

## ABSTRACT

**Nur Latifah.** 220101030073. Engaging Students Through Active Learning: A Qualitative Study on Pre-Service Teachers' Strategies in Classroom Practice. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hj. Nur Laila Kadariyah, S.Ag., M.Pd. 2026.

**Keywords:** Active Learning, Student Engagement, Pre-Service Teachers, Narrative Inquiry, Classroom Practice

Student engagement plays an important role in supporting effective learning. Therefore, pre-service teachers are expected to implement active learning strategies that encourage students to participate actively during classroom activities. This study aimed to explore pre-service teachers' experiences in engaging students through active learning strategies and to identify the challenges they faced during classroom practice. This study employed a qualitative approach using narrative inquiry. The participants were two pre-service teachers from the English Education Department of Antasari State Islamic University who were undertaking their Teaching Practice II (PPL II) at MAN 3 Banjar. Data were collected through semi-structured interviews and classroom observations. The data were analyzed using thematic analysis. The findings revealed that the participants implemented various active learning strategies, including question-and-answer activities, gamification, and collaborative learning activities. Their experiences showed that active learning contributed to more interactive and student-centered classrooms, increased students' participation, and strengthened teacher-student communication. The participants also experienced various emotional responses, including nervousness, anxiety, confidence, satisfaction, and dissatisfaction, which gradually shaped their professional growth. Furthermore, the implementation of active learning enhanced their teaching confidence, adaptability, classroom interaction skills, and reflective practice. However, several challenges were identified, including the gap between theory and classroom reality, classroom management difficulties, time management issues, and self-confidence concerns when dealing with diverse classroom situations. This study concludes that implementing active learning strategies is a dynamic and professionally enriching experience for pre-service teachers. While active learning can effectively promote student engagement, its successful implementation requires adaptability, confidence, and effective classroom management skills.

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**Kata kunci:** Pembelajaran Aktif, Keterlibatan Siswa, Calon Guru, Narrative Inquiry, Praktik Mengajar.

Keterlibatan siswa memiliki peran penting dalam mendukung pembelajaran yang efektif. Oleh karena itu, calon guru diharapkan mampu menerapkan strategi pembelajaran aktif yang mendorong siswa untuk berpartisipasi secara aktif dalam kegiatan pembelajaran. Penelitian ini bertujuan untuk mengeksplorasi pengalaman pre-service teachers dalam melibatkan siswa melalui strategi active learning serta mengidentifikasi tantangan yang mereka hadapi selama praktik mengajar. Penelitian ini menggunakan pendekatan kualitatif dengan metode narrative inquiry. Partisipan penelitian terdiri atas dua mahasiswa Tadris Bahasa Inggris Universitas Islam Negeri Antasari yang sedang melaksanakan Program Pengenalan Lapangan (PPL) II di MAN 3 Banjar. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas. Data dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa partisipan menerapkan berbagai strategi active learning, seperti kegiatan tanya jawab, gamification, dan pembelajaran kolaboratif. Pengalaman partisipan menunjukkan bahwa active learning membantu menciptakan pembelajaran yang lebih interaktif dan berpusat pada siswa, meningkatkan partisipasi siswa, serta memperkuat komunikasi antara guru dan siswa. Partisipan juga mengalami berbagai respons emosional, seperti rasa gugup, cemas, percaya diri, puas, dan tidak puas yang secara bertahap membentuk perkembangan profesional mereka. Selain itu, penerapan active learning turut meningkatkan kepercayaan diri mengajar, kemampuan beradaptasi, keterampilan berinteraksi dengan siswa, dan kemampuan refleksi terhadap praktik mengajar. Namun demikian, penelitian ini juga menemukan beberapa tantangan, yaitu kesenjangan antara teori dan praktik di kelas, kesulitan dalam manajemen kelas, manajemen waktu, serta kurangnya kepercayaan diri dalam menghadapi situasi kelas yang beragam. Penelitian ini menyimpulkan bahwa penerapan strategi active learning merupakan pengalaman yang dinamis dan berkontribusi terhadap perkembangan profesional pre-service teachers. Meskipun active learning efektif dalam meningkatkan keterlibatan siswa, keberhasilannya memerlukan kemampuan beradaptasi, kepercayaan diri, serta keterampilan manajemen kelas yang baik.