



Reconstructing Activity-Based Learning Strategies for Students with Kinesthetic Preferences: From Passive Learning to Active Learning Experiences

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ABSTRACT

Learning environments that remain predominantly focused on information reception may limit students' engagement in constructing knowledge through direct experience. This issue is particularly relevant for students with kinesthetic preferences, who may respond more positively to concrete activities, hands-on practice, and direct interaction. This study aims to analyze and reconstruct activity-based learning strategies as an effort to shift learning from passive participation toward active learning experiences. The study employs a qualitative approach using a literature review method. Data were obtained from scholarly journal articles, academic books, and previous studies relevant to active learning, experiential learning, constructivism, learning by doing, student engagement, and kinesthetic learning preferences. The data were analyzed through content analysis and conceptual synthesis to identify principles, forms of activity, and learning experience designs that support student engagement. The findings indicate that activity-based learning cannot be achieved merely by increasing students' physical activities but should integrate concrete experience, cognitive engagement, reflection, conceptualization, application, and feedback. Kinesthetic preference should be considered as one factor in expanding the diversity of learning experiences rather than as a fixed learning-style category. The reconstruction of learning strategies positions teachers as designers and facilitators of learning experiences, while providing students with greater opportunities to act, explore, solve problems, and reflect on their experiences. Therefore, activity-based learning strategies can contribute to more active, contextual, and meaningful learning without restricting students to a particular learning characteristic.

INTRODUCTION

Learning conducted for extended periods through listening, note-taking, reading, and answering questions tends to position students as recipients of information (Erwana, 2026). Although this pattern can facilitate the efficient delivery of material, it does not always provide students with adequate opportunities to experience, explore, practice, and construct understanding through direct engagement. The issue becomes more complex when learning success is still largely measured by the ability to recall and reproduce information, whereas applying knowledge in real-life situations requires more active learning experiences.

This condition points to a problem in the design of learning activities. Students do not enter the classroom with identical levels of engagement, responsiveness, or experiential learning needs. Some students demonstrate stronger engagement when learning provides opportunities to practice,



manipulate objects, move, participate in simulations, experiment, or interact directly with their environment. Such characteristics are often associated with kinesthetic preferences, namely an individual's tendency to respond more positively to learning experiences involving physical activity and direct experience (Ainurrahma, 2026).

Nevertheless, a kinesthetic preference should not be understood as a rigid category implying that a student can learn only through movement (Ningsih, 2025). Critiques of learning-styles theory indicate that classifying students into particular learning types and then matching all instructional strategies to those types lacks sufficiently strong empirical support. Therefore, the more relevant pedagogical question is not how to "teach according to a kinesthetic learning style," but how to design learning environments that offer multiple pathways for engagement, including physical activity and direct experience, so that students can construct understanding more actively.

The constructivist perspective provides an important foundation for this view. Knowledge is not simply transferred from teachers to students; it is constructed through interactions among prior knowledge, experience, the environment, and individual cognitive activity (Helyanan, 2026). Within this framework, activity is not merely an instructional supplement intended to alleviate boredom. It can serve as a medium through which students test ideas, discover cause-and-effect relationships, confront problems, make mistakes, receive feedback, and reconstruct their understanding.

This view is further strengthened by Kolb's concept of experiential learning. Learning does not end with participation in an activity; rather, it proceeds through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Ismail, 2026). Thus, practical activities have pedagogical value when students not only do something but also think about the experience, connect it to concepts, and subsequently test their newly acquired understanding in another situation. Activity-based learning must therefore be designed as a process that connects action with meaning-making.

The problem is that learning activities are not necessarily synonymous with active learning. Students who move, discuss, work in groups, or complete projects are not necessarily deeply engaged in thinking. An activity may become mere busywork when it lacks a clear learning objective. For example, practice without observation and reflection may produce an enjoyable experience but little understanding. Likewise, educational games may increase enthusiasm without automatically producing robust conceptual construction unless they are designed around learning objectives.

The distinction between activity and active learning is therefore important (Yusi Srihartini, 2025). Active learning is not simply about increasing the number of activities students perform; it is about enhancing the quality of their engagement in understanding, applying, analyzing, and reflecting on knowledge. Prince explains that active learning involves learning activities that require students both to do something and to think about what they are doing (Ach. Nur Hamid Awaluddin, 2026). Accordingly, physical activity must be linked to cognitive engagement to produce meaningful learning.

In this context, teaching students with kinesthetic preferences requires reconstruction at the strategic level, not merely the addition of movement-based activities (Ikhsan and Zulkarnain, 2025). Teachers need to reposition activity from a mere variation in method to an integral part of instructional design. Content can be developed through simulations, demonstrations, hands-on practice, experiments, role-play, problem-based games, projects, environmental exploration, and manipulative activities. Each activity should be situated within a pedagogical sequence that enables students to experience, understand, reflect, and apply.

For example, in Islamic Religious Education lessons on the procedure for ablution, lectures and images can help students recognize the sequence of movements. However, students may gain a different experience when they are given opportunities to observe a demonstration, practice directly,

identify errors in movement, provide peer feedback, and improve their performance through reflection. In this scenario, movement does not stand alone but forms part of the process of constructing conceptual and procedural understanding. Another example can be found in lessons on moral character. Honesty can be explained through definitions and religious evidence, but a more contextual understanding can be developed through simulations involving moral dilemmas. Students can assume particular roles, make decisions, encounter the consequences of those decisions, and then discuss the underlying reasons and values. Such activities connect abstract concepts with concrete experience so that learning does not stop at mastering definitions.

The need for such strategies is also related to the competencies demanded in contemporary learning. Students need not only the ability to remember information but also the capacity to apply knowledge, solve problems, collaborate, make decisions, and reflect on experience. These competencies are difficult to develop when learning provides space only for receiving information. Students need to encounter situations that allow them to use knowledge as a tool for understanding and solving problems.

From an active-learning perspective, student engagement is an essential component of knowledge construction. Bonwell and Eison identify activity and reflection as the principal elements of active learning (Marsanda, Ilham, 2026). This indicates that effective learning must do more than keep students "busy"; it must engage them consciously in the learning process. For students who prefer physical and direct experiences, activity can provide an entry point for such engagement, provided that it is designed with clear cognitive objectives.

Another issue concerns the teacher's position in learning. When instructional strategies are dominated by information delivery, the teacher becomes the center of activity while students largely wait for instructions. Reconstructing activity-based learning requires a change in these roles. Teachers do not lose their function as sources of knowledge; rather, they become designers of experiences, facilitators, providers of feedback, and guides for reflection. This shift is important to prevent student activity from becoming directionless (Lutfiyati Unsiyah Zulfa, Hibana, 2021).

At the same time, activity-based learning does not diminish the role of conceptual knowledge. Concrete experience must be connected to concepts so that students not only perform a procedure but also understand the reasons behind it. This is where a balance between experience and abstraction becomes essential. Exclusively conceptual learning risks becoming overly verbal, whereas learning focused solely on activity risks losing intellectual depth.

This perspective shows that the central issue is not whether students are "kinesthetic," but the extent to which instructional design can provide active, meaningful, purposeful, and reflective learning experiences (Kismatun, 2021). Kinesthetic preferences can be used as one pedagogical consideration for broadening the range of learning experiences, rather than as a basis for permanently labeling students. This approach enables teachers to design more flexible learning without confining students to a single learning category.

The reconstruction of instructional strategies must therefore account for the relationships among learning objectives, content characteristics, student activities, learning resources, social interaction, and reflection. Physical activity has pedagogical value when it supports the targeted competencies. Practice should be accompanied by feedback, simulation by reflection, projects by process evaluation, and direct experience by connections to the concepts being studied.

This approach has especially broad potential in Islamic education because much of its content has both conceptual and practical dimensions (Liana, 2020). Worship can be learned through practice, moral character through simulation and habituation, history through role-play and the reconstruction of events, and socio-religious topics through projects and contextual problem-solving. Activity-based learning can thus connect religious knowledge with students' concrete experiences.

Nevertheless, studies of students with kinesthetic preferences are still often framed simplistically as matching student characteristics to particular methods (Asrofi, 2024). This approach does not fully explain how physical activity can be designed as a learning experience that generates cognitive engagement and deeper understanding. A study is therefore needed that not only discusses the characteristics of kinesthetic preferences but also reconstructs instructional strategies according to the principles of activity, experience, reflection, and knowledge construction.

Based on these issues, this study analyzes and reconstructs activity-based learning strategies for students with kinesthetic preferences. Its focus is not on labeling students according to learning styles, but on developing an instructional approach that provides greater scope for concrete experience, active engagement, reflection, and the application of knowledge. The study is therefore expected to make a conceptual contribution to the development of instructional strategies capable of shifting the orientation from passive learning to purposeful, reflective, and meaningful active learning experiences.

METHODS

This study employed a qualitative approach and a literature review method to identify, compare, interpret, and synthesize scholarly perspectives on activity-based learning, kinesthetic preferences, active learning, experiential learning, and constructivism. The method was used to build a conceptual understanding from various scholarly sources (Snyder, 2019), while the qualitative approach was used to examine concepts, patterns of argumentation, and relationships among ideas in the literature (Creswell & Poth, 2018). The data consisted of secondary sources, including scholarly journal articles, academic books, conference proceedings, and previous studies located using the keywords kinesthetic learning preference, active learning, experiential learning, learning by doing, activity-based learning, student engagement, constructivism, and instructional strategies. The literature was selected according to relevance, academic credibility, theoretical or empirical contribution, methodological clarity, and recency. Data were collected through documentation using an extraction sheet or matrix that recorded source identity, theory, method, findings, and contribution to the research focus.

The data were analyzed through content analysis and conceptual synthesis. Content analysis was used to identify, code, and categorize ideas, concepts, patterns of argumentation, and findings by theme (Krippendorff, 2019). A synthesis was then conducted by comparing perspectives to identify relationships among physical activity, cognitive engagement, concrete experience, reflection, and the construction of understanding. The synthesis was used to reconstruct instructional strategies by integrating the principles of experiential learning, active learning, and constructivism, thereby linking activity with learning objectives, thinking processes, reflection, and knowledge application. The trustworthiness of the review was maintained through comparisons across sources and theoretical perspectives to ensure consistency and reduce dependence on any single source. The final results were organized thematically and conceptually to produce activity-based learning strategies that accommodate kinesthetic preferences without placing students in rigid learning-style categories.

RESULTS AND DISCUSSION

RESULTS

Reconstructing Activity-Based Learning in Response to the Limitations of Passive Learning

The literature synthesis indicates that the central problem with passively oriented learning lies not merely in the use of lectures, reading, or teacher explanations, but in students' limited opportunities to participate directly in constructing knowledge. Learning becomes less effective when students function primarily as recipients of information and have little room to explore, practice, test

ideas, or make decisions during the learning process (Pongpalilu and Nopitasari, 2026). Under these conditions, knowledge tends to be received as information to understand and remember rather than something constructed through experience.

The literature reviewed shows that student activity plays an important role in transforming this pattern. Activity allows students to engage directly with objects, situations, problems, and environments that form part of the learning material. However, the review also shows that a quantitative increase in activity cannot by itself indicate successful learning. Students may appear highly active physically yet make little meaningful progress in understanding if the activities lack clear pedagogical objectives.

These findings point to a distinction between physical activity and meaningful learning engagement. Physical activity includes actions such as moving, practicing procedures, using tools, playing games, participating in simulations, or changing locations. Learning engagement, meanwhile, includes observing, questioning, connecting information, making decisions, solving problems, evaluating outcomes, and reflecting on experience. Effective activity-based learning requires these two dimensions to be connected.

The findings indicate that instructional strategies should position activity as an integral part of constructing understanding. Teachers should not simply assign an activity after presenting the material; instead, they should select activities on the basis of the competencies to be developed. Practice, simulation, games, projects, and exploration thus become not decorative additions but primary media through which students interact with the content.

In conceptual learning, for example, teachers can begin with a problem that allows students to observe or manipulate objects before receiving a theoretical explanation (Sanusi et al., 2023). Students can then be guided to identify patterns, discuss their observations, and connect the experience to the concept being studied. Such a model enables students to construct understanding through experience before receiving formal abstraction.

Direct activity becomes even more relevant for procedural content. Students need not only to know the sequence of an action but also to have opportunities to perform it, identify errors, receive feedback, and make corrections. This process produces a more complex experience than merely memorizing steps. Errors in practice can even become productive components of learning when teachers use them as material for evaluation and reflection.

The literature also shows that simulations and role-play can bring situations resembling real-life experiences into the learning environment. These strategies allow students to assume particular positions, respond to situations, consider consequences, and understand others' perspectives (Nur Halizah, Reski Amalia, 2026). Activity can therefore develop not only motor abilities but also decision-making, communication, problem-solving, and social understanding.

In project-based learning, activity takes a more complex form because students participate in planning, implementation, problem-solving, and outcome evaluation (Saputra, 2023). Projects allow students to use knowledge in more concrete contexts. Rather than merely receiving instructions about what to do, they must determine how to complete the work, manage resources, collaborate, and address obstacles that arise. The synthesis also indicates that activity-based learning requires a change in the teacher's role. In passive learning, teachers tend to serve as the principal sources of information and to control the course of activities. In activity-based learning, teachers function more as designers of learning experiences and facilitators who ensure that activities remain aligned with learning objectives. Teachers must determine the level of assistance, pose prompting questions, observe the process, provide feedback, and redirect students when an activity begins to lose relevance to the intended competencies (Shofiyyah, Rizki and Muttaqin, 2024).

This change in role does not mean that teachers lose pedagogical authority (Winda Badiatul Jamila, 2023). On the contrary, the quality of activity-based learning depends greatly on teachers' ability to structure activities. Excessive freedom can cause students to lose direction, whereas excessive control can return learning to a passive pattern. A level of structure is therefore required that gives students room to act while still providing adequate guidance.

The review also demonstrates the importance of reflection in activity-based learning. Experience does not automatically become knowledge. Students need opportunities to explain what they did, why they did it, what they discovered, what errors arose, and how the experience relates to the concepts studied. Reflection is the mechanism that transforms concrete experience into reusable understanding.

For example, learning about procedures of worship can provide students with opportunities to observe practice, conduct simulations, identify procedural errors, and improve their performance based on feedback. Students can then be asked to explain the rationale for each stage and connect it to the underlying principles. In this design, practice is not the final objective but a source of experience that is subsequently developed into conceptual understanding. The findings therefore show that reconstructing learning from a passive pattern into activity-based learning requires changes to the structure of the learning experience. Students need not merely more activities, but experiences that allow them to act, confront problems, receive feedback, construct understanding, and reflect on outcomes. Learning becomes active not because students move frequently, but because they participate genuinely in constructing knowledge.

Designing Learning Experiences for Students with Kinesthetic Preferences

The literature synthesis indicates that students who tend to respond positively to concrete experiences and physical activities need learning environments that make room for direct engagement (Pangestu, Aziz and Ali, 2025). This preference does not indicate that students can learn only through movement; rather, it suggests that experiences involving practice, manipulation, exploration, and direct interaction can provide one pathway that supports their engagement.

This finding also highlights the importance of avoiding the use of kinesthetic preference as a limiting label. Students still engage in reading, listening, observing, and abstract thinking. Physical activity instead serves as one entry point for connecting concrete experience with cognitive processes. The strategies developed are therefore not intended to replace all verbal or visual learning, but to broaden learning experiences so that students can learn through a combination of forms of engagement.

According to the literature, appropriate learning-experience design can begin with concrete experience. Students are given opportunities to do something directly related to the material, such as practicing, repeating a demonstration, experimenting, playing an educational game, participating in a simulation, exploring the environment, or completing a product-based task. The experience then becomes a source of data from which students develop understanding.

The next stage is to provide space for observation and reflection. Students are guided to attend to the outcomes of their actions. Teachers may use questions such as what happened, why the outcome occurred, which part was difficult, and what could be improved (Risda, Fathia Jogi Septriwinti, 2023). Such questions prevent physical activity from ending as a merely motor experience and begin to engage thinking processes.

The findings indicate that conceptualization is the next essential process. Experience must be connected to relevant concepts, principles, or knowledge. Teachers can help students identify relationships between the experience and the learning material. This process enables students to understand the rationale behind an action rather than merely master how to perform it.

Once understanding has developed, students need opportunities to retest their knowledge in different situations. Application can occur through new problems, advanced practice, projects, more complex simulations, or contextual situations. This stage is important because it shows whether students can transfer understanding from a previous experience to a new context.

The literature indicates that strategies such as demonstrations, hands-on practice, role-play, simulations, experiments, educational games, project-based learning, and field exploration can provide concrete experiences (Arif Desramaza, Sufri, 2022). Their effectiveness, however, depends greatly on how teachers connect them to learning objectives. The same strategy can produce different learning experiences when its structure, instructions, level of difficulty, and reflection process differ.

A demonstration (Parnawi et al., 2023), for example, can remain passive if students only watch the teacher perform an action. It becomes more active when students identify stages, predict outcomes, repeat the procedure, and evaluate their performance. The same applies to games. A game is not automatically educational merely because it is enjoyable. Its learning value depends on the alignment among the rules, student activity, and the competencies to be developed.

Role-play has similar characteristics (Pudjastawa, 2022). Students can gain more concrete social experience when they enact roles in a particular situation. However, this experience must be followed by discussion and reflection so that students can connect it with the concepts or values being studied. Without these processes, the activity may end as a role-playing experience without producing deep understanding.

In Islamic Religious Education, activity-based strategies can be developed in more contextual ways (Kismatun, 2021). Moral character can be studied through simulations of moral dilemmas, worship through practice, Islamic history through event reconstruction or role-play, and socio-religious topics through projects based on problems in the surrounding environment. These activities allow students to interact with content in more concrete forms while reflecting on its meaning.

The findings also indicate that learning experiences for students with kinesthetic preferences should involve varying levels and forms of engagement. Not every activity must involve physical movement. Reading instructions before practice, listening to a brief explanation, observing a demonstration, discussing an activity afterward, and writing a reflection remain necessary for constructing comprehensive understanding. This combination prevents learning from becoming excessively focused on physical activity without cognitive depth.

Assessment must also be adjusted. Evaluating activity-based learning cannot rely solely on written tests that measure recall. Assessment may be complemented by performance observations, product assessment, portfolios, reflective journals, presentations, demonstrations, and project assessment. Using multiple forms of assessment enables teachers to obtain a more comprehensive picture of students' ability to understand and apply knowledge.

Another finding concerns the importance of immediate feedback in activity-based learning strategies (Erwana, 2026). When students practice, errors can be observed and corrected promptly. Feedback enables them to understand the relationship between action and outcome. Teachers therefore do not merely assign a grade after an activity is complete, but remain present throughout the process to help students understand how to improve the quality of their actions.

The learning environment is also an important part of strategic design (Ramadan et al., 2022). A classroom that allows students to move, work in groups, use various media, and practice can support activity-based learning. Managing the space does not always require complex facilities. Simple activities such as simulations, demonstrations, role-play, or practice using readily available objects can create concrete experiences when designed systematically. Overall, the synthesis indicates that strategies for students with kinesthetic preferences should be built around concrete experience, purposeful activity, cognitive engagement, reflection, application, and feedback. This approach allows

physical activity to function as part of the learning process rather than merely as a variation intended to make the classroom more enjoyable.

These findings further confirm that reconstructing instructional strategies is not equivalent to replacing lectures with activities. What is reconstructed is the design of learning experiences. Learning begins with a problem or experience students can engage with directly, develops through purposeful activity, is deepened through reflection and conceptualization, and is then tested through application in a different context. This pattern allows students to construct knowledge more actively while preserving the academic depth of learning.

Kinesthetic preference can therefore serve as one consideration in designing more flexible and experience-oriented learning. The strategies developed do not confine students to a single learning category; instead, they provide an environment in which students can gain concrete experience while developing their abilities to think, understand concepts, solve problems, and reflect on learning. This distinguishes activity-based learning from learning that merely keeps students physically active.

DISCUSSION

Activity-based learning fundamentally marks a change in how the learning process is understood. Students are no longer positioned as recipients of information awaiting the teacher's explanation, but as subjects who acquire knowledge through direct engagement with learning experiences. This shift has a strong foundation in constructivism, which views knowledge as the product of individual construction through interaction with the environment. Piaget explains that knowledge develops through individuals' adaptation to experience, whereas Vygotsky emphasizes that knowledge is also constructed through social interaction and support from the learning environment (Titin Mariatul Qiptiyah, 2024). Activity therefore has an epistemological function in learning because it forms part of the process through which understanding is constructed, rather than merely making the classroom more dynamic.

This perspective explains the limitations of learning that is overly oriented toward information delivery when the objectives require the application of knowledge. Verbally received information may produce a degree of conceptual mastery, but it does not necessarily allow students to understand how concepts are used in real situations. Through discovery learning, Bruner emphasizes the importance of students' involvement in discovering relationships and the structure of knowledge (Rafiq, 2023). Within this framework, learning becomes more meaningful when students can explore and discover principles through pedagogically designed experiences.

The finding that physical activity must be distinguished from active learning reinforces this view. Bonwell and Eison stress that active learning does not simply make students perform an activity; it involves doing something while thinking about what is being done. This point is important because learning that appears physically active may remain cognitively passive. Students may move, work in groups, create products, or participate in games without genuinely understanding the purpose and meaning of the activity. The quality of activity-based learning is therefore determined by the depth of intellectual engagement accompanying the activity.

In this context, Kolb's Experiential Learning Theory provides a more comprehensive framework. Kolb views learning as a process in which knowledge is created through the transformation of experience (Rahmi, 2024). The cycle encompasses concrete experience, reflective observation, abstract conceptualization, and active experimentation. The theory explains why physical experience can be a powerful source of learning when it does not end with action. Students need opportunities to consider the experience, connect it to concepts, and then use the resulting understanding to address subsequent experiences.

Kolb's framework also sets limits on an overly simplistic understanding of kinesthetic learning. Students who benefit from concrete experience still require reflective and conceptual processes.

Movement or practice is only one component of the overall learning process. If physical activity is not followed by reflection and abstraction, the experience may lose its learning value. Strategies that accommodate kinesthetic preferences should therefore aim not merely to increase movement but to create an experiential cycle connecting action with understanding.

This issue becomes even more important in relation to critiques of learning-styles theory. Pashler and colleagues have shown that empirical evidence supporting the idea that students learn more effectively when teaching methods are specifically matched to particular learning styles remains limited. This critique does not mean that student characteristics and preferences are unimportant. What should be avoided is treating visual, auditory, or kinesthetic categories as fixed labels that determine the only way a person can learn. A more appropriate approach is to use these preferences as one consideration in enriching instructional design.

Accordingly, the use of the term kinesthetic preference in this study has an important conceptual consequence. Students are not positioned as individuals capable of learning only through physical activity. They still need to read, listen, observe, discuss, and think abstractly. The distinction is that concrete experience and direct activity may provide an effective medium for increasing their engagement. From this perspective, instructional strategies become more inclusive because they do not restrict students on the basis of a single category but provide varied opportunities to construct understanding.

The importance of reflection can also be explained through Kolb's theory and a metacognitive perspective. Learning experiences have a greater impact when students can recognize what they have done, identify errors, understand the reasons for success or failure, and determine improvement strategies. This process transforms experience into knowledge about learning itself. Students not only understand the material but also begin to understand how they learn and how they can improve their performance.

Teachers therefore occupy a strategic position as designers of learning experiences. Through the concept of the Zone of Proximal Development, Vygotsky shows that students can attain higher levels of development with assistance and scaffolding from more competent individuals (Damanik, Malau and Sinaga, 2025). Activity-based learning does not mean leaving students to work without direction. Indeed, the more complex the activity, the more important the teacher's ability to provide appropriate support. Teachers must determine when to provide instructions, pose prompting questions, allow independent attempts, and intervene.

The concept of scaffolding explains why the same activity can produce different learning experiences. Practice provided without adequate instruction may lead students to follow procedures mechanically. Conversely, practice accompanied by questions, feedback, and opportunities for evaluation can produce deeper understanding. The quality of a strategy therefore depends not only on the type of activity but also on the quality of the pedagogical intervention accompanying it.

Activity-based learning is also related to Deci and Ryan's self-determination theory. The theory explains that intrinsic motivation develops when the psychological needs for autonomy, competence, and relatedness are fulfilled. Activities that allow students to choose how to complete tasks, try strategies, receive feedback, and interact with others can create conditions that support these three needs. This helps explain why learning that allows room for action and decision-making can increase student engagement.

Autonomy in learning, however, is not synonymous with unlimited freedom. Students still need structure and clear objectives. Instructional design is therefore crucial. Activities must be clearly linked to learning outcomes, their level of difficulty must be appropriate to students' abilities, and instructions must be provided proportionately. Overly structured learning can eliminate opportunities for exploration, whereas excessively open learning can impose unnecessary cognitive load.

Sweller's Cognitive Load Theory provides an additional explanation for this issue (Surbakti et al., 2024). Complex activities can offer rich learning experiences while simultaneously increasing demands on students' cognitive capacity. If too much information, too many rules, procedures, and demands are presented at once, the activity may impede learning. Activity-based learning must therefore consider complexity and provide support gradually. An effective activity is not the busiest or most complex one, but one that presents a challenge appropriate to students' abilities.

This discussion shows that reconstructing instructional strategies cannot be accomplished merely by replacing lectures with practice. Reconstruction must address the entire architecture of the learning experience. Teachers need to consider how students obtain an initial experience, how they process it, how concepts are introduced, and how knowledge is tested in a new context (Pongpalilu and Nopitasari, 2026). Activity-based learning thus becomes a systematic pedagogical design rather than merely a variation in method.

This approach is highly relevant to Islamic Religious Education because its subject matter is not entirely abstract. Many competencies simultaneously involve knowledge, skills, attitudes, and practice. Worship, for example, cannot be adequately understood through conceptual explanation alone because it includes procedural aspects requiring direct experience. Likewise, moral education requires not only mastery of definitions but also opportunities to confront situations in which students must consider values and make decisions.

Teaching moral character through simulated moral dilemmas illustrates how experience can connect knowledge with decision-making. Students can be placed in a particular situation and asked to choose an action and explain the reasoning behind it. The teacher then guides reflection on the values underlying the decision. This process enables learning to move from simply knowing a concept toward the ability to consider and apply it.

This approach is also relevant to Dewey's idea of learning by doing. For Dewey, experience has educational value when students interact with the environment and have opportunities to understand the consequences of their actions (Masruri, Jonny, Alwi Muchtar Napitupulu, 2026). An isolated experience is not automatically educational. Educational value arises when an experience develops the capacity to address subsequent experiences (Aribah, 2026). This principle reinforces the idea that learning activities should be designed for continuity rather than as momentary events. Physical activity for students with kinesthetic preferences should therefore be understood as an entry point to broader experience. Students act while observing the consequences; they practice procedures while understanding the underlying reasons; they participate in simulations while evaluating their decisions; and they produce outcomes while reflecting on the process. This pattern gives activity both cognitive and reflective functions.

A further implication concerns assessment. If learning is designed around experience, assessment cannot depend entirely on written tests. Miller's assessment pyramid shows that competence can be assessed not only through knowing but also through applying and demonstrating performance. Demonstrations, projects, performance observations, portfolios, reflective journals, and authentic assessment can therefore provide a more appropriate picture of learning outcomes constructed through activity.

This approach also changes how teachers interpret errors. In passive learning, errors are often treated as indicators of failure. In experiential learning, errors can provide information for improving understanding. Students who perform a procedure incorrectly, for example, can be guided to identify the cause and correct it. Errors then become not merely grounds for deducting marks but part of knowledge construction. Ultimately, the reconstruction of activity-based learning strategies must be placed within a broader framework than simply accommodating students with kinesthetic preferences. These strategies form part of an effort to transform learning into a process that provides

real experiences, promotes cognitive engagement, makes room for reflection, and enables knowledge transfer. Kinesthetic preference can be one consideration in this design, but it is not a basis for permanently categorizing students.

Experience-oriented active learning therefore occupies a strategic position in bridging the gap between knowing and being able to do. Constructivism establishes that knowledge is built through interaction and experience; Kolb explains the mechanism by which experience is transformed into knowledge; Dewey positions experience at the core of the educational process (Qomariyah and Fauziati, 2023); Vygotsky emphasizes the importance of social support and scaffolding (Yulia Rakhma Salsabila, 2024); and Bonwell and Eison reinforce the need to integrate activity with reflection. Together, these perspectives show that the success of an instructional strategy is determined not by how much students move, but by the extent to which the activity produces meaningful experience and transforms understanding.

Accordingly, the shift from passive learning to active learning experiences should not be understood merely as a change in method. It represents a paradigm shift in how knowledge is acquired and how students are positioned in the learning process. Teachers are no longer the sole centers of information, students are no longer mere recipients of content, and activities are no longer diversions. All three are situated within an integrated pedagogical design in which experience, thought, reflection, and application can develop together. Within this framework, activity-based learning strategies can make a tangible contribution to more participatory, contextual, and meaningful learning.

CONCLUSION

The reconstruction of activity-based learning strategies demonstrates that the needs of students with kinesthetic preferences cannot be addressed merely by increasing physical activities in the classroom. More importantly, activity must be transformed into a pedagogical experience that enables students to engage directly, understand the meaning of their actions, reflect on experience, and use knowledge in different situations. Activity thus acquires an academic function when it is designed around clear learning objectives and accompanied by thinking and reflection.

Kinesthetic preferences must also be positioned proportionately in instructional design. Students should not be rigidly categorized according to a particular learning style because learning is complex and involves multiple forms of experience. Physical activity is more appropriately used as one pathway for broadening student engagement through practice, simulations, projects, demonstrations, exploration, and concrete experience. This approach makes learning more flexible without limiting students' capabilities to a single way of learning.

The principal implication of this study is a shift in orientation from activity as an event to activity as a learning experience. Teachers must design continuity among concrete experience, cognitive engagement, reflection, conceptualization, application, and assessment. Their position shifts from dominating information delivery to serving as designers of experiences and facilitators of learning, while students gain greater scope to act, discover, evaluate, and construct understanding.

In Islamic education, this approach can connect knowledge with lived practice more concretely. Religious content is understood not merely as a body of information but experienced through practice, simulation, problem-solving, habituation, and reflection. The reconstruction of activity-based learning strategies can thus strengthen learning that produces not only content mastery but also the ability to apply knowledge contextually. The shift from passive learning to active learning experiences is therefore not merely a change in teaching technique, but a transformation in how the educational process is designed. Success is measured not by the amount of movement or activity, but by the quality of experiences that connect action, thought, reflection, and application. This principle

provides an important foundation for developing more active, adaptive, and meaningful learning for students' diverse needs.

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