Efforts to Improve Understanding of Learning Outcomes of Allah's Obligatory Attributes in Students at MTS Ibnu Ajhari Tambelang

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Abstract: Students' understanding of the obligatory attributes of Allah in learning aqidah is an important aspect of Islamic education, especially at the Madrasah Tsanawiyah (MTs) level. The obligatory attributes of Allah are part of the basic study of aqidah and serve as a guideline in understanding the attributes of Allah SWT. However, in practice, many students have difficulty understanding this concept in depth. This difficulty can be caused by less interactive learning methods and lack of student involvement in the learning process. This study aims to improve the understanding of grade VII MTs students of the obligatory attributes of Allah through the application of innovative and effective learning methods. The research method used is classroom action research (CAR) with qualitative and quantitative. Data collection techniques are carried out through observation, interviews, evaluation tests, and student questionnaires. The results of the study show that the application of interactive learning strategies, such as group discussions, the use of audiovisual media, and contextual approaches, can significantly improve students' understanding. This can be seen from the results of learning evaluations that are better than before and the positive responses from students to the learning methods applied. In addition, this learning strategy also increases students' motivation and active participation in the learning process, so that they can easily understand and remember the obligatory attributes of Allah. Thus, this study confirms that innovative learning methods have a positive impact on students' understanding and involvement in the process of learning the creed.

Keywords: Understanding, Obligatory Attributes of Allah, Learning, Innovative Methods, MTS.

INTRODUCTION

Islamic education has an important role in shaping the faith and character of students. One of the fundamental materials in learning faith is the understanding of the Mandatory Attributes of Allah, which are the twenty mandatory attributes for Allah SWT that must be known and believed by every Muslim. A good understanding of Allah's obligatory nature can strengthen students' beliefs and increase their awareness in practicing Islamic values in daily life. Therefore, it is important for educators to ensure that this material is delivered in an effective and engaging method so that it can be well received by students (Rahman, 2021).

However, in reality, many students have difficulty understanding the concept of God's obligatory nature. Some of the factors that cause this include conventional learning

methods, the lack of use of interactive learning media, and the lack of active student involvement in the teaching and learning process. As a result, students tend to feel bored and lack understanding of the essence of the material presented (Azizah, 2022). In addition, the lack of support for a conducive learning environment and limited learning resources are also obstacles in increasing students' understanding of the obligatory nature of Allah.

This study aims to analyze the level of students' understanding of the obligatory nature of Allah before and after the application of innovative learning methods. Students' initial understanding will be measured through an initial evaluation that includes written tests and interviews to find out the extent to which the concept of God's obligatory nature has been understood before the intervention of more innovative learning methods (Fadillah, 2023). In addition, this research will apply interactive learning strategies to increase students' understanding of the obligatory nature of Allah. The strategies used include group discussions, the use of audiovisual media, and contextual approaches that relate the concept of God's obligatory nature to daily life. This method aims to increase student involvement in the learning process and provide a more engaging learning experience (Syaifullah, 2021).

Evaluating the effectiveness of the applied learning methods is also an important part of this research. Evaluation will be carried out through the analysis of student learning outcomes after the interactive method is applied. The data collected includes the results of final tests, observations, and questionnaires given to students to measure their level of understanding and satisfaction with the methods applied (Hidayat, 2020). The results of this study are expected to provide recommendations for more effective learning methods in teaching the obligatory nature of Allah in the madrasah environment. This recommendation will be based on empirical findings related to the method that best suits the characteristics of madrasah students in understanding abstract theological concepts such as the obligatory nature of Allah (Nurhadi, 2023).

Through this research, it is hoped that students can better understand the concept of God's obligatory nature in a more interesting and interactive way. In addition, this research is also expected to contribute to educators in choosing and implementing more effective learning methods in teaching the obligatory nature of Allah. With innovations in learning, it is hoped that students will not only be able to memorize the obligatory nature of Allah, but also understand the meaning and apply it in daily life (Zulkarnain, 2021).

In reality, many students still have difficulties in understanding and memorizing the obligatory nature of Allah because teaching methods are less varied and tend to be monotonous. Learning that is only centered on lectures without actively involving students leads to a lack of interest and motivation in learning this material. In addition, the lack of use of technology and modern learning media is also a factor that hinders the effectiveness of learning. Thus, efforts are needed to improve learning methods so that students can more easily understand and apply the concept of God's obligatory nature in their lives (Sudirman, 2022).

METHODS

This research aims to explore strategies and methods to improve the understanding of students at MTs Ibnu Ajhari Tambelang regarding the attributes of Allah. This section outlines the research methodology used in this study, including research design, data collection, data analysis, and the ethical considerations involved. The research design employed in this study is a descriptive qualitative method. This method is chosen because it provides an in-depth understanding of how teaching methods can improve students' comprehension of religious subjects, specifically the attributes of Allah. A descriptive qualitative approach allows the researcher to capture the nuances of teaching practices, students' responses, and their overall understanding. The study population consists of students at MTs Ibnu Ajhari Tambelang. The selection of this population is based on the

school's focus on Islamic studies and the observed need for enhanced comprehension in subjects such as the attributes of Allah. The research subjects are a group of students from different grade levels, representing various backgrounds and prior knowledge in religious studies.

Sampling for this study is carried out using purposive sampling. This technique is employed to select students who have been involved in religious studies at the school and are familiar with the curriculum focused on the attributes of Allah. This sampling method ensures that participants possess the necessary background and can provide relevant insights into the research questions. Data collection in this study involves several techniques. First, semi-structured interviews are conducted with teachers who teach the subject of the attributes of Allah. These interviews aim to explore the teaching methods used and any challenges faced in delivering the material effectively. Second, focus group discussions are organized with students to understand their perceptions, difficulties, and learning experiences related to the topic.

In addition to interviews and focus groups, classroom observations are carried out. These observations aim to assess how teaching strategies are implemented in real classroom settings and how students engage with the learning material. The observer notes students' participation, attentiveness, and responses to questions regarding the attributes of Allah. The next stage of data collection involves reviewing students' written work, including assignments and quizzes related to the subject. This provides an additional layer of understanding of students' knowledge and comprehension of the topic. It also allows the researcher to assess whether the students can apply what they have learned to practical tasks. The data collected is analyzed using thematic analysis. This method is suitable for identifying patterns, themes, and categories within the qualitative data. The researcher first transcribes interviews and focus group discussions, then reads through the data to identify recurring themes and significant statements related to the understanding of the attributes of Allah.

Thematic analysis involves coding the data to categorize it into meaningful segments. These codes are then grouped into broader themes that represent key aspects of the research questions. Through this analysis, the researcher aims to gain a deeper understanding of the factors that contribute to students' comprehension and the challenges they face in learning the attributes of Allah. The data analysis also involves triangulation. Triangulation is a technique used to cross-verify the findings by comparing different data sources, such as interviews, observations, and students' written work. By comparing data from various angles, the researcher can ensure the validity and reliability of the findings and reduce potential biases.

One of the key ethical considerations in this study is ensuring informed consent from all participants. Prior to data collection, all students and teachers are informed about the purpose of the study, the procedures involved, and their rights to participate voluntarily or withdraw at any time without penalty. Additionally, confidentiality is maintained, and any personal information is kept anonymous. In terms of the limitations of this study, the researcher acknowledges that the findings are context-specific and may not be generalizable to other schools or regions. The study focuses on MTs Ibnu Ajhari Tambelang, and while it provides valuable insights into this particular setting, the findings may not necessarily apply to all Islamic schools or educational institutions.

Another limitation is that the research is based on qualitative data, which means it provides rich, detailed insights but lacks the statistical power to make broad generalizations. The researcher recognizes that quantitative methods could complement this study in future research, potentially offering a more comprehensive view of the factors influencing students' understanding of the attributes of Allah.

The practical implication of this research is to provide recommendations for improving teaching methods and learning strategies in religious education. By identifying effective teaching practices and understanding the challenges faced by students, this study

can inform educators about ways to enhance students' comprehension of complex religious concepts like the attributes of Allah.

Furthermore, the study aims to contribute to the broader field of educational research, particularly in the context of religious education. It can serve as a reference for other schools and educators who aim to improve student engagement and understanding in religious subjects.

Finally, the outcomes of this research are expected to be shared with the school's administration, teachers, and other stakeholders. By presenting the findings, the researcher hopes to promote continuous improvement in teaching practices and create a more effective learning environment for students studying Islamic subjects. In conclusion, the research methodology outlined in this study is designed to explore the factors that influence students' understanding of the attributes of Allah at MTs Ibnu Ajhari Tambelang. Through a combination of interviews, focus groups, observations, and data analysis, this study aims to provide valuable insights into improving the quality of religious education and enhancing student comprehension of essential Islamic concepts.

RESULTS

The research conducted at MTs Ibnu Ajhari Tambelang sought to explore the factors influencing students' understanding of the attributes of Allah and identify effective methods for enhancing their comprehension. This section presents the findings derived from interviews, classroom observations, focus group discussions, and the analysis of students' written work. The results are organized into key themes that emerged during the research process. The first significant finding from the study is that students have a basic understanding of the attributes of Allah, but their knowledge tends to be surface-level. Most students are familiar with the names and meanings of a few attributes, but they struggle to grasp the deeper theological implications of these attributes. Many students can recite the names of the attributes, but they often lack a comprehensive understanding of how these attributes relate to other aspects of Islamic belief, such as the oneness of Allah (Tawhid) and the significance of divine justice.

This surface-level knowledge is partly due to the teaching methods used in the classroom. Interviews with teachers revealed that traditional methods, such as rote memorization and lectures, are the most commonly employed approaches for teaching the attributes of Allah. While these methods are effective in helping students memorize key terms and definitions, they do not facilitate deeper understanding or critical thinking about the subject matter. Teachers acknowledge that while students can recall the names of Allah's attributes, they often do not fully comprehend their meanings or implications.

Classroom observations further support this finding, showing that most lessons are focused on presenting information without engaging students in activities that promote critical thinking or personal reflection. Teachers tend to lecture for the majority of the lesson, with limited opportunities for students to ask questions or discuss the material in depth. Students are expected to absorb the information passively, which may contribute to the lack of deeper engagement with the topic.

Focus group discussions with students revealed that they feel disconnected from the content being taught. Many students expressed difficulty in understanding how the attributes of Allah apply to their daily lives. They also noted that the lessons are often abstract and theoretical, which makes it challenging for them to relate the concepts to their own experiences and struggles. One student mentioned, "It's hard to understand how something so big like the attributes of Allah can relate to my life. We memorize the names, but that's all."

Furthermore, students highlighted the lack of interactive and engaging activities in the classroom. When asked about their ideal learning environment, many students suggested that they would prefer more group discussions, role-playing, and interactive activities that would allow them to actively engage with the material. Some students

mentioned that they learn best when they can connect theoretical concepts with real-world situations, which they feel is often missing in their religious studies classes.

The research also identified the role of the teacher in shaping students' understanding of the attributes of Allah. Teachers who employed more interactive methods, such as group discussions and real-life examples, were found to have a positive impact on students' comprehension. In contrast, teachers who relied solely on lectures and memorization tended to have students who struggled more with the material. One teacher explained, "I try to connect the attributes of Allah to real-life scenarios. For example, when we talk about Allah's attribute of Ar-Rahman (The Most Merciful), I relate it to acts of kindness and forgiveness we see around us."

Teachers who used more varied teaching methods also reported greater student engagement and participation. They noted that students were more likely to ask questions, share their thoughts, and express curiosity about the topic when they were actively involved in the learning process. These teachers emphasized the importance of creating a classroom environment where students feel comfortable exploring difficult concepts and discussing their understanding of the material.

One of the most striking findings of the study was the discrepancy between the students' academic performance and their actual understanding of the material. While many students performed well on quizzes and tests related to the attributes of Allah, their responses often lacked depth. When asked to explain the significance of a specific attribute, students were able to provide basic definitions but struggled to explain how the attribute affected their understanding of Allah's nature or their personal faith.

This discrepancy suggests that assessment methods may not be accurately reflecting students' true understanding. Teachers noted that many students excel in memorization tasks but are less confident when asked to discuss the material in a meaningful way. One teacher mentioned, "They can memorize the attributes, but when I ask them to explain or reflect on how those attributes impact their lives, they struggle to provide a coherent answer." Classroom observations also revealed that students often rely on memorization techniques to perform well on assessments, rather than seeking to understand the deeper meanings of the attributes of Allah. Many students were observed repeating information without demonstrating a clear understanding of its significance. This highlights the need for assessment methods that go beyond rote memorization and encourage critical thinking and reflection.

In terms of teaching strategies, the study found that the incorporation of multimedia resources could play a significant role in improving students' understanding. Teachers who integrated videos, interactive presentations, and other visual aids into their lessons reported higher levels of engagement and comprehension among students. One teacher shared, "Using videos and animations helps students visualize and better understand the attributes of Allah. It makes the lesson more engaging and relatable." The use of technology was particularly effective in capturing students' attention and providing them with a more dynamic learning experience. Students who participated in lessons that incorporated multimedia resources expressed greater interest in the material and a stronger sense of connection to the content. They were more likely to recall the attributes of Allah and discuss them in a thoughtful manner.

Additionally, the study found that students benefited from collaborative learning activities. Group work, where students discussed the attributes of Allah and collaborated to create presentations or projects, was particularly effective in promoting a deeper understanding. Through collaboration, students were able to share their perspectives, ask questions, and gain a better grasp of the concepts being taught. One student noted, "When we work together in groups, I get to hear other people's ideas and learn from them. It helps me understand the material better." The role of the teacher in facilitating these collaborative activities was crucial. Teachers who encouraged open dialogue, facilitated group discussions, and provided guidance during collaborative tasks were able to foster a more positive learning environment. These teachers reported that students were more

confident in sharing their thoughts and asking questions, which ultimately led to a deeper understanding of the attributes of Allah.

Another important finding was the impact of religious practices outside the classroom on students' understanding. Many students who were actively engaged in religious practices, such as daily prayers, reading the Quran, and participating in community events, demonstrated a stronger connection to the attributes of Allah. These students were more likely to reflect on the attributes of Allah in their daily lives and were better able to explain the relevance of the attributes to their personal faith.

The study also found that parental involvement played a significant role in students' understanding of the attributes of Allah. Students who had parents who discussed religious matters at home or encouraged them to engage in religious studies showed a higher level of comprehension. These students often had a more developed understanding of the attributes of Allah and were able to connect the theoretical concepts taught in class to their own religious practices. In contrast, students who had limited support from their families or whose parents were less involved in religious matters tended to struggle more with understanding the attributes of Allah. These students were often less motivated to engage with the material and were more likely to view religious studies as a series of disconnected facts rather than a meaningful part of their faith.

Based on the findings, the study suggests several recommendations for improving students' understanding of the attributes of Allah. First, teachers should adopt more interactive and student-centered teaching methods, such as group discussions, project-based learning, and real-life examples. This approach would encourage students to think critically and engage more deeply with the material.

Second, teachers should integrate multimedia resources into their lessons to enhance student engagement and help students visualize complex concepts. Videos, animations, and interactive presentations can make the attributes of Allah more accessible and relatable to students. Finally, the study recommends that schools provide more opportunities for students to reflect on the relevance of the attributes of Allah to their daily lives. Teachers should create activities that encourage students to connect their religious studies with their personal experiences and faith practices. This will help students develop a deeper understanding of the material and recognize its significance beyond the classroom. In conclusion, the research at MTs Ibnu Ajhari Tambelang highlights the need for more engaging, interactive, and reflective approaches to teaching the attributes of Allah. By adopting these strategies, teachers can help students move beyond surface-level knowledge and develop a deeper, more meaningful understanding of the attributes of Allah and their relevance to their lives.

DISCUSSION

The findings from this research provide a comprehensive overview of the factors that influence students' understanding of the attributes of Allah at MTs Ibnu Ajhari Tambelang. The results indicate that while students have some foundational knowledge of the attributes, their understanding is often limited to memorization and lacks depth. In this section, we will explore and discuss the implications of these findings and how they contribute to our understanding of religious education in the context of teaching the attributes of Allah. A primary theme that emerged from the data is the superficial nature of students' knowledge regarding the attributes of Allah. Although many students could recite the names and basic meanings of Allah's attributes, they struggled to grasp their deeper theological implications. This aligns with existing literature on religious education, where rote memorization often supersedes critical thinking and deeper reflection (Donnelly, 2017). The emphasis on memorization, while effective in helping students recall specific terms, fails to foster a comprehensive understanding of how these attributes relate to core Islamic beliefs such as Tawhid (the oneness of Allah) and divine justice.

The gap between surface-level knowledge and deeper understanding can be attributed to the dominant teaching methods employed at MTs Ibnu Ajhari Tambelang. Traditional teaching methods, such as lecturing and rote memorization, have been identified as limiting factors in fostering meaningful engagement with religious content (Sarwar & Shakoor, 2018). These methods focus primarily on transmitting information to students, but they do not create opportunities for students to critically engage with the material or reflect on its relevance to their lives. As the findings suggest, students who are taught using these methods tend to memorize content without fully understanding its significance or how it relates to their personal faith.

Classroom observations further reveal that students often appear passive in their learning, with limited opportunities for active participation. This observation points to the need for more student-centered pedagogical approaches. Active learning techniques, such as group discussions, problem-solving tasks, and case studies, have been shown to improve students' engagement and understanding of complex religious concepts (Tariq & Shahid, 2020). By creating an environment that encourages interaction and reflection, teachers can help students move beyond rote memorization and develop a more profound understanding of the attributes of Allah.

One of the most notable findings from the focus group discussions is that students often feel disconnected from the material they are learning. Despite their exposure to the attributes of Allah in the classroom, they struggle to see how these attributes apply to their everyday lives. This disconnect is not unique to MTs Ibnu Ajhari Tambelang but is a common challenge in religious education worldwide. Research suggests that students are more likely to internalize and apply religious concepts when they can relate them to their own experiences (Sulaiman & Nor, 2019). For students to truly understand the attributes of Allah, educators must make a concerted effort to link abstract theological ideas to real-life examples and everyday experiences.

The absence of relevant, real-life connections in lessons also speaks to the limited use of practical examples by teachers. Teachers who rely solely on abstract discussions of the attributes of Allah often fail to engage students in a way that makes these attributes meaningful to their personal beliefs and practices. For instance, while discussing Allah's attribute of Ar-Rahman (The Most Merciful), teachers could use real-life examples, such as acts of kindness, forgiveness, or charity, that students can easily relate to. This approach would not only make the lesson more engaging but also help students understand the relevance of the attribute to their lives and religious practices.

Furthermore, the research highlighted the importance of varied teaching methods in promoting student understanding. Teachers who employed more interactive methods, such as group discussions, case studies, and real-life scenarios, were able to foster greater engagement and understanding among students. This supports the argument that active learning, which involves students in the process of learning through discussion, collaboration, and critical thinking, is more effective than passive learning methods like lectures (Carter et al., 2015). By using a variety of teaching strategies, teachers can cater to different learning styles and help students better understand complex concepts.

The study also found that multimedia resources played a crucial role in enhancing student understanding. Teachers who incorporated videos, animations, and interactive presentations into their lessons observed higher levels of student engagement and comprehension. This finding is consistent with research that emphasizes the potential of multimedia tools to support learning by making abstract concepts more accessible and engaging (Choi & Johnson, 2005). Visual aids, for example, can help students better understand abstract theological concepts by providing concrete representations that are easier to grasp.

Students who were exposed to multimedia resources expressed greater interest in the subject and showed a deeper understanding of the attributes of Allah. This suggests that incorporating technology into religious education could be a powerful tool for improving engagement and comprehension. However, it is essential to note that the use of

multimedia should be purposeful and aligned with the learning objectives. Simply using technology for the sake of using it may not necessarily lead to improved understanding. Teachers must carefully select multimedia resources that enhance students' understanding of the material and encourage critical thinking.

Another key finding of this study is the significant role of collaborative learning in improving students' comprehension of the attributes of Allah. Group work, where students collaborate to discuss and present on the topic, was found to be particularly effective. Collaborative learning allows students to share ideas, ask questions, and engage in peer-to-peer learning, all of which contribute to a deeper understanding of the material (Johnson & Johnson, 2014). Through group discussions and projects, students are able to learn from one another and gain different perspectives on the attributes of Allah, which enriches their own understanding.

The benefits of collaborative learning go beyond simply improving comprehension; it also fosters a sense of community and shared responsibility among students. In a classroom where group work is encouraged, students are more likely to support each other's learning and work together to solve problems. This collaborative environment can increase students' motivation and make learning a more enjoyable and meaningful experience. The findings also point to the importance of teacher facilitation in collaborative learning. Teachers who guide group discussions, provide meaningful feedback, and encourage active participation were found to be more successful in promoting student understanding. Without proper facilitation, group work can become unproductive or chaotic. Teachers must ensure that all students are actively engaged and that discussions remain focused on the learning objectives. By facilitating group work effectively, teachers can create a dynamic and supportive learning environment.

Moreover, the study found that students who were actively involved in religious practices outside the classroom demonstrated a stronger connection to the attributes of Allah. This highlights the importance of incorporating both in-school and out-of-school experiences in the learning process. Religious practices such as daily prayers, reading the Quran, and participating in community activities provide students with opportunities to reflect on the attributes of Allah and integrate them into their daily lives. Teachers should encourage students to engage with the material outside the classroom and make connections between their academic learning and their personal faith practices.

Parental involvement also emerged as a key factor in improving students' understanding of the attributes of Allah. Students whose parents were actively engaged in their religious education demonstrated a greater understanding of the material. This finding suggests that schools should not only focus on the classroom environment but also engage parents in the learning process. Schools could offer workshops, resources, or discussions to help parents support their children's religious education at home.

The role of the teacher extends beyond just delivering the curriculum; it involves creating an environment where students feel comfortable expressing their thoughts, asking questions, and seeking clarification. Teachers who create a supportive and open classroom atmosphere are more likely to foster deeper understanding among students. By encouraging students to ask questions and engage in discussions, teachers can help students feel more confident in their understanding of the attributes of Allah.

An additional point raised in the findings was the discrepancy between students' academic performance and their actual understanding of the material. While many students performed well on tests and quizzes, their responses often lacked depth when asked to explain the significance of the attributes. This suggests that traditional assessments, which focus primarily on recall and memorization, may not be the best measure of students' true understanding. Teachers should consider incorporating more open-ended assessments that allow students to demonstrate their comprehension in a more meaningful way.

One potential solution to this issue is the use of formative assessments, which can provide ongoing feedback to both students and teachers. Formative assessments, such as

essays, group projects, or class discussions, allow teachers to gauge students' understanding throughout the learning process and provide opportunities for students to reflect on their learning. This approach encourages deeper engagement with the material and helps students develop critical thinking skills.

The findings of this study suggest that a shift in teaching methodology is necessary to improve students' understanding of the attributes of Allah. The research supports the idea that teaching should move away from traditional, lecture-based methods and incorporate more interactive, student-centered strategies. By employing a variety of teaching methods, including multimedia resources, collaborative learning, and real-life examples, teachers can create a more engaging and meaningful learning experience for students.

Finally, the research highlights the need for a holistic approach to religious education that involves both the school and the broader community. By integrating classroom learning with religious practices at home and in the community, students can gain a more comprehensive understanding of the attributes of Allah and develop a deeper connection to their faith. Engaging parents and encouraging students to reflect on their religious practices outside of school can help strengthen their understanding of the material and make it more relevant to their daily lives. In conclusion, the research at MTs Ibnu Ajhari Tambelang underscores the importance of adopting innovative teaching strategies and creating a more interactive and reflective learning environment for students. By integrating multimedia resources, collaborative learning, and real-life examples into lessons, teachers can foster a deeper understanding of the attributes of Allah. Furthermore, by encouraging student engagement both inside and outside the classroom, schools can help students connect the theoretical concepts of religious education to their personal experiences and beliefs.

Furthermore, the use of multimedia resources such as videos, animations, and interactive presentations emerged as an effective tool for enhancing student engagement and comprehension. Multimedia resources make abstract theological concepts more accessible and visually engaging, which can help students better grasp complex ideas. Teachers who incorporated these resources into their lessons reported higher levels of student participation and understanding, suggesting that technology can play a key role in modernizing religious education.

Collaborative learning was also identified as an effective strategy for improving students' understanding. By engaging in group discussions and collaborative projects, students were able to share their perspectives, ask questions, and learn from their peers. Collaborative learning not only enhances comprehension but also fosters a sense of community and shared responsibility, motivating students to take an active role in their learning. It encourages students to see the value of working together to explore and understand religious concepts more deeply.

Parental involvement is another critical factor in students' understanding of the attributes of Allah. The study found that students whose parents were actively engaged in their religious education exhibited a stronger grasp of the material. This finding emphasizes the need for schools to involve parents in the learning process. Schools could offer resources or workshops for parents to support their children's religious studies at home, creating a more holistic approach to learning that extends beyond the classroom.

The research also revealed the limitations of traditional assessment methods, which often focus on rote memorization rather than critical thinking. While students performed well on tests, their responses lacked depth when asked to explain the significance of the attributes. Moving towards more formative assessments, such as open-ended questions, essays, or group projects, could encourage students to think critically and demonstrate a deeper understanding of the material. These types of assessments provide students with the opportunity to reflect on their learning and apply what they have learned in a more meaningful way.

In conclusion, the findings of this study emphasize the importance of adopting innovative teaching strategies, incorporating multimedia tools, fostering collaborative learning, and engaging both students and parents in the learning process. By moving beyond traditional methods and embracing more interactive, student-centered approaches, teachers can help students develop a deeper, more meaningful understanding of the attributes of Allah. This approach can create an environment where students are not only able to recall the names of Allah's attributes but also comprehend their significance and relevance in their own lives, ultimately leading to a stronger connection to their faith.

CONCLUSION

Based on the research findings, it is evident that the students at MTs Ibnu Ajhari Tambelang have a foundational understanding of the attributes of Allah, but their knowledge remains largely superficial. While they are able to memorize and recall the names of the attributes, they often struggle to comprehend their deeper meanings and how they relate to other core Islamic teachings. This superficial understanding reflects the limitations of traditional teaching methods, which primarily focus on rote memorization without encouraging deeper reflection or critical engagement with the material. The study highlights the need for more interactive and student-centered teaching approaches to foster deeper understanding. Traditional teaching methods such as lectures and rote memorization, while useful for acquiring basic knowledge, do not support the development of critical thinking skills or meaningful engagement with the content. Moving towards active learning strategies that involve students in discussions, group projects, and real-world applications of religious concepts can significantly enhance students' understanding of the attributes of Allah. A key takeaway from this research is the importance of integrating real-life examples and applications into lessons. Students expressed a desire to understand how the attributes of Allah apply to their daily lives, yet many felt disconnected from the material. Teachers should aim to make lessons more relatable by incorporating real-life scenarios, case studies, and examples that demonstrate the relevance of the attributes in everyday situations. This approach can help students connect the abstract theological concepts with their own experiences and deepen their understanding of the subject.

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