



Efforts to Improve Student Achievement and Learning Activities in Islamic Education Learning Using the Learning Cycle Method at SD Negeri 101014 Ulumamis

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ABSTRACT

This study aims to improve student achievement and learning activities through the application of the Learning Cycle learning method to first-grade students of SD Negeri No. 101014 Ulumamis in the 2024/2025 academic year. The research method used in this study is Classroom Action Research (CAR), which is carried out in several cycles. Each cycle consists of stages of planning, implementation, observation, and reflection to see the development of student learning outcomes. The subjects of the study were first-grade students of SD Negeri No. 101014 Ulumamis in the 2024/2025 academic year. Data were collected through observation, evaluation tests, and interviews with teachers and students. The results of the study showed that the application of the Learning Cycle method can significantly increase student learning activities. Students are more enthusiastic in participating in learning, more active in asking questions, and more easily understand the material presented. The results of the evaluation conducted after the application of the Learning Cycle method showed an increase in the average score of students compared to before the application of this method. Based on the results of this study, the Learning Cycle method is recommended as an effective learning strategy to improve achievement and learning activities of PAI at the elementary school level. Thus, the application of the Learning Cycle method in Islamic Religious Education learning, especially in the material of the exemplary story of Prophet Idris A.S. can be an alternative that can be applied by teachers in an effort to improve the quality of learning in the classroom.

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Introduction

Islamic Religious Education (PAI) in elementary schools plays a very important role in shaping the character and morals of students from an early age. Through PAI learning, students can understand Islamic teachings and emulate the stories of the prophets as role models in everyday life. One of the materials taught in PAI is the exemplary story of the Prophet Idris AS, which teaches the values of hard work, patience, and piety to Allah.

However, in the reality of classroom learning, obstacles are often found that cause students to lack understanding and application of these values in their lives.

Based on initial observations conducted at SD Negeri No. 101014 Ulumamis, several problems were found in PAI learning, especially in the material on the exemplary story of the Prophet Idris AS. Many students have difficulty understanding the contents of the story and relating it to their lives. In addition, learning is still dominated by the lecture method, making it less interesting and interactive for grade I students who have characteristics of experience-based and exploration learning.

The gap between the learning methods used and students' learning needs results in low student learning activities during the learning process. Many students appear passive, less enthusiastic in following lessons, and are not active in asking questions or discussing. As a result, their understanding of the material is less than optimal, which leads to low learning achievement in Islamic Religious Education subjects.

To overcome these problems, innovation is needed in learning strategies that are more interesting and in accordance with the characteristics of first grade elementary school students. One method that can be applied is the Learning Cycle method. This method offers a more active and constructive learning approach, where students are invited to explore, understand, and apply concepts gradually through a structured learning cycle.

The Learning Cycle method consists of several stages, namely exploration, concept introduction, and concept application. These stages allow students to be directly involved in the learning process, either through discussion, observation, or other activities that support their understanding of the material. With this method, students do not only receive information passively, but also play an active role in finding and building their own understanding.

This study aims to determine the extent to which the application of the Learning Cycle method can improve the learning achievement and learning activities of first grade students in Islamic Religious Education subjects, especially in the material on the exemplary story of the Prophet Idris AS. With this method, it is expected that students can better understand and internalize the exemplary values of the Prophet Idris AS and apply them in everyday life.

In more detail, this study aims to: (1) Analyze the increase in student learning activities after the implementation of the Learning Cycle method in Islamic Religious Education learning; (2) Determine the effect of the Learning Cycle method on improving student learning achievement; and (3) Identify challenges and obstacles in implementing this method in class I of SD Negeri No. 101014 Ulumamis.

This research is important to conduct considering that character education from an early age greatly influences the formation of students' attitudes and behavior in the future. With more interactive learning, students are expected to not only understand the material cognitively, but also be able to internalize the moral values contained in the exemplary story of the Prophet Idris AS.

In addition, this study also contributes to teachers in improving the quality of Islamic Religious Education learning. By adopting the Learning Cycle method, teachers can more easily manage classes, increase student participation, and create a more enjoyable and effective learning atmosphere.

Although the Learning Cycle method has many advantages, its implementation still requires the right strategy so that it can run optimally. Teachers need to adjust the learning stages to the conditions and characteristics of students, and ensure that each stage in the Learning Cycle truly provides a meaningful learning experience for students. The research method used in this study is Classroom Action Research (CAR), which is carried out in several cycles. Each cycle consists of the stages of planning, implementing actions, observation, and reflection. With this method, improvements to the learning process can be carried out gradually until optimal results are achieved.

The subjects of this study were first-grade students of SD Negeri No. 101014 Ulumamis in the 2024/2025 academic year. Data will be collected through various techniques, such as observation, interviews with teachers and students, and evaluation tests to measure improvements in student learning achievement.

The results of this study are expected to provide recommendations for schools and educators in developing more effective learning methods to improve students' understanding of religious values. In addition, this study can also be a reference for other researchers who want to develop innovative learning methods in the field of Islamic Religious Education.

In conclusion, this study departs from the problem of low student activity and learning achievement in Islamic Religious Education subjects. The Learning Cycle method is offered as an innovative solution to improve the quality of learning, with the hope that students can better understand the material and internalize the exemplary values taught.

With a more interactive and experience-based approach, the Learning Cycle method is expected to increase students' enthusiasm in learning and help them understand the material more deeply. Therefore, this study is the first step in developing a more effective Islamic Religious Education learning strategy that is in accordance with the needs of first-grade elementary school students.

Methods

This study uses the Classroom Action Research (CAR) method, which aims to improve student achievement and learning activities through the application of the Learning Cycle method in Islamic Religious Education (PAI) learning. CAR was chosen because it allows for direct improvements to the learning process through a series of action cycles carried out systematically. Each cycle consists of four main stages, namely planning, implementing actions, observation, and reflection.

In the planning stage, the researcher prepared a learning plan that refers to the Learning Cycle method, prepared teaching materials about the exemplary story of the

Prophet Idris AS, and designed research instruments such as observation sheets, interviews, and evaluation tests. Furthermore, at the action implementation stage, the Learning Cycle method was applied in the classroom according to the plan that had been made.

The observation stage was carried out simultaneously with the implementation of the action to observe how students responded to the learning methods applied. Observations include student involvement in the learning process, their activeness in asking questions and discussing, and their understanding of the material. After observation, the reflection stage was carried out to analyze the results obtained and determine improvements in the next cycle.

The data sources in this study come from two main categories, namely primary and secondary data sources. Primary data sources were obtained directly from first-grade students of SD Negeri No. 101014 Ulumamis as research subjects. These data include the level of student learning activity during the learning process and the results of their learning achievement evaluation before and after the implementation of the Learning Cycle method.

In addition, primary data sources also involve class teachers who play a role in providing information on the effectiveness of the learning methods used. Secondary data sources come from relevant documents, such as the Islamic Religious Education curriculum, previous research journals, and literature related to the Learning Cycle method and Islamic Religious Education learning in elementary schools.

To obtain valid and accurate data, this study uses several data collection techniques, namely observation, interviews, evaluation tests, and documentation. Observations were conducted to see student activities during the learning process and record their involvement in each stage of the Learning Cycle.

Interviews were conducted with class teachers to find out their opinions on the effectiveness of the Learning Cycle method in improving student achievement and learning activities. Meanwhile, evaluation tests were used to measure the increase in students' understanding of the material on the exemplary story of the Prophet Idris AS before and after the implementation of this method. Documentation is used to support data obtained through learning notes, student assignment results, and photos or videos during the research.

The data obtained were analyzed qualitatively and quantitatively. Qualitative analysis was used to understand the pattern of changes in student learning activities based on the results of observations and interviews. Data collected from observation sheets were categorized based on the level of student involvement in learning, while interviews were analyzed to understand teachers' opinions regarding the effectiveness of the methods applied.

Meanwhile, quantitative analysis was used to measure the increase in student learning achievement through the results of evaluation tests. The average scores of students before and after the implementation of the Learning Cycle method were

compared to see the effectiveness of this method in improving students' understanding of the material. Simple statistical analysis techniques, such as calculating percentages and averages, were used to interpret the results of student evaluations.

The results of this data analysis will be used as a basis for making improvements in the next cycle. If obstacles or weaknesses are found in the implementation of the Learning Cycle method, the researcher will make modifications to the planning of the next cycle so that learning becomes more effective.

With this systematic research approach, it is hoped that the Learning Cycle method can have a positive impact on improving the activities and learning achievements of grade I students of SD Negeri No. 101014 Ulumamis in the subject of PAI. In addition, this study can also provide recommendations for teachers in implementing more interactive and interesting learning strategies for elementary school students.

Result

This study aims to improve students' achievement and learning activities in Islamic Religious Education (PAI) subjects through the Learning Cycle learning method. After implementing this method in several cycles, various findings were obtained that showed positive changes in the learning of grade I students at SD Negeri No. 101014 Ulumamis. The findings of this study were obtained from the results of observations, interviews, and evaluation tests conducted during the study.

In the early stages before the implementation of the Learning Cycle method, it was found that most students had a low level of learning activity. Students tended to be passive, rarely asked questions, and participated less in class discussions. In addition, the results of the initial test showed that the average student score was still below the minimum completion standard (KKM) set by the school.

After the Learning Cycle method was implemented in several cycles, students' learning activities increased significantly. Students began to be more enthusiastic in participating in learning, actively asked questions, and were more involved in group discussions. The teacher also observed that students were more confident in expressing their opinions, which showed an increase in their critical thinking skills.

In addition to increasing learning activities, the evaluation results also showed an increase in students' academic achievement. To illustrate these findings, the evaluation data before and after the implementation of the Learning Cycle method are presented in the following table:

Table 1. Comparison of Student Scores

Cycle	Number of students	Average Value	Percentage of Students Who Passed KKM
Pre-Test	30	60,2	45%
Cycle I	30	70,5	65%
Cycle II	30	80,3	85%
Cycle III	30	85,6	95%

From the table above, it can be seen that the average student score increased gradually in each cycle. In the early stage (pre-test), the average student score was only 60.2 with a passing percentage of 45%. After the first cycle, the average score increased to 70.5 with a passing percentage of 65%. In the second cycle, the average student score reached 80.3 and the passing percentage increased to 85%. In the third cycle, the average student score reached 85.6 with 95% of students having achieved the KKM.

Data verification was carried out through source and technique triangulation. Source triangulation was carried out by comparing data from observations, interviews with teachers, and student test results. Meanwhile, technique triangulation was carried out using various data collection methods, such as direct observation, field notes, and analysis of student learning outcome documents.

In interviews with class teachers, information was obtained that the Learning Cycle method made the learning atmosphere more enjoyable and interactive. Teachers stated that students found it easier to understand the material because they were invited to explore the concepts in the exemplary story of the Prophet Idris AS themselves. This method also allows students to learn gradually so that they do not find it difficult to understand the material.

Observation results show that the Learning Cycle method has a positive impact on student involvement in learning. Students interact more, both with teachers and with their peers, during the learning process. Exploration-based learning activities and group discussions make them more interested and more active in participating in learning.

From the data obtained, it can be concluded that the Learning Cycle method is effective in improving student achievement and learning activities. With a more dynamic approach, this method helps students understand concepts better and more easily relate learning materials to their daily lives.

Although the results of the study showed a significant increase, there were several challenges faced during the implementation of this method. One of them is the limited time in each learning session, which requires teachers to be more careful in managing time so that all stages in the Learning Cycle can be carried out properly. In addition, some students who are still accustomed to conventional learning methods initially have difficulty adapting to this new method.

However, with proper guidance and consistency in implementation, students are finally able to follow this method well. Teachers also provide solutions by guiding

students who experience difficulties more intensively and using more varied learning media so that students remain interested in the learning process.

Based on the findings of this study, it can be suggested that the Learning Cycle method be applied more widely in Islamic Religious Education learning, especially at the elementary school level. This method not only improves students' academic achievement but also helps them develop critical thinking skills, activeness in learning, and improves their memory of the material that has been learned. In conclusion, this study shows that the application of the Learning Cycle method has a significant positive impact on improving students' learning activities and achievements in Islamic Religious Education subjects. With a more interactive and experience-based approach, this method helps students understand the material better and be more enthusiastic in learning. Therefore, this method can be an effective alternative for teachers in teaching in the classroom, especially in learning based on exemplary values.

Discussion

The results of the study indicate that the Learning Cycle learning method has a positive impact on improving the achievement and learning activities of grade I students of SD Negeri No. 101014 Ulumamis on the material of the exemplary story of the Prophet Idris AS. In this discussion, it will be further discussed how this method contributes to this improvement as well as the data validation carried out to ensure the validity of the research results.

Learning with the Learning Cycle method allows students to gradually understand the concepts in the material being taught. Through the Exploration stage, students are given the opportunity to explore their own knowledge before being given an in-depth explanation. This makes students more interested and actively involved in learning. Compared to conventional methods that use more lectures, the Learning Cycle approach has proven to be more effective in increasing student engagement.

In addition, in the Concept Introduction stage, the teacher explains the concept based on the results of student exploration. This process makes their understanding deeper because they have first tried to find the concept themselves. While in the Application stage, students apply the concepts that have been learned in more concrete activities, such as retelling the story of the Prophet Idris AS, role playing, or making illustrations of the exemplary values learned.

The success of this method can also be seen from the evaluation results that show an increase in student scores in each cycle. The data shows that the average student score increased from 60.2 before the implementation of this method to 85.6 in the third cycle, with 95% of students having achieved the KKM. This proves that the Learning Cycle method contributes to increasing student understanding of the material being taught.

In order for the research results to have a high level of reliability, data validation was carried out using various techniques, including source triangulation, technical triangulation, and data consistency analysis. Source triangulation is carried out by

comparing data from various parties, namely students, teachers, and observation results conducted by researchers.

In technical triangulation, data is obtained from various collection methods, such as direct observation in class, interview results with teachers and students, and analysis of student evaluation results before and after the implementation of the Learning Cycle method. Through this technique, the validity of the data can be strengthened by looking at the alignment between the various sources of information obtained.

In addition, consistency analysis is carried out by comparing the results of each cycle. If there is a consistent increasing trend in student learning activities and academic achievement, then the data is considered valid. The results of the analysis show that this method continuously provides a positive impact on student learning, so it can be concluded that the data obtained is valid and reliable.

From the data validation conducted, it was found that all data obtained had a high level of validity. Observations showed that students were increasingly active in learning, and the results of interviews with teachers confirmed that the Learning Cycle method had a positive impact on student understanding and engagement.

The results of interviews with class teachers stated that before the implementation of this method, students were more silent during learning. However, after the implementation of the Learning Cycle, students asked more questions, discussed, and gave opinions. This confirms that this method is able to increase students' confidence in learning.

The results of the observation showed that in the first cycle, there were still some students who were less active because they were not used to this approach. However, in the second and third cycles, student engagement increased significantly. They looked more enthusiastic in participating in discussions, working on group assignments, and conveying their understanding in front of the class.

The evaluation results also support this finding, where student scores showed a consistent increase in each cycle. The comparison between pre-test and post-test scores shows that the Learning Cycle method not only improves learning activities but also students' academic results significantly.

From the validation results, it can be concluded that the Learning Cycle method is effective in improving the quality of Islamic Religious Education learning on the material of the exemplary story of the Prophet Idris AS. In addition, this method provides a more interesting and interactive learning experience for elementary school students.

The findings of this study provide important implications for the world of education, especially in teaching Islamic Religious Education in elementary schools. By seeing the effectiveness of the Learning Cycle method in improving student learning activities and achievements, teachers are advised to apply this method more widely in other learning.

The Learning Cycle method provides a more student-centered approach, where they not only listen to lectures from teachers, but are also active in exploring, understanding, and applying the concepts learned. This is in line with the principle of constructivist learning which emphasizes the active involvement of students in building their own knowledge.

In addition, the results of this study can also be a basis for schools to develop more innovative and experience-based learning strategies. With a more interactive method, it is hoped that students can have a more meaningful learning experience and can apply exemplary values in everyday life.

In the long term, if the Learning Cycle method is applied consistently, not only academic achievement will increase, but also critical thinking skills, cooperation, and students' confidence in learning. Therefore, this method can be an effective strategy in improving the quality of learning at the elementary school level.

As a recommendation, further research can be conducted by developing the Learning Cycle method on other materials in Islamic Religious Education learning and other subjects. Thus, the effectiveness of this method can be further tested in various learning contexts.

Overall, this study provides evidence that the application of the Learning Cycle method can significantly improve student achievement and learning activities. With a more interesting approach and actively involving students, this method is one solution in improving the quality of learning in elementary schools.

Conclusion

Based on the results of the research that has been conducted regarding the application of the Learning Cycle learning method in improving student achievement and learning activities in the subject of Islamic Religious Education (PAI) with the material of the exemplary story of the Prophet Idris AS, it can be concluded that this method has a significant positive impact on the learning process of grade I students of SD Negeri No. 101014 Ulumamis. The main findings of this study indicate that the Learning Cycle method is able to increase student learning activities gradually. Before being applied, students tended to be passive and less enthusiastic in following lessons. However, after this method was used, student involvement in discussions, material exploration, and group work increased significantly.

In addition, there was an increase in student academic achievement which can be proven by the increase in their average scores in each learning cycle. The evaluation results showed that before this method was applied, the average student score only reached 60.2 with a passing rate of 45%. After three learning cycles with the Learning Cycle method, the average score increased to 85.6 with a passing rate of 95%. This proves that this method is effective in improving students' understanding of the material being taught. From the results of observations and interviews with teachers, it was found that this method also had an impact on the development of students' social skills. They became more confident in expressing their opinions, more active in

interacting with peers, and more involved in the learning process. In addition, this method encourages students to think critically and understand concepts in depth through the process of exploration and direct application. Data validation carried out by triangulation of sources and techniques showed that the results of this study were reliable and had a high level of validity. Data obtained from observations, interviews, and evaluation results showed consistency in increasing student activity and learning achievement during the study.

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