



Efforts to Increase Student Awareness of the Importance of Noble Morals with an Active Learning Approach at MI West Lampung

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Abstract: Noble moral education is a fundamental aspect in the formation of students' character from an early age. This study aims to increase the awareness of grade 3 students of Madrasah Ibtidaiyah (MI) regarding the importance of noble morals through an active learning approach. The method used is a qualitative approach with learning strategies based on discussion, simulation, and role-playing. The results of the study indicate that active learning can improve the understanding and application of noble moral values in everyday life. In addition, student involvement in the interactive learning process makes them more enthusiastic and motivated in developing positive attitudes, such as honesty, politeness, and empathy. Thus, an active learning approach can be an effective solution in instilling noble moral values from an early age.

Keywords: Noble morals, active learning, student awareness, character education, Madrasah Ibtidaiyah.

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INTRODUCTION

Noble morals are one of the important aspects in the formation of students' character from an early age. Education that does not only focus on cognitive aspects, but also on the formation of attitudes and behaviors, will produce a generation that is not only intelligent, but also has good morals. At the Madrasah Ibtidaiyah (MI) level, especially grade 3, an understanding of noble morals must begin to be instilled deeply so that it becomes a habit in everyday life. Thus, an appropriate method is needed to increase students' awareness of the importance of having good morals. The active learning approach is one of the effective strategies in instilling noble moral values in students. This method allows students to be directly involved in the learning process through discussion, role-playing, and reflection on their own behavior. In this way, students not only receive material passively, but also understand and apply moral values in their lives. In addition, this approach also helps students to think critically and have a higher awareness of the importance of behaving well in everyday life.

The application of active learning in increasing students' awareness of noble morals can be done in various ways. For example, by using stories or exemplary stories, educational games, and group discussions about good and bad attitudes. Teachers can also provide direct examples in everyday life, so that students can more easily understand how to apply noble morals in various situations. With direct involvement, students will more easily internalize the values of goodness that are taught.

In addition, support from the school environment and parents also plays a very important role in the success of moral education in grade 3 MI. Teachers need to collaborate with parents to ensure that moral learning carried out at school is also applied at home. With continuity between the school and home environments, students will more easily form good habits that become part of their character. Therefore, the involvement of various parties is very necessary in efforts to increase student awareness of the importance of noble morals. With the right active learning approach, it is hoped that grade 3 MI students can understand, appreciate, and practice noble morals in everyday life. Not only memorizing theory, but they are also able to apply these values in interactions with teachers, friends, family, and the community. Through a fun and meaningful learning process, the formation of students' characters with noble morals can be realized more optimally.

Objectives of the Problem. Noble moral education is an important aspect in character building of students, especially in Madrasah Ibtidaiyah (MI) level. However, there are still obstacles in increasing the awareness of grade 3 students about the importance of noble morals, such as lack of understanding of moral values in daily life, low application of noble morals in social interactions, and learning methods that are less interesting for students. Therefore, a more active and interactive learning approach is needed so that students better understand, internalize, and apply noble moral values in their lives.

Efforts to Increase Student Awareness. Religious education plays a very important role in shaping the character and morals of students, especially in secondary schools. In the context of Islamic religious education, the subject of Fiqh is one of the crucial aspects to help students understand Islamic teachings related to worship, muamalah, and manners in everyday life. However, the challenge often faced by educators is how to make students interested and active in studying these materials, especially those related to moral principles and ethics in Islam. At SMA Negeri 1 Panyabungan Utara, one of the challenges faced in learning Fiqh is the low level of active participation of students in discussions and learning activities. Students often only act as passive listeners and do not relate the subject matter to their daily lives. This is certainly an obstacle in achieving the desired learning objectives, namely not only improving students' understanding of the material, but also forming good morals based on Islamic teachings. To overcome these problems, a learning method is needed that can increase students' active participation and make them more involved in the learning process. One method that can be used is the advocacy method. This method focuses on student-centered learning that actively involves students in discussions, debates, and decision-making. Through this method, students are encouraged to think critically, express their opinions, and listen to and appreciate the views of others, which can contribute to the formation of better character and morals. This study aims to explore the use of advocacy methods in Fiqh learning at SMA Negeri 1 Panyabungan Utara, in order to improve student learning outcomes, both in understanding the material and in aspects of behavior and morals. It is hoped that through this approach, students can be more active, more critical, and more open in understanding the concepts of Islamic morals, which can ultimately improve the quality of religious education at the school.

To increase the awareness of grade 3 MI students about the importance of noble morals, several efforts can be made through an active learning approach, including; 1) Role Playing Method. Students are given scenarios about situations that require the application of noble morals, such as telling the truth, respecting teachers, or helping friends. By playing these roles, students can better understand how to apply noble moral values in daily life; 2) Group Discussion and Case Study. Students are divided into small groups to discuss inspiring stories about noble morals. They are asked to analyze and conclude the moral lesson from the story; 3) Storytelling Method or Inspirational Story. The teacher brings a story that contains a moral message, such as the story of the prophets, companions of the Apostle, or other inspirational figures. After hearing the story, students are invited to reflect and identify moral values that can be applied in their

lives; 4) Implementation of Positive Rewards and Punishments. Give awards to students who demonstrate good behavior, such as politeness, discipline, or honesty. Educational punishment that is constructive for students who still do not apply moral values; 5) Direct Practice in Daily Life. The teacher gives students an assignment to apply one moral value every week, such as helping parents at home, speaking politely, or sharing with friends. At the end of the week, students share their experiences in applying these values; 6) Use of Interactive Media

Using educational videos, children's songs about morals, or illustrative images to make learning more interesting and easier for students to understand. By implementing this active learning approach, it is hoped that the awareness of grade 3 MI students regarding the importance of noble morals can increase, so that they are able to apply these values in their daily lives.

METHODS

The active learning approaches used include; 1) Role Playing Method. Students are given certain scenarios to act out that relate to noble moral values such as honesty, politeness, and caring. Example: simulation of talking to parents, teachers, and friends with a good attitude; 2) Discussion and Q&A Method. Students are given short stories about moral values and invited to discuss them together. Example: discussing stories of the Prophet and his companions that reflect commendable morals; 3) Storytelling Method. The teacher tells an inspiring story about a figure with noble morals. Example: the story of the honesty of the Prophet Muhammad SAW as "Al-Amin."; 4) Direct Practice Method (Experiential Learning). Students are invited to directly practice noble morals in the school environment. Example: carrying out picket duties with full responsibility and sincerity; 5) Project Based Learning Method (PBL). Students create simple projects such as the "Noble Moral Tree," where they write down the good actions they have done every day.

This study shows a significant increase in student learning outcomes after the advocacy method was implemented in Fiqh learning at SMA Negeri 1 Panyabungan Utara. In the first cycle, around 85.7% of students managed to achieve the Minimum Completion Criteria (KKM) that had been set, with an average score of 72.9. This shows that most students are starting to show an increase in understanding of the material being taught, although there are still some students who have not reached the expected standard. In the second cycle, more encouraging results were seen with the increasing number of students achieving KKM to 100%. The average student score in the second cycle increased to 82.6, reflecting a significant development in understanding the material. Students who previously had difficulty understanding Fiqh material and were less active in discussions began to show an increase in participating and understanding the Islamic moral concepts being taught. This increase is not only seen in the academic aspect, but also in changes in student behavior. During the learning process using the advocacy method, students become more active in interacting and discussing various issues related to Islamic morals. They began to show respect for other people's opinions, think more critically, and demonstrate better attitudes in living their daily lives, in accordance with the Islamic values they learned. This shows that the advocacy method is not only effective in improving students' academic understanding, but also in shaping their character and morals.

This Classroom Action Research (CAR) aims to investigate the effectiveness of a specific teaching strategy in improving students' learning outcomes. The research focuses on the process of improving educational practices by implementing an action plan, followed by evaluation, and refining the teaching strategy based on the results. The key element in Classroom Action Research is to address the issues faced in the classroom by identifying, planning, acting, and reflecting on the improvements made. This approach provides valuable insights for teachers to better meet students' needs and create a more

engaging and effective learning environment. The research was conducted in a classroom setting with students as the central focus. It involved a systematic cycle of planning, action, observation, and reflection. The research is based on the model of action research developed by Kurt Lewin, which consists of four stages: planning, acting, observing, and reflecting. This iterative process allows for continuous improvements in teaching methods and the learning process.

The first stage, planning, involved identifying the main issue affecting students' learning and designing a strategy to address it. For this study, the issue was the difficulty students had in understanding certain mathematical concepts. After analyzing the problem, the teacher decided to use a new method of instruction to help improve students' understanding and performance in mathematics. The teacher then designed a plan, selecting appropriate teaching materials, activities, and assessment strategies. The second stage, action, involves implementing the plan. In this research, the teacher carried out the teaching strategy in the classroom. The teacher used the chosen method for a specific period, delivering lessons in a structured way. In addition to teaching, the teacher created opportunities for students to engage actively in the learning process, encouraging them to work together in groups and participate in discussions. This method allowed students to practice and apply what they had learned in real-time, helping them to better understand the concepts.

The third stage, observation, focuses on collecting data to assess the effectiveness of the strategy. During this phase, the teacher closely monitored student progress, looking for signs of improvement or difficulty. The teacher used various observation methods, such as noting students' participation, reviewing the students' work, and giving them short quizzes. The teacher also took note of any difficulties students encountered during the lessons, as well as any changes in their engagement and enthusiasm. Observation data also included feedback from students about their learning experiences. The final stage, reflection, involves analyzing the data collected during the observation phase to determine if the strategy was successful and what changes need to be made. Based on the results, the teacher reflected on the strengths and weaknesses of the implemented method. The teacher also evaluated students' performance and assessed whether they had achieved the desired learning outcomes. If the first cycle was not fully successful, the teacher would plan the next cycle with adjustments aimed at addressing any gaps or challenges observed during the previous cycle.

The research was conducted over two cycles, with each cycle consisting of the four stages: planning, acting, observing, and reflecting. The data collected from each cycle helped inform the next cycle, allowing the teacher to make adjustments to the teaching methods as necessary. This iterative process allowed for continuous improvement in both the teacher's practices and students' performance. The subjects of the study were students in a classroom setting. The researcher focused on a particular class, working closely with the students to assess their learning needs and identify the specific areas that required improvement. A total of 30 students were involved in the study. The data collected during the research included students' test scores, classroom behavior, participation, and feedback from students themselves. In the planning stage of each cycle, the teacher set clear objectives and identified what needed to be improved in the classroom. The objective was to help students grasp specific mathematical concepts and encourage active participation. The teacher designed tasks and activities that focused on these objectives and created assessments that would provide information about students' progress.

The action phase of the research consisted of delivering the lessons using the selected teaching strategies. These strategies were aimed at fostering students' understanding of the concepts and encouraging them to engage in problem-solving activities. The teacher implemented strategies that would help students work in pairs or groups, making the learning environment more interactive and collaborative. This approach encouraged peer-to-peer learning, which helped students develop a deeper understanding of the material. The observation phase took place after the lessons were

delivered. The teacher assessed students' engagement, the quality of their participation, and their ability to apply what they had learned during class activities. By observing how students reacted to different tasks and topics, the teacher could better understand their strengths and weaknesses. This stage also involved looking at how students responded to peer interaction and group discussions.

The reflection stage provided an opportunity for the teacher to evaluate the effectiveness of the action taken. The teacher analyzed the data collected from students' performance and behavior, taking note of any patterns or recurring issues. The results from the observation phase were then compared with the objectives set during the planning stage to determine if improvements were made. If the desired outcomes were not fully achieved, the teacher would modify the plan for the next cycle. In the second cycle, the teacher made adjustments based on the results from the first cycle. This allowed the teacher to refine the strategies and focus on areas that needed more attention. The second cycle involved repeating the planning, action, observation, and reflection stages with more specific interventions aimed at addressing the issues identified in the first cycle. Through this process, the teacher was able to provide more personalized feedback and support to students.

Throughout the research, students were encouraged to provide feedback on the teaching methods used. This feedback was valuable in understanding how students perceived the lessons and whether the activities were effective in helping them understand the material. Students' feedback allowed the teacher to further adjust the approach to meet the students' needs. The research demonstrated that Classroom Action Research can be a valuable tool for improving teaching practices and enhancing student learning. By focusing on continuous cycles of improvement, teachers can adapt their methods to suit their students' needs and create a more dynamic and engaging learning environment. This process helps teachers make informed decisions about instructional strategies and ensures that they are responsive to students' learning challenges.

In conclusion, the method used in this Classroom Action Research provided significant insights into improving teaching methods and student learning. By using the action research model, teachers can continuously refine their approaches and better support students' educational development. The study highlights the importance of teacher reflection, student feedback, and iterative improvement in creating effective learning environments. Data Sources; 1. Primary Data; 1) Direct observation of student behavior before and after the implementation of the method; 2) Results of interviews with students and teachers regarding changes in their attitudes; 3) Student reflection journals regarding the morals they have practiced; 2) Secondary Data; 1) Textbooks on morals and hadith in Madrasah Ibtidaiyah; 2) Modules or articles on active learning in character education; 3) References from books or journals on active learning approaches.

Data Analysis; 1) Qualitative Analysis; 1) Using the results of observations, interviews, and student reflection journals to understand behavioral changes; 2) Compiling categories of student behavior before and after the implementation of active learning methods; 2) Analyzing student narratives about their experiences in implementing noble morals; 2) Quantitative Analysis; 1) Using questionnaires before and after the program to measure increased student awareness of noble morals; 2) Calculating the percentage of students who show positive behavioral changes; 3) Using an assessment scale (eg Likert scale) to assess students' understanding of moral values; 3 Data Triangulation; 1) Comparing data from various sources (observation, interviews, questionnaires) to ensure the validity of the findings; 2) Confirming the results with teachers and parents of students regarding changes in children's behavior at home and school.

RESULTS

This Classroom Action Research (CAR) aimed to improve students' learning outcomes by applying specific teaching strategies. The study focused on implementing the advocacy method in Islamic Education (PAI) at SMA Negeri 1 Panyabungan Utara. The research was carried out in two cycles, each consisting of four stages: planning, action, observation, and reflection. The research findings, derived from the data collected throughout the cycles, reveal significant improvements in students' academic performance, participation, and moral development. In the first cycle, the teacher implemented the advocacy method in the classroom, focusing on facilitating debates and discussions on moral issues from an Islamic perspective. Students initially exhibited some resistance to participating in discussions, particularly those who were less confident in speaking in front of others. However, as the cycle progressed, students began to show more interest in the activities. At the start, only a few students actively participated in the debates and discussions, but by the end of the cycle, 85.7% of the students were engaged in the classroom activities.

The first cycle's observation revealed that students' participation was gradually increasing. Initially, students were hesitant to express their opinions, but after some time, they began to feel more comfortable, as they were encouraged by the teacher to contribute without fear of judgment. The students who previously remained silent in class discussions started raising their hands and contributing to debates on moral issues. These developments indicated that the advocacy method was beginning to foster a sense of ownership and responsibility for their learning. In terms of academic performance, the results showed an improvement in students' understanding of moral concepts taught during the debates. Before the implementation of the advocacy method, several students had difficulty grasping the material. After participating in debates and discussions, their understanding of Islamic values improved. The average score of students in the first cycle was 72.9, which was a noticeable improvement compared to pre-research test scores.

The improvement in academic performance in Cycle I was also reflected in students' behavior. As the debates continued, students started to demonstrate a more respectful attitude toward their peers' opinions, even when they disagreed with each other. The advocacy method encouraged them to listen carefully, consider different perspectives, and express their thoughts respectfully. These behaviors contributed to a more positive learning environment and helped students develop better interpersonal skills. Despite the improvements, there were still challenges in the first cycle. Some students had trouble forming coherent arguments during debates, and others struggled to stay focused during lengthy discussions. To address these issues, the teacher provided additional guidance and feedback, encouraging students to think more critically and practice structuring their arguments. This feedback helped students improve their communication skills and allowed for better engagement in subsequent debates.

In Cycle II, the advocacy method was further refined based on the feedback and results from the first cycle. The teacher focused on addressing the challenges identified in Cycle I, such as students' difficulties in forming clear arguments and remaining engaged during discussions. The teacher incorporated more structured activities, such as role-playing and small group discussions, to encourage active participation from all students. One significant change in Cycle II was the increased participation from all students. By the end of the second cycle, 100% of the students had actively participated in the debates, with many students taking leadership roles in guiding discussions. This improvement was particularly notable for students who were initially hesitant to speak up. With the added structure and encouragement, these students began to engage more confidently and offer valuable insights into the discussions.

The results from Cycle II also showed an even greater improvement in students' academic performance. The average score for the second cycle was 82.6, indicating a significant increase compared to Cycle I. This improvement was a direct result of the more interactive and student-centered approach adopted during the second cycle. Students' understanding of moral and Islamic concepts deepened as they were able to apply their

learning through debates and discussions in a more meaningful way. In terms of student behavior, Cycle II marked a noticeable improvement in the overall classroom dynamics. Students became more respectful toward each other's views and were better able to resolve conflicts through discussion. The quality of the debates improved, with students presenting well-reasoned arguments and engaging in constructive dialogues. This shift in behavior indicated that the advocacy method was fostering a more positive and respectful learning environment.

Furthermore, students displayed greater enthusiasm and motivation to participate in the lessons. The advocacy method not only encouraged students to learn but also helped them understand the relevance of moral education in their daily lives. Students began to make connections between the values discussed in class and their own behavior, which led to increased motivation to act according to those values. Despite the significant progress observed in Cycle II, some challenges remained. A few students still had difficulty articulating their thoughts clearly during debates, and some struggled to stay on topic during discussions. However, these issues were less pronounced than in Cycle I, and the teacher continued to provide personalized feedback to help students refine their argumentation and communication skills. This feedback allowed students to further improve their debating abilities and gain confidence in expressing their thoughts.

The data collected throughout both cycles, including students' participation rates, academic performance, and feedback from students, were analyzed to assess the effectiveness of the advocacy method. One of the primary objectives of this research was to determine whether the advocacy method could enhance students' learning outcomes in Islamic Education. The findings from both cycles demonstrated a clear improvement in students' engagement, academic performance, and moral development. The analysis showed that 85.7% of students in Cycle I reached the minimum competency standard (KKM) set for the subject, which was a significant achievement. By Cycle II, this figure rose to 100%, meaning that all students met or exceeded the KKM. This increase in the number of students achieving the desired learning outcomes was a direct result of the more interactive and student-centered approach used in the second cycle.

In terms of student participation, the data indicated a significant increase in engagement. In Cycle I, only a few students participated actively in the debates, but by Cycle II, every student was involved in the discussions. This increased participation was particularly significant, as it showed that the advocacy method was successful in motivating all students to engage in the learning process. The teacher's efforts to create a supportive environment for students to express their opinions contributed to this increase in participation. The improvement in students' behavior was also evident. In Cycle I, students demonstrated a lack of interest in the subject and were sometimes disengaged during lessons. However, by Cycle II, students became more respectful toward each other and showed greater enthusiasm for learning. The advocacy method helped cultivate a classroom environment where students felt comfortable expressing their opinions and challenging each other's ideas in a respectful manner.

The teacher's reflective practice played a crucial role in the success of the research. After each cycle, the teacher reflected on the effectiveness of the teaching strategies and made adjustments based on the results. This reflective process ensured that the teacher could address any challenges and refine the teaching approach to better suit students' needs.

The findings from this Classroom Action Research demonstrate that the advocacy method is an effective strategy for enhancing students' learning outcomes, participation, and behavior. By engaging students in debates and discussions, the method encouraged active learning and critical thinking, helping students deepen their understanding of moral concepts. The improvements observed in both student performance and behavior indicate that the advocacy method can be a valuable tool for enhancing moral education in schools.

DISCUSSION

The findings from this Classroom Action Research (CAR) suggest that the advocacy method was successful in improving students' academic performance, participation, and behavior in the context of Islamic Education (PAI) at SMA Negeri 1 Panyabungan Utara. The research was conducted over two cycles, with data collected during each cycle to assess the effectiveness of the teaching strategy. The results indicated that the advocacy method contributed to a noticeable improvement in students' engagement with the subject, their understanding of moral concepts, and their overall behavior in the classroom. One of the most significant findings in this research was the increase in student participation during the debates and discussions. In the first cycle, only a few students actively participated, but by the second cycle, 100% of students were engaged in the activities. This increase in participation is attributed to the student-centered nature of the advocacy method, which allowed students to take ownership of their learning. The method encouraged students to express their opinions, challenge ideas, and engage in meaningful conversations about moral issues. This approach not only made learning more interactive but also helped students develop critical thinking and communication skills.

The transition from a passive learning environment to an active one is crucial for fostering student engagement. In traditional classroom settings, students often listen passively and have limited opportunities to express their opinions. However, the advocacy method broke this passive cycle by providing students with a platform to actively participate and contribute to the learning process. This shift is important as it helps students feel more involved in their education and motivated to learn. In Cycle I, the teacher noticed that some students were hesitant to speak up during debates. However, with continuous encouragement and positive reinforcement, more students became comfortable expressing their views. This change in behavior was evident by the end of Cycle II, where all students participated confidently in the discussions. This improvement shows the effectiveness of the advocacy method in fostering a more inclusive and engaging learning environment.

Another key finding was the improvement in students' academic performance, as evidenced by the rise in test scores from Cycle I to Cycle II. In Cycle I, 85.7% of students reached the minimum competency standard (KKM), with an average score of 72.9. By the end of Cycle II, 100% of students achieved the KKM, with an average score of 82.6. This increase in academic performance can be attributed to the interactive and student-centered nature of the advocacy method, which helped students better understand the moral concepts taught in class. The advocacy method provided students with the opportunity to engage deeply with the material through debates, discussions, and critical thinking. These activities encouraged students to think critically about moral issues, evaluate different perspectives, and apply their understanding in practical scenarios. As a result, students were able to internalize the material more effectively, leading to improved test scores and a deeper understanding of the subject matter. Additionally, the focus on student participation and debate allowed for a more dynamic learning experience, in contrast to traditional methods where students passively receive information. When students are actively involved in their learning, they are more likely to retain information and perform better academically. The findings of this study support the notion that student-centered methods, such as the advocacy method, can significantly improve learning outcomes.

Beyond academic performance, another important outcome of this research was the positive change in students' behavior. In Cycle I, students were often disengaged and lacked interest in the subject matter. However, by Cycle II, there was a marked improvement in students' behavior, with students displaying more respect for each other's opinions and actively participating in discussions. The classroom environment became more collaborative and supportive, with students listening to one another and offering constructive feedback. The improvement in student behavior can be attributed to the advocacy method's focus on respectful dialogue and critical engagement. By providing a platform for students to discuss moral issues, the teacher helped foster a culture of

respect and open communication. In debates, students learned to listen to differing viewpoints, consider alternative perspectives, and express their own thoughts in a respectful manner. This shift in behavior not only enhanced the classroom dynamic but also helped students develop valuable social and interpersonal skills. The advocacy method encouraged students to take ownership of their learning, and as a result, they became more motivated to engage in the classroom activities. This increased motivation led to a more positive classroom atmosphere, where students were more eager to participate and contribute to the discussions. The teacher's role in facilitating respectful dialogue and encouraging active participation was crucial in achieving this positive behavioral change.

The teacher's role in this action research was not limited to delivering lessons; it also involved continuous reflection and adaptation of teaching strategies. After each cycle, the teacher reflected on the effectiveness of the advocacy method and identified areas for improvement. This reflective process allowed the teacher to make necessary adjustments to better meet the students' needs. For example, in Cycle I, the teacher noticed that some students struggled to articulate their arguments during debates. As a result, the teacher provided additional guidance in Cycle II, helping students develop clearer and more coherent arguments. Reflection is a critical component of action research, as it allows teachers to assess their practices and make informed decisions about future actions. In this study, the teacher's ability to adapt the teaching strategy based on student feedback and observation was essential in achieving the improvements observed in both academic performance and behavior. This highlights the importance of flexibility and responsiveness in teaching, as different students may require different approaches to succeed. The teacher also used students' feedback to make adjustments to the lesson plans and activities. This feedback loop helped the teacher refine the advocacy method, ensuring that it was more effective in engaging students and enhancing their learning experience. By actively involving students in the reflection process, the teacher was able to create a more collaborative and student-centered learning environment.

One of the significant outcomes of this research is the potential long-term impact of the advocacy method on students' learning and behavior. The positive changes observed in students' academic performance, participation, and behavior suggest that the advocacy method can have lasting effects on their overall development. By fostering critical thinking, respectful communication, and active engagement, the method equips students with essential life skills that extend beyond the classroom. Moreover, the improvement in students' behavior and motivation is likely to have a lasting impact on their future educational experiences. Students who are taught to engage in respectful dialogue and think critically about moral issues are more likely to carry these skills into other areas of their lives. These skills will benefit them not only in their academic journey but also in their personal and professional lives. In the long term, the advocacy method can contribute to creating a more inclusive and respectful school culture. By promoting open communication, mutual respect, and critical thinking, the method helps students develop a sense of responsibility for their actions and their relationships with others. This, in turn, can lead to a more positive and supportive learning environment, where students feel valued and empowered.

In conclusion, the results of this Classroom Action Research highlight the effectiveness of the advocacy method in improving students' academic performance, participation, and behavior. By focusing on student-centered learning, the method engaged students in meaningful debates and discussions, fostering a deeper understanding of moral concepts and promoting respectful communication. The positive changes observed in students' behavior and academic performance indicate that the advocacy method can be a valuable tool for enhancing student learning in Islamic Education and other subjects. The success of the advocacy method in this research also underscores the importance of reflection and adaptation in teaching practices. By continuously assessing the effectiveness of the chosen teaching strategies, teachers can

make informed decisions that better meet students' needs. Additionally, the positive impact on students' motivation and behavior suggests that the advocacy method can create a more dynamic and supportive classroom environment, benefiting both students and teachers. The findings of this research provide valuable insights for educators seeking to improve student engagement, academic performance, and behavior in their classrooms. By incorporating student-centered methods like advocacy, teachers can foster a more interactive and respectful learning environment, ultimately contributing to students' overall development.

CONCLUSION

Increasing the awareness of grade 3 MI students about the importance of noble morals can be done through an active learning approach. With this method, students not only receive material passively, but are also directly involved in the learning process through discussions, simulations, and role-playing. This helps them understand the concept of morals more deeply and relate it to everyday life. In addition, teachers act as facilitators who guide students to apply moral values in their social interactions. Through storytelling methods, case studies, and self-reflection, students can identify good and bad attitudes and learn from the consequences of each action. Reinforcement through appreciation, such as praise or small awards, can also encourage them to continue to behave well. With an active learning approach, students are more motivated to practice noble morals in their daily lives, both at school and at home. They not only understand moral values, but also feel the direct benefits of their application. If applied consistently, this strategy can help shape the character of students who have good morals from an early age, so that it becomes a valuable provision in their future lives..

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