

Research Article

The Effectiveness of Active Learning Methods in Overcoming Student Learning Boredom In PAK Subject

Agus Arda Setiawan Telaumbanua¹, Marchel Anthony Leiwakabessy², Martin Tampubolon³

¹ Sekolah Tinggi Teologi Injili Indonesia Jakarta, Indonesia; Email: agusardasetiawantelaumbanua@gmail.com

² Sekolah Tinggi Teologi Injili Indonesia Jakarta, Indonesia; Email: marchelanthoni@gmail.com

³ Sekolah Tinggi Teologi Injili Indonesia Jakarta, Indonesia; Email: martinazarya21@gmail.com

* Corresponding Author : Agus Arda Setiawan Telaumbanua

Abstract: Learning fatigue is a serious challenge in the world of education, including in Christian Religious Education (CRE) subjects. The purpose of this study is to analyze the effectiveness of active learning methods in overcoming learning fatigue among students in CRE subjects. Furthermore, it aims to provide theoretical and practical contributions to the field of basic education, particularly in formulating more adaptive, interactive, and psychologically appropriate learning approaches. This article employs a qualitative research method by analyzing the effectiveness of active learning methods as a solution to address such boredom. Active learning methods, which include strategies such as group discussions, simulations, role-playing, and project-based learning, have proven to increase students' cognitive, emotional, and social engagement. In addition to providing an enjoyable learning experience, this approach also reinforces Christian values in the context of PAK learning. This article concludes that active learning is not only capable of reducing learning boredom but also improving the quality of the learning process holistically. Therefore, teachers need to continuously develop their pedagogical and spiritual competencies to achieve transformative PAK learning that frees students from boredom. This study is expected to serve as a practical reference for teachers and policymakers in designing relevant, interactive, and contextual learning strategies. Moreover, the implementation of active learning methods in CRE subjects can also foster a deeper connection between students and the spiritual teachings of Christianity. By engaging students through hands-on activities such as role-playing biblical stories or collaborating on projects related to Christian values, students are encouraged to actively reflect on their faith in a more meaningful and personal way.

Keywords: Active; Boredom; Learning; PAK; Teachers

1. Introduction

Basic education is a crucial foundation in shaping the character and cognitive abilities of students. However, in the learning process at school, many teachers face a major challenge, namely learning boredom experienced by students. This boredom not only hinders the process of understanding the material but can also significantly reduce motivation and academic achievement. Amidst the demands of an increasingly dense curriculum and a learning outcome orientation that emphasizes cognitive achievement, students often lose interest and enthusiasm in participating in learning (Arini 2022). This condition is also felt in Christian Religious Education (PAK) learning, which should be a space for the formation of Christian values and character, but is often considered monotonous and irrelevant by students if only delivered theoretically. Active learning, as a pedagogical approach that emphasizes direct student involvement in the learning process, is believed to be a strategic solution to overcome this boredom. Thus, the problem addressed in this study is how effective active learning methods are in overcoming student boredom in PAK lessons?

Learning boredom is a psychological condition in which students experience fatigue, boredom, and a loss of motivation to participate optimally in the learning process. This is

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usually triggered by monotonous learning methods, minimal interaction, and a lack of creativity in the delivery of material. Several educational psychology theories suggest that learning boredom is closely related to low student engagement in the learning process. According to Basar, students who do not feel challenged and are not actively involved are more likely to feel bored and disengaged, which ultimately leads to low learning outcomes (Basar 2021). Active learning methods, such as cooperative learning, problem-based learning, and experiential learning, emphasize two-way interaction, active student participation, and the creation of contextual learning experiences, which are expected to minimize boredom (Puspasari 2022).

The phenomenon of learning fatigue has become increasingly evident post-pandemic, where prolonged online learning systems have formed passive learning patterns among students. Many teachers report that after returning to face-to-face learning, students become bored more quickly, have difficulty focusing, and are less enthusiastic about participating in learning activities (Pratiwi, Kuntarto, and Zahyuni 2022). This phenomenon has become a concern not only at the national level but also globally, as reported by UNESCO, which states that one of the long-term impacts of the pandemic is the loss of children's interest in learning due to inadequate interactive learning routines (Education in a post-COVID world: nine ideas for public action - UNESCO Digital Library n.d.). Based on this phenomenon, it can be concluded that active learning methods have become an urgent necessity, particularly in Christian Religious Education (CRE), to address passive learning patterns, restore students' motivation, and create more interactive and meaningful learning experiences.

Previous studies have highlighted the importance of pedagogical approaches in improving the quality of Christian Religious Education (CRE). One such study examined the relationship between teachers' pedagogical competence and students' academic achievement, emphasizing that teachers' understanding of their students, instructional design, educational implementation, and evaluation and development of students' potential are crucial factors directly impacting academic outcomes. Strong pedagogical competence enables the creation of a more meaningful learning process and encourages students to achieve optimal learning outcomes (Setiyowati and Arifianto 2020). On the other hand, other studies highlight the use of audio-visual media in CSE as a strategy to increase student motivation. The results indicate that audiovisual media can enhance student engagement, foster interest, and strengthen students' comprehension of the material presented (Butarbutar et al. 2025). Both studies emphasize the importance of an appropriate approach in PAK learning to overcome learning barriers, both from the teacher's side and from the media and method side. However, neither study directly addresses the issue of student learning fatigue in PAK, especially post-pandemic, where fatigue has become an increasingly evident phenomenon in the classroom. Research on pedagogical competence focuses more on its impact on learning achievement, while studies on audio-visual media emphasize student motivation. However, learning boredom is a different issue that requires a specific approach, as it is directly related to psychological aspects of students such as loss of enthusiasm, boredom, and lack of interest in the learning process. This is the research gap that this study aims to address, namely the effectiveness of active learning methods in overcoming learning boredom in PAK. This study not only seeks to answer how active methods impact learning outcomes or motivation, but also explores how direct student involvement in learning can reduce boredom and rebuild their enthusiasm and participation in the PAK learning process as a whole.

Based on this background, the purpose of this article is to analyze the effectiveness of active learning methods in overcoming student boredom in PAK lessons. This study also aims to provide theoretical and practical contributions to the world of education, particularly in formulating a more adaptive, interactive, and psychologically appropriate learning approach for students. The findings of this study are expected to serve as a reference for teachers and policymakers in developing learning strategies that are not only focused on academic achievement but also on students' emotional well-being during the learning process.

2. Literature Review

2.1. Concept of Learning Fatigue

Boredom is a word derived from the term "jenuh," which etymologically means a condition that is dense or full to the point of being unable to accommodate anything else (, 2016). According to Hakim, learning boredom is one of the complex forms of learning difficulties that are not easy to overcome. This condition is characterized by a decline in mental vitality, manifesting as boredom and fatigue, which ultimately leads to a decrease in motivation and enthusiasm for participating in the learning process. As a result, learning activities become less effective and tend not to achieve the desired outcomes (Hakim 2010:62). In line with this, Khairani and Ifdil explain that boredom is a state in which individuals experience physical and emotional fatigue. This is usually triggered by a high workload or tasks that are carried out in a monotonous and rigid manner, thereby causing psychological pressure and reducing effectiveness in achieving the targeted results (Khairani and Ifdil 2015). Furthermore, Al-Qawiy defines burnout as a form of deep psychological pressure, which at a certain level drives individuals to seek release from that pressure. In other words, burnout is not merely mental fatigue, but can create a strong urge to stop the activity being carried out (Al-Qawiy 2004:1). Syah also adds that boredom is a condition in which an individual's cognitive abilities are impaired, rendering them unable to process new information or experiences effectively (Syah 2005:161). In this condition, individuals tend to lose enthusiasm and focus in learning. Thus, boredom is a spiritual and psychological condition that causes a person to lose enthusiasm in carrying out activities that were previously performed with enthusiasm. The mild effects of this condition are characterized by laziness and sluggishness, while the severe effects can cause a person to stop the activity altogether. In the context of education, this condition is very relevant to pay attention to because boredom can be a serious obstacle in academic development and character building of students.

There are several factors that cause students to experience boredom. According to Astaman, these factors include: First, internal factors originating from the students themselves, such as low motivation to learn, lack of interest in certain subjects, and psychological conditions such as mental or emotional fatigue that cause students to quickly become bored. Second, factors originating from educators, particularly in terms of the teaching methods or strategies used. A monotonous approach, lack of interaction, and minimal variety in learning media and activities can make students passive and lose interest in actively participating in the learning process. Third, factors related to the learning environment, including the classroom atmosphere, learning facilities, and social support from peers and family. An environment that is not conducive, noisy, or does not provide a sense of security and comfort also contributes to the emergence of boredom in learning. These three factors, either individually or simultaneously, can be the main triggers of learning boredom among students at (Astaman, Kadir, and Masdul 2018). In addition, Hanina mentions that learning boredom can also be triggered by a lack of family support, especially from parents who do not appreciate their children's achievements. This causes anxiety about learning outcomes, and limited social interaction with school friends also exacerbates the boredom felt by students (Hanina, Faiz, and Yuningsih 2021).

The boredom experienced by students not only affects psychological aspects but also has a direct impact on declining academic performance. When students experience boredom, their focus and concentration in absorbing lesson material are disrupted, leading to a significant decline in their ability to understand and remember information. This results in an inefficient learning process, which is reflected in low academic achievement. Additionally, students who experience boredom tend to exhibit passive attitudes, lack participation, and are reluctant to complete assigned tasks. In the long term, this condition can reduce students' intrinsic motivation and self-confidence, and potentially create a cycle of repeated learning failure. Therefore, it is important for educators and the surrounding environment to immediately identify signs of boredom and intervene through a more active, enjoyable, and adaptive learning approach tailored to students' needs.

2.2. Active Learning Methods

Active learning methods are approaches that place learners as the main subjects in the learning process, rather than mere recipients of information. In this approach, learners do not just listen to the teacher's explanations, but are directly involved in thinking, discussing, and problem-solving activities. Zahriani and Azmi, citing Sanjaya, state that active learning is a learning process that involves students mentally and physically in processing and relating information to their own experiences (Jf and Azmi 2022). The essence is to build understanding through activities, not just memorization. The main characteristics of active learning are the full involvement of students in an interactive, creative, and enjoyable learning process. According to Zufahmi, students in active learning are given space to ask questions, express their opinions, and express their ideas independently (Fahmi 2013). Thus, the classroom atmosphere created in active learning tends to be more dynamic and dialogical. To complement these characteristics, there are various active learning strategies that can be applied according to the context and age of the students. These strategies include group discussions, role-playing, problem-based learning (PBL), educational games, brainstorming, and simulations. Zahriani and Azmi mention that strategies such as throwing a ball, active story repetition, and effective tracking are particularly effective in early childhood education because they allow children to build their knowledge directly (Jf and Azmi 2022).

Meanwhile, for the school level, strategies such as discussion and PBL have proven to stimulate critical thinking and cooperation among students. These strategies are not only technical but also rich in pedagogical meaning. For example, in problem-based learning, students are presented with real problems that must be solved collaboratively, so they learn to analyze and make decisions. Group discussions also provide benefits in developing courage to speak, argumentation skills, and tolerance towards other people's views. With these strategies, learning becomes more meaningful because it involves higher-order thinking and real-life experiences in the learning process. However, the success of active learning is highly dependent on the role of teachers as learning designers and facilitators. Teachers are no longer the center of information, but rather guides and companions who help students develop their potential. Ismail emphasizes that teachers need to be sensitive in recognizing students' learning difficulties and designing appropriate strategies to overcome them. In addition, teachers are required to have pedagogical knowledge, classroom management skills, and the ability to create a conducive learning environment so that the learning process runs effectively (Darimi 2016).

The positive impact of active learning on student learning outcomes is also significant. Nurdyansyah and Toyiba showed that active learning strategies can increase student attention, make it easier for them to understand the material, and reduce boredom in learning. When students are directly involved in constructing their understanding, the internalization of the material is deeper and more lasting. Additionally, active involvement enhances a sense of responsibility toward learning and strengthens students' intrinsic motivation (Nurdyansyah and Fitriyani 2018). Therefore, in an educational context, active learning is not merely an option but a necessity. Children in schools have unique characteristics such as high curiosity, abundant energy, and interest in enjoyable activities. Active learning methods can address these needs by providing space for exploration, creativity, and collaboration that align with their psychological development. With the implementation of appropriate methods and professional teacher support, active learning can serve as a strategic solution to combat learning boredom and enhance overall educational quality.

2.3. The Relationship Between Active Learning and Boredom

Boredom in the learning process is a common problem faced by students at various levels of education. This condition is generally triggered by monotonous and teacher-centered learning methods, such as lectures that do not provide space for students to actively participate. This aligns with the findings of Hidayat, Sa'diyah, and Lisnawati, who noted that conventional learning that only emphasizes the delivery of material results in a static and boring learning environment, which can even lead to stress among students (Hidayat, Sa'diyah, and Lisnawati 2020). Therefore, a more participatory learning approach is needed to make the learning atmosphere enjoyable and encourage maximum student involvement. As a solution to this boredom, an active learning approach is a promising alternative. One form of this is the PAIKEM approach, which stands for Active, Innovative, Creative, Effective, and Fun

Learning. According to Slameto, PAIKEM learning emphasizes multi-sensory involvement, the use of various methods and media, and an interactive and contextual learning atmosphere (Siregar, Wardani, and Hatika 2017). Thus, active learning not only stimulates students' cognitive involvement but also enlivens the emotional and social atmosphere, which can reduce boredom in learning. Furthermore, the effectiveness of active learning in enhancing students' interest and engagement has been empirically proven. In a study at SD Negeri 010 Rambah, the implementation of the PAIKEM approach was able to increase student learning activities from 50% in the first cycle to 98% in the fourth cycle. Student learning outcomes also improved significantly from an average score of 72.38 to 97.00 (Siregar et al. 2017). This finding reinforces the view that active learning is not only enjoyable but also directly impacts students' academic achievements. The transition from conventional approaches to active learning is also evident in a case study at Madrasah Diniyah Takmiliyah Al Ghazaly in Bogor City. The study found that the use of lecture and memorization methods made students passive and easily bored. Educators are advised to adopt more varied methods that directly involve students to create an engaging and non-monotonous learning environment (Hidayat et al. 2020). Thus, best practices in active learning should be adopted by other educational institutions to create more vibrant and productive classrooms.

An experimental study by Ritonga and Napitupulu also showed that the application of active learning methods had a positive impact on students' critical thinking skills. Students who learned using this method showed significant improvement compared to the control group who were taught conventionally. Learning that places students as active subjects encourages them to think analytically, solve problems, and participate in class discussions more deeply (Ritonga and Napitupulu 2024). This proves that active learning can create a learning experience that is both enjoyable and challenging. Finally, it can be concluded that active learning is highly relevant in addressing student boredom while improving their learning quality. This approach not only focuses on academic achievement but also considers the psychological and social aspects of students in the learning process. Teachers, as learning facilitators, need to understand students' characteristics and design varied and contextual learning strategies so that every student feels valued and fully engaged in the learning process. As emphasized by Toha, an inclusive and empowering classroom atmosphere is the key to the success of this method in enhancing students' motivation and learning skills (Toha 2018).

3. Research Method

This study employs a qualitative approach using library research, aiming to gain a deep understanding of the phenomenon of student learning fatigue and the effectiveness of active learning methods in the context of Christian Religious Education (CRE). Qualitative research was chosen because this approach allows researchers to explore data and information in a descriptive-analytical manner, based on relevant scientific sources such as journals, books, articles, and previous research findings. Data analysis was conducted through the stages of data reduction, theme categorization, and logical conclusion drawing based on literature findings. The focus of this study includes four main points. First, the forms of boredom experienced by students, both physically, emotionally, cognitively, and in terms of learning motivation. Second, the strategies used by teachers in implementing active learning, such as group discussions, simulations, educational games, and project-based learning that encourage direct student involvement. Third, the impact of active learning on learning boredom, by examining the extent to which these methods can change students' learning behavior from passive to active and motivated. Finally, this study specifically discusses the role of active learning in overcoming learning boredom in Christian Religious Education (CRE), which has often been considered boring if not delivered with a contextual and participatory approach. These four parts form the main structure of the analysis, providing a comprehensive overview of the relevance and effectiveness of active learning as a solution to student learning boredom.

4. Results And Discussion

4.1. Forms of Boredom Experienced by Students

Learning boredom among students can be identified through various physical symptoms that appear in their daily lives. According to Syah, there are four aspects that can be observed in the problem of boredom (Syah 2005:183–85). First, emotional fatigue, which is a form of

fatigue closely related to an individual's psychological condition, characterized by feelings of helplessness, frustration, and even depression. Common symptoms of this fatigue include deep boredom, excessive anxiety, loss of energy, uncontrolled anger, and indifference towards learning goals (Student Learning Burnout | PDF | Career & Development | Self-Development n.d.). Emotional exhaustion often serves as an initial response to stress caused by academic pressure, and if left unaddressed, it can escalate into apathy, cynicism, and significant declines in mental health. Consequently, this condition directly impacts the quality of students' self-perception and their ability to engage in the learning process optimally.

Second, physical fatigue reflects a decline in physical condition due to intense learning activities, and is typically characterized by headaches, back pain, neck and shoulder muscle tension, sleep disturbances, and changes in eating patterns. The effects can be very serious, including insomnia, stress, and decreased concentration. This indicates that psychological pressure in learning can trigger physical fatigue, considering that the learning process involves not only the brain but also sensory organs and the body as a whole. Ruci and Maharani revealed that the most common physical complaints among students include headaches and eye strain due to prolonged use of digital devices, as well as sleep disturbances triggered by intense activities and mental stress (Pawicara and Conilie 2020).

In addition to emotional and physical aspects, students are also prone to cognitive fatigue, a mental condition arising from excessive mental strain as the third point. This type of fatigue disrupts students' ability to absorb and process information, characterized by difficulty concentrating, forgetfulness, reluctance to complete tasks, and inability to make decisions (Aminurriyah et al. 2022). Prolonged tension can disrupt students' basic cognitive functions, preventing them from responding optimally to academic demands.

Lastly, learning fatigue is closely related to the loss of motivation. Students who lose their enthusiasm for learning will show a decrease in enthusiasm, weak self-confidence, and difficulty in achieving academic achievements. These symptoms are evident in their inability to complete tasks, answer questions, or maintain consistency in the learning process. The loss of motivation is generally triggered by overall fatigue, whether physical, emotional, or mental, so that students no longer have the internal energy to actively participate in learning. In general, learning fatigue is a multidimensional condition involving emotional, physical, and cognitive fatigue, as well as a decline in motivation. These four aspects are interrelated and can exacerbate each other. When students feel lazy, unenthusiastic, and lose focus, the learning process becomes ineffective. They have difficulty digesting information and are unable to build meaningful learning experiences. Therefore, recognizing these types of fatigue is important for designing appropriate interventions in learning, especially through adaptive and enjoyable approaches.

4.2. Teacher Strategies in Implementing Active Learning

According to Mulyasa, learning strategies are approaches used in the teaching and learning process, including methods such as discussion, observation, question and answer, and various other activities aimed at shaping the competence of students. In this context, the primary role of the teacher is to create a conducive learning environment that can encourage behavioral changes in students (Krismanto 2003). Meanwhile, Morgan (as quoted by Toeti Soekamto and Udin Saripudin Winataputra) states that learning is a relatively permanent change in behavior as a result of practice and experience. These two perspectives complement each other in the learning process, which emphasizes active interaction between teachers and students (Nurdyansyah and Fitriyani 2018). According to Newman and Logan, in developing a strategic plan, there are four elements that must be considered. First, teachers need to clearly define the specifications and qualifications of learning outcomes as well as the objectives to be achieved, taking into account the needs and expectations of the community as the beneficiaries. Second, the selection of the main approach deemed most effective serves as the foundation for achieving those objectives. Third, strategic steps are designed to be followed from the initial stage to the final achievement. Finally, criteria and evaluation standards are established as benchmarks to assess the extent to which the learning process has been successful (Makmun Rosda Karya Remaja:78).

In order to create a dynamic and interactive learning atmosphere, teachers need to apply active learning strategies that involve the direct participation of students. One of the most

common and effective strategies is group discussion. Bonwell and Eison emphasize that discussion allows students to explore diverse perspectives, develop critical thinking, and practice argumentative skills through meaningful dialogue (Bonwell and Eison 1991). Additionally, Schindler and colleagues revealed that activities such as think-pair-share and group discussions have been proven to enhance students' emotional and cognitive engagement (Munna and Kalam 2021). Through discussion, teachers not only transfer knowledge but also create a collaborative and reflective learning environment. After discussion, another strategy frequently used by teachers to enhance learning motivation is educational games. In active learning, games are not merely a means of entertainment but also a medium capable of fostering student engagement. The use of game elements such as interactive quizzes and team-based challenges can significantly stimulate learning enthusiasm. In line with this, Rachmah's research shows that the use of escape-room methods in learning successfully deepens understanding of the material while strengthening cooperation among students (Rachmah 2012). Therefore, educational games can be an effective alternative to prevent boredom while building a fun learning experience.

Additionally, project-based learning (PBL) is an equally important strategy in active learning approaches. This method requires students to solve real-world problems and produce concrete outcomes through teamwork. According to a report by Edutopia, through projects, students learn to think critically, manage time, and communicate effectively, making learning more meaningful and applicable (Project-based learning 2025). Rawung also found that project-based learning contributes to increased independence and courage in students when facing academic challenges (Rawung 2019). Thus, this strategy not only develops cognitive aspects but also cultivates character and 21st-century skills. Another widely used strategy is simulation and role-playing, which encourage students to learn through direct experience. Bonwell and Eison state that role-playing helps students understand material from a specific perspective, strengthening contextual understanding of concepts (Bonwell and Eison 1991). Meanwhile, Muna and Kalam explain that simulations help students develop empathy and emotional engagement through learning situations that resemble the real world (Munna and Kalam 2021). Through this strategy, students not only understand the content of the lesson, but also learn to place themselves in complex social contexts.

Furthermore, the think-pair-share strategy is a simple yet effective method used by many teachers. This method begins with individual thinking, followed by pair discussions, and concludes with sharing ideas in a large group, thereby encouraging gradual and deep engagement (Rosita and Leonard 2015). In other words, think-pair-share creates an inclusive learning environment and promotes full participation. Additionally, collaborative methods such as jigsaw and reverse jigsaw are increasingly used by teachers to build individual and group learning responsibility. In the jigsaw method, students become "experts" on one subtopic and then teach it to other group members, while the reverse jigsaw flips this process to strengthen overall class engagement (Yanti 2023). These strategies have proven effective in promoting deep understanding, as students not only learn but also teach the material to others, thereby reinforcing information retention.

However, all these strategies will only succeed if supported by creative and adaptive teachers in designing and managing the learning process. Berutu emphasizes that teachers must be able to select appropriate materials, present them using engaging methods, and create a pleasant learning environment (Berutu, Roza, and Hsb 2024). This is reinforced by Andini, who highlights the importance of teachers in creating a safe and supportive classroom environment, as well as the use of strategies such as ice-breaking and role-play to enhance students' self-confidence (Andini et al. 2024). Thus, the success of active learning heavily depends on teachers' readiness to integrate varied and relevant strategies tailored to students' needs.

4.3. The Impact of Active Learning Implementation on Learning Fatigue

The implementation of active learning has been proven to bring about real changes in student learning behavior. Various activities such as discussions, simulations, and games are able to encourage students who were initially passive to become more involved and enthusiastic. Ruci and Maharani noted that strategies such as ice-breaking and question and answer sessions, when implemented consistently by teachers, help reduce boredom and trigger active

student involvement in the learning process (Pawicara and Conilie 2020). In a similar context, a study at SMP Negeri 20 Bengkulu showed that learning that was varied with media and interactive patterns made students more focused, enthusiastic, and less sleepy during learning activities (Permata and Satrisno 2022). Thus, active learning has been proven to modify students' behavior from passive to participatory. Furthermore, active learning strategies also have a positive impact on students' motivation and sense of responsibility in learning. Through group work, collaborative projects, or educational games, students are encouraged to take an active role in managing their own learning. Cooperative learning not only improves learning outcomes but also strengthens students' motivation and self-confidence (Cooperative learning 2025). This is in line with research by Stang and Roll, which shows that direct student involvement in physics laboratories, through interactive guidance, can increase participation and academic responsibility (Stang and Roll 2014). Therefore, active learning not only changes the way students learn, but also shapes a more independent and responsible learning character.

Additionally, active learning approaches also reduce negative behavior in the classroom. When students are actively engaged in learning activities, the tendency to disrupt lessons, such as talking out of turn, leaving the classroom, or falling asleep, decreases significantly. Astaman noted that unaddressed boredom tends to encourage avoidance behavior, but the implementation of interactive strategies makes students more emotionally engaged (Astaman et al. 2018). Meanwhile, the appropriate use of educational games and simulations by teachers has been proven to reduce boredom levels and create a conducive classroom atmosphere. As a result, active learning not only improves students' focus but also helps teachers manage the classroom more effectively.

Along with behavioral changes, students' perceptions of the effectiveness of active learning are also very positive. Many students stated that methods involving physical activities, discussions, or games made them more enthusiastic about attending lessons. In a study at SMP Kota Bengkulu, students felt that ice-breaking activities and games in learning made the learning process feel lighter and more enjoyable (Permata and Satrisno 2022). Additionally, in the GTK Kemendikbud report, elementary school students who participated in active learning outside the classroom reported more exciting and less boring learning experiences (GTK Kemendikbud 2025 n.d.). This indicates that from the students' perspective, active learning is not only effective cognitively but also affectively.

On the other hand, teachers also acknowledge the effectiveness of active learning as a relevant and contextual approach in addressing student learning boredom. Teachers should recognize the importance of varying methods such as Picture and Picture, group discussions, and simulations as key strategies to activate the classroom and break through boredom (Pawicara and Conilie 2020). This finding is reinforced by Andini, who emphasizes the role of teachers in creating a pleasant learning environment through interactive and adaptive approaches (Andini et al. 2024). From the teachers' perspective, active learning is not merely a technical method, but part of a pedagogical strategy that humanizes the learning process. Thus, the interactions created in active learning not only improve learning outcomes but also build better social relationships among students and with teachers. Cooperative learning plays a role in strengthening social cohesion and increasing students' self-confidence. Furthermore, intense and open interaction in the active learning process strengthens students' sense of connection to the material and learning environment. Thus, active learning not only impacts academic aspects but also contributes to students' emotional and social well-being at school.

4.4. The Role of Active Learning in Overcoming Learning Boredom in Christian Religious Education (PAK)

Learning boredom is one of the serious challenges in the educational process, including in Christian Religious Education (CRE) subjects. This subject is intended to serve as a space for the formation of Christian character and the personal interpretation of students' faith. However, in reality, many students view CRE as a boring subject because it tends to be delivered in a monotonous, rigid, and irrelevant manner to their daily lives. Yulianingsih and Lumban Gaol noted that the lack of enthusiasm among students in PAK learning is greatly influenced by the low skills of teachers in creating lively and interesting classrooms (Yulianingsih and Gaol 2019). Therefore, a learning strategy is needed that can rekindle students' interest

and enthusiasm for learning. One approach that has proven effective in overcoming learning boredom is the application of active learning strategies. This strategy places students as the subjects of learning who are directly involved in the process of understanding and developing the material. In the context of PAK, active learning is not only aimed at conveying Christian teachings but also encouraging students to experience and live Christian values in a reflective learning community. Research by Siringo Ringo et al. emphasizes that the "Everyone Is a Teacher Here" strategy significantly increases student participation, as each student is given the opportunity to become a "teacher" for their peers in sharing their understanding of God's word (Siringo-ringo, Boiliu, and Manullang 2021).

Furthermore, cooperative learning approaches are also an integral part of active learning in PAK. Damayanti et al. show that cooperative learning strategies can build cooperation and empathy among students, which are core values in Christian teachings (Nababan, Sihaloho, and Tambunan 2023). In this strategy, students learn in small heterogeneous groups to discuss Bible material, discuss its application, and help each other understand moral and spiritual values more deeply. This not only makes learning more dynamic but also fosters social awareness and sensitivity among peers, which is essential for the development of responsible Christian faith. Alongside the cooperative strategy, the PAIKEM (active, innovative, creative, effective, and enjoyable) learning approach also significantly impacts the quality of PAK education. In a study conducted at SMP Katolik Gonzaga Tomohon, the PAIKEM strategy was proven to improve PAK learning outcomes while significantly reducing student boredom (Untu and Topit 2023). PAK learning packaged through various engaging activities such as group discussions, educational games, faith-based project presentations, and the use of interactive media has proven to be more inspiring for students and helps them connect their faith with daily life.

However, the success of active learning strategies in the context of PAK is closely tied to the crucial role of teachers as primary facilitators. PAK teachers are expected to possess pedagogical and spiritual skills that can create an engaging classroom atmosphere. Yulianingsih emphasizes that teachers must be able to start classes in an engaging manner, master questioning techniques, provide reinforcement, and introduce variety in teaching methods (Yulianingsih and Gaol 2019). In PAK learning, teachers are not merely conveyors of material but also role models of faith that reflect Christ's character in teaching and daily interactions. Furthermore, active learning enables students to experience cognitive and spiritual development simultaneously. Projects such as making Bible reflection videos, Bible character dramas, or faith-based social service become tools that encourage students to internalize Christian values. In other words, active learning bridges the gap between theory and practice of faith, so that students not only know what is right but are also motivated to live in that truth. As emphasized in various studies, meaningful learning is learning that touches the mind, emotions, and actions simultaneously. Thus, the application of active learning strategies in PAK subjects is a relevant pedagogical response to the challenge of learning fatigue among students. This approach not only encourages students' intellectual involvement but also shapes a growing and contextual spirituality. Therefore, PAK teachers need to continue developing their professional and spiritual competencies so that they are able to design transformative learning. Thus, PAK is no longer seen as a boring subject but becomes a space for encountering Christ who inspires and transforms students' lives.

5. Conclusions

The application of active learning methods has proven effective in overcoming student boredom, especially in Christian Religious Education (PAK). The boredom experienced by students does not only come from internal factors such as lack of motivation, but also from monotonous teaching methods that do not directly involve students. Through active approaches such as group discussions, simulations, educational games, and collaborative projects, students become more enthusiastic, focused, and responsible in the learning process. In addition, active learning provides space for students to experience and internalize Christian values in a contextual manner, making learning more meaningful. The success of this approach depends heavily on the role of teachers as creative facilitators who can create a fun and supportive learning environment. Therefore, teachers need to continuously develop their

pedagogical and spiritual competencies to realize transformative PAK learning that frees students from boredom.

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