

CHAPTER I

INTRODUCTION

A. Background of The Study

Learning is a process of interaction between learners and educators. According to other experts, learning is a system that aims to help the learning process of students, which contains a series of events that are designed, arranged in such a way as to influence and support the internal learning process of students.¹ In education, a quality learning process not only develops students' cognitive abilities, but also instills moral and spiritual values. Education has two most important functions: transformation of value and transformation of knowledge.² Education is the most important thing to increase students' knowledge and can shape moral behavior. Educational institutions must be able to keep up with the rapid advances in science and technology. In addition, the quality of education is influenced by teachers, students, the education system, learning models, and the abilities of each student.³ Education aims to make the atmosphere and learning process enjoyable for students so that they can acquire the knowledge, morality, and skills needed to live in society, nation, and state. Not only is the success of learning measured by students' learning outcomes, but also by their learning process. Quality learning should actively involve students, increase their enthusiasm and motivation to learn, and boost their confidence.⁴

Activeness in the learning process is very important, and every student must have it. Students who are involved in the learning process become one of the components that support the achievement of learning objectives that have been set previously. As a facilitator, the teacher must understand how to create a

¹ Lefudin, *Belajar dan Pembelajaran* (Yogyakarta: Deepublish, 2020), p. 13.

² Mochamad Iskarim, "Dekadensi Moral di Kalangan Pelajar Revitalisasi Strategi PAI dalam Menumbuhkan Moralitas Generasi Bangsa", *Jurnal Edukasia Islamika*, vols. 1, No 1 (2020), p. 3.

³ Ginting Ria, "Analisis Faktor Tidak Meratanya Pendidikan Di Sdn 0704 Sungai Korang", *Jurnal Pendidikan Indonesia*, vol. 3, no. 4 (2022), pp. 407–16.

⁴ Fadillah A., "Aktualisasi Kompetensi Guru Dalam Pembelajaran Sebagai Upaya Peningkatan Mutu Proses Dan Hasil Belajar Siswa Melalui Penelitian Tindakan Kelas (Ptk) Di SMP Negeri 2 Bojongsoang Kabupaten Bandung.", *Jurnal Penelitian Guru FKIP Universitas Subang*, vol. 6, no. 1 (2023), pp. 59–61.

learning atmosphere that allows students to actively participate.⁵ Therefore, one way to increase student learning activeness is to use a learning model that can attract students' attention and create an active, effective, innovative and fun learning environment.

In Indonesia, the subject of akidah akhlak has an important role in shaping the character of students to have good morals in accordance with Islamic teachings. The moral creed course is one of the core courses in the Islamic religious education curriculum which plays an important role in shaping the character and personality of students. This course aims to instill strong faith and moral values and guide students in practicing Islamic teachings in everyday life. Based on the results of the observation of the problems encountered at MI Salafiyah Tanjungsari, it shows that the learning outcomes of students in the subject of moral creed still have not reached the expected level. This can be seen from the low level of understanding of concepts and the lack of application of moral values in everyday behavior. One of the factors that influences low learning outcomes is the learning model that is less varied and unable to attract students' interest and attention. Learning that is still conventional, with a dominant lecture approach, often makes students passive and less motivated to learn deeply. As a result, students tend to have difficulty understanding the material and internalizing the values taught. Students only sit, take notes, and listen to what the teacher says during classroom learning activities. As a result, the learning atmosphere seems rigid and dominated by the teacher, so that students do not participate actively. There are problems that occur in MI Salafiyah Tanjungsari, so in learning activities a more appropriate, innovative and varied learning model is needed so that the learning process is more conducive.

One of the factors that influences the low learning outcomes is the learning model that is less varied and unable to attract students' interest and attention. Learning that is still conventional, with a dominant lecture approach, often

⁵ Mutiah Khairani, "Upaya Meningkatkan Keaktifan Belajar Siswa melalui Metode Whisper Game pada Bidang Studi Fikih Kelas VIII di MTs Al-Azhar Bi'ibadillah Tahalak Ujung Gading Kec. Batang Angkola Kab. Tapanuli Selatan" (Medan: Universitas Islam Negeri Sumatera Utara, 2020). pp. 15.

makes students passive and less motivated to learn deeply. As a result, students tend to have difficulty understanding the material and internalizing the values taught. In addition, students are also still not active in group discussions, thus affecting student learning outcomes and only students who are active while others only accept answers from their friends. Student activeness is very important for the success of the learning process without activeness in students, learning will seem boring. The results of observations conducted by the researcher on August 21, 2024 also showed obstacles.

The results of the interview with the principal of MI Salafiyah Tanjungsari, Class 5 consists of 22 students with varying levels of ability. The results of the observation showed that student grades are still often below the minimum standards set. The average score ranges from 50 to 65, while the minimum passing score is 70. Although overall the learning process in Class 5 is quite good, there are still some students who are less enthusiastic about participating in learning. This conclusion is in line with the results of the daily test of aqidah akhlak for class 4 which still does not meet expectations. Of the 22 students tested, only 5 students scored 90, 5 students scored 70, 8 students scored 60, and 4 other students scored 50. These results indicate that quite a lot of students did not achieve the minimum passing score.

A learning model that involves students actively participating is an effective way of learning. The right model will improve student learning outcomes. According to Salahudin, a learning model is a term used to describe the efforts that connect teachers and students during the learning process. To overcome this problem, the learning model should be changed to increase students' active participation and improve their understanding of the material. One of them is using the Learning Cycle 5E model.⁶ One of the Learning Cycle 5e learning models has stages of activities that are systematically arranged so that students are able to understand the learning objectives that must be achieved actively involving active student participation. This model consists of five stages of engagement, exploration, explanation, elaboration, and evaluation. According to Dwi Aprilia, the Learning Cycle 5e learning model is able to increase the

⁶ Salahudin A, *Penelitian Tindakan kelas*. (Bandung: Pustaka Setia, 2020).

spirit of learning motivation because the learning process is centered on students so that learning becomes more meaningful.⁷ In 1970, the learning cycle model was first discovered by Roger Bybee who was developed as part of the Biological Sciences Curriculum Study (BSCS) program in the United States.⁸ The characteristics of learning activities at each stage of the Learning Cycle 5E describe the learning experience in building and developing concept understanding.⁹

The reason for choosing the 5e learning cycle model is because this model has 5 stages that can be used for effective learning models in Akidah Akhlak subjects with 2 materials, namely the first asmaul husna (Al-Qawiy and Al-Qayyum) and the second material is faith in the last day. In accordance with the first stage, namely engagement, this stage will help students to interact actively by attracting students' attention. For example, by providing stimulating questions or interesting facts about the content of the material. The second stage is exploration, through this stage students explore the concept of the material. Teachers can provide various sources of information related to the material, such as reading materials or learning videos. Then the third stage is explanation, at this stage students are given the opportunity to form their own understanding of the material in depth by discussing, exchanging ideas, and explaining the concepts that have been learned. The fourth stage is elaboration, this stage can develop students' understanding through learning activities. The teacher can deepen the final material by asking questions. The last is evaluation, at this stage the teacher assesses the understanding and application of concepts that students have learned. So it can be concluded that the moral learning process using the 5e learning cycle model is by exploring and applying the concept of faith on the last day interactively and collaboratively. This learning not only improves their

⁷ Dwi Aprilia Astupura, "Penerapan Model Pembelajaran Learning Cycle Terhadap Motivasi dan Keterampilan Proses Sains pada Materi Pokok Cahaya" (2020). pp. 90.

⁸ Putri Jalita, "*Penerapan Model Learning Cycle 5e untuk Meningkatkan Aktivitas Belajar Siswa pada Mata Pelajaran PAI dan Budi Pekerti di SMAN 1 Padang Ganting.*" (Padang Ganting: Universitas Islam Negeri Mahmud Yunus Batusangkar, 2024). pp. 3.

⁹ Wardani H. Abidin and Muharram, "Efektivitas Model Learning Cycle 5E dengan Teknik Make a Match Terhadap Hasil Belajar Peserta Didik Kelas XI MIPA 3 SMA Negeri 6 Bone", *Jurnal ChemEdu*, vol. 4, no. 1 (2023), p. 118.

understanding but also builds critical and reflective thinking skills about their faith.

Based on this description, it can be concluded that student learning activeness is very important during the learning process. Without student activeness, the learning process will not go well and student learning outcomes will decrease. Therefore, teachers must strive to encourage their students to be active during the learning process to achieve learning goals. This is the background of the researcher's interest in conducting a study entitled “Implementation of the 5E Learning Cycle Type Cooperative Learning Model to Improve Student Activeness and Learning Outcomes in Akidah Akhlak Class V MI Salafiyah Tanjungsari”. This model is expected to increase student involvement in the learning process, facilitate deeper understanding, and ultimately improve student learning outcomes. With students who are more active and involved in the learning process, they not only understand the material cognitively, but can also internalize and practice the moral values taught.

B. Problem Statement

Based on the background of the problem above, the researcher formulates the research problem as follows:

1. How can the implementation of the 5E learning cycle model improve student activeness in Akidah Akhlak subject for fifth grade students at MI Salafiyah Tanjungsari?
2. How can the implementation of the learning cycle 5E model improve the learning outcomes of Akidah Akhlak subjects for fifth grade students at MI Salafiyah Tanjungsari?

C. Purpose of The Study

The research objectives to be researched are as follows:

1. To know students' activeness in the Akidah Akhlak subjects with the Learning Cycle 5E learning model.
2. To know students' learning outcomes in the Akidah Akhlak subjects with the Learning Cycle 5E learning model.

D. Significance of The Study

In a study, the researcher hopes that the research studied will produce benefits that will be obtained in the study. Likewise, this research is expected to benefit various parties, including:

1. Theoretical Benefits

The results of this study are expected to provide useful information or knowledge such as how to solve problems in the classroom during the learning process and especially on student learning outcomes with the Learning Cycle 5E learning model so as to improve learning outcomes.

2. Practical Benefits

a. For Students

From the results of this study, it is hoped that it can generate enthusiasm for learning in the learning process because using this model can improve student learning outcomes.

b. For Teachers

Can provide broad and useful insights as an effort to generate a more creative and enjoyable learning process in the classroom in the application of the Learning Cycle 5E model on student learning outcomes.

c. For Schools

This research is expected to provide benefits for school institutions to help evaluate improving the quality of learning at school.

d. For Researchers

The results of this study can add knowledge and experience for researchers to apply the Learning Cycle 5E learning model in fun learning activities in other schools.

E. Writing Systematics

CHAPTER I: INTRODUCTION

Describes the introduction which includes the background of the study, problem formulation, problem objectives, and writing systematics.

CHAPTER II: THEORITICAL FRAMEWORK

Describes the theoretical study, relevant research, framework of thinking and hypothesis of action.

CHAPTER III: RESEARCH METHODOLOGY

Describes the research method which includes the object of research, data collection techniques, data analysis techniques, and research procedures.

CHAPTER IV: DATA DISPLAY, ANALYSIS, AND DISCUSSION

Describes the results of classroom action research and discussion of research results.

CHAPTER V CLOSING

Elaborates on the closing which includes conclusions and suggestions.

