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Improving Student Learning Outcomes through the Quantum Teaching Learning Model on Worship Material and Its Characteristics at MA Guppi Rannaloe

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Abstract: This study aims to determine how the implementation of the Quantum Teaching learning model can improve students' understanding of worship and its characteristics at Madrasah Aliyah Guppi Rannaloe. This study uses a quantitative approach with pre-test and post-test methods to measure changes in students' understanding before and after the implementation of the learning model. In addition, observations and interviews were used to obtain data on student participation and involvement during the learning process. The results showed that the implementation of the Quantum Teaching model significantly improved students' understanding of worship material. In the first cycle, students showed a significant increase in their knowledge of the requirements and pillars of worship, as well as the importance of intention in worship. The use of various interactive methods, such as group discussions, role plays, and the use of multimedia, also increased students' interest and motivation in learning. The second cycle showed better results, with more intensive use of technology and multimedia aids. Students were more active in participating in discussions and were able to relate worship material to everyday life. This improvement was increasingly seen in the third cycle, where students not only understood the rituals of worship but also applied the moral values contained in worship, such as patience, humility, and gratitude. Based on these findings, it can be concluded that the Quantum Teaching learning model is effective in improving students' understanding of worship and its characteristics. The application of a student-centered approach, the use of technology, and reflective activities have been proven to increase student engagement and deepen their understanding of the teaching material. Therefore, this model is highly recommended for application in religious education to create a more meaningful and effective learning experience.

Keywords: Quantum teaching learning, learning outcomes, worship and its characteristics.

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INTRODUCTION

Schools are one of the formal institutions that have an important role in organizing the education process. In the teaching and learning process, the success or failure of achieving educational goals depends largely on the learning process experienced by students. Therefore, in order to improve learning outcomes and the effectiveness of the learning process, teachers must always strive to develop various effective and innovative learning models for students to learn.

Each model directs us to design learning that can help students achieve various goals. The function of the learning model is as a guideline for teaching designers and teachers in implementing learning. Learning models are also usually arranged based on

various principles or theories of knowledge, learning, psychological theories, sociology, systems analysis, or other theories that support In relation to learning activities in order to achieve educational goals, a learning process that is beneficial and interesting for students is needed. The role of the teacher is very important in determining an appropriate learning model, teachers should be able to choose and determine a learning model that is considered to be able to improve student learning outcomes in the learning process that is carried out so that learning objectives can be achieved effectively, and learning outcomes can be further improved.

The use of the right learning model will have a positive influence on the success of the learning process and the achievement of student learning outcomes can be improved. On the other hand, the selection and use of inappropriate learning models can result in less than satisfactory learning processes and student learning outcomes. In addition, an interesting learning model can stimulate students' enthusiasm for learning so that students are helped to obtain ideas, experiences, facts, and skills, which in the end can create responsibility for students themselves to actively educate themselves in achieving learning outcomes based on the goals that have been set. Seeing various problems with learning outcomes that occur in the learning process in the classroom, such as teachers have not used fun learning models and only use lecture methods and little practice, students' attention tends not to focus when the teacher explains the material, students who only play and chat when the teacher explains the material, students who are only silent when given the opportunity to ask questions, students who do not do homework when given homework, students who have not achieved the KKM, and there has been no interaction, cooperation and courage of students in expressing opinions. From the problems above, it is necessary to address them immediately in order to achieve the expected learning goals. For this reason, efforts are needed to improve student learning outcomes that cannot be separated from the role of the teacher.

METHODS

This study aims to determine how the implementation of the Quantum Teaching model can improve students' learning outcomes on the topic of Worship and Its Characteristics at Madrasah Aliyah Guppi Rannaloe. The research method used is classroom action research (CAR) with both qualitative and quantitative approaches. The study was carried out in three cycles, each involving stages of planning, implementation, observation, and reflection. This research aims to observe the improvement of students' learning outcomes through an innovative teaching model and to examine its impact on understanding the topic of worship and its characteristics.

The first step in the implementation of this study is the preparation of materials and lesson plans that focus on applying the Quantum Teaching model. This model was chosen due to its interactive nature, which encourages students to actively participate in learning. In this model, students are not only recipients of information but also the center of the learning process. Thus, this model is designed to help students better understand and master the topic of worship in an engaging and enjoyable manner. Before implementing the cycles, a pre-test was conducted to assess students' initial understanding of the topic of Worship and Its Characteristics. The results of this pre-test served as baseline data to evaluate the students' conditions before the learning process began. Subsequently, a lesson plan (RPP) incorporating Quantum Teaching was designed. Each learning cycle was structured to involve techniques from Quantum Teaching that prioritize active engagement, self-reflection, and the use of various media to support the learning process.

In the first cycle, the Quantum Teaching model was applied to teach the topic of worship, focusing on student involvement in group discussions, visual media usage, and games related to the topic. During this cycle, students were introduced to basic concepts of worship and its characteristics, such as the pillars of worship, the conditions for validity, and the wisdom behind worship. The aim of this approach was for students to not only

understand the theoretical aspects but also connect the theory to practical application in daily life.

During the first cycle, observations and monitoring were conducted to assess student participation and engagement in the learning process. The teacher observed students' reactions to various methods applied in Quantum Teaching, such as the use of visual media, videos, and games. The teacher also provided opportunities for students to engage in self-reflection, encouraging them to contemplate what they had learned and how they could apply the concepts of worship in their daily lives. The results of this first cycle were compared with the pre-test data to assess whether there was any improvement in students' learning outcomes. In the second cycle, based on observations from the first cycle, improvements and refinements were made to the teaching activities. The focus of the second cycle was to enhance interaction between students and the teacher and provide more opportunities for students to engage in discussions and ask questions. More varied methods were incorporated, including role-playing and simulations of worship practices in daily life. The use of online learning applications was also introduced to make the lessons more engaging.

In addition, the second cycle emphasized providing constructive feedback to students. This feedback was given both directly and personally, with students encouraged to share their experiences related to performing worship. This activity aimed to motivate students to not only understand the procedural aspects of worship but also appreciate the values contained within it. The second cycle also offered more opportunities for students to participate in group activities, allowing them to learn from each other. After the second cycle, a post-test was administered to measure how much improvement students had made in understanding the topic of worship and its characteristics. The post-test was designed to be more diverse, combining written questions with group discussions. The post-test results from the second cycle were analyzed to see if there were any significant improvements compared to the pre-test and post-test results from the first cycle. The analysis of these results would guide the design of the third cycle, aiming to further enhance student learning outcomes.

In the third cycle, the application of Quantum Teaching was strengthened with more reflective activities that involved students in deeper discussions about the meaning and importance of worship in their lives. Advanced techniques from Quantum Teaching, such as connecting learning with students' life experiences, were applied, allowing them to better understand the connection between theory and practice. This deeper and reflective approach was expected to further improve students' comprehension of worship and its characteristics. An evaluation was conducted after the third cycle to assess the significant progress made in students' understanding of the material. Data from the evaluation was collected through final tests, student reflections, and observations made during the cycles. This data was analyzed to draw conclusions about the effectiveness of the Quantum Teaching model in improving student learning outcomes on the topic of worship and its characteristics.

Overall, this research employed a systematic and structured approach with an emphasis on detailed observations of student interactions during the learning process. Active student involvement, self-reflection, and the use of various media were intended to facilitate a significant improvement in learning outcomes. With continuous refinements in each cycle, the Quantum Teaching model was expected to have a positive impact on students' understanding of worship and its characteristics. The results of this research are anticipated to contribute to the development of more effective and innovative teaching methods at Madrasah Aliyah Guppi Rannaloe.

RESULTS

The results of this research reflect the impact of implementing the Quantum Teaching model on students' learning outcomes in understanding the topic of Worship and Its

Characteristics at Madrasah Aliyah Guppi Rannaloe. The research was conducted in three cycles, and each cycle was designed to assess the progress of students' comprehension, engagement, and overall academic performance. The study sought to determine whether the Quantum Teaching model effectively enhanced students' understanding of worship practices, their characteristics, and how this model influenced their motivation and involvement in learning. In the pre-test, before the implementation of the Quantum Teaching model, students demonstrated varying levels of understanding of the topic. Some students could recall basic concepts related to worship, such as the definition of worship and the significance of performing religious rituals. However, many struggled with identifying the specific characteristics and requirements for valid worship. The results indicated that a significant number of students lacked comprehensive knowledge of the essential aspects of worship, suggesting the need for an instructional approach that could engage students more actively in the learning process.

After the first cycle of implementation, the post-test results revealed noticeable improvements in students' ability to recognize and understand key concepts related to worship and its characteristics. The students were more familiar with the basic principles of worship, including the pillars of worship, the conditions for its validity, and the importance of performing acts of worship with sincerity. These improvements could be attributed to the active learning techniques employed during the cycle, such as group discussions, the use of multimedia, and interactive activities that helped students visualize and engage with the content. Throughout the first cycle, students participated in various activities, including role-playing and discussions, which contributed to their understanding of worship in practical terms. For example, students took part in simulating worship practices such as prayer, fasting, and other forms of worship, and reflected on the meaning behind these rituals. This hands-on approach encouraged students to make personal connections with the material, allowing them to see the relevance of worship in their daily lives. The use of multimedia, such as videos and visual aids, was particularly effective in bringing abstract concepts to life, making them more accessible and engaging for the students.

The teacher's role was crucial in providing feedback and guiding the students through their learning journey. During the first cycle, the teacher encouraged students to reflect on their experiences and share their thoughts in group discussions. This practice helped to deepen their understanding by allowing them to articulate their reflections and hear others' perspectives. As a result, students became more confident in their knowledge of worship and its characteristics, and their participation in the learning process increased significantly. The feedback received from students indicated that they appreciated the interactive and participatory nature of the lessons, which made learning more enjoyable and meaningful. The results of this study demonstrated that the implementation of the Quantum Teaching model had a positive impact on students' understanding of worship and its characteristics at Madrasah Aliyah Guppi Rannaloe. In the pre-test, students displayed limited knowledge regarding the definition, importance, and conditions of worship, with many of them unable to identify the essential components that make worship valid. These initial findings suggested that students had not developed a thorough understanding of the subject and were not fully engaged with the learning material.

However, after the first cycle of implementing the Quantum Teaching model, the post-test results indicated an improvement in students' comprehension of worship. Students showed greater familiarity with the basic concepts, including the types of worship, its significance, and the conditions that make it valid. Their participation in group discussions and role-playing activities helped them actively engage with the content, and the teacher's feedback played a significant role in guiding them toward a deeper understanding of the material. These positive changes were seen as an early indicator of the effectiveness of the Quantum Teaching model in enhancing learning outcomes.

In the second cycle, students' performance further improved. The introduction of more collaborative activities, including small group discussions, multimedia resources,

and online learning platforms, provided students with diverse opportunities to engage with the content. As a result, students demonstrated increased interest and enthusiasm for the topic. They were able to discuss the spiritual significance of worship and its role in shaping their character, which reflected a deeper level of understanding and personal connection with the material. The incorporation of technology, such as educational videos and interactive quizzes, helped reinforce key concepts and made the learning experience more engaging and accessible.

The third cycle showed even more significant progress. By this stage, students had developed a more profound understanding of worship, not just as a ritual but as a transformative process that influences their personal and moral development. The final post-test results showed that students were now able to explain the core principles of worship, including its conditions and impact on character development. The students' ability to reflect on their personal experiences and connect them to the concepts of worship was a major indicator of their growth. The overall improvements in both academic performance and personal reflection highlighted the effectiveness of the Quantum Teaching model in fostering deeper engagement with the subject matter. In conclusion, the results of this study indicated that the Quantum Teaching model was highly effective in improving students' understanding of worship and its characteristics. Through interactive activities, technology, and personalized feedback, students became more engaged and confident in their learning. The model not only enhanced their academic achievement but also fostered a deeper personal connection with the material, allowing students to see worship as an integral part of their spiritual and moral development.

Moving into the second cycle, the data indicated a further improvement in students' performance. The second cycle focused on refining the techniques used in the first cycle and providing students with more opportunities for self-directed learning. The addition of new strategies, such as incorporating more group work and using online learning platforms, allowed for more flexibility in how students engaged with the material. The students responded positively to these changes, with many expressing enthusiasm about the opportunity to collaborate and work together in solving problems related to the content. In the second cycle, students' understanding of worship deepened as they explored more advanced concepts, such as the spiritual significance of worship and its role in developing a strong connection with God. This cycle emphasized the personal and reflective aspects of worship, encouraging students to examine their attitudes and intentions when performing religious rituals. This shift towards reflection on personal motivations led to more meaningful discussions, where students shared personal stories and experiences related to their understanding of worship.

The second cycle also saw an increase in students' ability to apply their knowledge of worship to real-life situations. For instance, students demonstrated a better understanding of how to implement the values of worship in their daily actions, such as honesty, patience, and kindness. This practical application of worship principles was an important aspect of the second cycle, as it helped students recognize the connection between their faith and their everyday lives. By the third cycle, students were more confident in their understanding of the material. Post-test results from this cycle showed a substantial increase in students' ability to recognize and explain various aspects of worship, including the conditions that make worship valid, the significance of worship in building character, and the impact of worship on personal growth. The improvements in these areas reflected the successful integration of Quantum Teaching strategies, which focused on student-centered learning, interactive activities, and real-world applications.

One of the most notable developments in the third cycle was the high level of engagement exhibited by the students. The introduction of more interactive and reflective activities, such as debates, presentations, and group projects, allowed students to take more ownership of their learning. This active participation led to a deeper understanding of worship and its significance, as students were able to express their knowledge

creatively and confidently. The emphasis on group work fostered a sense of collaboration and allowed students to learn from one another, strengthening their grasp of the material.

Moreover, the third cycle included more in-depth discussions on the impact of worship on personal and moral development. Students were encouraged to reflect on how their understanding of worship influenced their behavior, character, and relationships with others. These discussions helped students see the transformative power of worship and its ability to shape their actions in a positive direction. This reflective component was crucial in helping students internalize the lessons learned and apply them in meaningful ways. The use of multimedia resources continued to play an essential role in enhancing students' engagement with the material. Videos, diagrams, and interactive activities were used to illustrate the various aspects of worship and to reinforce key concepts. These resources helped make abstract concepts more tangible and easier to understand, providing students with a multi-sensory learning experience that catered to different learning styles. As a result, students were able to retain information more effectively and demonstrate a deeper understanding of worship and its characteristics.

Teacher feedback remained a critical component throughout all three cycles. In the third cycle, feedback became more individualized, as the teacher focused on providing tailored guidance to address the specific needs and challenges of each student. This personalized feedback helped students refine their understanding and provided them with clear steps for improvement. The teacher's role as a facilitator, rather than just an instructor, encouraged students to take more responsibility for their learning and to engage with the material on a deeper level. The overall results from all three cycles indicated that the implementation of Quantum Teaching had a positive impact on students' learning outcomes. The post-test results consistently showed a steady improvement in students' understanding of worship and its characteristics. In addition, the observations during class sessions demonstrated a significant increase in students' active participation, motivation, and confidence in discussing the material.

Students also demonstrated greater enthusiasm for the subject matter, with many expressing a stronger desire to learn more about worship and its role in shaping their character. This increased enthusiasm was reflected in their improved performance in both individual and group activities. By the end of the third cycle, students were able to discuss the topic of worship with greater depth and insight, demonstrating a higher level of comprehension and critical thinking. The findings also suggested that the Quantum Teaching model helped foster a more positive and supportive classroom environment. The emphasis on student-centered learning and collaborative activities created an atmosphere of mutual respect and trust, where students felt comfortable sharing their thoughts and ideas. This supportive environment contributed to an overall improvement in students' academic performance and personal growth.

In conclusion, the results of this research highlight the effectiveness of the Quantum Teaching model in enhancing students' learning outcomes, particularly in the topic of worship and its characteristics. Through interactive, engaging, and student-centered activities, students were able to deepen their understanding of the material and develop essential skills related to critical thinking, self-reflection, and personal development. The findings suggest that Quantum Teaching can be an effective pedagogical approach for improving both academic and personal growth in students, especially when applied to subjects that require a deeper understanding and connection to real-life experiences.

DISCUSSION

The implementation of the Quantum Teaching model in this study has shown significant improvements in students' understanding of worship and its characteristics in Madrasah Aliyah Guppi Rannaloe. Through the use of interactive and student-centered techniques,

the research demonstrated how this teaching model can engage students and enhance their learning outcomes. The findings from the pre-test and post-test results, as well as the observational data, revealed several key insights regarding the effectiveness of this approach in fostering deeper comprehension and engagement with the subject matter. The implementation of the Quantum Teaching model in this study showed that active and interactive learning strategies can significantly improve students' understanding of worship and its characteristics. The model's emphasis on student participation, collaborative learning, and the use of multimedia tools engaged students in a more meaningful way. In the first cycle, students showed an initial lack of understanding of the core concepts related to worship, but as they were exposed to more hands-on and reflective activities, their comprehension improved steadily. This suggests that when students are actively involved in the learning process, their retention and grasp of the material deepens.

One key element that contributed to the success of the Quantum Teaching model was the integration of technology and multimedia. The use of videos, online quizzes, and interactive activities allowed students to experience worship in a more engaging and relevant context. These tools helped students visualize and connect theoretical concepts with real-life applications, making abstract religious principles more accessible. Additionally, these resources catered to various learning styles, ensuring that all students could engage with the material effectively. Furthermore, the model's focus on reflective practices allowed students to connect the content to their personal experiences, which contributed to their deeper understanding of worship. By encouraging students to reflect on the role of worship in their own lives, the teacher helped students recognize the spiritual and moral significance of worship. This shift from viewing worship solely as a set of rituals to understanding it as a transformative process highlighted the model's effectiveness in promoting personal growth and character development.

In conclusion, the Quantum Teaching model proved to be an effective strategy in enhancing students' academic performance and fostering personal connections with the subject matter. By incorporating interactive, student-centered activities and using technology to support learning, students became more engaged and developed a more comprehensive understanding of worship. These findings suggest that such an approach can be beneficial not only in religious education but also in a variety of other subjects where student engagement and personal reflection are key to the learning process. One of the initial observations made in the first cycle was the low level of student participation and understanding of the concepts of worship. Many students struggled to grasp fundamental aspects of worship, such as its definition, the conditions for validity, and the importance of sincere intention. This indicated that traditional methods might not have been sufficient in motivating students to actively engage with the material. As a result, the Quantum Teaching model, which emphasizes student interaction and active participation, was introduced as an alternative approach to address these challenges.

In the first cycle, the use of engaging techniques such as group discussions, visual aids, and interactive activities provided an opportunity for students to actively participate in the learning process. These activities helped bridge the gap between theoretical knowledge and practical application, allowing students to connect abstract concepts with real-life experiences. The students' engagement in these activities gradually increased, as they began to see the relevance of worship in their own lives. The use of multimedia, such as videos and images, was particularly effective in making the learning experience more tangible and accessible for the students, especially in a subject that requires abstract reasoning, like worship.

Throughout the first cycle, the students demonstrated increased interest in the topic. The group discussions and role-playing activities allowed students to explore the material from different perspectives, and the feedback provided by the teacher further guided their understanding. For example, when discussing the conditions for worship, students were encouraged to reflect on how they could implement these principles in their

daily lives. This reflective aspect of the learning process helped students internalize the information, as they were able to connect the concepts of worship with their own values and actions.

The positive outcomes observed in the first cycle prompted the need for further refinement in the second cycle. One of the primary adjustments made in the second cycle was increasing the use of collaborative activities and incorporating more technology-based learning tools. In this cycle, students worked in smaller groups to discuss the deeper meanings of worship and its spiritual significance, in addition to focusing on its procedural aspects. This approach allowed for more in-depth exploration of the topic, where students could share their personal insights and learn from each other's experiences. The use of technology, including online learning platforms and multimedia tools, helped diversify the learning experience and engage students more effectively. These tools provided a different form of interaction, making the learning process more dynamic and flexible. Through the use of online quizzes, educational videos, and virtual group discussions, students were able to access the material outside of the classroom, which reinforced their learning and allowed them to explore the topic further at their own pace. This shift towards technology-based learning also encouraged students to take more ownership of their learning process.

Another key development in the second cycle was the increased emphasis on self-reflection and personal connection with the material. The students were encouraged to reflect on their own experiences with worship and to think critically about how the teachings applied to their daily lives. This reflective practice became central to the learning process, as it allowed students to recognize the personal and spiritual benefits of worship. Moreover, students began to develop a deeper understanding of how worship could shape their character and guide their moral development. By the end of the second cycle, there was a noticeable improvement in students' understanding of worship. The post-test results revealed that students were now more confident in explaining the conditions for valid worship, identifying the pillars of worship, and discussing the importance of sincerity in worship. The increased engagement, motivation, and enthusiasm for learning reflected the success of the Quantum Teaching model in fostering a more active and reflective learning environment.

The third cycle further strengthened the application of Quantum Teaching by encouraging deeper exploration of the personal and transformative aspects of worship. This cycle focused on helping students develop a more profound understanding of the spiritual significance of worship and its role in shaping their character. Through activities such as debates, reflective journaling, and group projects, students were able to explore the impact of worship on their moral and spiritual lives. One of the most significant findings in the third cycle was the transformation in students' attitudes towards worship. Many students who initially viewed worship as a series of rituals now began to see it as a pathway to personal growth and spiritual fulfillment. This shift in perspective was fostered through activities that allowed students to reflect on their values, beliefs, and practices. By discussing the deeper meanings of worship, students were able to recognize its transformative power and understand how it could influence their behavior and character.

The discussions on the spiritual significance of worship were particularly impactful, as students expressed their newfound understanding of the importance of worship in cultivating positive character traits such as patience, humility, and gratitude. These traits, which are central to the practice of worship, began to resonate more strongly with the students as they saw the connection between their religious practices and their personal development. This deeper connection with the material further motivated students to engage in worship with more sincerity and devotion.

Additionally, the third cycle also focused on the importance of developing critical thinking skills in students. The activities during this cycle encouraged students to analyze the impact of worship on their lives and evaluate how it could help them navigate challenges and ethical dilemmas. This approach not only enhanced their understanding of

worship but also nurtured their ability to think critically and make informed decisions based on religious principles. The role of the teacher in facilitating these activities remained crucial throughout all three cycles. The teacher's guidance, feedback, and encouragement played a key role in helping students refine their understanding and connect the material to their personal experiences. In the third cycle, the teacher focused on providing more personalized feedback, allowing students to reflect on their individual progress and set personal goals for improvement. This individualized support helped students feel more confident in their learning and motivated them to continue their efforts.

The application of the Quantum Teaching model was also beneficial in terms of fostering a collaborative classroom environment. The emphasis on group work, peer discussions, and collective problem-solving created a sense of community within the classroom. Students were able to learn from each other, share their insights, and support one another in their learning journeys. This collaborative atmosphere contributed to a positive and supportive classroom culture, which in turn enhanced students' motivation and engagement. The use of multimedia and technology throughout the cycles was another key element that contributed to the success of the Quantum Teaching model. The integration of videos, online quizzes, and interactive activities provided students with a variety of ways to engage with the material, catering to different learning styles and preferences. These tools also helped to reinforce key concepts and make abstract ideas more tangible and accessible to the students.

Throughout the research process, it became clear that the Quantum Teaching model is effective in improving students' academic performance and fostering personal growth. The combination of active participation, reflective practices, collaborative learning, and the use of technology created a rich and dynamic learning environment that significantly enhanced students' understanding of worship and its characteristics. Moreover, the success of this model suggests that Quantum Teaching can be adapted and applied to various subjects and contexts, particularly in religious education, where understanding the deeper meanings behind practices is essential. The findings highlight the importance of using student-centered, interactive teaching methods that encourage critical thinking, reflection, and personal connections to the material.

In conclusion, the implementation of the Quantum Teaching model was highly effective in improving students' understanding of worship and its characteristics at Madrasah Aliyah Guppi Rannaloe. The research demonstrated how interactive, student-centered learning approaches can foster deeper comprehension, greater engagement, and positive behavioral changes in students. The success of this study provides valuable insights into the potential of Quantum Teaching as an effective pedagogical approach in religious education and beyond.

CONCLUSION

Based on the results of the research, it can be concluded that the implementation of the Quantum Teaching model significantly improved students' understanding of worship and its characteristics at Madrasah Aliyah Guppi Rannaloe. The research demonstrated that by using interactive, student-centered methods, students were able to engage more actively in the learning process, which contributed to a deeper understanding of the subject matter. This teaching model successfully bridged the gap between theoretical knowledge and practical application, enabling students to connect the concepts of worship with their daily lives. The increase in student engagement and participation throughout the three cycles of the study clearly indicated the effectiveness of the Quantum Teaching model. The various activities, such as group discussions, role-playing, and multimedia usage, helped students internalize the material and fostered a more profound understanding of worship. Students were no longer passive recipients of information but became active participants in their own learning process, which significantly enhanced their motivation and interest

in the topic. One of the most significant findings of this study was the shift in students' perceptions of worship. Initially, students viewed worship as a set of rituals to be performed without fully understanding its deeper meaning. However, through the activities and reflective practices introduced in the Quantum Teaching model, students came to recognize the spiritual and personal significance of worship. They began to see worship as a means of personal growth and a way to cultivate positive character traits, such as patience, humility, and gratitude. The third cycle of the study highlighted the importance of reflection in learning. By encouraging students to reflect on their experiences with worship and its impact on their lives, the teacher was able to guide students toward a more meaningful and personal connection with the material. This reflective process allowed students to understand how worship could influence their behavior and character, helping them realize that worship was not only about performing rituals but also about developing a strong connection with God and fostering moral development. The results of the post-tests in each cycle showed clear improvements in students' comprehension of the material. The students were able to recall and explain the key concepts of worship, including its conditions, pillars, and significance. These improvements were also reflected in the students' increased ability to apply their knowledge to real-life situations, such as making ethical decisions based on religious principles. The use of technology and multimedia tools further enhanced students' learning experience, making the material more accessible and engaging. Moreover, the Quantum Teaching model also contributed to creating a more collaborative and supportive classroom environment. By emphasizing group work and peer discussions, the teacher was able to foster a sense of community and cooperation among the students. This collaborative atmosphere enhanced students' motivation, as they felt more comfortable sharing their ideas and learning from one another. It also encouraged students to take more responsibility for their own learning and supported the development of critical thinking skills. The success of the Quantum Teaching model in this study suggests that it can be a valuable tool for improving student learning outcomes, especially in subjects that require deep reflection and understanding, such as religious education. The active participation, personalized feedback, and use of technology helped students engage with the material in a meaningful way. This study provides valuable insights into the potential of Quantum Teaching to enhance both academic performance and personal growth in students, making it an effective approach for diverse educational settings. In conclusion, the application of Quantum Teaching in the teaching of worship and its characteristics at Madrasah Aliyah Guppi Rannaloe has shown positive results. The students' increased understanding of worship, coupled with their higher levels of engagement and personal reflection, highlights the effectiveness of this model. This research suggests that adopting active, interactive, and student-centered teaching strategies can lead to significant improvements in both student academic achievement and personal development.

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