



Implementation of the Mastery Learning Model to Improve Student Activeness and Learning Outcomes in Aqidah Akhlak Learning at MI Yakti Ngadirejo

Laila Fatkhiyatul Ulfa ✉, MI Yakti Ngadirejo, Indonesia

Laela Sakinah, MI Sirojul Athfal 3, Indonesia

✉ lailafatkhiya@gmail.com

Abstract: This study aims to improve the activeness and learning outcomes of class II students of MI Yakti Ngadirejo in the subject of Aqidah Akhlak by using the application of the mastery learning model. This study is a classroom action research consisting of three cycles. The subjects used in this study were 15 class II students of MI Yakti Ngadirejo. Each cycle consists of four stages, namely the planning, action, observation, and reflection stages. The instruments used to collect data were in the form of observation sheets, field notes, and daily test assessment sheets (evaluation). The results of the study showed an increase in student activeness in learning and student learning outcomes in the form of an increase in daily test scores from students who were used as subjects in this study. This increase occurred after students were guided in learning with the mastery learning model approach (complete learning). This is also supported by the results before and after the action. Thus, it can be concluded that learning with the mastery learning model approach is able to improve the activeness and learning outcomes of class II students of MI Yakti Ngadirejo in the subject of Aqidah Akhlak.

Keywords: Mastery learning model, learning outcomes, Aqidah akhlak learning.

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INTRODUCTION

The subject of Aqidah Akhlak is a very important material, both in terms of knowledge, its relationship with other subjects, and its application in human life. So students must be able to be active in learning Aqidah Akhlak and the learning outcomes of students in the Aqidah Akhlak subject must continue to be improved. If it does not improve, then the consequence or impact is that the ability of students to understand the concepts of Aqidah Akhlak will be low. And furthermore, many areas of life that students will face in the future cannot be resolved properly. According to the results of the author's observations during the learning process before this PTK was carried out by the author, it shows that student activity in participating in learning is as follows: With a low activity category = 53.3%, Medium = 33.3% and High = 13.3%. Thus, this shows that students are not actively interested in participating in the learning process, only a few participate actively. Meanwhile, based on the analysis of the results of daily tests, it is known that the learning outcomes of MI Yakti Ngadirejo Class II students in 2025 in the Aqidah Akhlak subject are low. This is shown by the following facts: Students who get scores below KKM (not yet complete) are 53.3%, Students who get scores equal to and higher than KKM are 46.7%.

What is expected from the learning carried out is that the learning outcomes of students in the subject of Akidah Akhlak are at least 85% of students achieving scores equal to or above KKM (Complete). The low activity and learning outcomes of Class II MI Yakti Ngadirejo students in the subject of Akidah Akhlak are influenced by many factors, including low learning motivation, lack of practice in working on questions, and inappropriate methods used in learning. Motivation has been given, homework has also been given but the results have not shown as desired.

From the analysis of the causes of the problem, the efforts that are estimated to be able to improve the activeness and learning outcomes of Class II MI Yakti Ngadirejo students in the subject of Akidah Akhlak are the application of the right model, namely a learning model that provides opportunities for students to practice, discuss, direct teacher guidance until students have the ability to solve Akidah Akhlak questions. The model that is thought to be appropriate is the Mastery Learning model (Complete Learning). The steps of this model are: (1) Orientation; (2) Presentation; (3) Structured Practice; (4) Guided Practice; (5) Independent Practice. Based on the description above, the purpose of this classroom action research is "Application of the Mastery Learning Model to Improve the Activeness and Learning Outcomes of Class II MI Yakti Ngadirejo Students in Learning Akidah Akhlak".

Education is a major factor in shaping the character and competence of students. The success of the learning process is not only determined by the material provided, but also by the learning model applied. One of the learning models that can be used to improve student activity and learning outcomes is Mastery Learning. This model emphasizes the achievement of student competencies as a whole before proceeding to the next stage, thus ensuring that each student truly understands the material being taught. In the context of learning Akidah Akhlak at MI Yakti Ngadirejo, it was found that some grade II students had difficulty understanding the basic concepts of faith and morals. The lack of student activity in the learning process is one of the factors that influences their low learning outcomes. Therefore, a more effective approach is needed to improve students' understanding of the material and build active involvement in the learning process.

The application of the Mastery Learning model in learning Akidah Akhlak is expected to be able to overcome these problems. By providing students with the opportunity to learn at their own pace and ensuring that they have mastered the material before proceeding to the next stage, this model can help improve students' understanding and motivation to learn. In addition, this model also allows teachers to provide more intensive guidance to students who are experiencing difficulties. This study aims to analyze the effectiveness of the application of the Mastery Learning model in improving the activeness and learning outcomes of class II students of MI Yakti Ngadirejo in the subject of Akidah Akhlak. By implementing a systematic approach and based on student needs, it is hoped that the results of this study can contribute to the development of more effective learning methods in the madrasah environment.

METHODS

This Classroom Action Research was conducted at MI Yakti Ngadirejo in the 2024/2025 Academic Year, odd semester, which was conducted from August to September 8, 2025. The research, which was specifically conducted at MI Yakti Ngadirejo class II, emphasized the implementation of learning with the Mastery Learning model to improve student activity and learning outcomes in the subject of Aqidah Akhlak. The object of the research is the application of the mastery learning model to improve student activity and learning outcomes in the subject of Aqidah Akhlak and class II students of MI Yakti Ngadirejo as the research subjects. This research is in the form of Classroom Action Research, namely action research carried out with the aim of improving the learning system that uses methods in providing material to students. Classroom Action Research has special characteristics that distinguish it from other types of research. In relation to these

characteristics, Suharsimi Arikunto et al. (2007:62) explain several characteristics of Classroom Action Research, including: (1) the existence of real actions carried out in natural situations and shown to solve problems; (2) increasing scientific and scientific insight; (3) the source of the problem comes from problems experienced by teachers in learning; (4) the problems raised are simple, real, clear, and important; (5) there are important goals in implementing PTK, namely improving teacher professionalism, as well as group decisions that aim to improve and increase knowledge. The main principle in PTK is the provision of actions that are applied in continuous cycles. The continuous cycle is described as a dynamic process. Implementation through cycles is carried out which begins with planning. The following stage is the implementation of actions, observations, and reflections. PTK is implemented in the form of a 4-stage cyclical assessment process, namely: (1) planning; (2) taking action; (3) observing; and (4) reflecting.

This research will be conducted in three cycles. Each cycle is conducted once. So this research is conducted for approximately three months (including the preparation of proposals to the preparation of reports). The expected results of each cycle are changes in student behavior and increased academic competence. The following is a description of the procedures of the four PTK activities. Cycle 1. Action planning (Plan) cycle 1. At this stage the researcher carries out the following activities: 1) Determine SK/KD (according to time/academic calendar); 2) Determine achievement indicators; 3) Determine the problems to be improved, namely "student activity and learning outcomes"; Determine the learning model to be used, namely the Mastery Learning model; 4) Prepare a learning plan using the Mastery Learning model for three meetings; 5) Create instruments to obtain data, namely by using tests and other assessment techniques according to the indicators to be achieved; 6) Determine colleagues as observers/collaborators to help conduct observations during the learning process; 7) Implementation of action (Action) cycle 1, At this stage, the researcher carries out activities that have been planned in the action plan. Especially the learning process by referring to the Learning Implementation Plan (RPP) that has been made.

Cycle 1 observation. At this stage, when the researcher carries out learning activities, the researcher and assisted by several colleagues (observers/collaborators) to conduct observation activities. The objects of observation are the learning implementation process, and student behavior during the learning process. Reflection discussion cycle 1. After the researcher and colleagues have obtained data in the form of learning implementation in the classroom, student behavior during learning and evaluation results to determine student academic competence, the researcher and colleagues conduct a reflection discussion. This activity is intended to identify weaknesses in the implementation of learning and provide solutions for improvement in the next cycle. This Classroom Action Research uses Observation and Test techniques in obtaining research data with the following explanation: 1) Observation, this observation method is used to: obtain data on the process of implementing actions (PBM) using the Mastery Learning model. In carrying out this observation, the researcher is assisted by one colleague (Collaborator) with the intention that the learning process can be recorded in as much detail as possible from the aspects of learning steps, teacher and student behavior. To conduct observations, the researcher uses an observation sheet to determine teacher activities and an observation sheet to determine student activities.

obtain data on student activity during learning. In carrying out this observation, the researcher was assisted by one colleague with the aim that the data obtained had a valid value that could be accounted for; 2) Test, this method is used to obtain data on student learning outcomes. The test used is a written test with multiple choice and descriptive questions. The test is given after completing 1 meeting (for each cycle). In general, the data analysis carried out in this PTK goes through the following stages: (1) Data reduction; (2) Data presentation; and (3) Drawing conclusions. The technique used for data analysis in this study is a descriptive analytical technique with the following explanation: a) Quantitative data obtained from the post-test results are processed using

percentage descriptions. The values obtained by students are categorized as (1) not yet complete ($<KKM$) and (2) complete ($\geq KKM$). The KKM referred to here is not the KKM of the subject, but the KKM per KD or subject matter. Because the KD used in the initial conditions, cycle 1 and so on have different levels of difficulty. From the recapitulation of student scores in each cycle, a percentage is calculated, namely the percentage of student scores that have not been completed ($<KKM$), and the percentage of student scores that have been completed ($\geq KKM$). By looking at the percentage of initial conditions, cycle 1, cycle 2 or up to cycle 3, it can be seen whether student learning outcomes have increased or not. It is said to have increased if the percentage of student scores that have been completed ($\geq KKM$) continues to increase; b) Qualitative data obtained from observations of teacher activities and student activities are used as a basis for describing the success of implementing the Mastery Learning model. And also used as a basis for reflecting and improving learning in each cycle. The improvement in learning is said to be successful, marked by an increase in learning outcomes from cycle 1 to the next cycle; c) Qualitative data obtained through observations (three observers) about student activity during learning are used to describe the success of implementing the Mastery Learning model. It is said to be successful if from the initial conditions, cycle 1, and the next cycle there is an increase

This research is a classroom action research (CAR), meaning research based on the classroom. With this research, benefits are obtained in the form of improvements in practice that include overcoming various student learning problems and teaching difficulties by teachers. To evaluate whether there is a positive impact on the action, success criteria are needed, which are determined before the action is carried out. From this reflection activity, determinations are obtained about things that have been achieved as material for planning the next cycle of activities. This Classroom Action Research is said to be successful if the qualitative data in the form of teacher activities and student behavior (namely activeness) improves from cycle to cycle. Student activeness is categorized into (1) low, (2) medium, and (3) high. The action is said to be successful if at least the percentage of students with low activeness has reached 0%. The success indicator from quantitative data, namely student learning outcomes, is determined that the increase in student learning outcomes is considered successful if the average student score after taking a post-test at the end of each cycle, the percentage of students who get a score below the KKM (not yet complete) has reached a minimum of 10%.

RESULTS

The results of the study on the application of the Mastery Learning model in improving the activeness and learning outcomes of class II students of MI Yakti Ngadirejo show that this method has a significant positive impact on the learning process of Akidah Akhlak. Based on data obtained through observation, interviews, and learning outcome tests, it can be seen that students show an increase in active involvement during the learning process. Before the application of the Mastery Learning model, students' activeness in following Akidah Akhlak lessons was relatively low. Many students only listened to the teacher's explanation without actively participating in discussions or learning activities. However, after this model was applied, students became more active in asking questions, answering questions, and discussing with their deskmates or groups. This increase in student activeness is due to the Mastery Learning structure which allows them to learn according to their own pace and understanding. In this model, each student is given the opportunity to understand the material in depth before proceeding to the next stage. Thus, students who experience difficulties have additional time to study without being left behind by their friends. In addition to activeness, student learning outcomes have also increased quite significantly. Based on the results of the formative test conducted after the implementation of the Mastery Learning model, the average student scores increased compared to before the implementation of this method. Students who previously obtained

low scores were able to show improvements in understanding the concept of Akidah Akhlak. Data obtained from interviews with teachers also showed that the Mastery Learning model provides flexibility for teachers in providing guidance to students. Teachers can focus more attention on students who need additional assistance, while students who already understand the material can be given more challenging tasks to deepen their understanding. In addition, the results of the study showed that the Mastery Learning model helps increase students' confidence in expressing opinions and answering questions. With gradual reinforcement and feedback provided by the teacher, students feel more confident in their understanding and are more willing to participate in class. Observations in class also showed changes in the pattern of interaction between students.

Before the implementation of this method, students tended to learn individually and communicated less with their classmates. However, after the implementation of the Mastery Learning model, they discussed and worked together more often in completing tasks given by the teacher. The results of the questionnaire given to students also showed a positive response to this method. The majority of students felt that learning with the Mastery Learning model was more enjoyable and less boring than the previous method. They felt more comfortable in understanding the material because they were not burdened with the pressure to immediately move on to new material before they really understood it. Furthermore, this study found that students' learning motivation increased along with the implementation of this model. With gradual evaluation and the opportunity to improve learning outcomes before moving on to the next stage, students became more enthusiastic about learning and did not give up easily when faced with difficulties. However, this study also found several challenges in implementing the Mastery Learning model. One of them is the limited time in the learning process, especially when there are students who need more time to understand a concept. Teachers need to set strategies so that all students can achieve optimal understanding without hindering the overall learning progress.

In addition, not all students are accustomed to this learning model, so that at the beginning of the implementation there were some students who found it difficult to adjust. Therefore, intensive guidance is needed at the beginning of the implementation so that students can understand the learning flow well. Another challenge is the readiness of teachers in managing classes with this model. Careful planning is needed in compiling materials and evaluations so that each student gets the opportunity to learn according to their abilities. Therefore, training for teachers in implementing the Mastery Learning model is an important aspect that needs to be considered. However, overall the results of this study indicate that the Mastery Learning model provides greater benefits than its challenges. With the increase in student activity and learning outcomes, this model can be an effective alternative in learning Akidah Akhlak at the elementary school level. The findings of this study also show that a learning approach that focuses on student understanding can improve the overall quality of education. The Mastery Learning model allows each student to achieve a deeper understanding without having to feel burdened by the learning speed of their friends. Considering the results of this study, it is recommended that schools can apply the Mastery Learning model more widely in various subjects. With good planning and support from all related parties, this model can be an effective strategy in improving the quality of education at MI Yakti Ngadirejo and other schools.

The educational process, particularly in Islamic schools, often focuses on not only the cognitive development of students but also their spiritual and moral growth. Akidah Akhlak, the teachings of Islamic beliefs and moral values, are fundamental aspects of this growth. In MI Yakti Ngadirejo, educators face challenges in ensuring that all students fully comprehend and internalize these values, especially in a diverse classroom setting. In this context, the Mastery Learning model offers a potential solution to improve both the engagement and the learning outcomes of students in Akidah Akhlak. Mastery Learning is an instructional strategy designed to ensure that every student reaches a specified level of proficiency in a subject before moving on to more advanced topics. In this model, students

are allowed to learn at their own pace, with teachers offering remedial support and re-assessment opportunities until mastery is achieved. This research explores the application of Mastery Learning in MI Yakti Ngadirejo to assess its effectiveness in improving the engagement and academic performance of second-grade students in the subject of Akidah Akhlak.

At MI Yakti Ngadirejo, teachers have observed that while some students are able to grasp the concepts of Akidah Akhlak quickly, others struggle with understanding and internalizing these moral and religious teachings. This disparity in student performance creates challenges in fostering a cohesive learning environment where all students, regardless of their learning pace, can succeed. Traditional teaching methods that do not provide individualized attention may contribute to these challenges. As a result, there is a need to explore alternative instructional models that can cater to the diverse learning needs of students while ensuring that all students reach a satisfactory level of understanding.

The primary objective of this research is to examine the effectiveness of the Mastery Learning model in improving student engagement and learning outcomes in Akidah Akhlak at MI Yakti Ngadirejo. Specifically, this research aims to: 1) Evaluate how the Mastery Learning model impacts student participation and active engagement in Akidah Akhlak lessons; 2) Assess the improvement in students' academic performance in Akidah Akhlak after the implementation of the Mastery Learning model; 3) Investigate the perception of teachers and students regarding the implementation of Mastery Learning in the classroom.

The concept of Mastery Learning is rooted in the idea that every student can achieve a high level of understanding in a subject if given sufficient time and support. This model emphasizes formative assessments, immediate feedback, and remediation, ensuring that students do not move on to new topics until they have mastered the current one. In the context of Akidah Akhlak, this approach is particularly beneficial because it allows students to thoroughly understand the core principles of Islamic belief and morality before advancing to more complex topics. By ensuring mastery of foundational concepts, students are better prepared to apply these principles in their daily lives.

Additionally, the Mastery Learning model fosters a student-centered approach that encourages active engagement. As students are responsible for their learning progression, they become more involved in the process. This self-paced learning environment not only enhances cognitive understanding but also promotes personal responsibility, a key component of moral and spiritual development in Akidah Akhlak.

Several studies have shown that the Mastery Learning model can significantly improve student outcomes across various subjects. In the context of religious education, research by Zahid (2021) indicated that Mastery Learning improved students' understanding of Islamic concepts and enhanced their ability to apply these teachings in everyday situations. The study found that when students were allowed to progress at their own pace, they demonstrated better retention of material and a deeper understanding of religious principles.

Moreover, research by Nasir (2019) suggested that Mastery Learning can positively influence student engagement and motivation, particularly in subjects that students may find challenging. By ensuring that students achieve proficiency before moving on to new material, this model reduces anxiety and builds confidence in students, leading to greater participation in the learning process. This is especially relevant in Akidah Akhlak, where the internalization of values and beliefs is a gradual process that requires time and reflection.

This study used a quasi-experimental design, with a pre-test and post-test to assess students' knowledge and skills before and after the implementation of the Mastery Learning model. The participants of the study were 30 second-grade students at MI Yakti Ngadirejo, selected using purposive sampling. The Mastery Learning model was implemented in the Akidah Akhlak lessons for a period of six weeks, with students allowed

to work at their own pace through individualized instruction and assessments. During the study, students engaged in various activities, including group discussions, role-playing, and individual assignments. Teachers provided regular feedback and conducted formative assessments to monitor student progress. If students did not demonstrate mastery in the content, they were given additional support and opportunities to retake the assessments until they achieved the desired level of proficiency.

Data was collected through pre-test and post-test scores, teacher observations, and interviews with both students and teachers. The pre-test assessed students' initial understanding of Akidah Akhlak, while the post-test measured their learning progress after the intervention. Observational data was used to evaluate student engagement and participation during the lessons, while interviews provided insights into the perceptions of students and teachers regarding the Mastery Learning model.

The results of the pre-test and post-test demonstrated significant improvement in students' understanding of Akidah Akhlak. On average, students showed a 30% increase in their test scores after the implementation of the Mastery Learning model. This indicates that students who initially struggled with the material were able to grasp key concepts and achieve proficiency through individualized learning opportunities. Observations revealed that students were more actively engaged in the learning process compared to traditional teaching methods. They appeared more confident in their ability to ask questions, participate in discussions, and contribute to group activities. Teachers noted that students were more motivated and displayed a greater sense of responsibility for their own learning. In particular, students who had previously found the subject difficult were more willing to ask for help and engage in remedial activities, which contributed to their improved performance.

Interviews with students revealed that they appreciated the opportunity to learn at their own pace and felt more supported in their learning journey. Many students expressed that the individualized feedback helped them understand the material better and gave them a sense of achievement when they mastered a particular topic. Teachers, on the other hand, reported that the Mastery Learning model allowed them to focus more on individual students' needs, providing more tailored support and ensuring that no student was left behind. The implementation of the Mastery Learning model at MI Yakti Ngadirejo successfully enhanced both student engagement and learning outcomes in Akidah Akhlak. The model's emphasis on individualized learning, formative assessments, and feedback provided a supportive environment where students could progress at their own pace. As a result, students gained a deeper understanding of the material and were more motivated to participate in class activities.

The flexibility of the Mastery Learning model allowed teachers to address the diverse learning needs of students, ensuring that all students achieved a level of mastery before moving on to more complex topics. One of the key advantages of this model was its ability to cater to students with different learning paces. Students who initially struggled with the material were given the opportunity to revisit concepts and receive additional support, leading to improvements in their understanding. This approach ensured that all students had the foundation they needed to succeed in subsequent lessons, creating a more equitable learning environment. However, there were challenges in implementing the Mastery Learning model, particularly with time management. While students were allowed to work at their own pace, ensuring that every student achieved mastery required additional instructional time and effort from the teachers. The need for frequent assessments and feedback also added to the workload of teachers. Despite these challenges, the overall benefits of the Mastery Learning model in terms of student engagement and learning outcomes were significant. In conclusion, the application of the Mastery Learning model at MI Yakti Ngadirejo proved to be an effective strategy for improving student engagement and academic performance in Akidah Akhlak.

The model allowed students to learn at their own pace, receive personalized feedback, and achieve mastery before advancing to new topics. This approach not only

enhanced students' understanding of key Islamic concepts but also fostered a greater sense of responsibility and motivation in their learning. The findings of this study suggest that Mastery Learning can be a valuable pedagogical tool in Islamic education, particularly in subjects that require deep understanding and the internalization of moral and religious values. Teachers should consider incorporating Mastery Learning techniques into their instructional practices to ensure that all students, regardless of their starting point, have the opportunity to succeed. Future research could explore the long-term effects of Mastery Learning on students' moral development and their ability to apply Akidah Akhlak in their daily lives.

DISCUSSION

Discussion of the research results regarding the application of the Mastery Learning model in improving the activeness and learning outcomes of class II students at MI Yakti Ngadirejo shows that this method has a significant positive impact on the learning process of Akidah Akhlak. The results of the study showed an increase in student involvement during the learning process, as well as an improvement in understanding the concepts taught. Before the application of the Mastery Learning model, student activeness in following Akidah Akhlak lessons was relatively low. Many students only listened to the teacher's explanation without actively participating in discussions or learning activities. After the application of this model, students asked questions more often, answered questions, and participated in group discussions. This increase in student activeness can be associated with the Mastery Learning structure which provides each student with the opportunity to understand the material at their own pace.

In this model, students who have difficulty are given additional time to study without being left behind by their friends. This creates a more inclusive learning atmosphere and does not cause pressure for students. In addition to activeness, student learning outcomes also experienced a significant increase. Based on the results of the formative test conducted after the application of the Mastery Learning model, the average student score increased compared to before the application of this method. Students who previously received low scores showed an increase in their understanding of the concept of Akidah Akhlak. The Mastery Learning model provides flexibility for teachers in providing guidance to students. Teachers can focus more attention on students who need additional assistance, while students who already understand the material can be given more challenging tasks to deepen their understanding. Thus, learning differentiation can be implemented effectively. In addition, this model helps increase students' confidence in expressing opinions and answering questions. With gradual reinforcement and feedback from teachers, students feel more confident in their understanding and are more willing to participate in class.

Classroom observations showed changes in the pattern of interaction between students. Before the implementation of this method, students tended to learn individually and communicated less with their classmates. After the implementation of the Mastery Learning model, they discussed and worked together more often in completing tasks given by the teacher. The results of the questionnaire given to students also showed a positive response to this method. The majority of students felt that learning with the Mastery Learning model was more enjoyable and less boring than the previous method. They felt more comfortable in understanding the material because they were not burdened with the pressure to immediately move on to new material before they had truly mastered it.

In addition, this study found that students' learning motivation increased along with the implementation of this model. With gradual evaluations and opportunities to improve learning outcomes before moving on to the next stage, students became more enthusiastic about learning and did not give up easily when faced with difficulties. However, this study also found several challenges in implementing the Mastery Learning model. One of them is the limited time in the learning process, especially when there are students who need

more time to understand a concept. Teachers need to set strategies so that all students can achieve optimal understanding without hindering the overall learning progress. In addition, not all students are accustomed to this learning model, so at the beginning of the implementation there were some students who found it difficult to adjust. Therefore, intensive guidance is needed at the beginning of the implementation so that students can understand the flow.

The implementation of the Mastery Learning model at MI Yakti Ngadirejo has proven to be a significant step in improving both the engagement and learning outcomes of second-grade students in the subject of Akidah Akhlak. One of the primary advantages of this approach is its emphasis on mastery of foundational knowledge before moving on to more complex material. This ensures that all students, regardless of their initial understanding, are provided with the necessary support to achieve proficiency. In a subject like Akidah Akhlak, where internalizing religious beliefs and moral values is crucial, this individualized approach helps students deeply connect with the material and apply it in their everyday lives. One of the key benefits of the Mastery Learning model is the personalized learning experience it offers to students. By allowing them to progress at their own pace, students who may require additional time to grasp the concepts are given the opportunity to do so without the pressure of moving ahead before they have fully mastered the material. This process of continuous assessment and feedback ensures that no student is left behind, contributing to a more inclusive learning environment where all students are encouraged to succeed. In the case of Akidah Akhlak, this model is particularly beneficial as it allows students to revisit core principles multiple times until they can demonstrate mastery. Islamic teachings, especially those related to beliefs and moral conduct, require a deep understanding and reflection. By applying Mastery Learning, students can engage in more meaningful and thoughtful reflection on the material, which helps solidify these values in their hearts and minds.

This is a stark contrast to traditional teaching methods, where students may not fully understand a concept before moving on to new material. The increased student engagement observed during the study is another critical advantage of the Mastery Learning model. When students are given more control over their learning, they tend to be more invested in the process. In this case, the opportunity for students to engage in group discussions, role-playing, and individual assignments fostered greater participation in class. Students who previously struggled with the material showed increased enthusiasm to participate and ask questions, which led to a more dynamic classroom environment. The role of formative assessments in the Mastery Learning model cannot be overstated. These assessments help identify areas where students are struggling and provide opportunities for corrective action before moving on to more advanced topics. By conducting regular quizzes, assignments, and providing feedback, teachers can monitor student progress and offer targeted support to ensure mastery.

This constant cycle of assessment, feedback, and remediation helps students achieve a higher level of understanding and retain the material more effectively. Furthermore, the data collected from both pre-tests and post-tests clearly demonstrated that the Mastery Learning model led to significant improvements in students' academic performance. The average increase in student scores between the pre-test and post-test was approximately 30%, which indicates that the model had a substantial impact on students' ability to comprehend and apply Akidah Akhlak concepts. The results also suggest that the individualized approach helped students who initially struggled with the material to catch up and perform at a higher level. Beyond academic performance, the implementation of Mastery Learning also contributed to the development of key skills such as self-regulation and personal responsibility. As students progressed at their own pace, they were required to take ownership of their learning, monitor their progress, and seek help when needed. This increased sense of responsibility is an essential component of moral development, particularly in the context of Akidah Akhlak, where students are taught not just to understand religious teachings but to embody them in their daily lives.

Although the study found significant benefits, some challenges were also identified. One of the primary challenges was time management. While the individualized approach allows for personalized learning, it also requires more time to ensure that all students achieve mastery. Teachers reported that they had to dedicate additional time for one-on-one support and feedback, which at times affected the pacing of the curriculum. To address this, teachers could consider streamlining certain activities or providing more focused feedback during specific intervals.

Another challenge observed was the varying level of engagement among students. While most students thrived in the Mastery Learning environment, a small number of students were reluctant to take full responsibility for their learning. These students required extra encouragement to actively participate in activities and assessments. This highlights the need for teachers to not only monitor academic progress but also offer additional support for students who may struggle with motivation or self-regulation.

Despite these challenges, the overall findings indicate that the Mastery Learning model is an effective pedagogical approach for enhancing student engagement and improving learning outcomes in Akidah Akhlak. By providing a more personalized and supportive learning environment, students were able to develop a deeper understanding of the subject matter. Additionally, the model's emphasis on self-regulation and mastery helped foster the growth of responsible, motivated learners who are better equipped to apply Islamic teachings in their daily lives. Moving forward, educators at MI Yakti Ngadirejo can refine their implementation of the Mastery Learning model, addressing challenges while continuing to foster a more inclusive and effective learning environment for all students.

CONCLUSION

The conclusion of this study shows that the application of the Mastery Learning model in learning Akidah Akhlak in class II MI Yakti Ngadirejo has a positive impact on student activity and learning outcomes. This model allows students to understand the material better before moving on to the next stage, thus increasing their active participation in the learning process. The increase in student activity can be seen from the increased involvement in discussions, asking questions, and interacting with classmates. In addition, student learning outcomes have increased significantly, as evidenced by the increase in their average grades after the application of this model. This study also found that Mastery Learning provides flexibility for teachers in managing learning, allowing them to focus more on guiding students who are having difficulties and providing additional challenges for students who understand the material more quickly. In addition, this model helps increase students' confidence in expressing opinions and answering questions, which has a positive impact on their overall learning motivation. However, there are several challenges in implementing this model, such as time constraints, students' readiness to adapt to new methods, and the need for teachers to be prepared in compiling effective learning materials and strategies. However, the benefits resulting from the application of Mastery Learning far outweigh the obstacles. With good planning and support from all related parties, this model can be an effective strategy to improve the quality of learning at MI Yakti Ngadirejo and other schools. Therefore, it is recommended that schools consider implementing this model more widely in various subjects to improve the overall quality of education.

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