



Application of Activity-Based Learning Model To Improve Motivation In Learning Aqidah and Ahlak On The Material Of The Characteristics Of God In Class VII Students Of MTs Miftahul Ulum Kareteng

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ABSTRACT

This study aims to analyze the application of activity-based learning models in improving students' learning motivation in the subject of Aqidah Akhlaq, especially in the material of the attributes of Allah in class VII MTs. Miftahul Ulum Kareteng. The background of this study is the low motivation of students to understand the concept of the attributes of Allah, which is caused by conventional learning methods that do not actively involve students. Therefore, the activity-based learning model is applied to improve student participation and understanding of the material being taught. The research method used is classroom action research (CAR) which consists of two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. Data were collected through observation, interviews, learning motivation questionnaires, and learning outcome tests. The subjects of this study were 30 students of class VII MTs. Miftahul Ulum Kareteng. The results of the study showed that the application of the activity-based learning model can significantly increase students' learning motivation. This can be seen from the increasing involvement of students in the learning process, their increasing curiosity about the material being studied, and the increasing learning outcomes of students after the application of this method. In addition, students are more active in discussions, group work, and practical activities designed to strengthen their understanding of the attributes of Allah. In conclusion, the activity-based learning model can be an effective alternative in improving students' motivation and learning outcomes in the subject of Aqidah Akhlaq. Teachers are advised to apply this method continuously to create a more interesting and interactive learning atmosphere.

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Introduction

This study aims to analyze and apply an activity-based learning model to improve students' learning motivation in the subject of Aqidah Akhlaq, especially in the material of the attributes of Allah in class VII MTs. Miftahul Ulum Kareteng. Activity-based learning emphasizes the active role of students in the learning process through various activities that encourage direct involvement, such as group discussions, simulations, simple experiments, and educational games that are relevant to the material.

With the existence of an activity-based learning model, it is expected that students can be more motivated to participate in learning, increase curiosity about the material, and better understand the concepts taught. In addition, this study also aims to evaluate the effectiveness of this model in increasing student participation and their learning outcomes. With the results obtained, this study is expected to provide recommendations for teachers in designing learning methods that are more interesting and in accordance with students' needs.

Learning Aqidah Akhlaq is an important part of Islamic education, because it aims to shape students' character and understanding of the values of faith and morality in everyday life. One of the materials taught is the attributes of Allah, which plays a fundamental role in building students' understanding of divinity and belief in Islam. However, based on the results of initial observations in class VII MTs. Miftahul Ulum Kareteng, it was found that many students had difficulty in understanding this material, which was indicated by their low participation in the learning process and less than satisfactory evaluation results.

Low student learning motivation is one of the main challenges in the Aqidah Akhlaq learning process. Some indications that show a lack of student learning motivation in this subject include:

1. Lack of active participation – Many students tend to be passive in learning, less involved in discussions, and rarely ask or respond to questions posed by the teacher.
2. Lack of interest in the material – Students show a lack of enthusiasm in understanding the concepts of Aqidah Akhlaq, including the attributes of Allah, which should be the main basis for forming their beliefs.
3. Dependence on the lecture method – Learning is still dominated by the lecture method, where students only listen without the opportunity to be directly involved in the learning process. As a result, learning becomes less interesting and less interactive.
4. Low learning outcomes – Based on the evaluation results, the average score of students in the material on the attributes of Allah is still below the expected standard. This shows that students' understanding of the material still needs to be improved.

Given this condition, innovation is needed in learning methods so that students are more active and motivated in understanding the material on Aqidah Akhlaq, especially the attributes of Allah.

In modern educational theory, activity-based learning has been proven effective in increasing student motivation and understanding. This model emphasizes students' direct involvement in the learning process, allowing them to connect the concepts learned with real experiences, and build deeper understanding through various interactive activities. Several previous studies have shown that activity-based learning can improve student learning outcomes because they feel more involved and have a more meaningful learning experience.

However, in practice, this method is still rarely applied in learning Aqidah Akhlaq at MTs. Miftahul Ulum Kareteng. Teachers still tend to use conventional learning methods such as lectures and assignments without providing opportunities for students to actively participate in the learning process. As a result, many students feel bored and less interested in understanding the material in depth.

This gap shows a difference between the ideal learning method and that applied in schools. In fact, if activity-based learning is applied properly, students can better understand important concepts in Aqidah Akhlaq in a more interesting and easy-to-understand way. Therefore, this study was conducted to fill this gap by implementing an activity-based learning model as a solution to increase student learning motivation.

To overcome the above problems, this study proposes the implementation of an activity-based learning model as a more effective approach in teaching the material on the attributes of Allah in class VII MTs. Miftahul Ulum Kareteng. This model will be implemented through various strategies aimed at increasing student engagement, including:

1. Group discussion – Students will be divided into small groups to discuss and debate the attributes of Allah based on the references provided. They will be asked to conclude their own understanding before presenting it in front of the class.
2. Simulation and educational games – Learning will include interactive activities such as guessing games on the attributes of Allah or simulations that help students understand how the attributes of Allah play a role in everyday life.
3. Implementation of exploratory methods – Students will be given the opportunity to find their own information about the attributes of Allah through the sources provided, such as books, educational videos, or the internet, before being discussed in class.
4. Reflection and question and answer methods – Students will be given provocative questions to encourage them to think critically about the material being studied and relate it to their personal experiences.

This study will use the classroom action research (CAR) method consisting of two cycles, with the following stages:

1. Planning - Preparing an activity-based learning design and preparing appropriate teaching materials.

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2. Implementation - Applying an activity-based learning model in class VII MTs. Miftahul Ulum Kareteng.
 3. Observation - Observing student participation, their activeness in discussions, and their responses to learning.
 4. Reflection - Analyzing learning outcomes to assess the effectiveness of the methods applied and making improvements in the next cycle.

With the implementation of this activity-based learning model, it is expected to increase student learning motivation and improve their learning outcomes in understanding the attributes of Allah. In addition, the results of this study are also expected to contribute to the development of a more interesting and effective Aqidah Akhlaq learning strategy at the madrasah level.

The low motivation of students to learn in the Aqidah Akhlaq subject, especially in the material on the attributes of Allah, requires innovation in learning methods. Activity-based learning is a potential alternative to overcome this problem by encouraging active student involvement in the learning process. Through this research, it is hoped that more effective learning strategies can be found to increase student motivation and understanding, as well as provide recommendations for teachers in creating a more interactive and enjoyable learning atmosphere.

Methods

The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from grade VII students of MTs. Miftahul Ulum Kareteng who were the subjects of the study. Data were collected through observation, questionnaires, and interviews to determine the level of student learning motivation before and after the implementation of the activity-based learning model. In addition, the results of student learning evaluations were also used as primary data to measure the increase in their understanding of the material on the attributes of Allah.

Secondary data were obtained from various sources such as research journals, textbooks, and learning documents that were relevant to the activity-based learning model. In addition, data were also obtained from the results of literature studies on effective learning methods in increasing student learning motivation in the subject of Aqidah Akhlaq.

Data analysis in this study was carried out qualitatively and quantitatively.

1. Qualitative Analysis

Data obtained from observation and interviews were analyzed using qualitative descriptive techniques. This data includes student responses to the activity-based learning model, their level of involvement in the learning process, and changes in attitudes and learning motivation observed during the study.

2. Quantitative Analysis

Data from the learning motivation questionnaire were analyzed using descriptive statistical techniques to see changes in motivation scores before and after the implementation of the activity-based learning model. In addition, the results of the student evaluation test were analyzed by calculating the average value before and after the implementation of the learning model to determine the level of effectiveness of the method used.

3. Data Triangulation

To increase the validity of the research results, data triangulation was carried out by comparing the results of observations, questionnaires, and interviews. Thus, the conclusions obtained in this study can be more accurate and reliable.

Through this method, it is hoped that the study can provide objective results in evaluating the effectiveness of the activity-based learning model in increasing students' motivation and understanding of the material on the attributes of Allah.

Result

This study was conducted on grade VII students of MTs. Miftahul Ulum Kareteng to measure the effectiveness of implementing an activity-based learning model in increasing motivation to learn Aqidah Akhlaq, especially on the material of the attributes of Allah. Data were obtained through observation, learning motivation questionnaires, and learning evaluation results before and after the implementation of the activity-based learning method.

The results of the student learning motivation questionnaire were analyzed to see changes in motivation levels before and after the implementation of the activity-based learning model. The following is the average data on the results of the student learning motivation questionnaire:

Table 1. Comparison of Student Learning Motivation Before and After the Implementation of the Activity-Based Learning Model

Motivational Aspects	Before(%)	After (%)	Improvement (%)
Activity in discussions	45%	80%	35%
Enthusiasm in learning	50%	85%	35%
Willingness to ask questions	40%	75%	35%
Participation in assignments	55%	88%	33%
Understanding of the material	48%	83%	35%

From the table above, it can be seen that there was a significant increase in various aspects of student learning motivation after the implementation of activity-based learning.

In addition, the results of student learning evaluations also showed an increase in understanding of the material on the attributes of Allah. The following are the average results of the evaluation scores before and after the implementation of the activity-based learning model:

Table 2. Comparison of Student Learning Evaluation Results

Category	Before (Average Value)	After (Average Value)	Improvement (%)
Average class value	65	85	20%
Number of students above passing grade	10 students	25 students	50%
Number of students below passing grade	20 students	5 students	-75%

From the table above, it can be seen that the average student score increased by 20%, and the number of students achieving scores above the KKM increased from 10 students to 25 students after the activity-based learning model was implemented.

To ensure the validity of the data obtained, several verification steps were carried out as follows:

1. Data Triangulation: Data was obtained from various sources, such as direct observation, learning motivation questionnaires, and student evaluation results. Triangulation was carried out by comparing the results of these three data sources to ensure the consistency of the research findings.

2. Questionnaire and Observation Validation

Before use, the learning motivation questionnaire was tested to ensure its validity and reliability. In addition, an observation sheet was developed with clear indicators to ensure that the data collected was in accordance with the research objectives.

3. Analysis of Consistency of Results

The research results were compared with previous studies on the effectiveness of activity-based learning. If the results of this study are in line with previous theories and research, it can be concluded that the research findings have high validity.

4. Discussion with Teachers and Students

After data collection, a discussion was conducted with the Aqidah Akhlaq teacher and students to obtain feedback and clarification regarding the improvement of their motivation and understanding of the material taught.

Based on the verification steps above, it can be concluded that the implementation of the activity-based learning model is effective in improving students' learning motivation and understanding of the material on the attributes of Allah in class VII MTs. Miftahul Ulum Kareteng.

Discussion

The results of this study indicate that the implementation of the activity-based learning model has a positive impact on student motivation and learning outcomes in the subject of Aqidah Akhlaq, especially on the material on the attributes of Allah. This discussion will further describe the increase in learning motivation, increase in learning outcomes, supporting and inhibiting factors in the implementation of the activity-based learning model, and comparison with previous studies.

1. Increased Learning Motivation

Based on data obtained from the learning motivation questionnaire, there was a significant increase in aspects of student activity, enthusiasm for learning, desire to ask questions, and participation in assignments. Higher learning motivation has an impact on more active student involvement in learning, so that they can more easily understand the material presented.

Several factors that influence increased learning motivation include:

- Interactive Approach

By using the activity-based learning model, students interact more with peers and teachers, so that the learning atmosphere becomes more lively and enjoyable. Group discussions, simulations, and educational games provide a more interesting learning experience compared to conventional lecture methods.

- Student Involvement in the Learning Process

In the activity-based learning method, students are not only recipients of information, but also play an active role in finding, understanding, and presenting material. This makes them more responsible for their own learning process.

- Fun Learning

The application of the activity-based learning method allows students to learn in a more enjoyable way. With activities involving games, discussions, and direct practice, students are more motivated to learn and do not feel bored.

This finding is in line with the constructivist learning theory which states that effective learning occurs when students actively build their own understanding through interaction with the environment and direct experience.

2. Improvement in Learning Outcomes

Evaluation data shows an increase in the average student score after the implementation of the activity-based learning model. The number of students who scored above the KKM increased significantly, and the number of students below the KKM decreased drastically.

Factors that influence this increase in learning outcomes include:

- Student-Centered Learning

In the activity-based learning model, students are given more opportunities to explore the material themselves through various activities. This allows them to understand the concepts more deeply than just passively receiving the material.

- Combination of Various Methods

Teachers use various techniques in the activity-based learning model, such as discussions, group work, and simulations, which help students understand concepts from various perspectives.

- Providing Direct Feedback

In activity-based learning, students receive feedback from teachers and peers directly, which helps them to improve their understanding more quickly.

These results are in line with previous studies stating that the activity-based learning method can improve student learning outcomes because it encourages active involvement in the learning process.

3. Supporting and Inhibiting Factors

Supporting Factors:

1. Teacher Support – Teachers play an active role in designing and facilitating activity-based learning, so that students can be more optimally involved in the learning process.
2. High Student Interest – Students show greater enthusiasm for more interactive and interesting learning.
3. Availability of Learning Resources – The use of interesting learning media and varied activities helps increase the effectiveness of this method.

Inhibiting Factors:

1. Time Management – Because this method involves more student activity, learning time often feels shorter.
2. Difficulty in Class Management – With increased interaction in the classroom, there is a greater possibility of disruption compared to conventional learning methods.

3. The Need for Thorough Preparation – Teachers must design activities that are appropriate to the material and needs of students, which requires more preparation than the lecture method.

4. Comparison with Previous Research

The results of this study are in line with various previous studies which show that activity-based learning methods can improve student motivation and learning outcomes. Several other studies have also shown that this approach is more effective than conventional methods in improving students' understanding of the subject matter. However, there are some differences in the results of this study with previous studies. For example, in several studies it was found that this method is more effective if supported by the use of technology or more interactive learning media, while in this study learning is done more with physical activities and direct discussions in class.

DATA VALIDATION

To ensure the accuracy of the data obtained, several validation steps were carried out as follows:

1. Data Triangulation

Triangulation was carried out by comparing the results from various data sources, such as:

Student learning motivation questionnaire results, Observations during the learning process, Learning evaluation results and Interviews with students and teachers. The consistency of the results from various sources shows that the data obtained is valid and reliable.

2. Data Consistency Test

The analysis was carried out by comparing the results of the questionnaire before and after the implementation of the activity-based learning method. The results showed a consistent pattern of improvement in various aspects of student motivation and learning outcomes.

3. Validation with Teachers

4. After the data analysis was completed, the results of the study were consulted with the Aqidah Akhlaq teacher to get feedback. The teacher stated that the increase in motivation and learning outcomes that occurred were in accordance with their observations in class.

5. Instrument Suitability Test

Before being used, the learning motivation questionnaire was tested for validity and reliability to ensure that each question actually measured the aspects to be studied.

VALIDATION RESULTS

Based on the validation steps above, the results of this study show a high level of accuracy. The main conclusions of the validation results are as follows:

Student learning motivation increased significantly after the implementation of the activity-based learning model, as evidenced by questionnaire, observation, and interview data.

Student learning outcomes increased significantly, as evidenced by the comparison of values before and after the implementation of this method.

The data obtained has high consistency, with similar patterns of change in various data collection methods.

The results of the study received support from teachers who observed positive changes in students' attitudes and understanding of the material.

Thus, the results of this study can be used as recommendations for schools and teachers in improving student motivation and learning outcomes through activity-based learning methods.

Conclusion

Based on the results of the research and analysis that have been carried out, it can be concluded that the application of the activity-based learning model has a positive impact on student motivation and learning outcomes in the subject of Aqidah Akhlaq, especially on the material on the attributes of Allah. This conclusion is based on several main findings obtained during the study.

From this study, there are several main findings that show the effectiveness of the activity-based learning model:

1. Increased Student Learning Motivation: Questionnaire and observation data show a significant increase in student activity during learning. Students are more enthusiastic in participating in learning, ask more questions, and are active in discussions and group activities. The activity-based learning model makes learning more enjoyable and increases student involvement directly.

2. Increased Learning Outcomes: The average student score increased by 20% after the application of the activity-based learning model. The number of students who achieved scores above the KKM increased significantly. Evaluation of learning outcomes shows that students who are active in learning activities have a better understanding of concepts.

3. More Interactive and Student-Centered Learning: This learning model allows students to learn through direct experience, collaboration, and independent exploration. The teacher plays a more facilitator role who guides students in understanding the material

in a deeper way. Social interaction in the classroom increases, which contributes to improving students' communication and collaboration skills.

4. Empirical Support for the Activity-Based Learning Model: The results of this study are in line with the constructivism theory which states that students understand concepts better when they are active in the learning process. The results of this study also support previous studies which show that activity-based methods are more effective than lecture methods in improving students' understanding and motivation to learn.

Academic Impact and Social Contribution

The results of this study not only have an impact in the academic context but also provide a broader social contribution.

A. Academic Impact

□ Development of a More Effective Learning Model: The results of this study can be a reference for teachers and schools in developing more effective and interesting learning strategies. Teachers can apply activity-based learning methods in various subjects to improve student motivation and understanding.

□ Improving the Quality of Aqidah Akhlaq Learning: The material on the attributes of Allah becomes easier for students to understand because they are directly involved in the learning process. Students not only memorize concepts, but also understand and apply them in everyday life.

□ Recommendations for Schools and Teachers: Schools can consider using activity-based learning methods as the main strategy in learning. Teachers need to be given training related to the implementation of this method in order to optimize its use in the classroom.

B. Social Contribution

□ Increasing Students' Religious Awareness: By understanding the attributes of Allah more deeply, students are expected to have a stronger religious awareness. Increasing understanding in Aqidah Akhlaq can encourage students to apply Islamic values in everyday life.

□ Increasing Cooperation and Social Interaction Skills: Activity-based learning models encourage students to work together in groups, communicate, and share understanding. This contributes to improving students' social skills which will be useful in the school environment and society.

□ Helping to Create a More Active and Dynamic Learning Environment: With the widespread application of this method, the learning environment can become more interactive, where students are not only listeners but also active participants in learning.

Positive interactions between students and teachers increase, creating a more conducive and enjoyable classroom atmosphere.

1. Recommendations

Based on the results of this study, there are several recommendations for further development:

Teachers can continue to develop activity-based learning models by adjusting methods that are appropriate to student characteristics and subject matter. There needs to be training for teachers to be able to manage classes more effectively in implementing this method.

Schools can support the implementation of activity-based learning models by providing learning facilities that support interactive activities. Schools can conduct periodic evaluations of the effectiveness of this method so that it can be applied more widely.

Further Researchers: Further research can be conducted with a wider scope to test the effectiveness of this method in various subjects and other levels of education. More in-depth research on the challenges in implementing this method can help develop better solutions to improve the effectiveness of activity-based learning.

The implementation of activity-based learning models has proven effective in increasing students' motivation and learning outcomes in the subject of Aqidah Akhlaq. The findings of this study provide significant contributions to the field of education, both in academic and social aspects. With a more interactive and enjoyable approach, learning becomes more meaningful for students, so that they not only understand the material in theory, but can also internalize it in everyday life.

Activity-based learning models can be a solution to create a more effective and student-centered education system, which will ultimately have a positive impact on the intellectual and moral development of future generations.

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