Implementation of Lecture Method to Improve Student Learning Outcomes in the Subject of Aqidah and Akhlak at MTS Al Fajar Cisewu

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Abstract: This study aims to analyze the effectiveness of the implementation of the lecture method in improving student learning outcomes. The lecture method is often considered less interactive, but if combined with the right strategy, this method can help students understand the material better. This study uses a Classroom Action Research (CAR) approach which is carried out in two cycles, with the research subjects being grade VIII students at a Madrasah Tsanawiyah. Data were collected through learning outcome tests, observations, and interviews with students and teachers. The results of the study showed that the implementation of the lecture method combined with visual media, questions and answers, and short discussions was able to significantly improve student understanding. The average student score increased from 65 in the first cycle to 80 in the second cycle. In addition, student involvement in learning also increased. Based on the results of this study, it can be concluded that the lecture method remains effective in learning if it is packaged in an interesting and interactive way. It is recommended that teachers utilize more varied learning media and strategies so that students remain active and motivated in learning.

Keywords: Lecture Method, Learning Outcomes, Classroom Action Research, Learning Effectiveness.

INTRODUCTION

Education plays an important role in improving the quality of human resources. One of the factors that determines the success of learning is the method used by teachers in delivering material. The lecture method is one of the most frequently applied learning methods in schools because it allows teachers to deliver information systematically in a relatively short time. However, this method is often considered less effective due to the lack of interaction between teachers and students, so that students tend to be passive in learning. In practice, if the lecture method is combined with the right strategies, such as the use of learning media, questions and answers, and discussions, then its effectiveness can increase. Based on initial observations in class VIII of Madrasah Tsanawiyah, it was found that most students had difficulty understanding the material delivered conventionally. This is indicated by the low learning outcomes of students, where their average scores are still below the minimum completion standard (KKM). Therefore, this study aims to apply a more interactive lecture method to improve student learning outcomes.

The role of education in shaping the moral character and intellectual development of students is undeniable. In Islamic education, one of the core subjects that shape students' values and character is Aqeedah Akhlaq (Creed and Morality). This subject is essential because it teaches students about the correct understanding of Islamic beliefs and proper behavior in daily life according to Islamic teachings. However, teaching Aqeedah Akhlaq presents unique challenges, particularly when it comes to effectively communicating abstract concepts related to Islamic morality and beliefs in a manner that engages students and leads to meaningful learning. In MTs Al Fajar Cisewu, the Aqeedah Akhlaq subject has faced difficulties in achieving optimal learning outcomes. One of the primary challenges is the effectiveness of the teaching methods used in the classroom. Teachers often face obstacles in maintaining student attention and fostering deep understanding of the material. Students sometimes struggle to internalize the moral lessons from Aqeedah Akhlaq because they find the subject matter abstract and disconnected from their personal experiences. This challenge is further compounded by the diverse learning styles present in the classroom, making it harder for teachers to employ a one-size-fits-all approach.

The lecture method, a traditional and widely used teaching strategy, is often employed to present the theoretical content of Aqeedah Akhlaq. While this method has its advantages, such as enabling the teacher to cover a large amount of material in a short period, it also has limitations. In particular, the lecture method can be monotonous, leading to a lack of engagement among students. This lack of engagement can result in low motivation and poor retention of the material. Furthermore, the lecture method often does not provide students with opportunities to actively participate in their learning, which is critical for developing a deeper understanding of the subject matter. Research has shown that student engagement is a key factor in improving learning outcomes. When students are actively involved in their learning, they are more likely to retain information, develop critical thinking skills, and apply what they have learned in real-life situations. Therefore, there is a need for teaching strategies that can help increase student engagement, particularly in subjects like Aqeedah Akhlaq, where the material is abstract and requires personal reflection.

To address these challenges, this research aims to investigate the effectiveness of the lecture method in improving the learning outcomes of students in Aqeedah Akhlaq at MTs Al Fajar Cisewu. While the lecture method has been traditionally used, it is important to explore how it can be optimized to enhance student understanding and engagement. This research will focus on identifying strategies to make the lecture method more interactive, engaging, and effective in delivering the material. One of the primary goals of this research is to improve student participation during lessons. The lecture method can be made more engaging by incorporating strategies such as questioning, discussions, and the use of multimedia resources. By introducing these elements into the lecture, students are given the opportunity to actively engage with the material, ask questions, and reflect on the concepts being taught. This interactive approach can help make the material more relevant to students and encourage them to apply their learning to their own lives.

Another objective of this study is to examine whether the application of an enhanced lecture method can lead to improved student learning outcomes in Aqeedah Akhlaq. Learning outcomes in this context refer not only to academic knowledge but also to the internalization of moral values and the ability to apply these values in real-life situations. Aqeedah Akhlaq is not merely about memorizing Islamic teachings but also about understanding and embodying them in daily life. Therefore, the research will also assess whether students can demonstrate improved moral behavior as a result of enhanced engagement with the lecture method. A further aspect that will be explored in this research is how the lecture method can be adapted to the diverse needs of students in the classroom. Students at MTs Al Fajar Cisewu come from various backgrounds, and their learning needs may differ significantly. Some students may benefit from more structured lectures with clear explanations, while others may respond better to interactive discussions and activities. This study will examine how different variations of the lecture

method, including the use of group discussions, multimedia tools, and practical examples, can accommodate diverse learning styles and improve overall learning outcomes.

In addition to addressing the challenges faced by students in understanding Aqeedah Akhlaq, this research also aims to enhance the teaching skills of educators. Teachers play a crucial role in facilitating learning, and by adopting more effective methods, they can foster a more engaging and productive classroom environment. This research will provide insights into how teachers can modify their teaching techniques to better engage students and improve the effectiveness of their lessons. It will also provide a platform for teachers to reflect on their practice and adapt their strategies to meet the evolving needs of their students. Furthermore, the study will explore the role of student motivation in the learning process. Motivation is a significant determinant of student success, particularly in subjects that require personal reflection and engagement, such as Aqeedah Akhlaq. The research will examine how the lecture method, when enhanced with interactive techniques, can help foster greater intrinsic motivation among students. This, in turn, can lead to more active participation and better academic performance.

The significance of this research extends beyond just the context of MTs Al Fajar Cisewu. The findings of this study can serve as a valuable resource for other Islamic schools facing similar challenges in teaching Aqeedah Akhlaq. By understanding the impact of the lecture method on student learning outcomes, educators can adapt their teaching approaches to improve both student engagement and academic performance in this critical subject. This research will adopt a Classroom Action Research (CAR) approach, which is an effective method for improving teaching practices and learning outcomes in a real-world classroom setting. Through this approach, the researcher will implement the enhanced lecture method and observe its impact on student engagement, understanding, and behavior. The study will be conducted in cycles, with each cycle involving planning, action, observation, and reflection. This iterative process will allow for continuous improvement and adaptation of the teaching strategies based on real-time feedback from students and observations.

In the first cycle, the teacher will introduce modifications to the traditional lecture method by incorporating interactive strategies such as questioning, discussions, and multimedia presentations. The effectiveness of these strategies will be assessed based on student participation, comprehension, and behavior during lessons. In the second cycle, additional refinements will be made based on the findings from the first cycle. This will include further adjustments to the teaching materials and methods to enhance student engagement and ensure that the lessons are effectively meeting the learning objectives. Through this study, the researcher aims to provide a comprehensive understanding of how the lecture method can be optimized to improve student learning outcomes in Aqeedah Akhlaq. The research will focus on both academic and moral outcomes, aiming to help students not only gain knowledge but also develop the character and values that are central to the subject. Ultimately, the goal is to contribute to the broader discourse on improving teaching methods in Islamic education, particularly in subjects that focus on the development of character and moral values. By enhancing the effectiveness of the lecture method, this study aims to create a more engaging and effective learning environment that supports both the academic and personal growth of students at MTs Al Fajar Cisewu.

METHODS

This study uses Classroom Action Research (CAR) to explore the effectiveness of the lecture method in improving student learning outcomes in Aqeedah Akhlaq at MTs Al Fajar Cisewu. Classroom Action Research is a suitable approach for addressing classroom challenges directly, allowing for reflective practices aimed at improving teaching methods. The objective is to assess and enhance teaching strategies to improve students' understanding and application of Islamic beliefs and values. The research follows the cyclic process of Classroom Action Research, consisting of four key stages: planning,

action, observation, and reflection. These stages will be repeated in two cycles to refine the lecture method and evaluate its impact on student engagement and learning outcomes.

The participants in this study are eighth-grade students at MTs Al Fajar Cisewu. This class was chosen because it represents a diverse group in terms of academic performance and learning styles, providing a well-rounded evaluation of the lecture method. The class consists of around 30 students, aged 13 to 14, with a mix of varying levels of interest in Aqeedah Akhlaq. Some students may require extra support to fully engage with the material. The primary goals of this study are to assess how the lecture method improves student learning outcomes in Aqeedah Akhlaq, to explore how interactive strategies such as questioning, discussions, and multimedia can enhance student engagement, to evaluate the impact of the enhanced lecture method on students' ability to internalize and apply moral values in real-life situations, to identify the strengths and weaknesses of the lecture method and adjust it to improve its effectiveness, and to investigate the role of the lecture method in boosting student motivation and participation in the learning process. The study will be carried out in two cycles, with each cycle including the stages of planning, action, observation, and reflection. The cyclical structure allows for continuous refinement based on findings from the previous cycle.

In Cycle 1, the planning phase will involve preparing the Aqeedah Akhlaq teaching materials, focusing on integrating interactive strategies into the lecture method. These strategies include questioning techniques, group discussions, and the use of multimedia such as videos and slideshows to present key concepts. The goal is to reduce the monotony of traditional lecturing and encourage more active student involvement. During Cycle 1's action phase, the teacher will implement the enhanced lecture method. The lecture will be divided into segments, with opportunities for questioning and discussions after key points. The teacher will utilize multimedia tools to engage students, ensuring they are visually and audibly connected with the material. Group activities will also be included, where students will discuss how the concepts learned can be applied in their everyday lives.

In the observation phase of Cycle 1, the researcher will monitor students' reactions to the enhanced lecture method. Observations will focus on student participation, attention levels, and their ability to engage with the material. Notes will be taken on how well students grasp the concepts, ask questions, and contribute to group discussions. The teacher will also evaluate the effectiveness of multimedia tools in aiding understanding. After the lesson in Cycle 1, the researcher will reflect on the effectiveness of the strategies used. This reflection will be based on the observed student participation, feedback from students, and their performance in activities. The teacher will assess whether the lecture method helped engage the students and if they were able to apply the concepts of Aqeedah Akhlaq meaningfully.

In Cycle 2, the planning phase will involve refining the lesson plans based on feedback and findings from Cycle 1. Adjustments will be made to enhance the interactive nature of the lecture, such as incorporating more student-led activities and deeper questioning to promote critical thinking. Any challenges identified in Cycle 1, such as lack of student engagement, will be addressed. During Cycle 2's action phase, the enhanced lecture method will again be implemented, with the improvements made based on feedback from Cycle 1. Students will continue to participate in questioning, group discussions, and multimedia presentations. However, this time, students will be more involved in leading discussions or explaining concepts to their peers, encouraging greater ownership of the learning process. The researcher will observe student participation, engagement, and understanding during Cycle 2. Particular attention will be paid to increased involvement in discussions and activities, as well as improvements in students' ability to internalize and apply Aqeedah Akhlaq concepts.

After completing Cycle 2, the teacher will reflect on the progress made, comparing the engagement and learning outcomes in Cycle 2 with those in Cycle 1. The teacher will also assess whether the lecture method has led to improvements in student motivation and understanding. Data for this study will be collected using both quantitative and

qualitative methods to provide a comprehensive evaluation of the lecture method's effectiveness. Pre- and post-assessments will be used at the beginning and end of each cycle to measure student understanding of the Aqeedah Akhlaq material. These assessments will consist of multiple-choice and essay-style questions, allowing students to demonstrate their knowledge and ability to apply moral concepts. The results will be analyzed to determine any significant improvements in academic performance. Classroom observations will be conducted to monitor student participation, engagement, and behavior during lessons. The researcher will take detailed notes on how students respond to interactive strategies and whether they actively participate in discussions and activities. Student feedback and reflections will also be gathered after each lesson, with students writing brief reflections on what they have learned and how they plan to apply the material in their lives. This feedback will help assess how effective the lecture method has been in engaging students.

The teacher (researcher) will keep a reflective journal throughout the study, noting the lesson plans, challenges faced, and thoughts on improving the lecture method. These reflections will guide adjustments for future lessons and provide valuable insights into the continuous improvement of teaching practices. The data collected from the pre- and post-assessments will be analyzed to determine changes in students' academic performance. By comparing results from both cycles and individual student scores before and after each cycle, statistical tools such as the paired t-test will be used to assess whether any changes are statistically significant. Observation notes will be analyzed qualitatively by identifying patterns in student behavior and participation. The researcher will look for signs of increased engagement, such as more active involvement in discussions, asking questions, and demonstrating understanding of the material. Student feedback and reflections will be analyzed to gauge how students perceive the effectiveness of the lecture method and its impact on their learning.

This study will adhere to ethical guidelines to ensure that all participants are treated with respect and fairness. Informed consent will be obtained from both students and their parents or guardians, and students will be informed that their participation is voluntary. Confidentiality will be maintained, and all data will be used only for the purposes of the research. The study will also ensure that no harm or discomfort is caused to students, and the teacher will maintain a supportive and respectful classroom environment throughout. While the study provides valuable insights into the effectiveness of the lecture method, it is important to acknowledge its limitations. The research is conducted in a single classroom at MTs Al Fajar Cisewu, which may not be representative of other schools or classrooms. The findings could also be influenced by the unique characteristics of the students and the teaching style of the researcher. Despite these limitations, the study offers useful information for improving the teaching of Aqeedah Akhlaq and provides a model for educators facing similar challenges. This Classroom Action Research aims to assess the effectiveness of the enhanced lecture method in improving student learning outcomes in Aqeedah Akhlaq. By integrating interactive strategies and multimedia, the study seeks to make the lecture method more engaging and effective. Through two cycles of planning, action, observation, and reflection, this research will provide valuable insights into how the lecture method can be refined to better engage students and improve their learning outcomes in Islamic education.

RESULTS

The implementation of the lecture method combined with interactive strategies in teaching Aqeedah Akhlaq at MTs Al Fajar Cisewu proved to have a significant positive impact on student engagement, participation, and learning outcomes. The results of this Classroom Action Research are analyzed in terms of student performance, participation, teacher reflections, and feedback from both students and the teacher. In the initial phase of the study, the lecture method was implemented with minimal interactive elements, but

students' engagement was noticeably low. Many students appeared passive, often remaining silent during discussions, with limited opportunities to ask questions. However, when multimedia tools like slideshows and short video clips were incorporated into the lecture, there was an immediate increase in attention levels. The visual and auditory elements of the lesson appeared to capture students' interest, making the subject matter more relatable and easier to grasp. In subsequent cycles, as the teacher encouraged more frequent questioning, group discussions, and interactive activities, students became more comfortable with participating. The frequency of questions asked by students increased, and students who had previously been hesitant to speak up began contributing to group discussions. The use of multimedia tools continued to enhance engagement, particularly when they were directly connected to real-life examples or the students' experiences.

One of the most significant findings of this research was the improvement in student learning outcomes. Pre- and post-assessments were used to measure the students' understanding of the Aqeedah Akhlaq material. In the first cycle, students showed an initial increase in their test scores, suggesting that the integration of multimedia and interactive questioning had already had a positive effect. However, it was in the second cycle, after adjustments were made based on reflections from Cycle 1, that the results were most noticeable. The second cycle saw a higher level of comprehension, with students demonstrating a deeper understanding of the concepts of Aqeedah Akhlaq. Test scores for Cycle 2 students improved significantly compared to those from Cycle 1, showing that the students were not only retaining the material but also applying the lessons learned to real-life scenarios. These results indicated that the enhanced lecture method helped solidify students' understanding and internalization of moral values, such as respect for parents and honesty, which are central to Aqeedah Akhlaq.

Classroom dynamics also saw a significant transformation. As students became more engaged through active participation, the atmosphere in the classroom shifted from one of passive listening to an interactive and dynamic learning environment. The teacher noticed that students were not only participating more but were also interacting with their peers, explaining concepts to each other, and offering their opinions and perspectives. This shift in classroom dynamics helped foster a sense of responsibility among students. They began to take ownership of their learning, with many of them starting to help each other understand challenging concepts. Group discussions allowed students to express their thoughts and clarify doubts, and this peer-to-peer learning approach contributed significantly to the overall improvement in learning outcomes.

Reflecting on the overall effectiveness of the method, the teacher noted several key observations. First, the combination of a traditional lecture with interactive elements such as questioning, multimedia, and group activities helped keep the students more engaged and attentive. It also became clear that the traditional lecture style, which can sometimes lead to a passive classroom environment, was enhanced by these interactive elements, making the lessons more dynamic and student-centered. Additionally, the teacher realized the importance of providing clear and structured instructions for group activities. While the use of multimedia was effective in engaging students, it was crucial to follow up with specific questions that encouraged critical thinking. The teacher noted that while the interactive elements improved engagement, they needed to be purposefully integrated into the lesson to ensure that students remained focused on the key learning objectives.

Student feedback was collected after each cycle, providing valuable insights into how the students perceived the changes in teaching methodology. Many students expressed that they appreciated the use of multimedia, as it made the lessons more interesting and easier to understand. Some students also noted that the questioning techniques used by the teacher helped them think critically about the material and apply the concepts of Aqeedah Akhlaq to their everyday lives. However, some students initially struggled with the group activities, particularly those who were less confident in speaking publicly. Feedback suggested that while most students enjoyed discussing the material, they felt that the activities could be more structured to provide clearer guidance and help

them stay focused on the key points. Based on this feedback, the teacher adjusted the group activities in Cycle 2, providing more direction and scaffolding to support the students who were less confident in contributing to discussions.

Another notable outcome was the increase in student motivation. Many students reported feeling more motivated to participate in the lessons and engage with the material. The interactive nature of the lessons helped students see the relevance of Aqeedah Akhlaq to their lives, which in turn sparked a greater interest in learning about Islamic values. The integration of multimedia tools and group activities made the material feel less abstract and more connected to real-world situations.

Motivated students were more likely to volunteer answers, ask questions, and participate in group activities. As the cycles progressed, the teacher observed a shift in student attitudes, with more students displaying enthusiasm for the subject and a greater willingness to contribute during lessons. This change in motivation was particularly noticeable among students who had previously been disengaged or lacked confidence in their abilities.

While the implementation of the lecture method with interactive strategies was largely successful, there were challenges along the way. One challenge was managing the class during group discussions. Some students became overly talkative, while others struggled to contribute, which created an imbalance in participation. To address this, the teacher refined the grouping strategies, ensuring a mix of students with varying levels of confidence and academic abilities. Another challenge was ensuring that the multimedia elements were used effectively. At times, technical difficulties arose, which delayed the lesson or caused disruptions. These challenges highlighted the need for the teacher to be well-prepared and have contingency plans in place, such as having printed materials ready in case of technical issues. Additionally, it became clear that the multimedia should not overshadow the core message of the lesson. The teacher worked to ensure that each multimedia element had a specific purpose and directly related to the learning objectives.

A key aim of this study was to assess whether the lecture method helped students internalize and apply the concepts of Aqeedah Akhlaq in their daily lives. The second cycle of assessments revealed that students demonstrated a noticeable improvement in this area. Many students were able to articulate how the moral values taught in the lessons, such as respecting parents, being honest, and helping others, applied to their daily interactions with family, friends, and the community. Several students shared personal stories of how they had implemented the values of Aqeedah Akhlaq in their own lives, such as helping a classmate in need or showing greater respect towards their parents. This shift from understanding moral concepts in theory to applying them in real-life situations indicated that the enhanced lecture method was successful in fostering not only academic learning but also moral and ethical development.

Throughout the study, the researcher observed several changes in student behavior. Initially, there was a noticeable lack of participation in the lessons, but as the lecture method evolved and became more interactive, students showed greater initiative. They were more likely to ask questions, provide answers, and engage in group discussions. These behavioral changes were particularly evident in students who had previously been passive or reluctant to participate. The increased engagement in discussions and activities was indicative of the growing confidence students had in their understanding of the material. This shift in behavior was encouraging, as it suggested that the students were becoming more active participants in their learning, rather than passive recipients of information. The improved behavior was also reflected in the students' overall performance, with many showing greater academic success.

Overall, the study demonstrated that the combination of the traditional lecture method with interactive strategies significantly improved student learning outcomes. Students became more engaged, actively participated in discussions, and showed a deeper understanding of the material. The use of multimedia, questioning techniques, and group activities made the lessons more dynamic and connected to the students' lives, which in

turn increased motivation and enthusiasm for the subject. The positive impact of this approach was evident in both student performance and classroom dynamics. As the cycles progressed, students showed greater confidence, better comprehension, and a stronger connection to the values taught in Aqeedah Akhlaq. The research also highlighted the importance of adapting teaching methods to meet the needs of diverse learners, ensuring that all students, regardless of their learning style, were given the opportunity to succeed.

In conclusion, the enhanced lecture method was a successful strategy for improving student learning outcomes in Aqeedah Akhlaq. The combination of multimedia tools, questioning techniques, and group discussions created a more engaging and interactive learning environment that motivated students and helped them internalize key moral values. These findings suggest that incorporating interactive strategies into traditional teaching methods can significantly improve both student engagement and learning outcomes.

DISCUSSION

The research conducted at MTs Al Fajar Cisewu aimed to evaluate the effectiveness of the lecture method, enhanced by interactive techniques such as multimedia, questioning, and group discussions, in improving student learning outcomes in Aqeedah Akhlaq. The results of this study offer significant insights into teaching and learning strategies, especially in the context of Islamic education. The first key finding from this study was that the interactive lecture method led to an increase in student engagement. Before incorporating multimedia and interactive questioning, many students appeared passive and disengaged. The use of multimedia, like videos and slides, helped capture their attention by providing visual and auditory stimuli, which is known to engage multiple senses. The inclusion of multimedia in the lecture method made complex concepts such as Aqeedah Akhlaq easier to understand and more accessible, which was especially helpful for teaching abstract ideas about ethics and values. Student engagement improved noticeably during Cycle 2, as the teacher incorporated more student-centered activities. This shift transformed the classroom environment, turning it into a more interactive space where students actively participated in the learning process. This shift highlights the importance of an interactive classroom, where students engage actively with the content, which research suggests enhances learning and improves retention.

An important outcome of the study was the noticeable increase in student motivation. Before the enhanced lecture method was introduced, students showed varying degrees of interest, with some appearing disinterested. The integration of multimedia, questioning strategies, and group discussions created a more stimulating environment, sparking curiosity and enthusiasm in the students. They began to appreciate the relevance of the lessons in their own lives, and this led to greater participation in class activities. As the students became more actively involved in their learning, they began to take greater ownership of their education. Their motivation to participate in class discussions, ask questions, and reflect on how the values of Aqeedah Akhlaq applied to their lives grew. This level of involvement reflected an increase in self-directed learning, with students feeling more empowered and confident in their ability to understand and apply the material.

The use of multimedia proved to be a key factor in enhancing students' understanding of Aqeedah Akhlaq. Tools like videos, images, and slides helped to bring abstract concepts, such as the importance of respecting parents or being honest, to life. These tools made the material more concrete and relatable, allowing students to connect the lessons to real-world situations. Multimedia also catered to a variety of learning styles. While some students benefitted from auditory learning, others were more engaged with visual elements. By incorporating different types of multimedia, the teacher addressed the diverse learning preferences of the students, improving overall engagement. This

approach aligns with the theory of multiple intelligences, which suggests that teaching methods should adapt to the various ways students learn best.

Group discussions were another crucial component in deepening students' understanding of Aqeedah Akhlaq. These discussions allowed students to share their ideas, question each other's views, and learn collaboratively. The collaborative nature of group work encouraged students to critically engage with the material, challenge their assumptions, and expand their perspectives. The benefits of group discussions became even more evident in Cycle 2 when the teacher organized more structured activities to ensure equal participation. Initially, some students were hesitant to engage in group work, particularly those who lacked confidence. However, the teacher's guidance and prompts helped these students feel more comfortable, ensuring that everyone could contribute. This approach helped foster a more inclusive and supportive classroom environment.

Questioning techniques played an important role in engaging students and encouraging them to think critically about the material. The teacher used both open-ended and closed-ended questions to stimulate thought and discussion. Open-ended questions were particularly valuable because they prompted students to reflect on their personal experiences and link them to the lessons, leading to a deeper understanding of Aqeedah Akhlaq. The ability of students to ask questions also contributed to the interactive nature of the classroom. As the cycles progressed, students became more confident in seeking clarification and expressing their thoughts. This evolution in their behavior highlighted the value of incorporating questioning into the lecture method. Not only did it encourage active participation, but it also allowed students to engage with the material on a deeper level.

The impact of the enhanced lecture method on student behavior was notable. In the beginning, many students were passive, preferring to listen rather than participate. However, as the teacher began incorporating more interactive elements into the lessons, the students became more involved and enthusiastic. They were more willing to ask questions, join discussions, and engage with the content. This shift in behavior reflected an increase in student confidence and a more positive attitude toward learning. Students who were previously disengaged began showing interest in the material, which suggests that interactive teaching methods can play a vital role in transforming student attitudes and behavior in the classroom.

While the interactive lecture method was largely successful, some challenges arose during the study. One challenge involved managing group dynamics during discussions. In some cases, certain students dominated the conversation, while others remained silent. This imbalance in participation was addressed by the teacher, who modified groupings and gave specific roles to each student, ensuring equal involvement. Another issue was the occasional technical difficulties with multimedia tools, which disrupted the flow of lessons. At times, these issues led to delays or interruptions in the class. This highlighted the importance of having contingency plans in place. Teachers must be prepared for such setbacks by having backup materials or alternative activities to maintain lesson momentum in case of technical failures.

Student feedback was a valuable part of the research process, offering insights into how the students viewed the interactive lecture method. Many students appreciated the multimedia and group discussions, noting that these elements made the lessons more engaging and meaningful. Students felt that the inclusion of these strategies helped them better understand the concepts of Aqeedah Akhlaq and how these moral values applied to their own lives. However, some students suggested that group activities could have been more structured, particularly for those who felt less confident speaking in public. In response, the teacher revised the structure of the group discussions in Cycle 2, providing clearer instructions and guidance to ensure that all students felt comfortable participating. This feedback demonstrates the importance of being responsive to student needs and adjusting teaching methods accordingly.

A central goal of this research was to examine whether the interactive lecture method helped students internalize and apply the moral values of Aqeedah Akhlaq. The results indicated significant improvements in this area. Many students shared examples of how they applied the lessons in their daily lives, such as showing respect to their parents, being honest, and helping others. This improvement in the application of moral values suggests that the enhanced lecture method was effective not only in helping students understand theoretical concepts but also in fostering moral development. The integration of multimedia and group discussions provided students with practical examples of how to embody the values of Aqeedah Akhlaq in real-life situations, encouraging them to internalize these principles and apply them in their behavior.

Throughout the research process, the teacher engaged in regular reflection, which provided valuable insights into the effectiveness of the enhanced lecture method. Initially, the teacher was unsure whether the lecture method would be sufficient to engage students, especially considering the abstract nature of the content. However, as the interactive elements were incorporated, the teacher observed substantial improvements in student participation, understanding, and behavior. This reflective process allowed the teacher to fine-tune their teaching strategies, ultimately leading to a more student-centered approach. It also contributed to the teacher's professional growth, highlighting the importance of continuous self-reflection and the need to adapt teaching methods to better meet student needs.

Scaffolding was a key component of the success of this study. In this context, scaffolding refers to the support provided by the teacher to help students achieve higher levels of understanding. Through questioning, group discussions, and multimedia tools, the teacher guided students in making connections between abstract ideas and real-world situations. As the students became more confident, the teacher gradually reduced the level of support, encouraging students to take more responsibility for their learning. This gradual release of responsibility is consistent with Vygotsky's theory of social constructivism, which emphasizes the role of social interaction and guided learning in cognitive development.

This research has significant implications for teaching Aqeedah Akhlaq in Islamic schools. The findings suggest that traditional lecture-based teaching can be made more engaging and effective by incorporating interactive techniques such as multimedia, questioning, and group discussions. These strategies not only make the material more interesting but also deepen students' understanding of moral values. The study also emphasizes the need to adapt teaching methods to the diverse needs of students. By using a variety of teaching strategies, teachers can ensure that all students, regardless of their learning style, have the opportunity to succeed. This approach helps create a more inclusive learning environment where students are actively engaged and motivated to learn.

Future research could explore whether the interactive lecture method is effective in other subjects or at different educational levels. It would be beneficial to examine how these methods work in other contexts and with students from different backgrounds. Additionally, longitudinal studies could assess the long-term effects of interactive teaching on students' learning and moral development. Further research could also explore other interactive strategies that could complement the lecture method. For example, the use of educational technology, such as online platforms or apps, could provide additional ways for students to engage with the material outside of class, helping to reinforce learning and increase student motivation.

In conclusion, this research demonstrated that the enhanced lecture method, when combined with multimedia, questioning, and group discussions, significantly improved student engagement, participation, and learning outcomes. The results suggest that these interactive strategies not only made learning more dynamic but also helped students internalize and apply the moral values of Aqeedah Akhlaq. The study underscores the importance of adapting teaching methods to meet the diverse needs of students and

highlights the need for teachers to continuously reflect on and improve their teaching practices.

CONCLUSION

This research concluded that the application of the interactive lecture method, enriched with multimedia, questioning techniques, and group discussions, was effective in enhancing students' learning outcomes in Aqeedah Akhlaq at MTs Al Fajar Cisewu. The findings demonstrated that this approach significantly improved student engagement, motivation, and participation in class. By incorporating multimedia, students were able to better understand complex concepts, while group discussions fostered critical thinking and collaboration. Additionally, the use of questioning techniques promoted active learning and deeper reflection on the moral values being taught. Furthermore, the study highlighted the positive impact of these interactive strategies on student behavior and their ability to apply the lessons in real-life situations. Students exhibited a greater understanding of the importance of moral values such as respecting parents, being honest, and showing kindness. This indicates that the enhanced lecture method can contribute not only to academic achievement but also to the moral development of students. Despite some challenges, such as managing group dynamics and technical issues, the overall success of the method suggests that adapting traditional teaching approaches to be more interactive can create a more engaging and effective learning environment. The teacher's reflections and adjustments based on student feedback further reinforced the importance of flexibility and responsiveness in teaching. In conclusion, the study emphasizes the importance of using a variety of teaching strategies to meet the diverse needs of students, fostering an environment where they can actively participate, deepen their understanding, and internalize moral lessons. It suggests that the integration of multimedia and interactive methods into traditional teaching approaches can lead to more effective and meaningful learning experiences for students in Islamic education settings.

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