistent application of the CTL model has been shown to improve student learning outcomes, both individually and collectively. Furthermore, CTL helps students understand concepts in a more contextual and active manner, and enables teachers to create a learning environment that fosters critical, collaborative, and creative thinking skills. These findings underscore that context-based learning not only improves cognitive learning outcomes but also develops higher-order thinking skills essential for students' holistic development (Haziyah et al., 2024).

Stages of Implementing the Contextual Learning Model

Contextual learning facilitates five essential forms of learning in the educational process. These five forms are interrelated and play a role in building students' comprehensive and meaningful understanding, as follows:

First, Relating. Relating is a fundamental strategy in the constructivist approach, in which educators connect new knowledge with students' prior knowledge to create a continuum of meaningful understanding. Second, Experiencing. This stage emphasizes students' active engagement through interaction with objects, tools, or investigative activities, so that knowledge is more easily understood and deeply internalized.

Third, Application. Application occurs when students are able to apply concepts to solve real-world problems through tasks relevant to daily life. Fourth, Collaboration. Collaboration emphasizes the importance of working together in groups to solve problems effectively while developing social and communication skills.

Fifth, knowledge transfer (transferring). Knowledge transfer is the learner's ability to apply concepts flexibly and adaptively to different situations, ensuring that learning is not merely rote memorization. Thus, these five forms of learning synergistically demonstrate that the contextual approach is capable of creating an active, meaningful, and real-world application-oriented learning process, while equipping students with relevant and functional competencies to face life's challenges (Helmiati, 2012).

Advantages and Disadvantages of the Contextual Learning Model

The contextual learning model has advantages and disadvantages that educators need to understand during its implementation. The following outlines the advantages and disadvantages of CTL:

First, the advantages of the contextual learning model. CTL encourages students to identify problems, seek solutions, and evaluate their thinking based on real-world contexts, resulting in deeper and more practical understanding. Learners build their knowledge through direct experience, making the material easier to understand, more meaningful, and longer-lasting in memory. Learning linked to learners' experiences and daily lives creates a more engaging and less monotonous learning environment. Collaborative learning activities in CTL encourage learners to work together, interact, and help one another in achieving learning objectives.

Second, a limitation of the Contextual Learning Model is that implementing CTL requires a significant time commitment because the material must be meaningfully linked to the learners' real-life contexts. Differences in academic ability among learners can make it difficult for educators to design instruction that meets the needs of all learners. Implementing CTL, especially in out-of-class activities, requires effective classroom management skills to create a conducive learning environment.

By understanding these strengths and limitations, educators are expected to be able to design and manage contextual learning more effectively, so that the potential of CTL to create meaningful and applicable learning can be maximized (Rusman, 2021).

CONCLUSION

A comparative study of three learning models constructivism, quantum, and contextual shows that all three fundamentally shift the paradigm from teacher-centered to student-centered. The constructivist model emphasizes that knowledge is actively constructed by learners through experience, reflection, and the reconstruction of meaning, rather than merely being transferred from the teacher. Through the stages of apperception, exploration, conceptual discussion, and application, this model fosters critical thinking, independence, and deep, lasting understanding. The Quantum Teaching model, with its TANDUR framework (Grow, Experience, Name, Demonstrate, Repeat, Celebrate), offers affective and motivational dimensions in addition to cognitive ones, creating a fun and appreciative learning atmosphere that enhances students' active engagement, self-confidence, and intrinsic motivation. Meanwhile, the contextual model (CTL) focuses on the relevance of the material to real life through five forms of learning: relating, experiencing, applying, cooperating, and transferring, which have been empirically

proven to improve learning outcomes and higher-order thinking skills (HOTS).

These three models are not mutually exclusive; rather, they complement one another and can be synergistically integrated according to needs, the characteristics of the material, and the learning context. The success of their implementation depends on students' cognitive readiness, teachers' competencies, facilities and infrastructure, as well as time management within the current curriculum. Thus, innovation in learning models represents a fundamental transformation in how we view the nature of learning. Educators are required to be reflective and adaptive in selecting, combining, and developing models that meet the demands of the times, the needs of students, and the dynamics of science, so that education truly empowers well-rounded individuals of good character.

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