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The Application Of The Al-Mau'izhah Al-Hasanah Method In Improving Student Learning Outcomes At Min 13 Bener Meriah

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Abstract :

This study aims to describe the implementation of the Al-Mau'izhah Al-Hasanah method in Akidah Akhlak (Islamic Faith and Morals) learning and to analyze its impact on improving the learning outcomes of fifth-grade students at MIN 13 Bener Meriah. The study used a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, conducted in two cycles involving all 17 fifth-grade students. Data were collected through learning outcome tests (pretest, Cycle I test, and Cycle II test/posttest), observation sheets of teacher and student activities, and documentation. Quantitative data were analyzed descriptively using mean scores and classical completeness percentages, while qualitative data were analyzed using the interactive model of Miles, Huberman, and Saldana. The results showed that the implementation of the Al-Mau'izhah Al-Hasanah method was carried out through three dimensions, namely verbal advice, teacher exemplary behavior, and habituation of morals. which proceeded cyclically and became increasingly optimal from Cycle I to Cycle II; the quality of teacher activity improved from the "Good" category (73.2%) to "Very Good" (98.2%), and student engagement improved from "Fairly Active" to "Very Active." The average student learning outcome score increased from 54.1 (classical completeness of 29.4%) at baseline to 72.4 (70.6%) in Cycle I, and reached 92.2 (100%) in Cycle II, exceeding the success indicator of 80%. It is concluded that the Al-Mau'izhah Al-Hasanah method is effective in improving student learning outcomes in the Akidah

Akhlak subject and can be used as an alternative learning strategy in madrasah ibtidaiyah (Islamic elementary schools).
