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IMPROVING THE ABILITY TO LEARN AQIDAH AKHLAK ON SENTENCE MATERIAL *THAYYIBAH ISTIGHFAR* IN CLASS VI B MIN 14 BANJAR

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Abstract

This Classroom Action Research was carried out at MIN 14 Banjar in the 2022/2023 academic year by recruiting 34 students in class VI B consisting of 17 girls and 17 boys. This research is based on the phenomenon of lack of learning outcomes in class VI B students, especially in the Kali Thayyibah istigfarsolder. Therefore, researchers are interested in making efforts to improve and improve students' learning abilities by using a habituation approach as a learning tool. There are 4 stages carried out by researchers in preparing for this study, namely planning, implementing, observing, and reflecting. By carrying out 4 meetings in two predetermined cycles, the researchers found a significant increase in learning outcomes at each meeting on a regular basis. Teacher activity increased by 33.34 from 63.33 to 96.67 at the end of cycle II, the second meeting. Student activity also increased by 20.6 from an average of 75 in the pre-observation to 9.56 at the end of cycle II, the second meeting. And student learning outcomes experienced an increase, which at the first meeting of the two cycles I, students obtained learning outcomes of 7.94. Then, at the second meeting of cycle II, student learning outcomes increased to 9.47, which means an increase of 2.68.

Keywords: *Aqidah Akhlah, Thayyibah, Istighfar*

Abstrak

Penelitian Tindakan Kelas ini dilaksanakan di MIN 14 Banjar pada tahun ajaran 2022/2023 dengan merekrut 34 orang peserta didik kelas VI B yang terdiri dari 17 orang perempuan dan 17 orang laki-laki. Penelitian ini dilandasi oleh fenomena kurangnya hasil belajar pada peserta didik kelas VI B, terutama pada pada pateri Kalimat *Thayyibah Istigfar*. Oleh karena itu, peneliti berminat untuk melakukan upaya meningkatkan dan memperbaiki kemampuan belajar peserta didik dengan menggunakan pendekatan pembiasaan sebagai sarana belajarnya. Ada 4 tahapan yang dilakukan peneliti dalam mempersiapkan penelitian ini, yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Dengan melaksanakan 4 kali pertemuan dalam dua siklus yang sudah ditentukan, peneliti menemukan peningkatan hasil belajar yang cukup signifikan ditiap pertemuannya secara berkala. Aktivitas guru mengalami peningkatan sebesar 33,34 dari 63,33 menjadi 96,67 diakhir siklus II pertemuan kedua. Aktivitas siswa juga mengalami kenaikan sebesar 20,6 dari rata-rata 75 pada pra pengamatan menjadi 9,56 diakhir siklus II pertemuan kedua. Dan hasil belajar siswa mengalami kenaikan, yang pada pertemuan pertama kedua siklus I, peserta didik memperoleh hasil belajar sebesar 7,94. Kemudian, pada pertemuan kedua siklus II, hasil belajar peserta didik meningkat menjadi sebesar 9,47 yang artinya mengalami kenaikan sebesar 2,68.

Kata Kunci: *Aqidah Akhlah, Thayyibah, Istigfar*



INTRODUCTION

Technological developments in the 21st century and the speed of science encourage humans to change their lifestyles. (Indrawati et al., 2022) This change in lifestyle also occurs in the world of education. Education no longer functions only to transfer knowledge, more than that, education must be able to prepare students as pioneers of change who have the ability to change all aspects of life. (Asy'ari & Hamami, 2020) terlebih lagi dalam berkepribadian yang mulia selain peserta didik yang memiliki akhlak mulia tetapi juga membawa nuansa akhlak mulia itu kepada orang lain. especially in having a noble personality, apart from students who have noble morals, they also bring nuances of noble morals to others.

The era of globalization has had quite a broad impact on various aspects of life, including demands on the provision of education. One of the real challenges is that education should be able to produce human resources who have complete competence, known as 21st century competence. (Yuni et al., 2016)

Facts on the ground show that there are still many educational institutions that only focus on improving the quality of education and ignoring the spiritual education of students, even though the process of improving the quality of education without being accompanied by an increase in spirituality will be difficult to achieve. (Septia Melinda, 2023) there should be a balance between the realms of knowledge, attitudes and skills. Therefore, Aqidah Ahlak education is believed to have an important role in improving and developing students' spirituality, by adapting to applicable competencies, so that students are able to become good members of society in the future. Apart from that, Aqidah Akhlak contributes to motivating students to apply religious values (tauhid) and akhlakul karimah in everyday life. (Jannah, 2020)

When viewed in terms of material, the Aqidah Akhlak subject covers cognitive, affective and psychomotor aspects. In learning Aqidah Akhlak, the main objective is how the values of Islamic teachings taught will be embedded in students so that changes in behavior occur that are based on the values of Islamic teachings in their personal and social lives. (Helmi, 2023) However, Moral Aqidah is not a subject that is always easy for students to convey and understand. Because In fact, the Aqidah Akhlak learning process has so far placed more emphasis on mastering as much subject matter as possible, so that learning is only one way. (Mumtahana et al., 2022) This is based on inadequate learning media and difficulty in illustrating with visual aids, thus causing difficulties for teachers to teach Aqidah Moral material and generally Aqidah Moral material is only taught by



instilling deep belief in students. With the hope that students will be able to understand the essence of Aqidah Akhlak learning. Apart from that, students find it very difficult to understand text books even though a teacher has provided explanations and understanding. (Zainuddin, 2019) There are also students who are unable to directly absorb the material presented by the teacher. The lack of enthusiasm of students in the classroom when learning Aqidah Akhlak causes some students to not care about the material presented by the teacher. (Ramadhanty et al., 2023). These problems are common among students, especially in learning moral aqidah. (*Metode Pendidikan Karakter Religius Paling Efektif Di Sekolah - Benny Prasetya, Tobroni, Yus Mochamad Cholily, Khozin - Google Buku*, n.d.)

This was also felt by students in class VI B MIN 14 Banjar, South Kalimantan. Based on initial observations, it was found that students who were not from Raudhatul Athfal (RA) seemed to have difficulty understanding the Aqidah Akhlak learning material. The students concerned were considered less able to understand and apply the material they had studied. Apart from that, students are also estimated to receive less guidance from parents in understanding Aqidah Akhlak material. During initial observations, the researcher also found that the Aqidah Akhlak material presented was in the form of subject matter sentences *thayyibah istigfar* there are several students who experience errors in pronunciation practices, which can have a negative impact on students in learning Aqidah Akhlak, as well as in daily interactions in society.

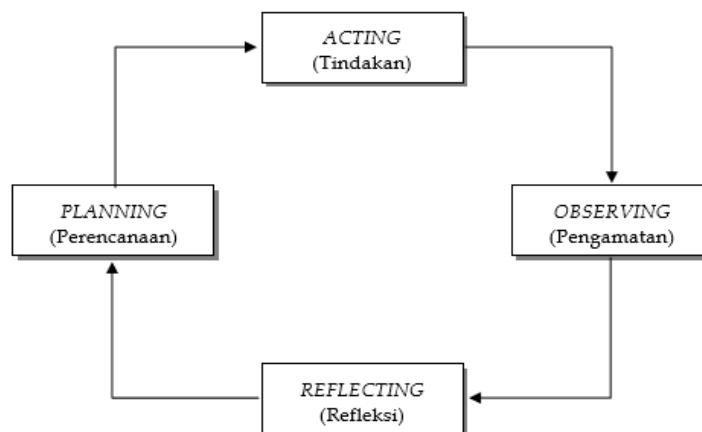
Based on various considerations and emerging phenomena, researchers in this study aim to improve the learning of Moral Aqidah with classroom action research entitled *Efforts to Improve Ability to Learn Moral Aqidah Sentence Materials Thayyibah istighfar* by implementing a habituation approach in Class VI B MIN 14 Banjar for the 2022/2023 academic year. As for the researchers' hopes for future education, hopefully the results of this research can provide information for other teachers, especially teachers of moral beliefs and can apply them. It also needs to be stated that in this research, class VI B with a total of 34 students consisting of 17 boys and 17 girls participated in this research so that researchers were able to obtain appropriate data results.

RESEARCH METHODS

The type of research applied in this research is Classroom Action Research (PTK). Using a design model from Kurt Lewin, this classroom action research will carry out 4 (four) main steps, namely:

1. Planning in this stage develops critical action plans for learning problems that have occurred
2. Action is action to carry out the plan
3. Observation is observing the effects of actions on the research that has been carried out
4. Reecting, namely reecting back on what has been done as a basis for planning changes or improvements to cycle actions (*Teori Dan Aplikasi Penelitian Tindakan Kelas: (PTK) - Zainal Aqib & M. Chotibuddin. - Google Buku, n.d.*)

The four steps in this research design aim to design an action plan that will be carried out to improve, change and improve students' behavior and learning attitudes, then look for the best solution that suits the students' circumstances. The following is Kurt Lewin's model design research procedure:



This classroom action research was carried out for 2 (two) months, starting from September to October at MIN 14 Banjar class VI B odd semester of the 2022/2023 academic year In carrying out this classroom action research, it involved other teachers who were equivalent to Aqidah Akhlak teachers who would teach in the designated class (class VI B), students from class VI B totaling 34 (thirty four) people, 17 of whom were women. and 17 men. The data collection techniques in this research used observation and tests. Then the. data analysis used is grouping data based on variables from the type of respondent, tabulating data based on variables from all respondents, presenting data from each variable studied (usually in tabular form), carrying out calculations to answer the problem formulation, and carrying out calculations to test hypotheses. There are two category references in analyzing teacher and student activities as follows:

Table 1. Category Analysis of Teacher Activities in Learning

No	Score (%)	Criteria
1	≤ 40	Not good
2	41-55	Pretty good
3	56-70	Pretty good
4	71-85	Good
5	86-100	Very good

Table 2. Category Analysis of Student Activities in Learning

No	Score (%)	Criteria
1	≤ 40	Not active
2	41-55	Less active
3	56 -70	Quite active
4	71-85	Active
5	86-100	Very active

This research is said to be successful if it meets the indicators of success in teacher activities, student activities and learning outcomes in learning Aqidah Akhlak in Sentence material. *Thayyibah istighfar* by Applying a Habituation Approach. The success of actions that can be achieved is indicated by indicators:

1. Teacher activities in implementing the Moral Aqidah process in Sentence materials *Thayyibah istighfar* By Applying the Class VI B MIN 14 Banjar Habituation Approach, it achieved a score of ≥ 84 with very good criteria.
2. Teacher activities in implementing the Moral Aqidah process in Sentence materials *Thayyibah istighfar* By Applying the Class VI B MIN 14 Banjar Habituation Approach, it achieved a score of ≥ 84 with very good criteria.
3. Student learning outcomes in the Aqidah Morals lesson in Sentence materials *Thayyibah istighfar* Class VI B MIN 14 Banjar is the absorption capacity of an individual who is considered to have completed learning if they have reached a KKM score of 75 and classical completeness reaches $\geq 80\%$.

RESULTS AND DISCUSSION

Teacher Activities

Observation or observance of the teacher during the teaching and learning activities of the Aqidah Akhlak subject for 2 x 35 minutes. The results of these observations were obtained from fellow teachers who had participated in and witnessed the process of teaching and learning activities directly. The following are the observation results that have been obtained:

Table 3. Observation Results of Teacher Activities in Cycle I

No	Activity	Meeting I			Meeting II		
		Indicator	Answer YES	%	Indicator	Answer YES	%
1	Pre Learning	6	2	33,33	6	3	50
2	Core activities	20	15	75	20	17	85
3	End activities	4	2	50	4	2	50
Amount		30	19	63,33	30	22	73,33

Based on the data above, the percentage of teacher performance cycle I first meeting in teaching activities was 63.33%, with this value categorized as Sufficient. Then, the percentage of teacher performance on cycle I second meeting in teaching activities, it was 73.33%, which was categorized as Good.

Table 4. Observation Results of Teacher Activities in Cycle II

No	Activity	Meeting I			Meeting II		
		Indicator	Answer YES	%	Indicator	Answer YES	%
1	Pre Learning	6	5	83,33	6	6	100
2	Core Activities	20	18	90	20	19	95
3	End Activities	4	3	75	4	4	100
Amount		30	30	86,67	30	22	96,67

Based on the data above, the percentage of teacher performance cycle II first meeting in teaching activities was a total of 86.67%, with this score categorized in the Good category. Then the percentage of teacher performance in cycle II second meeting in teaching activities was 96.67%, which value can be categorized as Very Good.

Student Activities

Student activities are also monitored using student activity observation sheets, below are the results of observations of student activities while participating in teaching and learning activities in sentence subjects.thayyibah istighfar:

Table 5. Observation Results of Student Activities in Cycle I

No	Number of Activities	Meeting I		Meeting II	
		Achievement	Percentage of Achievement	Achievement	Percentage of Achievement
1.	10	1	2,94%	4	11,76%
2.	9	8	23,53%	5	14,71%
3.	8	10	29,41%	11	32,35%
4.	7	3	8,82%	5	14,71%
5.	6	5	14,71%	5	14,71%
6.	5	7	20,59%	4	11,76%
		34	100%	34	100%

The first meeting in Cycle I showed that during the learning process, there were still many students who tended to be shy about asking and answering questions asked by the teacher, students also seemed less active in discussion activities with their classmates. Apart from that, students are still not active enough to make good habits in saying the sentence thayyibah istighfar. Therefore, the teaching and learning activities that have been carried out in Cycle I still do not meet the researchers' expectations regarding the Aqidah Akhlak learning process with sentence teaching materials.thayyibah istighfar because overall, student activities during the teaching and learning process are quite good and still need a lot of improvement.

The second meeting of Cycle I showed that during the learning process, there were still many students who tended to be shy about asking and answering questions asked by the teacher, students also seemed less active in discussion activities with their classmates. However, at the second meeting, students began to dare to ask several questions related to the sentence learning material thayyibah istighfar that they don't understand yet. The observation results also show that students are still less active in making good habits in saying the sentence thayyibah istighfar. Therefore, the teaching and learning activities that have been carried out in Cycle I still do not meet the researchers' expectations regarding the Aqidah Akhlak learning process with sentence teaching

materials.thayyibah istighfar because overall, student activities during the teaching and learning process are still relatively good and need improvement.

Table 6. Observation Results of Student Activities in Cycle II

No	Number of Activities	Meeting I		Meeting II	
		Achievement	Percentage of Achievement	Achievement	Percentage of Achievement
1.	10	9	26,5%	22	64,71%
2.	9	11	32,35%	9	26,47%
3.	8	11	32,35%	3	8,82%
4.	7	3	8,82%	0	0
5.	6	0	0	0	0
		34	100%	34	100%

The first meeting in Cycle II showed that during the learning process, students began to be actively involved in following the teaching and learning process in the sentence material *thayyibah istighfar*. At this first meeting, almost all students were able to do the assignments given well. Therefore, the teaching and learning activities that were carried out at the first meeting of Cycle II gradually met the researchers' expectations for the 34 students because overall, the students' activities during the teaching and learning process were quite good and needed to be improved further.

The second meeting in Cycle II showed that during the learning process, students were actively involved in following the teaching and learning process in sentence material *thayyibah istighfar*. At this second meeting, all students were able to carry out the assignments given well. Therefore, the teaching and learning activities that were carried out at the second meeting of Cycle II met the researchers' expectations for all students.

Learning Outcomes

Below, the researcher includes the learning outcomes obtained by students during the teaching and learning process carried out in Cycle I in the sentence material *thayyibah istighfar*:

Table 7. List of Student Learning Outcomes in Cycle I

No	Learning Results of Cycle I First Meeting	Meeting I	Meeting II
		Achievement	Achievement
1.	The highest score	10	10
2.	Lowest score	6	6
3.	Average score	7,94	8,53
4.	Amount of Students Completed	27	28
5.	Amount of Students	34	34
6.	Percentage of Learning Completeness	79,41	82,35

From the overall scores of the students they got in Cycle I of the first meeting, it can be concluded that the average score obtained by the students reached 7.94, which is a figure that shows that the students' learning outcomes can be said to be quite good even though there are still many students' grades that are poor. have not reached the specified KKM, namely 70 with a passing percentage of 79.4. Then the students' scores they got at the second meeting of Cycle I, it can be concluded that the average score obtained by students reached 8.53, which shows that the students' learning outcomes have exceeded the predetermined KKM score, namely 75 with a passing percentage. amounting to 82.35. Therefore, with the results obtained at the second meeting of Cycle I, the researcher plans to further improve student learning outcomes by implementing Cycle II so that student learning outcomes can be maximized.

Table 8. List of Student Learning Outcomes in Cycle II

No	Learning Results of Cycle II First Meeting	Meeting I	Meeting II
		Achievement	Achievement
1.	The highest score	10	10
2.	Lowest score	6	8
3.	Average score	9,05	9,47
4.	Amount of Students Completed	32	34
5.	Amount of Students	34	34
6.	Percentage of Learning Completeness	94,12	100%

From the overall scores of the students they got at the first meeting of Cycle II, it can be concluded that the average score obtained by the students reached 90.5, which is a figure that shows that the students' learning outcomes have exceeded the predetermined KKM score, namely 75 with The pass percentage was 94.12. Therefore, with the results obtained at the first meeting of Cycle II, the researcher plans to further improve student learning outcomes by holding the second meeting of Cycle II so that student learning outcomes can be maximized. Then The students' scores they got at the second meeting of Cycle II, it can be concluded that the average score obtained by students reached 94.47, which shows that the students' learning outcomes have exceeded the predetermined KKM score, namely 75 with a passing percentage. 100% means it exceeds the success indicator, namely 80%.

CONCLUSION

Based on the results of the analysis of data obtained through observation of the learning development of class VI B MIN 14 Banjar students, the researcher concluded that first, during the research, there was a significant increase in teacher activity, student activity, and student learning outcomes after implementing the approach. habituation in learning Aqidah Akhlak sentence material *thayyibah istighfar*. Second, teacher activity gradually increased from 63.33 at the first Cycle I meeting, then 73.33 at the second Cycle I meeting. Then it was 86.67 in Cycle II of the first meeting, and became 96.67 in the second cycle of the second meeting. Third, as for student activities, in cycle I of the first meeting it was 75 to 80.9 in cycle I of the second meeting, then 9.09 in cycle II of the first meeting and increased to 9.56 in cycle II of the second meeting.

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