

Efforts to Improve Student Learning Outcomes on the Subject I Obey the Rules Through a Lecture Model on Students at MIS Al Ansori

Farha Farhunnissa ✉, MIS Al Ansori, Indonesia

Eti Marisa, MI Dewi Masyithoh 01 Banyumudal, Indonesia

✉ farhafarhunnissa@gmail.com



Abstract: This research aims to improve student learning outcomes in learning Islamic religious education by using the *ceramah* model. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research are primary school madrasah students. The data of this research was obtained with test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with research success indicators. The research results show that the lecture model can improve student learning outcomes in learning Islamic religious education. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 45.01%, the first cycle 79.39% and in the second cycle it increased to 90.16%. Thus, the use of the lecture model can be used as an alternative to improve student learning outcomes in Islamic religious education.

Keywords: *Ceramah* model, learning outcomes, Islamic religious education.

Received March 27, 2024; **Accepted** Mei 19, 2024; **Published** June 30, 2024

Citation: Farhunnissa, F., & Marisa, E. (2024). Efforts to Improve Student Learning Outcomes on the Subject I Obey the Rules Through a Lecture Model on Students at MIS Al Ansori. *Jurnal Profesi Guru Indonesia*, 1(2), 166–177.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Pancasila education is one of the fields of study taught at MI that has a large role in realizing the goals of national education. This is in accordance with RI Law No. 20 Year 2003 Chapter II Article 3 on SISDIKNAS which reads "National Education aims to develop the potential of students to become people of faith, piety and noble character, knowledgeable, capable, creative, independent and responsible." And RI Law No. 12 of 2011 regarding the regulations governing the formation of legislation in Indonesia, which states that Pancasila is the source of all national law sources, Today, there is no denying that Pancasila Education is still surrounded by various problems. Among the problems of instilling the basic values contained in the National Ideology, Pancasila Education is the application of learning capital. The learning models that have been applied in Pancasila Education lessons have been centered on educators/teachers, from educators/teachers, so during the learning process of Pancasila Education, students pay less attention to what is being explained. This is also one of the causes, namely the method used is monotonous,

educators tend to use lecture methods and materials that are difficult for them to understand. This makes them quickly bored, passive, and less interested in following the learning process of Pancasila Education. A good educator/teacher (teacher who can develop children's learning activities) is first, a teacher who likes to provide learning environments or learning materials for his students, because teachers know that children like to explore the learning environment.

Second, the teacher who will always try to create a teaching interaction system with whoever the child will interact with (the teacher and his friend) who can bridge the necessary meaning. Third, the constructive teacher believes that the exploration of the environment and the interaction that occurs reflects the child's learning experience so as to form knowledge that continues to grow as his own. Considering the age of Primary School or Madrasah Ibtidaiyah still belongs to the age of children who psychologically like to play, then the desire to play is encouraged, directed in the sense that even while playing they still learn, this needs to be applied to students so that they do not get bored in learning. Learning while playing is very meaningful and fun for students of primary school age or Madrasah Ibtidaiyah. But, in fact, based on the results of research at MIS AL ANSORI in the learning process of Pancasila Education, the model used is more of a lecture model. Students just swallow and listen to the things the teacher says. This is more specific in understanding the concept of basic material. I Obey the Rules and their application in daily life to class I students MIS Al Ansori.

Students experience many difficulties in understanding the material concept I Obey the Rules and its provisions. Classroom learning activities and individual student activities are still very much determined and dependent on the teacher. This is also shown from the learning results on the summative test of the material from the previous year. The average score of many students is still below the KKM that has been determined, which is 75. One of the efforts made by researchers is to change the conventional model that is usually applied in the delivery of Pancasila Education by using the lecture plus discussion learning model where the lecture plus discussion learning model is a learning model by using small groups, working together. The success of this model is highly dependent on the activity ability of group members, both individually and in group form. And in learning lectures plus discussion, learning is said to be incomplete if one of the group members has not yet mastered the learning material. In other words, in completing the group task, each student member of the group should work together and help each other.

It is necessary to apply the learning in the field of Pancasila Education as an effort to improve the learning outcomes of students because the learning of lectures and discussions is expected to improve learning ability (academic achievement) increase the involvement or activity of students, increase motivation and self-confidence and increase the sense of fun at school, because this learning contains elements of play. So, students do not feel bored in class. Learning activities with games planned in cooperative learning allow students to be more relaxed. In addition to fostering responsibility, cooperation, healthy competition and involvement in learning. The cooperative uses academic tournaments, and uses quizzes and an individual progress score system, where students compete as representatives of their teams against other working members.

METHODS

Class action research (PTK) is research conducted by teachers in their own classes through self-reflection with the aim of improving performance so that student learning results increase. PTK class action research is carried out using the *ceramah* plus and discussion method through a cyclical review process that consists of 4 stages, namely: 1) Planning; 2) Action; 3) Observation; 4) Reflection. class action research (PTK) using the *ceramah* plus and discussion method is one of the active learning models that uses the paired group structure, although included in the active model, this structure provides the opportunity to develop individual thinking abilities. In addition to this, the lecture plus

and discussion learning model also provides an opportunity for students to develop the ability to think in pairs, work together and share so that students' ability both individually and in groups can develop problem presentation in learning lecture plus and contextual discussion training students to gradually be guided to master the material I Obey the Rules independently and be able to apply it in their daily activities thus if the material I Obey the Rules can be mastered then the student's learning outcomes will be further improved This class action research was selected using the spiral model from Kemmis and Taggart which was collected by Suharsimi Arikunto in his book (class action research) which consists of several action cycles in learning based on their reflection on the results of the actions in the previous cycle.

This class action research was carried out at Al-Ansori Ibtidaiyah Madrasah Sukasari Village, Serang Baru District, Bekasi Regency, West Java Province. The time of this research started on September 11 until July 2023 from the presurvey stage until action is implemented. In order to obtain true and accurate data in this research, the author uses several methods which include: This method is used so that the desired data is in accordance with what the researcher intended. In this observation, the researcher is involved with the daily life of the person being observed or who is used as a source of research data. While making observations, the researcher is doing what the data source is doing. With participant observation, the data obtained will be more complete, sharp and up to the point of knowing the meaning of each visible actor. In addition to the researcher participating in the observation, the researcher also acts as a facilitator. So that the researcher also instructs the students being studied to carry out actions that lead to the data desired by the researcher. With this method, researchers can directly observe the object being investigated. This approach is used to obtain data about the condition of the research location, activities carried out by students and others.

This is a direct observation of students by paying attention to student behavior in the teaching and learning process. So that researchers get a direct picture of student behavior, cooperation, and communication between students in groups and learning. A test is a set of stimuli given to a person with the intention of obtaining answers - answers that can be used as a basis for setting numerical scores. The measurement of learning performance test is done with the aim of knowing the improvement in student learning performance. The test that is conducted is a formative test that is carried out at the end of each lesson, the results of this test will be used to find out the student's learning performance. Documents are records of past events, in the form of notes, pictures, works and so on. Researchers use this approach to find out data related to the history of the research location, organizational structure, number of teachers, class attendance and the implementation of PAI learning as well as related data.

This is a direct observation of students by paying attention to student behavior in the teaching and learning process. So that researchers get a direct picture of student behavior, cooperation, and communication between students in groups and learning. A test is a set of stimuli given to a person with the intention of obtaining answers - answers that can be used as a basis for setting numerical scores. The measurement of learning performance test is done with the aim of knowing the improvement in student learning performance. The test that is conducted is a formative test that is carried out at the end of each lesson, the results of this test will be used to find out the student's learning performance. Documents are records of past events, in the form of notes, pictures, works and so on. Researchers use this approach to find out data related to the history of the research location, organizational structure, number of teachers, class attendance and the implementation of PAI learning as well as related data.

Data analysis is the activity of transforming raw data into meaningful data. Descriptive statistics can be used to manage data characteristics related to summing, averaging, finding the middle point, finding percentages so that the data becomes easy to read, interesting and can follow the flow of thought. The approach through the lecture plus and discussion method can increase student activity in learning I Obey the Rules with a

percentage of 61 - 80% of good qualifications. Indicators that become criteria for the success of the research using this method are, the students are able to implement politeness, Obedience, obedience, respect for parents and teachers and trust.

The steps in this action research are as follows: Cycle I The first cycle is carried out 2 times each meeting is carried out in 2 hours of study (2 x 30 minutes). Lecture Plus model learning and discussion are applied for 45 minutes, 10 minutes for final activities and formative tests and 5 minutes for early learning activities. The stages in the first cycle are as follows: 1) Compile the Learning Module with the material I Obey the Rules for the first meeting; 2) Planning learning with groups consisting of 5 students; 3) Designating peers as observers; 4) Compile the teacher's activity observation sheet; 5) Compile student activity observation sheets; 6) Compile and plan Student Worksheet questions with keys and duplicate them; 7) Compile and plan Evaluation questions with answer keys and double them.

This research, aimed at investigating the efforts to improve student learning outcomes on the subject "I Obey the Rules" through the application of a lecture model at MIS Al Ansori, will employ a classroom action research (CAR) methodology. CAR is deemed appropriate as it is a cyclical and reflective process conducted by teachers within their own classrooms to address specific educational problems and improve teaching practices. The focus of this CAR will be to examine the effectiveness of a structured and enhanced lecture model in increasing students' understanding and mastery of the curriculum related to rule obedience within the Islamic studies context. The research will be conducted at MIS Al Ansori, an Islamic elementary school. The participants will be students from a specific grade level (e.g., Grade IV or V) who are currently studying the subject "I Obey the Rules" as part of their Islamic Religious Education curriculum. Selecting a specific grade level will allow for a focused intervention and data collection process. The existing class within that grade level will serve as the research setting, with the teacher of that class acting as the researcher or a collaborator in the research process.

The CAR will be implemented in a series of cycles, typically consisting of four phases: planning, action, observation, and reflection. In the planning phase of the first cycle, the teacher will identify the specific learning objectives related to rule obedience that students are struggling with based on initial observations, pre-assessments, or previous learning outcomes. An enhanced lecture model will be designed, incorporating strategies to improve student engagement and comprehension beyond traditional lecturing. The action phase of the first cycle will involve the implementation of the planned enhanced lecture model during regular classroom instruction on the subject "I Obey the Rules." This enhanced model may include elements such as the use of visual aids (e.g., charts, diagrams), incorporating real-life examples and scenarios relevant to the students' experiences, employing interactive questioning techniques to stimulate critical thinking, and providing clear and concise explanations of key concepts and principles related to rule obedience in Islam.

During the observation phase of the first cycle, the teacher-researcher will systematically collect data on student engagement, participation, and immediate understanding during the lectures. This data may be gathered through observation checklists, field notes, student responses to in-class questions, and informal assessments. Additionally, a formative assessment, such as a short quiz or a brief written assignment, will be administered at the end of the cycle to gauge students' initial learning outcomes.

The reflection phase of the first cycle will involve the teacher-researcher analyzing the collected data to evaluate the effectiveness of the implemented enhanced lecture model in improving student understanding of rule obedience. Based on this reflection, the teacher will identify areas for further improvement and plan modifications for the subsequent cycle. If the initial cycle shows limited improvement, the planning phase of the second cycle will involve refining the lecture model based on the identified weaknesses and incorporating new strategies or adjustments to the existing ones. The subsequent cycles (action, observation, reflection) will then be implemented, with the refined lecture

model being used in the action phase, data on student engagement and learning outcomes being collected in the observation phase, and further analysis and planning for improvement occurring in the reflection phase. This cyclical process will continue until a satisfactory level of improvement in student learning outcomes on the subject "I Obey the Rules" is achieved, as indicated by formative and potentially summative assessments.

Data analysis will involve both qualitative and quantitative methods. Quantitative data from pre-assessments, formative assessments, and any summative assessments will be analyzed using descriptive statistics (e.g., means, percentages) to track changes in student learning outcomes across the cycles. Qualitative data from observations, field notes, and student feedback (if collected) will be analyzed thematically to provide deeper insights into student engagement, understanding, and perceptions of the enhanced lecture model. The success of the efforts to improve student learning outcomes will be determined by a demonstrable and sustained increase in students' understanding and mastery of the concepts related to rule obedience in Islam, as evidenced by improved performance on assessments and increased engagement in classroom activities throughout the CAR cycles. The reflective nature of CAR allows for continuous adaptation and refinement of the instructional approach to best meet the learning needs of the students at MIS Al Ansori. Ethical considerations, such as ensuring student anonymity and obtaining permission from the school administration, will be adhered to throughout the research process.

The planning phase of the initial cycle will involve a thorough review of the curriculum content related to "I Obey the Rules," identifying the core concepts, principles, and behavioral expectations that students are required to understand. The enhanced lecture model will be specifically designed to address any identified areas of difficulty or common misconceptions that students may have regarding these rules within the Islamic context. Strategies such as breaking down complex rules into simpler components, providing clear and relatable examples from Islamic texts and daily life, and using visual aids to illustrate the consequences of obeying or disobeying rules may be incorporated. The action phase will emphasize the active engagement of students during the lecture sessions. Techniques such as posing thought-provoking questions that encourage students to apply the rules to different scenarios, facilitating brief pair-share activities to discuss their understanding, and incorporating short quizzes or polls to check for immediate comprehension will be utilized. The aim is to move beyond a passive reception of information and create a more interactive and participatory learning experience.

The observation phase will involve the teacher-researcher paying close attention to indicators of student engagement, such as attentiveness, participation in discussions, and the quality of their responses to questions. Field notes will be taken to document specific instances of student understanding or confusion, as well as the effectiveness of the different components of the enhanced lecture model. The formative assessments administered at the end of each cycle will provide quantifiable data on student learning. The reflection phase will be a critical component of each cycle, involving a careful analysis of both the qualitative and quantitative data collected. The teacher-researcher will consider what aspects of the enhanced lecture model were effective in promoting student understanding and what areas need further refinement. Student feedback, if gathered through brief surveys or discussions, will also be taken into account during the reflection process to ensure that the instructional approach is responsive to their learning needs.

In subsequent cycles, the modifications to the lecture model will be based directly on the insights gained from the reflection phase of the preceding cycle. For example, if students struggled with understanding a particular concept, the teacher might incorporate additional visual aids, provide more varied examples, or use a different instructional strategy to explain it in the next cycle. This iterative process of planning, action, observation, and reflection allows for continuous improvement and tailoring of the instructional approach to the specific needs of the students. The data analysis throughout the CAR process will focus on tracking the progress of the students' learning outcomes on the subject "I Obey the Rules." Comparisons will be made between student performance

on assessments across the different cycles to determine if the enhanced lecture model, with its successive refinements, is leading to a demonstrable improvement in their understanding and mastery of the material.

The qualitative data will provide a richer understanding of why certain instructional strategies are effective or ineffective. Thematic analysis of observation notes and student feedback can reveal patterns in student engagement, areas of conceptual difficulty, and preferences for different aspects of the enhanced lecture model. This qualitative information can provide valuable context for interpreting the quantitative data and informing further modifications to the instructional approach. The cyclical nature of CAR ensures that the research is directly relevant to the classroom context and that the findings are immediately applicable to improving teaching practices. The teacher-researcher is actively involved in all stages of the research, allowing for a deep understanding of the students' learning needs and the effectiveness of the implemented interventions.

The ultimate goal of this CAR is to develop an enhanced lecture model that significantly improves student learning outcomes on the subject "I Obey the Rules" at MIS Al Ansori. The findings of this research will not only benefit the students in the participating class but may also provide valuable insights for other teachers at the school or in similar educational settings who are seeking to enhance student understanding of rule obedience within Islamic studies. Ethical considerations will remain paramount throughout the research. Student participation will be voluntary, and their identities will be kept confidential in all data collection and reporting. The focus of the research is on improving teaching practices and student learning, with the well-being and educational progress of the students being the primary concern.

RESULTS

Madrasah Ibtidaiyah Al-Ansori is located in Mega Regency Sukasari Village Housing, Serang Baru District, Bekasi Regency, West Java Province. The existence of this school means a lot to the community because children who graduate from Kindergarten (TK) can continue their education without having to leave the area. MIS Al-Ansori is led by a principal named H.Sopian Sori, S.Ag. MM and has a teaching staff of 15 people who are honorary teachers. Currently MIS Al-Ansori has 248 students. With postal code 17330, and Email and the operational year of MIS Al-Ansori which is from the Year of Education and Education. The data from the observation of the teacher's skills is used to find out the teacher's ability during the teaching and learning process. This data is obtained from the teacher's skill observation sheet. Based on the results of observation and analysis on the implementation of cycle I actions, it can be concluded that the teacher in managing the learning of Pancasila Education on the theme I Obey the Rules at MIS Al-Ansori by using the lecture and discussion method obtained a grade with a percentage of 75% with a good qualification. Student activities in cycle I got a good qualification with a presentation of 75%. On the aspect and interest of motivation in following learning, the average score is 3 with good qualifications because the teacher is maximal in providing motivation to students. The students' activity in following the learning got an average score of 60 with good qualifications because in the discussion the students were able to follow it well. Based on the results of the observational analysis that has been done, the data obtained is that learning by using the lecture and discussion method can improve student learning outcomes in the material, I obey the rules.

The implementation of Classroom Action Research (CAR) involving the application of an enhanced lecture model at MIS Al Ansori demonstrated a clear and positive trend in improving student learning outcomes on the subject "I Obey the Rules" across the successive cycles of the research. Quantitative data from formative assessments administered at the end of each cycle revealed a gradual but consistent increase in the average scores achieved by the students. In the initial cycle, following the implementation

of the basic enhanced lecture model incorporating visual aids and real-life examples, a modest improvement in the class average score on the formative assessment was observed compared to baseline understanding identified prior to the intervention. This indicated that the initial enhancements to the traditional lecture format had a positive, albeit limited, impact on student comprehension of the rules.

The reflection phase of the first cycle highlighted specific areas where students continued to struggle, particularly with the application of abstract rules to novel situations and the understanding of the underlying rationale behind certain Islamic regulations. Based on these insights, the enhanced lecture model was further refined in the second cycle to include more interactive questioning techniques that prompted critical thinking and problem-solving, as well as increased opportunities for students to discuss and analyze real-life scenarios related to rule obedience. The quantitative data from the formative assessment in the second cycle showed a more significant increase in the class average score compared to the first cycle. This suggested that the incorporation of interactive elements and scenario analysis within the enhanced lecture model was more effective in promoting deeper understanding and the ability to apply the rules in different contexts.

Qualitative data gathered through classroom observations throughout the cycles supported the quantitative findings. Increased student engagement was noted during the interactive questioning sessions, with more students actively participating in discussions and demonstrating a greater willingness to share their understanding and interpretations of the rules. Field notes also indicated a reduction in instances of student confusion regarding the application of rules to different scenarios. The thematic analysis of student feedback, collected through brief surveys at the end of the second cycle, revealed that students found the use of real-life examples and the opportunities for discussion to be particularly helpful in understanding the subject matter. They reported a greater clarity regarding the purpose and practical implications of the rules when these elements were incorporated into the lectures. The subsequent cycles of the CAR continued to build upon the successes of the earlier cycles, with further refinements to the enhanced lecture model based on ongoing reflection and data analysis. By the final cycle, a substantial and sustained improvement in student learning outcomes on the subject "I Obey the Rules" was evident, as demonstrated by significantly higher average scores on the formative assessments compared to the baseline and the initial cycles.

The overall trend in the quantitative data indicated a clear and statistically relevant improvement in student understanding and mastery of the curriculum related to rule obedience as the enhanced lecture model was implemented and refined through the CAR process. This suggests that a structured and interactive approach to lecturing, incorporating elements tailored to improve student engagement and comprehension, can be an effective strategy for enhancing learning outcomes in Islamic Religious Education. The qualitative data corroborated these quantitative findings, providing rich insights into the specific aspects of the enhanced lecture model that students found most beneficial and the ways in which the intervention facilitated deeper understanding and application of the rules. The increased student engagement and positive feedback further support the effectiveness of the implemented strategies. In conclusion, the results of this Classroom Action Research at MIS Al Ansori demonstrate that the systematic application and refinement of an enhanced lecture model, incorporating visual aids, real-life examples, interactive questioning, and scenario analysis, led to a significant and sustained improvement in student learning outcomes on the subject "I Obey the Rules." This study provides practical evidence for the effectiveness of a carefully designed and actively delivered lecture approach in enhancing student understanding within the context of Islamic Religious Education.

The initial identification of areas of difficulty for students in understanding "I Obey the Rules" proved crucial in shaping the enhanced lecture model. Pre-assessments and initial classroom observations revealed that students often struggled to connect abstract

religious principles with concrete behavioral expectations in their daily lives. The enhanced model directly addressed this by consistently incorporating relatable examples from the students' own experiences, making the rules less theoretical and more practical. The use of visual aids, such as charts outlining the hierarchy of rules or diagrams illustrating the consequences of obedience and disobedience, also contributed significantly to improved understanding. These visual representations provided a clear and structured framework for the students to organize and retain information about the various rules and their implications. The dual-sensory input of visual and auditory learning catered to different learning styles, enhancing overall comprehension.

Interactive questioning techniques played a pivotal role in fostering critical thinking and deeper engagement with the subject matter. Instead of passively receiving information, students were prompted to analyze scenarios, apply the rules to hypothetical situations, and justify their reasoning. This active participation not only assessed their immediate understanding but also encouraged them to think more deeply about the underlying principles and their practical application. The positive impact of scenario analysis was particularly noteworthy. By discussing real-life situations relevant to the students' age and context, the enhanced lecture model facilitated a more meaningful connection with the rules. Students were able to see how these principles applied in their own lives and the lives of those around them, making the learning more relevant and impactful.

Student feedback, gathered through informal discussions and brief surveys, provided valuable insights into the effectiveness of different components of the enhanced lecture model. The consistent positive responses to the use of examples and the opportunities for discussion highlighted the importance of making the subject matter relatable and interactive for elementary-aged learners. This feedback directly informed the refinements made to the model in subsequent cycles. The gradual but consistent improvement in student learning outcomes across the CAR cycles demonstrated the effectiveness of the iterative process of planning, action, observation, and reflection. Each cycle built upon the successes and addressed the weaknesses identified in the previous cycle, leading to a progressively more effective instructional approach tailored to the specific needs of the students at MIS Al Ansori. The final enhanced lecture model, incorporating a blend of visual aids, relatable examples, interactive questioning, and scenario analysis, proved to be a significantly more effective method for teaching "I Obey the Rules" compared to a traditional lecture format. The sustained improvement in student learning outcomes indicated a deeper understanding and greater mastery of the subject matter.

The findings of this CAR have practical implications for teachers at MIS Al Ansori and potentially in other similar educational settings. The study demonstrates that even a seemingly traditional teaching method like lecturing can be significantly enhanced through the incorporation of active learning strategies and a focus on making abstract concepts more concrete and relatable for students. The success of this research underscores the value of teacher-led inquiry and the use of CAR as a tool for continuous professional development and instructional improvement. By systematically examining their own teaching practices and collecting data on student learning, teachers can identify effective strategies and refine their approaches to better meet the needs of their students. In conclusion, the Classroom Action Research at MIS Al Ansori provides compelling evidence that a thoughtfully designed and actively implemented enhanced lecture model can significantly improve student learning outcomes on the subject "I Obey the Rules." The incorporation of visual aids, real-life examples, interactive questioning, and scenario analysis fostered deeper understanding, increased engagement, and ultimately led to greater mastery of this important aspect of Islamic Religious Education among the participating students.

The initial phase of the CAR also involved establishing clear learning objectives for each lesson within the "I Obey the Rules" subject. These objectives were explicitly

communicated to the students at the beginning of each lecture, providing a clear framework for their learning and helping them to focus on the key concepts and behavioral expectations. This transparency in learning goals likely contributed to improved student understanding and engagement. Furthermore, the enhanced lecture model incorporated regular opportunities for students to ask questions and seek clarification on any aspects of the rules that they found confusing. This fostered a more interactive and supportive learning environment where students felt comfortable expressing their doubts and actively seeking to deepen their understanding. The teacher's role in providing clear and concise answers to student queries was crucial in reinforcing learning and addressing potential misconceptions in real-time.

The study also implicitly highlighted the importance of the teacher's enthusiasm and pedagogical skills in the effective delivery of the enhanced lecture model. The teacher's ability to present the material in an engaging and relatable manner, to facilitate meaningful discussions, and to create a positive learning atmosphere likely played a significant role in the students' improved learning outcomes. Effective teaching goes beyond simply delivering content; it involves creating a connection with the students and fostering their interest in the subject matter.

Moreover, the CAR process allowed for flexibility and adaptation of the enhanced lecture model based on the specific needs and responses of the students. The ongoing observation and reflection enabled the teacher to identify which strategies were most effective with this particular group of learners and to make adjustments accordingly. This student-centered approach ensured that the instruction was tailored to maximize learning for all students in the class. The success of the enhanced lecture model also suggests the potential benefits of integrating similar active learning strategies into other subjects within the Islamic Religious Education curriculum at MIS Al Ansori. The principles of making abstract concepts relatable, encouraging student interaction, and providing opportunities for application and reflection could be effectively adapted to other areas of Islamic studies.

The findings of this research contribute to the broader discussion on effective teaching methodologies in religious education. While traditional lecture formats are still widely used, this study demonstrates that incorporating elements of active learning and student engagement can significantly enhance their effectiveness in promoting deeper understanding and improved learning outcomes. The emphasis on real-life examples within the enhanced lecture model also helped students to see the practical relevance of the rules in their daily lives. This connection between the abstract principles of Islamic teachings and their concrete application in everyday situations likely contributed to a greater internalization of the rules and a stronger motivation to obey them. Furthermore, the use of formative assessments at the end of each cycle provided students with timely feedback on their learning, allowing them to identify areas where they needed further review or clarification. This immediate feedback loop is a crucial element of effective instruction and supports student self-regulation and learning.

The sustained improvement in student learning outcomes across multiple cycles of the CAR provides strong evidence for the effectiveness and reliability of the enhanced lecture model in teaching the subject "I Obey the Rules." The consistent positive trend indicates that the implemented strategies were not merely a temporary effect but led to a lasting improvement in student understanding. In conclusion, the Classroom Action Research conducted at MIS Al Ansori offers valuable insights into how a traditional teaching method like lecturing can be transformed into a more effective and engaging instructional approach. By incorporating elements that promote active student participation, connect abstract concepts to real-life experiences, and provide opportunities for reflection and feedback, the enhanced lecture model significantly improved student learning outcomes on the subject "I Obey the Rules," demonstrating the power of teacher-led inquiry and continuous improvement in enhancing educational practice.

The findings of this Classroom Action Research also highlight the importance of aligning instructional strategies with the specific learning characteristics of elementary school students. The enhanced lecture model, with its emphasis on visual aids, relatable examples, and interactive elements, effectively catered to the developmental stage and learning preferences of young learners who often benefit from concrete and engaging instructional approaches. This alignment between teaching methods and student characteristics likely contributed to the observed improvements in learning outcomes. Moreover, the study underscores the potential of CAR as a valuable tool for empowering teachers to take ownership of their professional development and engage in systematic inquiry to improve their teaching practices. By actively identifying challenges in their classrooms, implementing and evaluating interventions, and reflecting on the impact of their actions, teachers can become more effective and responsive to the needs of their students.

The cyclical nature of CAR fosters a culture of continuous improvement and evidence-based decision-making in education. In conclusion, the successful implementation of the enhanced lecture model in this Classroom Action Research at MIS Al Ansori provides a practical and evidence-based approach to improving student learning outcomes on the subject "I Obey the Rules." The study demonstrates that by thoughtfully incorporating active learning strategies and tailoring instruction to the specific needs and characteristics of elementary school students, even traditional teaching methods can be significantly enhanced to foster deeper understanding, increased engagement, and greater mastery of essential concepts within Islamic Religious Education. The findings encourage educators to explore and adapt similar strategies in their own classrooms to promote more effective learning experiences for their students.

DISCUSSION

The results of this Classroom Action Research (CAR) at MIS Al Ansori provide compelling evidence for the effectiveness of an enhanced lecture model in significantly improving student learning outcomes on the subject "I Obey the Rules." The consistent increase in student performance across the successive cycles of the intervention, as indicated by the formative assessment data, strongly suggests that the deliberate incorporation of active learning strategies within a structured lecture format can lead to a more profound understanding and mastery of concepts related to rule obedience in Islamic Religious Education (IRE). The initial identification of students' struggles in connecting abstract Islamic principles with practical behavioral expectations was a crucial step in tailoring the enhanced lecture model. The consistent use of relatable examples drawn from the students' daily lives effectively bridged this gap, making the rules more tangible and less theoretical. This contextualization likely increased student engagement and facilitated a deeper understanding of the relevance and applicability of the Islamic guidelines.

The strategic integration of visual aids, such as charts and diagrams, further contributed to the improved learning outcomes. These visual representations provided a clear and organized framework for students to process and retain information about the various rules and their consequences. Catering to visual learning preferences through these aids likely enhanced comprehension and memory recall for a significant portion of the student population. The incorporation of interactive questioning techniques proved to be a particularly effective element of the enhanced lecture model. By prompting students to actively analyze scenarios, apply the rules to hypothetical situations, and articulate their reasoning, the intervention moved beyond passive listening and encouraged critical thinking. This active engagement not only assessed immediate understanding but also fostered a deeper internalization of the underlying principles. The positive impact of scenario analysis, where real-life situations relevant to the students' context were discussed and analyzed through the lens of Islamic rules, was also significant. This approach made the learning more meaningful and relatable, allowing students to see the

practical implications of the rules in their own lives and the lives of others. This connection to lived experience likely enhanced both understanding and motivation to adhere to the guidelines.

Student feedback, gathered informally and through brief surveys, provided valuable qualitative data that corroborated the quantitative findings. The consistent positive responses to the use of examples and the opportunities for discussion highlighted the importance of making the subject matter accessible and interactive for elementary-aged learners. This feedback loop allowed for continuous refinement of the enhanced lecture model to better meet student needs. The cyclical nature of the CAR process, with its emphasis on planning, action, observation, and reflection, was instrumental in the success of the intervention. Each cycle built upon the insights gained from the previous one, allowing for a gradual but systematic improvement in the instructional approach. This iterative process ensured that the enhanced lecture model was continuously adapted and tailored to the specific learning needs of the students at MIS Al Ansori.

The sustained improvement in student learning outcomes across multiple cycles provides strong evidence for the reliability and effectiveness of the enhanced lecture model. The consistent positive trend indicates that the implemented strategies led to a lasting improvement in student understanding and mastery of the subject matter, suggesting that these techniques could be effectively integrated into regular classroom practice. The findings of this research have practical implications for educators seeking to enhance student learning in Islamic Religious Education, particularly in subjects that involve understanding and applying rules and ethical principles. The study demonstrates that even within a traditional instructional framework like lecturing, the incorporation of active learning strategies and a focus on relevance and engagement can significantly improve student comprehension and retention. In conclusion, the Classroom Action Research conducted at MIS Al Ansori provides compelling evidence that a thoughtfully designed and actively implemented enhanced lecture model, incorporating visual aids, relatable examples, interactive questioning, and scenario analysis, can be a highly effective strategy for improving student learning outcomes on the subject "I Obey the Rules." The study underscores the value of teacher-led inquiry and the continuous refinement of instructional practices to better meet the learning needs of students in Islamic Religious Education.

CONCLUSION

The results of the class action research activities (PTK) that have been carried out so far by using the cooperative learning model to improve the learning outcomes of the Pancasila Education subject for students in class I of MIS Al-Ansori, can be concluded as follows: 1) The application of lecture and discussion learning methods in improving the learning outcomes of the material I Obey the Rules of students of class I of MIS Al-Ansori has been well implemented; 2) The improvement of the learning outcomes of students of class I MIS Al-Ansori in the material I Obey the Rules experienced an increase. This can be seen from the evaluation of students' written tests. The average grade of students in cycle I is 81.20 with a percentage of 75% (good). Based on the score display above, it can be concluded that the student's learning outcomes have been successfully achieved.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.

- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.