Active Learning as a Solution to Student Burnout in Islamic Religious Education: Views from Madrasah

Pembelajaran Aktif sebagai Solusi Kejenuhan Siswa dalam Pendidikan Agama Islam: Pandangan dari Madrasah

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Abstrak

Penelitian ini fokus pada penerapan metode pembelajaran aktif untuk mengatasi burnout siswa pada pendidikan agama Islam di madrasah. Tujuan utama penelitian ini adalah untuk mengevaluasi efektivitas Pembelajaran berbasis proyek, permainan peran dan simulasi, Pembelajaran berbasis masalah, dan aktivitas kolaboratif dalam meningkatkan motivasi, keterlibatan, dan pengembangan keterampilan siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Pengumpulan data dilakukan melalui wawancara mendalam kepada siswa, guru dan kepala sekolah di Madrasah Ibtida'iyah Negeri 3 Banyuwangi dan observasi langsung di dalam kelas. Hasil penelitian menunjukkan bahwa metode pembelajaran aktif secara signifikan mengurangi kelelahan siswa dan meningkatkan motivasi dan keterlibatan mereka dalam proses pembelajaran. Pembelajaran berbasis proyek membantu siswa menghubungkan teori dengan praktik aktual, sementara permainan peran dan simulasi memperkaya pengalaman belajar mereka. Pembelajaran berbasis masalah mendorong siswa untuk berpikir kritis dan analitis, sedangkan kegiatan kolaboratif memperkuat kerja sama dan keterampilan sosial siswa. Temuan ini menegaskan bahwa metode pembelajaran aktif efektif meningkatkan mutu pendidikan agama Islam di madrasah. Implikasi dari penelitian ini adalah perlunya mengintegrasikan metode pembelajaran aktif dalam kurikulum madrasah untuk menciptakan lingkungan belajar yang lebih dinamis dan mendukung kesejahteraan siswa. Penelitian ini juga menggarisbawahi pentingnya mengembangkan kebijakan pendidikan yang lebih inklusif dan berbasis bukti untuk mengakomodasi kebutuhan dan potensi siswa secara komprehensif.

Kata kunci: Pembelajaran Aktif, Burnout Siswa, Pendidikan Agama Islam, Madrasah

Abstract

This research focuses on applying active learning methods to overcome student burnout in Islamic religious education in madrasahs. The main objective of this research is to evaluate the effectiveness of project-based Learning, role-playing and simulation, problem-based Learning, and collaborative activities in increasing student motivation, engagement, and skill development. This research uses a qualitative approach with a case study method. Data was collected through in-depth interviews with students, teachers, and school principals at Madrasah Ibtida'iyah Negeri 3 Banyuwangi and direct observations in the classroom. The research results show that active learning methods significantly reduce student burnout and increase their motivation and involvement in the learning process. Project-based learning helps students relate theory to actual practice, while role-playing and simulations enrich their learning experience. Problem-based learning encourages students to think critically and analytically, while collaborative activities strengthen students' cooperation and social skills. These findings confirm that active learning methods can effectively improve the quality of Islamic religious education in madrasahs. The implication of this research is the need to integrate active learning methods in the madrasa curriculum to create a more dynamic learning environment and support student welfare. This research also underscores the importance of developing more inclusive and evidence-based education policies to comprehensively accommodate students' needs and potential.

Keywords: Active Learning, Student Burnout, Islamic Religious Education, Madrasah

INTRODUCTION

Student burnout in Islamic religious education in madrasah is increasingly becoming a primary concern for educators and researchers (Chuanchen & Zaini, 2023; Yulianti et al., 2023; Zaini et al., 2022). This phenomenon can be seen in increasing student complaints about mental and emotional fatigue, decreased motivation to learn, and increased stress levels among students at madrasahs (Adriantoni & Kenedi, 2022). In a broader social context, Islamic religious education in Indonesia plays an essential role in forming students' character and morals (Hakim, 2020; Novita et al., 2021). However, the challenge of burnout threatens the effectiveness of the learning process and the primary goal of Islamic religious education itself (Muzakki, 2021; L. Hakim, 2021). Social facts show that conventional and less interactive teaching methods increase student boredom (Herdianti et al., 2024; Tohet & Alfaini, 2023). A report from the Ministry of Education and Culture stated that 65% of madrasa students feel bored with teaching methods that focus too much on lectures and memorization (Herlina et al., 2023; Khafifah et al., 2023; Izzah et al., 2023). Active learning approaches emerged as a potential solution to overcome this problem. Active learning emphasizes active student participation in the learning process through discussions, group work, and practical projects relevant to everyday life (Jome, 2023; Karo Karo et al., 2023; Faslia et al., 2023).

The theory underlying this research is the Student Engagement Theory proposed by Fredricks, Blumenfeld, and Paris (Maulidah et al., 2023; Savitri et al., 2024). This theory states that student involvement in learning is critical in improving learning outcomes and reducing boredom (Arifin et al., 2024; Zahra, 2024).

However, there is still a high level of burnout in madrasas, especially in Islamic Religious Learning. This shows a contradiction that needs to be studied further. Most previous studies have been conducted in the general context of learning in madrasas (Octaviana et al., 2022; A'isah et al., (2023). Further research is needed to specifically explore student engagement and burnout reduction in the context of Islamic Religious Learning. Implementing active learning can increase student engagement and reduce burnout in the madrasa context. Although active learning is recognized as increasing student engagement, there has yet to be any specific research identifying the most effective active learning methods to reduce burnout in Islamic Religious Learning in Madrasah.

The main problem faced in this research is the high level of student burnout in Islamic religious learning in madrasahs. This burnout not only hurts students' mental health but also hinders academic achievement and character development expected from Islamic religious education (Nasri & Indinabila, 2024). This research focuses on applying active learning to reduce student burnout in madrasahs (Fitriyah et al., 2021). In this context, it is essential to identify the factors that contribute to student burnout and how active learning can overcome the problem (Maya et al., 2023).

Several previous studies that are relevant to this topic include. Their research on student engagement found that high student engagement in learning positively correlated with better academic achievement and mental health (Husnaini et al., 2024). One article also found that active learning methods increased student participation and

reduced boredom in learning Islamic religion (Sujianto et al., 2022). In another article, it was also found that the use of interactive and participatory methods in learning can significantly reduce the level of student burnout (Vita Derisma et al., 2024).

These studies show a positive relationship between implementing active learning and reducing student burnout. However, research that specifically examines the impact of active learning in the context of Islamic religious education in madrasahs still needs to be completed. Although previous research has shown the benefits of active learning in general contexts and several aspects of Islamic religious education, no research explicitly examines the application of active learning to solve student burnout in Islamic religious education in madrasahs. This gap indicates the need for further research focusing on madrasah's specific context and characteristics.

This research offers novelty by focusing on applying active Learning in Islamic religious education in madrasahs to overcome student burnout. This novelty lies in an interdisciplinary approach, combining student involvement theory with active learning methods in the context of Islamic religious education. This research contributes to developing active learning theory and practice and provides practical insights for madrasah educators and policymakers.

This study aims to analyze and evaluate the impact of active learning on the burnout rate of students in Islamic religious education in madrasas. This study aims to provide a deeper understanding of how active learning can effectively overcome student burnout in Islamic religious education in madrasas. Thus, the results of this research are expected to make a practical contribution to improving the quality of education in madrassas and provide guidance for educators and policymakers in developing learning strategies more responsive to student needs.

RESEARCH METHOD

This research uses a qualitative approach with a case study method to explore the application of active learning in overcoming student burnout in Islamic religious education in madrasahs. A qualitative approach was chosen because it allows researchers to understand the experiences and perceptions of students and teachers in-depth (Wahyudi et al., 2024). The case study type research method provides the opportunity to study this phenomenon in an accurate and specific context, thereby gaining richer and more comprehensive insight into the application of active learning and its impact on student burnout.

Data collection techniques used in this research include observation, in-depth interviews, and document analysis. Observations were carried out to directly observe the implementation of active learning in madrasa classes (Astuti et al., 2023). In-depth interviews were conducted with students, teachers, and principals to explore their perceptions of active learning and its effects on burnout. Document analysis involves a review of the student's curriculum, lesson plans, and academic records. The research location is at Madrasah Ibtida'iyah Negeri 3 Banyuwangi. This madrasah was chosen because it has an innovative program implementing active and participatory learning methods.

The collected data was analyzed using thematic analysis techniques. This technique involves identifying, analyzing, and reporting patterns (themes) in data. The data analysis process begins with transcribing interviews and observations and then continues with repeated reading to understand the data. After that, the researcher coded to identify the main themes that emerged related to the implementation of active learning and its impact on student burnout. These themes are then compiled and interpreted to provide in-depth insight into the phenomenon under study. This analysis helps researchers to reveal the

relationship between various factors that influence student burnout and how active learning can be an effective solution.

FINDING AND DISCUSSION

The results of this study indicate that the application of active learning methods, such as project-based Learning, role-playing and simulation, problem-based Learning, and collaborative activities, positively correlate with reducing student boredom. This finding is supported by student, teacher, and principal statements indicating increased student motivation, engagement, and skill development. Project-based learning allows students to engage in activities that are relevant to their real lives, thereby increasing motivation and participation (Rianda & Sayekti, 2023). Role- Role-playing and simulations offer practical experiences that help students internalize the subject matter better. Problem-based learning challenges students with relevant situations, increasing engagement and developing critical thinking skills (Wardani, 2023). Collaborative activities increase student collaboration and motivation through team support. Data from interviews and observations support these findings, positively impacting student academic outcomes and skill development.

Project-Based Learning (Project-Based Learning)

This research found that project-based Learning (Project-Based Learning) effectively reduces student burnout in madrasahs. Based on observations and interviews with teachers and principals, it was found that students involved in projects relevant to their daily lives showed increased motivation and active participation. The statement of Zaenal Abidin confirms this as a Class VI Islamic Religious Education Teacher who believes that,

> *"My students feel more excited when working on projects because they can see firsthand the results of what they are learning. These projects allow them to apply the theory learned in class to real situations, making them understand the material better (I_ZA_23)."*

The results of this interview show that project-based learning has a positive impact on student motivation and understanding. Students feel more enthusiastic when they work on a project because they can see concrete results from what they learned. This provides satisfaction and a real sense of achievement, which contributes to increasing student motivation to learn. Additionally, these projects allow students to apply the theory learned in class to real situations. This makes the subject matter more relevant and meaningful for students and deepens students' understanding of the concepts being taught. By connecting theory with practice, students can see how their knowledge is used in real-world contexts, increasing their engagement in learning. This is also in line with Moh's expression. Muktis, the fifth-grade Islamic Religious Education Teacher, added, "Working as a team to complete a project can make students feel more engaged and motivated because they can share ideas and work together to achieve a common goal (I_MM_23)."

Based on the researcher's observations in the field, the statement above found that students involved in teamwork in their learning activities showed higher involvement. Students were very happy and motivated in their learning, so they were able to share ideas, work together and enjoy their learning.

The interviews and observation show that working together in teams to complete projects positively affects student involvement and motivation. Teachers stated that

group collaboration allows students to share ideas, which enriches the learning process and creates a sense of shared ownership and responsibility. Students feel more motivated because this collaboration creates a dynamic that makes them feel valued and supported by their group friends. This shows that learning methods involving teamwork can increase students' active participation and motivation in learning. This shows that involvement in actual projects helps students to experience direct benefits from their learning process, thereby reducing boredom. Then Sholihin, as a class IV Islamic Religious Education teacher, also argued that,

> *"We saw improvements in students' academic outcomes and skill development after implementing project-based learning. Students were more confident and ready to take on challenges (I_S_23)."*

From the informant's statement above, it can be concluded that the teacher observed an increase in academic results and student skill development after implementing project-based learning. They do this by noting that students become more confident and better prepared to face challenges and difficulties in the learning process. This increase reflects that project-based learning enriches students' academic knowledge and helps develop skills necessary for success in real situations. Increased self-confidence in students indicates that they feel more capable and motivated in the learning process, contributing to reduced burnout. This shows that project-based learning positively impacts student motivation, academic outcomes, and skills development.
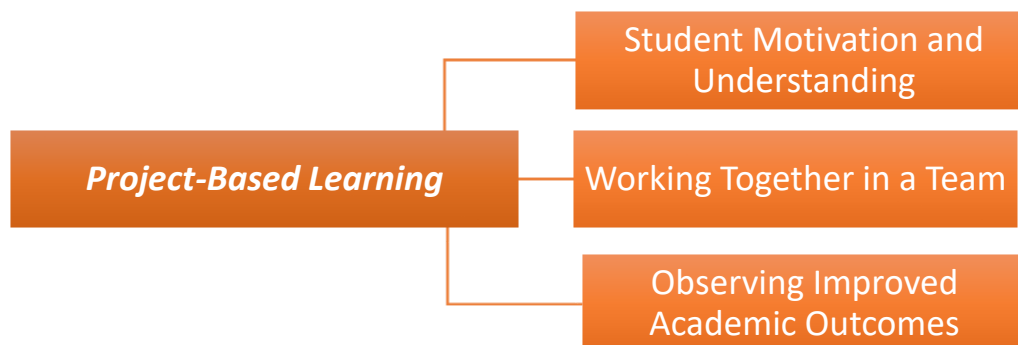

Figure 1. The impact of Project-Based Learning

Figure 1 illustrates the impact of Project-Based Learning (PBL) on student learning, highlighting increases in motivation, understanding, and academic performance. In the *planning phase*, teachers design relevant projects with clear learning objectives, which boosts student motivation. During the *implementation phase*, students work in teams, sharing ideas and solving problems, enhancing their collaborative skills. The *evaluation phase* involves assessing the project outcomes and student reflections, which indicate an overall improvement in academic results. This process demonstrates that PBL effectively engages students and enhances their academic achievement.

From the findings above, Project-Based Learning (PBL) is theoretically based on the principles of constructivism, which emphasizes that learning is an active process where students build new knowledge based on their previous experiences (Wardani, 2023; Pramana et al., 2024). Constructivist theory, as proposed by Jean Piaget and Lev Vygotsky, emphasizes that effective learning occurs when students are involved in activities that require them to think critically, solve problems, and collaborate with others

(Habsy et al., 2023; Hasanah & Putri, 2024). PBL allows students to learn through direct experience by completing projects relevant to their real lives (Kamaruddin et al., 2024). These projects are designed to challenge students to use the knowledge and skills they have learned to solve real-world problems. This aligns with Dewey's theory of "learning by doing," which emphasizes the importance of practical experience in Learning (Jome, 2023). In particular, PBL in Islamic religious education in madrasah helps students understand religious concepts in an accurate and relevant context (Fauzi et al., 2023). Therefore, students can work on projects that involve learning about implementing Islamic values in everyday life, deepening their understanding of the religion's teachings, and showing their practical application.

Role-Playing and Simulation

Role-playing and simulation methods also show significant results in reducing student burnout. Students feel more involved and understand the subject matter better through hands-on practice. In an interview with Kholiq Hanifan, a class III Islamic Religious Education teacher, he stated,

> *"When students do role-playing, they feel they are in the situation being studied. This makes it easier for them to understand the learning material because they can feel and internalize the concepts taught directly, increasing engagement and understanding significantly (I_KH_23)."*

The results of this interview show that the role-playing method can significantly increase student understanding and involvement. Students learn theoretically and practically by acting out roles in situations relevant to the subject matter. This process helps students internalize the concepts studied because they can see and feel the theory clearly and clearly. In addition, role-playing allows students to develop social and emotional skills, such as empathy and communication. This approach makes learning more lively and exciting, reducing the risk of burnout and increasing student learning motivation. This statement shows that role-playing helps students internalize the material better through direct experience. It is also in line with Moh's Khoeron, as a class II Islamic Religious Education teacher, believes that, "Role-playing makes students more enthusiastic and active in learning. They hear the theory and practice it so they understand the material better. This activity also allows them to interact with their classmates so that they can improve their social and communication skills (I_MK_23). "

The observation results support the statement, showing that students are enthusiastic about learning. The methods used by the teacher have proven to be very effective and can increase students' motivation and interest in learning in the classroom. Students become more enthusiastic and active because they listen to the theory and practice it directly. This helps them understand the material better because they can see and feel how the theory is applied. This direct practice also allows students to relate theoretical knowledge to practical experiences.

The results of this interview and observastion reveal that the role-playing method significantly impacts student involvement and enthusiasm in the learning process. When students are involved in role-playing activities, they listen to the theories taught in class and apply them practically. This helps them understand the subject matter in more depth. Role-playing also allows students to interact with their classmates, improving their social and communication skills. Students who engage in role-playing become more active and engaged in learning, increasing motivation and understanding. These activities also create a more dynamic and collaborative learning environment where students feel more

motivated to participate and share ideas. Overall, the role-playing method makes learning more exciting and fun and strengthens students' understanding of the subject matter and their social skills. This shows that this method makes learning more lively and exciting for students, reducing boredom. Then Asro'i, the school principal, said,

> *"With simulations, students are more enthusiastic and actively participate in learning. They show a significant increase in engagement, which in turn helps them develop communication and problem-solving skills necessary in their daily lives and in their future (I_SP_23)."*

An interview with one of the teachers revealed that using simulation methods in learning significantly positively impacted student enthusiasm and participation. The teacher observed that students were more active and more involved in the learning process through simulation. This is due to the hands-on experience of simulations, which makes the subject matter more accurate and relevant for students. This active participation also plays a vital role in developing students' communication and problem-solving skills. These skills are critical in an academic context, their daily life, and their future. The practical experience gained through simulations helps students apply the theory they have learned, strengthen their understanding, and build confidence in dealing with various situations. Thus, the simulation method has proven effective in improving the quality of learning and reducing student boredom. This shows that role-playing and simulations not only reduce burnout but also help in the development of essential skills for students. Classroom observations showed that students were more active and engaged during role-playing and simulation sessions, contributing to a more dynamic and interactive learning atmosphere.
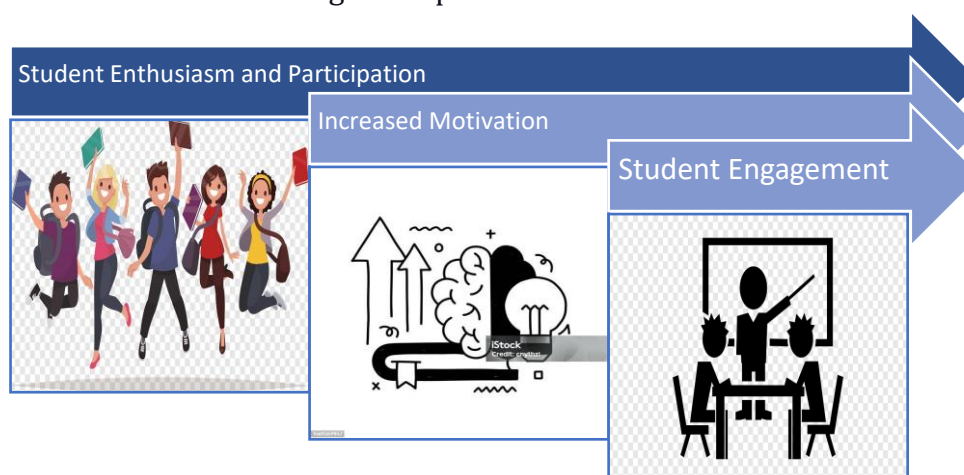

Figure 2. Student Engagement and Motivation

Figure 2 illustrates how Project-Based Learning (PBL) enhances student engagement and motivation through a structured process. During the planning phase, teachers design relevant and challenging projects, sparking initial student enthusiasm and participation. In the implementation phase, students actively work on these projects, involving collaboration, problem-solving, and hands-on activities, increasing their motivation. Finally, in the evaluation phase, students reflect on their work and receive feedback, which solidifies their engagement and understanding of the material. This cycle of planning, execution, and evaluation not only keeps students actively involved but also fosters a deeper connection with the subject matter.

The image above shows three important active learning components: Student Enthusiasm and Participation, Increased Motivation, and Student Involvement. These

three components are interrelated and are indicators of success in implementing active learning methods such as Project-Based Learning (PBL) and simulation. The picture's first component is a planning phase that shows enthusiastic students who actively participate in learning. Theoretically, student enthusiasm and active participation are a theory of engagement in Learning (Herdianti et al., 2024). Students involved in relevant and exciting learning activities tend to be more enthusiastic and participate actively (Rahmiati & Azis, 2023; Putri Insani et al., 2023; Irawan et al., 2024). This is based on the principles of constructivism, which emphasize that effective learning occurs when students are actively building their knowledge (Salsabila & Gumiandari, 2024). The second component is the phases of implementation in the picture above, which explains increased motivation. Students' motivation increases when learning is relevant (Lasminawati et al., 2023). Self-motivation theory (Self-Determination Theory) states that students' motivation increases when their needs for competence, autonomy, and relatedness are met (Sono & Elisabeth, 2023). Methods such as PBL and simulation help meet this need by allowing students to control their learning process, develop new skills, and collaborate (Shofia Rohmah et al., 2023; Ummah, 2018).

The third component in the picture is the evaluation phase, which shows student involvement in the learning process. This involvement includes cognitive, emotional, and behavioral aspects. Cognitively, students are engaged when they actively process information and think critically about the material being studied (Badruddin & Solehah, 2023). Emotionally, students are engaged when they feel interested and excited about learning. Behaviorally, engagement is reflected in students' active participation in classroom activities and peer interactions. Academic engagement theory explains that student engagement significantly predicts positive learning outcomes. This figure illustrates how active learning methods such as PBL and simulation can increase student enthusiasm, motivation, and involvement, improve learning outcomes, and reduce student burnout in Islamic religious education in madrasahs.

Problem-Based Learning

Problem-based Learning (Problem-Based Learning) has also proven effective in reducing student burnout. By facing real problems, students are more motivated to learn and find solutions. The statement of Asro'i confirms this finding, as the school principal said,

> *"Students feel more challenged and motivated when assigned to find solutions to problems given by the teacher. They say that this challenge encourages them to think more critically and creatively and increases their involvement in the learning process in class (I_SP_23)."*

The interviews with the informants above show that students' motivation and involvement increase when faced with problems that must be resolved in the learning process. Teachers note that students feel challenged and motivated when given assignments that require creative solutions. This challenge encourages them to think more critically and increases their active participation in learning. Students feel that these problems are relevant to their lives, which makes learning more meaningful and exciting. By facing real problems, students learn to apply their knowledge and skills practically, which in turn can improve their understanding of the subject matter. Teachers also observe that students involved in problem-solving tend to be more active in class discussions and more eager to share ideas. This shows that problem-solving

learning methods can reduce boredom and burnout and improve student learning outcomes. This shows that problem-based learning can increase student engagement by providing relevant challenges. This is also in line with Bosman's statement as the curriculum representative who stated that,

> *"With problem-based learning, students learn to think critically and analytically and become more active in group discussions. They are involved in searching for relevant information to solve the problems they face, thereby increasing their understanding of the material (I_B_23)."*

The results of interviews with informants show that the application of problem-based learning has a significant impact on increasing student involvement in the learning process. The teacher revealed that this method trains students to think critically and analytically, making them more active in group discussions. Students will be deeply involved in searching for relevant information to solve the problem. This helps students understand the subject matter better and develops creative thinking skills. In the context of Islamic religious education in madrasah, this approach allows students to connect theory with actual practice, thereby increasing the relevance and meaning of learning. Teachers also noted that students who engaged in problem-based learning showed increased motivation and active participation, reducing burnout and improving the quality of education in madrasah. Zaenal Abidin also expressed this to a student representative who thought that,

> *"We saw significant improvements in problem-solving and teamwork skills after implementing problem-based learning. Students became more independent, able to think critically, and ready to face complex challenges more confidently and effectively (I_ZA_23)."*

Based on the informants' statements, it can be concluded that the implementation of problem-based learning (PBL) in madrasah has significantly impacted students' skills. Teachers observe improvements in students' ability to solve problems and work together in teams. Students not only become more independent but also demonstrate better critical thinking skills. They are better prepared to face complex challenges with greater self-confidence and a more practical approach. This increase reflects that PBL helps students learn through real experiences, facing problems and finding solutions alone or with a team. This process improves their understanding of the subject matter and develops essential skills necessary in their daily lives and future. This shows that PBL can effectively develop students' critical thinking and teamwork skills, which are essential in Islamic religious education in madrasahs.

Problem-based learning (PBL) has been shown to effectively reduce student burnout by engaging students with real-world problems. In the *planning phase*, teachers design open-ended problems that are relevant and challenging, providing a foundation for critical thinking. During the *implementation phase*, students work collaboratively to research, discuss, and develop solutions, which enhances their engagement and motivates them to participate actively. Finally, the *evaluation phase* involves reflecting on the solutions and processes used, allowing students to deepen their understanding and improve their problem-solving skills. This approach increases student motivation and involvement and helps them develop essential skills such as critical thinking, teamwork, and the ability to apply knowledge in practical situations. By integrating theory with practice, PBL creates a dynamic learning environment that supports student well-being

and fosters a deeper connection to the material, particularly in the context of Islamic religious education.

From the findings above, students need more structured problems and work in groups to find solutions. This involves identifying the problem, applying relevant knowledge, and reflecting on the solutions found. This differs from traditional teaching methods, which often focus on lectures and memorization—problem-based Learning effectively reduces student burnout in madrasah (Sukartawan, 2022; Siddik et al., 2021). By increasing engagement, building critical and analytical skills, developing social and collaborative skills, and providing relevance and accurate application, PBL can create a more dynamic learning environment and support student well-being (Oktaviana et al., 2024; Permatasari et al., 2023). Implementing PBL in Islamic religious education helps students connect theory with practice and prepares them to face challenges in real life based on Islamic values (Musyafak & Subhi, 2023; Hermawan et al., 2024). This shows that problem-based learning positively impacts students' development of essential skills. Observations show that students are more active in group discussions and more involved in finding solutions, contributing to a more interactive and collaborative learning atmosphere.

Collaborative Activities

Collaborative activities also show positive results in reducing student burnout. Through working together in teams, students feel more supported and motivated. The results of this research are confirmed by the results of an interview with Taufiq, the deputy principal of the school for facilities and infrastructure, who said that,

> *"Students feel more enthusiastic when studying in groups because they can support each other and share ideas, which can increase their engagement in Learning and help them understand the subject matter more deeply through discussion and collaboration with their classmates (I_T_23)."*

The results of joint interviews with this informant show that group work significantly increases student enthusiasm and motivation. Students feel more supported and motivated in a collaborative learning environment because they can share ideas and work with their classmates. This process of sharing ideas enriches their understanding of the subject matter and allows them to see different perspectives they might not have thought of on their own. This collaboration also helps students develop their social and communication skills to be helpful in learning and everyday life. By working together in groups, students can overcome challenges and celebrate their successes, strengthening social relationships and increasing their engagement in the learning process. This shows that learning methods that involve group work can be an effective strategy for improving the quality of learning and student welfare. This shows that teamwork helps students feel more involved and motivated. This is in line with the words of Rudy Pebrianto, the school's deputy head for public relations, who believes that.

"Through collaborative activities, students become more active and able to participate. They learn to work together, respect other people's opinions, develop communication skills and solve problems. So students can gain direct experience working together in teams and improve their social skills."

The results of this interview show that collaborative activities significantly impact student activity and participation in the teaching and learning process. By having an environment that encourages collaboration, students learn to work with their peers, which helps them foster mutual respect and understanding of different perspectives. This

experience is critical in developing practical communication skills and problem-solving abilities. Additionally, working in teams strengthens students' social skills, such as listening, providing constructive feedback, and negotiating. These skills are essential in preparing students for future challenges, both in academic and professional contexts. Therefore, implementing collaborative activities in the school curriculum increases student involvement in learning and prepares them to become competent and highly competitive individuals. Asro'i as, the school principal, added,

> *"With collaborative activities, I see a significant increase in student engagement and motivation. They become more enthusiastic, participate actively in learning, and show greater interest in the material. In addition, students also become more confident in expressing opinions and working together with their friends (I_SP_23)."*

It can also be seen from the results of interviews with these informants that the implementation of collaborative activities in the learning process has had a significant positive impact on student involvement and motivation. With this approach, students become more enthusiastic and participate actively in each learning session. This can be seen from the increasing interest of students in the lesson material presented by the teacher. They are more enthusiastic about taking lessons and more confident in expressing their opinions and ideas. Collaborative activities encourage students to work with their peers, improving their social and communication skills. Students feel more motivated to learn and achieve better results with a more interactive and participatory learning atmosphere. Therefore, a collaborative approach improves the quality of learning and prepares students to face future challenges better.

Implementing collaborative activities within Project-Based Learning (PBL) has proven effective in reducing student burnout by fostering a supportive and motivating environment. During the *planning phase*, teachers design projects that require group work, encouraging students to collaborate and share ideas. This initial setup helps establish a framework for teamwork and mutual support. In the *implementation phase*, students actively engage in discussions and problem-solving within their teams, which enhances their understanding of the subject matter and develops critical communication and social skills. Finally, in the *evaluation phase*, students reflect on their experiences and receive feedback, strengthening their confidence and ability to work independently and collectively. This process increases student engagement and motivation and equips them with valuable life skills, making the learning experience more meaningful and relevant.

From the findings above, it can be concluded that collaborative learning encourages students to be more active and involved in the learning process. Involvement in collaborative activities also helps students feel more motivated and enthusiastic because they can see actual results from their efforts and feel the direct benefits of learning carried out together (Fiteriani, 2016; Marjalena et al., 2015). Additionally, collaborative activities support the development of social skills that are important for students' lives outside the academic environment—interacting with classmates in a supportive and collaborative atmosphere (Savira, 2020). This shows that students involved in collaborative activities tend to show increased motivation and involvement in Learning (Daswati & Fitriani, 2023). This activity also allows students to develop a sense of self-confidence and independence because they learn to rely on themselves and their colleagues to complete challenging tasks (Suardipa, 2020; Wahyuni & Nasution, 2017). By integrating these methods into the curriculum, madrasah can provide students with more meaningful and relevant learning experiences, ultimately supporting their academic success and emotional well-being.

CONCLUSION

The findings of this research underscore the effectiveness of active learning methods, such as project-based Learning, role-playing and simulation, problem-based Learning, and collaborative activities, in mitigating student burnout in Islamic religious education at madrasah. Key lessons from the study highlight that these methods significantly enhance student motivation, engagement, and skill development, thus providing a more dynamic and participatory learning environment. By integrating theory with practical application, students gain a deeper understanding of the subject matter, improving their academic performance and fostering essential life skills such as critical thinking, problem-solving, and teamwork.

Despite the contributions and insights provided by this study, certain limitations should be acknowledged. The research was primarily confined to a specific setting, focusing on Madrasah Ibtida'iyah Negeri 3 Banyuwangi, which may only be representative of some madrasah environments. Additionally, the study did not account for variations in gender and age, which could influence the outcomes of active learning methods. The qualitative case study approach, while providing rich, contextual insights, limits the generalizability of the findings. Therefore, further research is necessary, encompassing a broader demographic spectrum, including different age groups and genders, and utilizing quantitative methods such as surveys. Such comprehensive studies offer more generalizable data, helping policymakers formulate more targeted and effective educational strategies.

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