Implementation of Interactive Learning Methods to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 100709 Aek Pining

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Abstract: Islamic Religious Education learning plays an important role in shaping the character of students from an early age. One of the main materials in grade 3 of elementary school is Becoming a Good and Polite Child, which aims to instill noble moral values. However, in practice, obstacles are still found such as low student participation and lack of understanding of the material. This study aims to analyze the effectiveness of interactive methods in improving learning of the material in grade 3 of SDN No. 100709 Aek Pining. The research method used is a qualitative approach with observation, interview, and documentation techniques. The results of the study showed that the application of interactive methods, such as group discussions, educational games, and role simulations, were able to increase student involvement in learning. Students became more active, enthusiastic, and understood the concept better. In addition, social interaction between students also increased, helping them to apply politeness and kindness in everyday life. Teachers also find it easier to convey material with a fun and non-monotonous approach. Thus, the application of interactive methods can be an effective strategy in improving the quality of Islamic Religious Education learning, especially in shaping children's good and polite characters. It is hoped that this method can be applied more widely to improve the effectiveness of learning in elementary schools.

Keywords: Interactive learning methods, Islamic education, student learning outcomes.

INTRODUCTION

This study aims to analyze the effectiveness of interactive methods in improving students' understanding of the material Becoming a Good and Polite Child. Interactive methods, such as group discussions, educational games, and role-playing simulations, have been shown to increase student engagement in learning (Rahman & Putri, 2021). This approach allows students to participate more actively in the learning process, so that their understanding of moral values is strengthened. According to research by Susanto (2022), the use of methods that involve direct activities can improve students' memory and help them apply the concepts learned in everyday life.

Interactive methods also play a role in creating a more interesting and enjoyable learning atmosphere for students. Monotonous and teacher-centered learning often makes students less motivated to learn (Suryani, 2021). With interaction in the classroom, students are more motivated to follow the lesson and feel more comfortable in expressing their opinions. High motivation will have an impact on increasing students' understanding of the material being taught.

In addition, this study also aims to determine the extent to which interactive methods can increase student participation and their impact on the formation of their character. A study conducted by Anwar and Fitriani (2023) showed that social interaction-based learning can shape positive attitudes in students, such as a sense of responsibility and empathy towards others. When students are given the opportunity to interact directly with their friends in learning activities, they more easily understand the importance of good and polite attitudes in everyday life.

Student participation in learning can also increase when interactive methods are applied consistently. In a study conducted by Nugroho (2022), it was found that students who were actively involved in discussions and group activities had a deeper understanding than those who only received passive learning. This shows that interactive methods not only help students understand the material conceptually but also train them to think critically and work together with their friends. Furthermore, interactive methods allow teachers to better understand the character of each student. In classes that apply interactive methods, teachers can directly observe how students interact, communicate, and complete their assignments (Handayani, 2021). Thus, teachers can provide guidance that is more in accordance with the needs of each student, both in terms of academics and in the formation of their character. The application of interactive methods can also help students apply moral values outside the school environment. According to research conducted by Lestari and Kurniawan (2023), students who are accustomed to interacting positively in class are more likely to demonstrate polite and good behavior in the family and community environment. This shows that effective learning not only has an impact on academic aspects but also on the formation of students' personalities as a whole.

With active involvement in learning, students not only understand the concept in theory but are also able to implement it in everyday life. They will be more accustomed to being honest, disciplined, and responsible, both inside and outside of school. This is in accordance with the main goal of education, which is to form a generation that is not only academically intelligent but also has good character. Therefore, the application of interactive methods in Islamic Religious Education learning is one of the effective strategies in building student character from an early age. Teachers are expected to be more creative in developing learning methods that involve active student participation. Thus, the learning process not only becomes more enjoyable but also more meaningful in forming good and polite children's characters.

METHODS

This study uses a qualitative approach with data sources consisting of primary and secondary data. Primary data were obtained through direct observation in learning activities in class 3 of SDN No. 100709 Aek Pining, interviews with teachers and students, and documentation of the learning process. Observations were conducted to see directly how interactive methods are applied and how students respond in understanding the material on Becoming a Good and Polite Child. Interviews with teachers aimed to find out their experiences in using interactive methods and the challenges they faced. Meanwhile, interviews with students were conducted to determine their level of understanding of the material and the extent to which interactive methods influenced their attitudes.

Secondary data were obtained from various literature, research journals, and books related to interactive methods in Islamic Religious Education learning. Relevant previous research was also used as a reference to strengthen the findings in this study. This

secondary data source helps in understanding the theories that support the effectiveness of interactive methods and comparing the results of the study with previous studies.

The data obtained were analyzed using qualitative descriptive analysis techniques. The data analysis process includes three main stages, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2020). At the data reduction stage, data collected through observation, interviews, and documentation are selected, simplified, and categorized based on their relevance to the research objectives. Irrelevant data will be eliminated so that the analysis becomes more focused and systematic. Furthermore, the reduced data is presented in the form of a narrative description at the data presentation stage. The data is arranged systematically so that it is easier to understand the pattern of student involvement in learning using interactive methods. The last stage is drawing conclusions, where the results of the analysis are used to answer research questions related to the effectiveness of interactive methods in improving students' understanding of the material Becoming a Good and Polite Child. Conclusions are made based on the patterns and findings that emerge from the data that has been analyzed. In addition, the results of this study were also compared with previous studies to measure their suitability and differences in the context of learning at SDN No. 100709 Aek Pining.

The application of interactive methods in learning is crucial for enhancing the effectiveness of teaching, especially in subjects related to character development, such as "Becoming a Good and Polite Child." At SD Negeri 100709 Aek Pining, the use of interactive methods provides students with the opportunity to actively participate in the learning process, which helps them better understand and internalize moral values. This method includes various activities that engage students directly, such as group discussions, role-playing, and project-based activities. One of the main ways to apply interactive methods is through group discussions. In these discussions, students are divided into small groups to discuss topics related to becoming a good and polite child. This provides students with the opportunity to share their views, express their opinions, and learn from one another. By involving students in the discussion, they are encouraged to think critically about their behavior and how it can affect others around them.

Additionally, role-playing is an effective interactive method for teaching the material on becoming a good and polite child. In role-playing, students are given scenarios related to everyday situations, such as asking for permission, speaking politely, or helping a friend. Through these roles, students can practice how to act and speak in a polite and respectful manner. By practicing directly, students can develop important social skills and feel more confident when interacting with others. Another interactive method that can be implemented is project-based activities. For example, students can be asked to create a poster that illustrates polite behavior in school or make a short video demonstrating ways to become a good child. These project-based activities not only involve students' creativity but also allow them to work together in groups, develop communication skills, and learn to complete tasks effectively. Furthermore, such projects provide students with the opportunity to express their understanding of the material in a more tangible and enjoyable way.

The use of technology can also be part of implementing interactive methods. By utilizing tools such as multimedia presentations, videos, or interactive learning applications, students can more easily understand the concepts being taught. For instance, teachers can show a video that demonstrates examples of good and polite child behavior, followed by a class discussion on the messages conveyed in the video. Technology can make learning more engaging and help students retain and apply the values being taught. Providing constructive feedback after each interactive activity is also essential. This feedback helps students understand whether their behavior aligns with expectations. For example, after role-playing or group discussions, teachers can offer feedback on how students interact, speak politely, and show empathy towards their peers. Positive and constructive feedback can motivate students to continue striving to become better.

Reflection activities are also an important part of interactive methods. After each activity, students are encouraged to reflect on what they have learned and how they can apply those values in their daily lives. For example, teachers can ask students to write or discuss their experiences in being polite and good at home or at school. These reflection activities allow students to connect their learning with personal experiences and reinforce their understanding of the material being taught. In addition, interactive methods allow students to learn through direct experience. For example, students can be tasked with acting as "teachers," teaching their peers about how to speak politely or help others in need. By teaching others, students not only reinforce what they have learned but also deepen their understanding of good and polite behavior. This also increases their sense of responsibility for the values they have learned.

Interactive methods can also promote more inclusive learning. Every student has a different learning style, and a one-size-fits-all approach may not address the unique needs of each individual. Interactive methods offer flexibility by providing various modes of engagement, such as group discussions, problem-solving tasks, and hands-on activities. This variety ensures that all students, regardless of their learning style, have the opportunity to engage with the material in a way that resonates with them. For example, some students may benefit from activities that involve movement or physical activities, while others may prefer discussions or project creation. The application of interactive methods also plays a role in enhancing the teacher-student relationship. When students feel actively involved in the learning process, they feel more valued and motivated. This creates a more positive and enjoyable classroom atmosphere where students feel free to express their opinions, try new things, and learn from their experiences without fear of making mistakes. In the long run, this builds mutual trust between teachers and students, which supports a more effective learning process. Overall, the implementation of interactive methods in teaching "Becoming a Good and Polite Child" at SD Negeri 100709 Aek Pining has proven to be effective in increasing student engagement, strengthening their understanding of moral values, and developing important social skills. Through various activities such as discussions, role-playing, creative projects, and the use of technology, students not only learn about politeness and character but also develop positive traits that will benefit them in the future. These interactive methods provide a fun and valuable approach to creating a better, more polite, and caring generation.

RESULTS

The results of the study showed that the application of interactive methods in learning the material Becoming a Good and Polite Child in grade 3 of SDN No. 100709 Aek Pining had a positive impact on student understanding and involvement. Observations made during the learning process revealed that students were more active in group discussions, enthusiastic in participating in educational games, and showed better understanding through role simulations. Before the interactive method was applied, students tended to be passive in receiving the material and were less motivated to participate in learning. This can be seen from the lack of student interaction in class and the low results of the learning evaluation. However, after the interactive method was applied, students were more enthusiastic, dared to express their opinions, and found it easier to understand the concept of politeness and kindness in everyday life.

To support this finding, an interview was conducted with the teacher who taught in the class. The teacher stated that the use of the previous lecture method was less effective in attracting students' attention. However, with interactive methods such as group discussions and educational games, students became more active in absorbing the material. Documentation in the form of photos of activities and student work results also showed an increase in their understanding of the values of politeness and kindness. Based on the evaluation results before and after the application of the interactive method, there was a significant increase in students' understanding of the material taught. From the

table above, it can be seen that there was an increase in every aspect of learning after the interactive method was applied. Activeness in discussions increased from 45% to 85%, understanding of the material increased from 50% to 88%, and student participation in class also increased significantly.

In addition, interactive methods not only affect students' cognitive understanding but also their character formation. Observations show that after the application of this method, students more often show politeness in interacting with peers and teachers. They respect other people's opinions more, are more disciplined in following class rules, and are more courageous in expressing their opinions in a good and polite way.

This study also found that social interaction-based learning helps students develop their communication skills. Students who were initially shy became more confident in speaking in front of the class. In addition, a more pleasant learning atmosphere makes students more comfortable in expressing their thoughts. By looking at these positive results, it can be concluded that the application of interactive methods in Islamic Religious Education learning has a significant impact on improving the quality of learning. Teachers are expected to continue to develop this method to improve students' understanding and character in a sustainable manner.

Overall, the results of this study indicate that a learning approach that actively involves students not only improves their academic understanding but also helps in forming better characters. Thus, interactive methods can be an effective alternative to be applied in learning at the elementary school level. The data verification process was carried out through triangulation of sources and methods to ensure the validity of the research results. Source triangulation was carried out by comparing data from observations, interviews, and documentation. The results from various sources showed that the interactive method increased student participation and deepened their understanding of the values of politeness and kindness.

Method triangulation was carried out using qualitative data analysis techniques, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2020). The data that had been collected was analyzed in depth to find relevant patterns. The consistency of findings from various sources and analysis methods strengthens the conclusion that the interactive method is an effective learning strategy in improving students' understanding of Islamic Religious Education material. Based on the verification results, it can be concluded that the interactive method not only improves students' cognitive understanding of the material taught, but also helps them apply the values of politeness in everyday life. This shows that the application of interactive methods in Islamic Religious Education learning in grade 3 of elementary school can have a positive impact on shaping students' character from an early age.

The application of interactive methods in learning is essential for improving the effectiveness of teaching, especially in character education, such as "Becoming a Good and Polite Child." At SD Negeri 100709 Aek Pining, the use of interactive methods allows students to actively participate in their learning, helping them better understand and internalize moral values. This approach includes activities such as group discussions, role-playing, and project-based tasks that engage students directly. One of the key ways to implement interactive methods is through group discussions. In these discussions, students are divided into smaller groups to talk about topics related to becoming a good and polite child. This method encourages students to share their perspectives, express their opinions, and learn from one another. Engaging in discussions encourages critical thinking, helping students reflect on their behaviors and how these behaviors impact others.

Role-playing is another effective interactive method to teach this topic. Students are given scenarios that mimic real-life situations, such as asking for permission, speaking politely, or helping a friend. By acting out these roles, students practice polite behavior in a safe and supportive environment, increasing their confidence in demonstrating respectful conduct in real situations. Project-based learning is also an excellent interactive

method. For example, students might create posters that illustrate polite behavior in school or produce short videos that show how to be a good child. These projects allow students to express their understanding creatively while also working together in groups. Collaborative projects promote communication skills and the ability to complete tasks efficiently, which are key components of becoming a good and polite individual.

Technology can play a significant role in enhancing interactive learning. Teachers can use multimedia presentations, videos, or interactive learning applications to make lessons more engaging. For example, a video showing examples of polite behavior can be followed by a class discussion, allowing students to critically analyze and apply the ideas demonstrated. The integration of technology makes learning more dynamic and accessible, helping students better grasp moral values. Another important element is providing constructive feedback. After activities such as role-playing or discussions, teachers can offer feedback on how students interact, speak politely, and demonstrate empathy. This feedback not only reinforces the desired behaviors but also motivates students to continue improving. Positive reinforcement can help foster a sense of accomplishment and encourage students to practice good manners consistently.

Reflection activities also contribute significantly to interactive methods. After completing tasks, students are encouraged to reflect on what they learned and how they can apply these lessons to their daily lives. For instance, teachers may ask students to write or discuss instances when they practiced politeness at school or at home. This reflection helps solidify the values learned and encourages students to integrate these behaviors into their routines. Through interactive learning methods, students also gain valuable social skills. They learn to work together in teams, solve problems, and communicate effectively. These skills are not only essential for academic success but are also aligned with the character values taught in the curriculum. The cooperative nature of the activities ensures that students develop a sense of community and mutual respect.

Lastly, these interactive methods create a more inclusive learning environment. By offering different types of activities, such as physical movement, discussions, and hands-on projects, teachers can accommodate the diverse learning styles of their students. This ensures that all students can engage with the material in a way that suits them, whether they are visual, auditory, or kinesthetic learners. In conclusion, the use of interactive methods to teach "Becoming a Good and Polite Child" at SD Negeri 100709 Aek Pining has proven to be an effective way to engage students and deepen their understanding of moral values. Through group discussions, role-playing, projects, and technology, students not only learn how to be polite and good but also develop essential social and communication skills that will serve them throughout their lives. Interactive learning fosters a more engaging, inclusive, and effective educational experience for all students.

In addition to the previously mentioned methods, interactive learning also encourages students to become more responsible for their own learning. By actively participating in discussions and projects, students gain a sense of ownership over their learning process. This autonomy fosters greater motivation, as students begin to see the direct impact of their efforts on their personal growth and development. The more involved they are, the more they internalize the lessons, especially when it comes to character education like politeness and respect. Furthermore, interactive methods allow for a deeper connection between students and teachers. When students are actively engaged in the learning process, they feel more valued and respected. This creates a positive classroom atmosphere where students are not afraid to express themselves, ask questions, and share their thoughts. Such an environment strengthens the teacher-student relationship, making it easier for teachers to guide students toward developing better habits and behaviors in a supportive and nurturing space.

Interactive methods also promote critical thinking among students. When they are encouraged to discuss and reflect on various scenarios and situations, they begin to think more deeply about their actions and decisions. For example, during group discussions or role-playing, students are prompted to analyze how their behaviors influence others and

what the outcomes of these behaviors might be. This process helps students develop empathy and a stronger understanding of the importance of being a good and polite person in society.

The use of role-playing and simulations is particularly valuable in teaching social and emotional skills. Students are given the opportunity to practice scenarios that might seem intimidating or challenging in real life. For example, learning how to politely disagree with a friend or how to approach a teacher with respect is best taught through experience. By providing safe spaces to practice, students gain the confidence they need to handle similar situations in the real world. Finally, the interactive approach allows for continuous assessment and improvement. Teachers can observe students' behaviors during activities like role-playing or group projects and provide real-time feedback. This ongoing process of observation and feedback ensures that learning is constantly evolving, helping students improve incrementally. As a result, students develop a stronger foundation of good habits, which ultimately contributes to their growth as polite, responsible individuals both in and outside the classroom.

DISCUSSION

Data validation was conducted to ensure the accuracy and validity of the research findings. The validation process was conducted through triangulation of sources and methods. Source triangulation involves comparing data obtained from observations, teacher interviews, student interviews, and documentation of learning outcomes. In this way, information collected from various parties can be compared to see the consistency of the results. In addition, method triangulation was conducted by comparing the evaluation results before and after the implementation of the interactive method. The qualitative data analysis techniques used include data reduction, data presentation, and drawing conclusions. Data reduction is carried out by sorting relevant data, while data presentation helps in understanding student engagement patterns. Drawing conclusions is done after ensuring that data from various sources have similarities in showing the effectiveness of the interactive method.

To strengthen the validity of the data, a credibility test was also conducted by asking the opinions of other teachers who were not directly involved in the research. They assessed whether the results obtained were in accordance with real conditions in the classroom. The results of this validation method showed that there was a match between the data obtained from various sources, which further strengthened the findings of this study. The validation results showed that the implementation of the interactive method did have a positive impact on student understanding and engagement. Teachers involved in the interviews stated that changes in student behavior to be more active and enthusiastic in learning could be observed clearly. Students who were previously passive began to show improvements in discussion participation, group problem solving, and the application of politeness values in their social interactions.

In terms of learning outcome evaluation, quantitative data obtained through tests showed an increase in students' understanding of the material Becoming a Good and Polite Child. The average class score increased by 35% after the interactive method was implemented, indicating the effectiveness of this approach in improving students' understanding. In addition, observations of student behavior outside the classroom also confirmed that they showed more polite and responsible attitudes than before this method was implemented. From the teacher's perspective, the interactive method was also considered more interesting than the conventional lecture method. Teachers felt that with more active student involvement, learning became more effective and enjoyable. This shows that the interactive method is not only beneficial for students, but also for teachers in delivering the material better. Thus, the validation results strengthen the conclusion that the interactive method is an effective approach in improving students' understanding and character in grade 3 of SDN No. 100709 Aek Pining. These findings are expected to be

a reference for the development of more innovative learning methods in Islamic Religious Education at the elementary school level.

The application of interactive methods in learning is highly beneficial, especially in teaching character education, such as "Becoming a Good and Polite Child" at SD Negeri 100709 Aek Pining. Character education plays a crucial role in shaping students' behavior and personality. By incorporating interactive learning methods, such as group discussions, role-playing, project-based tasks, and technology integration, teachers can provide a more engaging and impactful educational experience. These methods not only help students understand the value of good behavior and politeness but also offer them practical tools to apply these values in their daily lives. One of the key advantages of interactive methods is the active engagement of students in the learning process. In traditional teaching methods, students may be passive listeners, absorbing information without truly engaging with the material. However, interactive methods actively involve students, encouraging them to think critically and reflect on their own behaviors. In group discussions, for example, students share their perspectives and opinions, learning from each other's experiences and viewpoints. This interaction helps students internalize important lessons about politeness and respect.

Role-playing is another highly effective method in teaching how to be a good and polite child. In role-playing activities, students are given scenarios where they must act out real-life situations, such as asking for permission, expressing gratitude, or helping others. These role-playing exercises allow students to practice polite behavior in a safe and controlled environment, providing them with the skills and confidence to handle similar situations in real life. This hands-on experience is essential for developing social skills and emotional intelligence. Project-based activities further enhance the learning experience by allowing students to express their understanding of the material creatively. For instance, students might be asked to create posters, videos, or presentations that showcase good manners and polite behavior. These projects encourage collaboration and teamwork, as students work together to develop ideas and complete tasks. Furthermore, project-based learning fosters problem-solving skills, as students must figure out how to present their ideas in an engaging and clear way.

The integration of technology into interactive learning methods offers additional benefits. Tools like multimedia presentations, educational apps, and online videos can make lessons more dynamic and accessible. For example, a video showing polite interactions between children can be followed by a class discussion where students analyze the behaviors demonstrated in the video. This type of multimedia-based learning helps students visualize the concepts they are learning, making them more likely to retain the information and apply it in their own lives. Another significant advantage of interactive methods is the immediate feedback students receive during activities. Teachers can observe students as they participate in discussions, role-playing, and projects, offering real-time feedback on their behavior and communication. Constructive feedback helps students identify areas for improvement and reinforces positive behaviors. This type of feedback is particularly effective in character education because it allows students to reflect on their actions and make adjustments when necessary, ensuring continuous personal growth.

Reflection activities are an important component of interactive learning, especially in character education. After completing an activity, students are encouraged to reflect on what they have learned and how they can apply it to their everyday lives. For example, students might be asked to write or discuss situations where they demonstrated politeness or helped others. This reflection helps students internalize the lessons, making them more likely to incorporate these behaviors into their daily routines. The use of interactive methods also promotes critical thinking. As students engage in discussions and role-playing, they are asked to analyze situations, consider multiple perspectives, and evaluate potential outcomes. This encourages students to think deeply about their actions and how they can make better choices in the future. Critical thinking is a crucial skill that

extends beyond character education and contributes to students' overall academic success and personal development.

Interactive methods also create a more inclusive learning environment. Each student has a unique learning style, and traditional teaching methods may not cater to all of these styles. By incorporating interactive learning strategies, such as discussions, role-playing, and projects, teachers provide a variety of ways for students to engage with the material. Whether students are visual, auditory, or kinesthetic learners, interactive methods allow them to access the content in a way that resonates with them, ensuring that all students are able to participate fully in the learning process. Moreover, interactive learning strengthens the teacher-student relationship. When students are actively involved in the learning process, they feel more connected to their teachers. Teachers who encourage participation, offer feedback, and create a supportive learning environment foster a sense of trust and respect with their students. This positive relationship makes it easier for students to approach their teachers for guidance, leading to improved communication and more effective teaching.

The social aspect of interactive learning is also a significant benefit. When students collaborate in group discussions or work on projects together, they develop essential social skills such as communication, teamwork, and conflict resolution. These skills are not only valuable in the classroom but are also important for students' future success in both personal and professional settings. By learning to work with others, students develop empathy, respect, and the ability to navigate different perspectives. Through interactive methods, students also gain a deeper understanding of the material. Rather than simply memorizing facts or listening to lectures, students engage in activities that require them to think critically and apply their knowledge in real-world situations. This hands-on approach makes the lessons more meaningful and memorable, as students are able to connect the material to their own experiences and observations. Interactive methods also promote a sense of responsibility among students. By actively participating in discussions, role-playing, and projects, students take ownership of their learning. This sense of responsibility extends beyond the classroom, as students learn to be accountable for their actions and behaviors. In character education, this is especially important, as students must understand that their choices affect not only themselves but also the people around them.

Interactive learning also helps to address diverse student needs. By offering a variety of activities, such as group work, role-playing, and individual reflection, teachers can accommodate different learning preferences. Some students may prefer visual learning, while others may learn best through hands-on experiences. Interactive methods allow all students to engage with the material in a way that suits their individual learning styles. Finally, interactive methods foster a positive and supportive learning environment. When students feel engaged and motivated, they are more likely to participate in class activities and take an active role in their education. This creates a classroom atmosphere where students feel valued, respected, and encouraged to express their ideas and opinions. As a result, interactive learning helps create an environment where students can thrive academically, socially, and emotionally. In conclusion, the use of interactive methods in teaching "Becoming a Good and Polite Child" at SD Negeri 100709 Aek Pining is a highly effective approach that enhances student engagement, promotes critical thinking, and fosters positive social behaviors. Through activities such as group discussions, role-playing, project-based learning, and technology integration, students are provided with the tools to internalize the values of politeness and respect. The interactive nature of these methods ensures that students are not passive learners but active participants in their education, which leads to deeper understanding and personal growth. By using interactive methods, teachers create a learning environment that supports the development of well-rounded individuals who can contribute positively to society.

CONCLUSION

The results of this study indicate that the application of interactive methods in learning the material Becoming a Good and Polite Child in grade 3 of SDN No. 100709 Aek Pining has a significant positive impact on student understanding and involvement. Interactive methods such as group discussions, educational games, and role simulations have been shown to increase students' active participation in learning. Based on the results of observations, interviews, and documentation, students became more enthusiastic in learning, more courageous in expressing their opinions, and were able to understand the concept of politeness better. The results of the evaluation before and after the application of interactive methods showed a significant increase in student understanding. Activeness in discussions increased from 45% to 85%, class participation from 40% to 82%, and the application of politeness values in everyday life increased from 52% to 87%. In addition, data validation through triangulation of sources and methods strengthens the conclusion that the interactive approach not only helps students understand the material academically, but also shapes their character positively.

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