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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

INTRODUCTION

Education plays a very important role in shaping human beings who possess not only knowledge but also faith and noble character. In the context of the national education system, the success of education is measured not only by students' mastery of cognitive aspects, but also by the development of affective and psychomotor aspects that reflect character formation. In line with this, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System affirms that the goal of education is to develop the full potential of students so that they become individuals who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and capable of becoming democratic and responsible citizens.

In the context of Islamic education, the orientation of character development has a very strong foundation, namely making students into *insan kamil*, a perfect human being who is balanced between intellectual, spiritual, and emotional intelligence. Madrasah Ibtidaiyah, as a primary education institution with an Islamic character, plays a highly strategic role in realizing this ideal. It is here that the foundation of students' faith and morals is first built systematically through a curriculum integrated with Islamic values. At Madrasah Ibtidaiyah, the subject of Akidah Akhlak (Islamic Faith and Morals) is one of the important elements of the curriculum. to provide an understanding of the teachings of Islam, but also functions as a means of shaping students' character and instilling Islamic values in daily life. Through effective Akidah Akhlak learning, students are expected to be able to understand, internalize, and implement Islamic teachings comprehensively in life, both in their relationship with Allah SWT, with fellow human beings, and with the surrounding environment.

Empirical reality in the field shows that the achievement of students' learning outcomes in the Akidah Akhlak subject in various primary education units is still not optimal. A similar condition was also found at MIN 13 Bener Meriah, Bener Meriah Regency, Aceh Province.

The results of preliminary observations conducted by the researcher in the odd semester of the 2026/2027 academic year showed that the average daily test scores of grade V students in the Akidah Akhlak subject had not yet reached the Minimum Completeness Criteria (KKM) set by the madrasah. One cause of this problem is the limited variety of learning methods applied by teachers in delivering Akidah Akhlak material. During the learning process, the approach used is still dominated by the teacher (teacher-centered), with the lecture method as the main strategy, so that attention to students' emotional and affective aspects has not received an adequate portion. This condition has resulted in low student motivation and engagement during learning, so that the material delivered has not been fully understood. Therefore, it is necessary to implement a more innovative, communicative, student-oriented learning method that is in line with Islamic values so that the learning process becomes more effective.

The problem of low student learning outcomes in the Akidah Akhlak subject cannot be separated from affective factors, namely the lack of students' intrinsic motivation to learn Islamic values. Elementary school-age students still greatly need guidance that touches the dimensions of their feelings and inner awareness, not merely cognitive stimulus. Therefore, a learning approach is needed that is able to bridge the delivery of material academically with the formation of values emotionally and spiritually.

One method that is highly relevant to addressing this problem is the Al-Mau'izhah Al-Hasanah method, namely a method of good advice, full of wisdom, and delivered with a gentle heart. This method is explicitly derived from the word of Allah SWT in the Qur'an, Surah An-Nahl, verse 125:

The Messenger of Allah (peace and blessings of Allaah be upon him) said: "O Messenger of Allaah (peace and blessings of Allaah be upon him)!

"Invite (mankind) to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best." (QS. An-Nahl: 125)

Terminologically, Al-Mau'izhah Al-Hasanah is defined as an educational method that emphasizes the delivery of good advice, full of affection, and accompanied by real exemplary behavior from an educator. According to Rokhman and Nurhidayat (2020), this method encompasses three main dimensions: first, the verbal dimension in the form of advice delivered in gentle and wise language; second, the exemplary dimension (uswah hasanah) in which the teacher directly practices the values being

taught; and third, the habituation dimension, which encourages the internalization of values through structured routine activities.

In the context of Akidah Akhlak learning at madrasah ibtidaiyah, the application of the Al-Mau'izhah Al-Hasanah method has a number of advantages that make it highly effective. First, this method is humanistic and communicative, thus being able to create a conducive and enjoyable learning atmosphere for students. Second, this method emphasizes a heart-to-heart approach between teacher and students, which has proven effective in increasing learning motivation and students' affective engagement (Khairunnisa & Al-Qadri, 2024). Third, this method is in line with the principles of Islamic education that emphasize exemplary behavior, habituation, and the gradual and continuous internalization of values.

From the perspective of educational neuroscience, learning that involves the emotional dimension has been proven to significantly improve student retention and understanding (Kurniawati, 2023). When a teacher delivers material with full affection, wise advice, and real exemplary behavior, a deeper internalization process occurs compared to a purely cognitive approach. This is the main advantage of the Al-Mau'izhah Al-Hasanah method compared to conventional methods that focus solely on the transfer of knowledge.

Several previous studies have provided a strong empirical basis for the application of the Al-Mau'izhah Al-Hasanah method in learning at Islamic education institutions. Aprily et al.'s (2021) research showed that the Mau'izhah Hasanah method is effective in improving moral value understanding and student motivation in a pesantren (Islamic boarding school) environment through a longitudinal case-study qualitative approach. However, that study focused on character development and had not measured learning outcomes in the Akidah Akhlak subject at madrasah ibtidaiyah. Khairunnisa and Al-Qadri (2024) found that the application of Mau'izhah Hasanah influenced the character formation of MTs (junior secondary madrasah) students through teacher advice and exemplary behavior. However, that study had not examined the improvement of student learning outcomes at the madrasah ibtidaiyah level using a CAR design.

Kurniawati (2023) identified patterns in the application of the Mau'izhah Hasanah method in Akidah Akhlak learning at madrasah ibtidaiyah using a

descriptive qualitative approach. However, that study did not use a CAR design or measure the gradual improvement of learning outcomes. Fauziah (2022) concluded that the *Mau'izhah Hasanah* method is effective in internalizing moral values in Islamic elementary school students. Nevertheless, that study focused on value internalization and had not measured cognitive learning outcomes through classroom action research. Hasanah et al. (2025) explained that teachers' personality competence, including the ability to give advice and set an example, is significantly related to the formation of student morals. However, that study was correlational in nature and had not tested the effect of the *Al-Mau'izhah Al-Hasanah* method on learning outcomes through learning action.

Based on a review of previous studies, a significant research gap was found. In general, previous studies have focused more on aspects of moral development, moral character formation, and the development of Islamic values in general, without specifically measuring their impact on the improvement of student learning outcomes in the *Akidah Akhlak* subject. In addition, most previous studies were conducted at the MTs level, in *pesantren*, or in non-formal institutions, so that the context of *madrasah ibtidaiyah*, particularly grade V, has not been widely studied.

This study is present to fill that gap with a more specific focus, namely examining the application of the *Al-Mau'izhah Al-Hasanah* method in order to improve student learning outcomes in the *Akidah Akhlak* subject in grade V of MIN 13 Bener Meriah using a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model. Thus, this study offers a dual contribution: theoretically, it enriches the literature on the effectiveness of the *Al-Mau'izhah Al-Hasanah* method in the context of formal learning at *madrasah ibtidaiyah*; and practically, it provides an empirically evidence-based guide for *Akidah Akhlak* teachers in designing effective and meaningful learning.

Based on the background and identification of the research gap above, the problem statements in this study are formulated as follows: How is the *Al-Mau'izhah Al-Hasanah* method applied in the *Akidah Akhlak* subject in grade V of MIN 13 Bener Meriah? And can the application of the *Al-Mau'izhah Al-Hasanah* method improve the learning outcomes of grade V students at MIN 13 Bener Meriah in the *Akidah Akhlak* subject?

In line with the problem statements, the objectives of this study are: to describe the process of applying the Al-Mau'izhah Al-Hasanah method in Akidah Akhlak learning in grade V of MIN 13 Bener Meriah systematically through CAR cycles, and to analyze the improvement in the learning outcomes of grade V students at MIN 13 Bener Meriah after the application of the Al-Mau'izhah Al-Hasanah method in the Akidah Akhlak learning process.

RESEARCH METHOD

Type and Approach of the Research

This study used a qualitative and quantitative approach within a Classroom Action Research (CAR) design. According to Arikunto (2020), CAR is reflective research aimed at improving the quality of the learning process and outcomes through actions that are planned and carried out cyclically.

CAR was chosen because it corresponds to the problems found in Akidah Akhlak learning in grade V of MIN 13 Bener Meriah, namely low learning outcomes, limited variety of learning methods, and low student motivation and engagement due to teacher-dominated learning. The Al-Mau'izhah Al-Hasanah method was chosen as the action to address this problem because its application not only delivers material through good advice, but also involves exemplary behavior, reflective dialogue, and habituation that can increase student engagement and help them understand and internalize the material more meaningfully. Thus, there is a clear relationship between the learning problem and the action given, namely the application of the Al-Mau'izhah Al-Hasanah method as an effort to improve the learning process while also improving student learning outcomes. The implementation of the action was carried out through the stages of planning, action implementation, observation, and reflection, repeated in each cycle. The results of observation and evaluation in each cycle were used as the basis for improving the application of the method in the next cycle, so that the action could be adjusted to the students' conditions and needs.

Kemmis and McTaggart CAR Model

This study used the Classroom Action Research (CAR) model of Kemmis and McTaggart (2020), which was carried out cyclically in a spiral form through four

stages, namely planning, acting, observing, and reflecting. These four stages were carried out repeatedly until the research objectives were achieved.

This model was chosen because it is flexible and suited to classroom learning, allowing the researcher and teacher to make improvements based on the observation results in each cycle. The study was planned to take place over two cycles, with the addition of a further cycle if the success indicators had not yet been achieved.

Table 1. CAR Flow of the Kemmis and McTaggart Model

Cycle 1	Cycle 2
Planning	Re-Planning
Acting	Acting
Observing	Observing
Reflecting	Reflecting & Conclusion

Research Location and Time

This study was conducted at MIN 13 Bener Meriah, Bener Meriah Regency, Aceh Province. The research location was chosen because it is relevant to the application of the Al-Mau'izhah Al-Hasanah method and based on the results of initial observations showing low learning outcomes among grade V students in the **Akidah Akhlak subject**.

The study was conducted in the odd semester of the 2026/2027 academic year because the material studied, namely faith in the Last Day, is taught in that semester.

Research Subject

The subjects in this study were the students of grade V of MIN 13 Bener Meriah for the 2026/2027 academic year, totaling 17 students. The selection of grade V as the research subject was based on several considerations. First, from the perspective of cognitive development (Piaget's theory, 1972), students aged 10-11 years are at the concrete operational stage transitioning toward the formal operational stage, so they are beginning to be able to understand abstract religious concepts if presented with an appropriate approach. Second, from the perspective of moral development (Kohlberg's theory, 1984), grade V students are beginning to

enter the conventional morality stage, in which they are highly responsive to advice, exemplary behavior, and value reinforcement from trusted authority figures, such as teachers. Third, based on documentation data, grade V is the class most in need of learning intervention, based on Akidah Akhlak learning achievement data from the previous academic year.

Population and Sampling Technique

The population in this study was all grade V students of MIN 13 Bener Meriah for the 2026/2027 academic year, totaling 17 students. The sampling technique used was total sampling, namely a sampling technique that makes all members of the population the research sample (Sugiyono, 2022). This technique was chosen because the population size is relatively small, i.e. fewer than 30 people, so that all grade V students were involved as both subjects and samples of the study without any random or stratified sampling being carried out. Thus, the results of this study describe the condition of the entire population as a whole and are not biased by generalization from part of the population.

Collaboration in Developing Learning Materials

This Classroom Action Research was conducted collaboratively between the researcher and a collaborating teacher, namely the Akidah Akhlak subject teacher of grade V at MIN 13 Bener Meriah. Collaboration was carried out from the planning stage, particularly in developing the material and teaching module on faith in the Last Day, which contained the operational steps for applying the Al-Mau'izhah Al-Hasanah method. The researcher was responsible for designing the material framework and research instruments, while the collaborating teacher provided input regarding the suitability of the material to student characteristics and acted as the implementer of the learning action in the classroom. This collaboration aimed to maintain the objectivity of the research, as the researcher could act fully as an observer during the learning process, while also ensuring that the material delivered remained consistent with the learning objectives and applicable curriculum.

Procedures and Stages of Classroom Action Research

This study was conducted in two cycles, with each cycle consisting of four interrelated stages carried out cyclically, as developed by Kemmis and McTaggart

(2020), namely the Planning stage, the Acting stage, the Observing stage, and the Reflecting stage.

Research Instruments

The research instruments in this study were developed based on the research focus, namely the improvement of student learning outcomes. Therefore, the instruments used were directed toward obtaining data relevant to that variable, including:

1. Teaching Module, containing competency-based learning objectives, grade V odd-semester Akidah Akhlak material, and the stages for applying the Al-Mau'izhah Al-Hasanah method, prepared in accordance with KMA (Ministerial Decree of Religious Affairs) provisions.
2. Teacher Activity Observation Sheet, used to evaluate the teacher's implementation of the Al-Mau'izhah Al-Hasanah method during the learning process. The aspects observed included the manner of delivering advice, the provision of exemplary behavior, and the teacher's ability to manage the classroom.
3. Student Activity Observation Sheet, used to observe the level of student participation during learning activities. The indicators assessed included attention to the lesson, engagement, enthusiasm in asking questions, and the ability to answer questions given.
4. Pretest Questions, given before the action in Cycle I as a tool to determine students' initial ability (baseline).
5. Cycle I Test, conducted at the end of the first cycle to determine the development of learning outcomes after the initial application of the Al-Mau'izhah Al-Hasanah method
6. Cycle II Test, given after the end of the second cycle to measure the improvement in learning outcomes after improvements were made to the learning action.
7. Posttest Questions, conducted after the entire series of actions was completed, as a final evaluation of student learning outcomes and as a comparison with the pretest results.

8. Documentation, in the form of photographs of learning activities, field notes, and archives of student scores, used as supporting data to strengthen the triangulation process.

All the instruments above were developed based on a grid prepared in accordance with the indicators of the research variables, and were then validated through a content-validity test by the supervising lecturer and a senior Akidah Akhlak teacher as an expert validator before being used for data collection, in order to ensure the suitability of the instrument items with the research objectives and material. The learning-outcome test questions (pretest, Cycle I test, and Cycle II test/posttest) also underwent a review of the equivalence of difficulty level between items so that they would be suitable for comparison as a tool for measuring the improvement of learning outcomes from one stage to the next.

Data Collection Techniques

Research data were obtained through three data collection techniques used in an integrated manner. The first technique was the learning outcome test, consisting of the pretest, the Cycle I test, the Cycle II test, and the posttest, as a tool to determine the development of students' cognitive abilities at each stage of the research. The second technique was observation of teacher and student activities during the learning process, using observation sheets filled in by the researcher to record the course of the action implementation. The third technique was documentation, which included photographs of activities, field notes, and documents of student learning outcomes, as supplementary data to strengthen the triangulation results of the research.

Data Analysis Techniques

Data analysis was carried out using quantitative and qualitative approaches. Descriptive quantitative analysis was used to process test-result data through the calculation of the class average score, individual learning completeness, and classical completeness. The research was declared successful if at least 80% of students achieved the Minimum Completeness Criteria (KKM). The classical completeness percentage was calculated using the formula: $P = (\text{Number of Students Who Completed} / \text{Total Number of Students}) \times 100\%$.

Qualitative analysis used the interactive model of Miles, Huberman, and Saldana (2018) on the observation and documentation data through the stages of data reduction, data presentation, and the drawing and verification of conclusions. Data validity was strengthened using source triangulation techniques (Sugiyono, 2022; Moleong, 2021).

Success Indicators

The success of this study was determined based on the fulfillment of two main indicators. The first indicator relates to the learning process, namely that teacher activity in applying the Al-Mau'izhah Al-Hasanah method obtains a "Good" or "Very Good" category based on the results of the observation sheet, while student activity during learning is in the "Active" or "Very Active" category. The second indicator focuses on learning outcomes, namely that at least 80% of the grade V students of MIN 13 Bener Meriah obtain scores above the Minimum Completeness Criteria (KKM) on the tests in each cycle as well as on the posttest. The research was declared complete if both indicators were achieved in one of the cycles, so that the research process could be stopped and conclusions subsequently drawn.

RESULTS AND DISCUSSION

Initial Condition (Pretest)

Before the Cycle I action was carried out, the researcher first conducted a pretest to measure the initial ability of grade V students at MIN 13 Bener Meriah on the material of faith in the Last Day. The pretest consisted of 10 multiple-choice questions completed by all 17 students within 30 minutes. The results of this pretest became the baseline to be compared with the results of the Cycle I test, the Cycle II test, and the posttest to see the extent to which the application of the Al-Mau'izhah Al-Hasanah method was able to improve student learning outcomes.

Table 2. Distribution of Student Pretest Results

Number Correct	Score	Number of Students	Percentage
3	30	3	17.6%
4	40	2	11.8%
5	50	6	35.3%
6	60	1	5.9%

Number Correct	Score	Number of Students	Percentage
7	70	2	11.8%
8	80	2	11.8%
9	90	1	5.9%
Total	-	17	100%

Based on the data in Table 2, the class average score was 54.1, with only 5 out of 17 students (29.4%) reaching the KKM of 70. As many as 12 students (70.6%) were still below the KKM, and not a single student answered all the questions correctly. This condition was far from the set success indicator, namely at least 80% of students reaching the KKM, thus confirming the need for a learning action through the application of the Al-Mau'izhah Al-Hasanah method in Cycle I.

Description and Results of the Cycle I Action

Cycle I Planning

At the planning stage, the researcher worked together with the collaborating teacher to develop a teaching module on the material of faith in the Last Day, designed based on the operational steps for applying the Al-Mau'izhah Al-Hasanah method. The module contained the application of three main dimensions, namely the verbal dimension through the delivery of gentle advice accompanied by evidence (dalil), the exemplary dimension through stories of the Prophet and his companions, and the habituation dimension realized in the form of moral commitments or pledges. In addition, the researcher prepared a teacher activity observation sheet, a student activity observation sheet, and the Cycle I test instrument consisting of 10 multiple-choice questions with the same level of equivalence as the pretest, to measure the development of students' understanding after the first action was implemented. The implementation of Cycle I was carried out over two meetings.

Implementation of the Cycle I Action

The implementation of the Cycle I action was carried out in accordance with the teaching module that had been prepared. At each meeting, the teacher opened the lesson with a greeting, prayer, and opening advice delivered in gentle language accompanied by Qur'anic evidence about the Last Day. The material was delivered

through exemplary stories of the Prophet and his companions to strengthen the moral message, followed by reflective dialogue so that students could connect the values learned with daily life. The lesson was closed with a joint commitment in the form of a moral pledge and an impressive moral message. In general, the action in Cycle I followed the planned stages, although several aspects had not yet run optimally.

Results of Teacher Activity Observation in Cycle I

The results of the observation of teacher activity in Cycle I showed a total score of 41 out of a maximum score of 56 (73.2%), which, based on the qualification guidelines, falls into the "Good" category. Nevertheless, the observer noted that the indicator of delivering advice accompanied by appropriate and easily understood Qur'anic or Hadith evidence still obtained the lowest score (Fair category), indicating that the reinforcement of evidence in the advice had not yet been fully optimal and needed improvement in the next cycle.

Results of Student Activity Observation in Cycle I

The results of the observation of student activity in Cycle I showed an average class engagement score of 2.0 on a scale of 1-4, which falls into the "Fairly Active" category. Students began to pay attention to the advice and exemplary stories delivered by the teacher, but engagement in question-and-answer sessions and reflective discussions was still limited. This achievement had not yet met the process success indicator, which requires an "Active" or "Very Active" category.

Cycle I Test Results

Table 3. Distribution of Cycle I Test Results

Number Correct	Score	Number of Students	Percentage
5	50	2	11.8%
6	60	3	17.6%
7	70	5	29.4%
8	80	4	23.5%
9	90	2	11.8%
10	100	1	5.9%
Total	-	17	100%

The results of the Cycle I test showed an increase in the class average score from 54.1 in the pretest to 72.4, with 12 out of 17 students (70.6%) having reached the KKM. Although a fairly significant increase occurred, the classical completeness percentage was still below the set success indicator, namely at least 80% of students reaching the KKM, so the research needed to be continued into Cycle II.

Cycle I Reflection

The results of the reflection together with the collaborating teacher identified several important notes. First, the reinforcement of Qur'anic and Hadith evidence in the teacher's advice still needed to be improved so that the moral message would be more impactful and easily understood by students. Second, student engagement in asking questions and discussing was still classified as fair, so a strategy was needed that more effectively encouraged participation, for example by adding more visual aids to the exemplary stories and giving more equal opportunities to all students to express opinions. Third, the 5 students who had not yet reached the KKM required an additional personal approach. Based on these findings, an action-improvement plan (re-planning) was prepared for implementation in Cycle II.

Description and Results of the Cycle II Action

Re-Planning

Based on the results of the Cycle I reflection, the researcher and collaborating teacher refined the teaching module by strengthening the delivery of evidence in the opening advice, adding visual aids in the form of pictures and illustrations of exemplary stories to clarify the moral message, and increasing reflective dialogue sessions and giving equal opportunities to all students to express their opinions. The teacher also gave attention and personal guidance to the students who had not reached the KKM in Cycle I. The Cycle II test questions, which also served as the posttest, consisted of 15 multiple-choice questions covering the entire material on faith in the Last Day, and were given after all Cycle II actions were completed.

Implementation of the Cycle II Action

The implementation of the Cycle II action took place over two meetings, applying the results of the refinements made from the Cycle I reflection. The teacher delivered opening advice with more assertive and relevant evidence, strengthened

exemplary stories with the help of visual media, and opened up wider space for dialogue for students to reflect on the values learned in daily life. The teacher also specifically accompanied students who had previously not achieved completeness. The lesson was closed with the reinforcement of moral commitment and a more impressive moral message. The classroom atmosphere in Cycle II appeared livelier, with students becoming increasingly enthusiastic in following the learning process.

Results of Teacher Activity Observation in Cycle II

The results of the observation of teacher activity in Cycle II showed a significant increase, with a total score of 55 out of 56 (98.2%), which falls into the "Very Good" category. Almost all indicators, including the delivery of evidence, the use of exemplary stories, and classroom management, were carried out very well by the teacher, indicating that the improvements resulting from the Cycle I reflection were successfully applied effectively.

Results of Student Activity Observation in Cycle II

The results of the observation of student activity in Cycle II showed that the average class engagement score increased to 4.0 on a scale of 1-4, which falls into the "Very Active" category. Students showed high enthusiasm in paying attention to the advice and exemplary stories, actively asked and answered questions, and were more confident in expressing personal reflections. This achievement had met the set process success indicator.

Cycle II Test Results

Table 4. Distribution of Cycle II Test Results (Posttest)

Number Correct	Score	Number of Students	Percentage
13	86.7	7	41.2%
14	93.3	6	35.3%
15	100	4	23.5%
Total	-	17	100%

The results of the Cycle II test, which also served as the posttest, showed a very significant improvement, with the class average score reaching 92.2. All 17 students (100%) had reached the KKM of 70, far exceeding the minimum success

indicator of 80%. With both success indicators achieved – teacher and student activity in the "Very Good"/"Very Active" category and 100% classical learning completeness – the research was declared successful and was stopped at Cycle II.

Cycle II Reflection

The reflection in Cycle II showed that all the action improvements planned based on the results of the Cycle I reflection had produced optimal results. The reinforcement of evidence in the advice, the use of exemplary-story aids, the expansion of reflective dialogue space, and personal assistance for students who had not yet achieved completeness proved effective in improving both the quality of the learning process and student learning outcomes. Because both the process and outcome success indicators had been achieved, the researcher and collaborating teacher agreed to end the action at Cycle II.

Recapitulation and Comparison of Student Learning Outcomes

To see comprehensively the improvement in student learning outcomes during the research, the following presents a recapitulation of the comparison of average scores and classical completeness at each measurement stage, from the pretest, the Cycle I test, to the Cycle II test, which also served as the posttest.

Table 5. Comparison of Average Scores and Classical Completeness

Measurement Stage	Average Score	Number of Students Who Completed	Classical Completeness
Pretest	54.1	5 out of 17	29.4%
Cycle I Test	72.4	12 out of 17	70.6%
Cycle II Test / Posttest	92.2	17 out of 17	100%

Table 6. Recapitulation of Teacher and Student Observation Results per Cycle

Cycle	Teacher Activity	Student Activity
Cycle I	41/56 (73.2%) - Good	2.0 - Fairly Active
Cycle II	55/56 (98.2%) - Very Good	4.0 - Very Active

The data in Table 5 show a consistent increasing trend at each stage, namely from an average score of 54.1 (completeness 29.4%) in the pretest, increasing to 72.4 (completeness 70.6%) in Cycle I, and increasing sharply to 92.2 (completeness 100%)

in Cycle II/posttest. This improvement in cognitive learning outcomes is in line with the improvement in the quality of the learning process as shown in Table 6, where teacher activity increased from the "Good" category to "Very Good," and student activity increased from "Fairly Active" to "Very Active." The consistency between the quantitative test-result data and the qualitative observation-result data strengthens the conviction that the improvement in student learning outcomes is a direct impact of the increasingly optimal application of the Al-Mau'izhah Al-Hasanah method from Cycle I to Cycle II, and not merely a matter of chance.

Discussion

The Al-Mau'izhah Al-Hasanah method is a learning method oriented toward the delivery of values through good advice, exemplary behavior, and continuous habituation. As explained by Rokhman and Nurhidayat (2020), this method has three main characteristics, namely the wise and gentle delivery of advice (*mau'izhah*), the provision of real examples through the teacher's behavior (*uswah hasanah*), and the habituation of positive behavior carried out continuously so that the values taught can be internalized within the students. These characteristics make the Al-Mau'izhah Al-Hasanah method oriented not only toward the delivery of material, but also toward the formation of students' attitudes, character, and learning awareness. Therefore, this method is highly relevant for application in Akidah Akhlak learning, which emphasizes not only cognitive aspects but also affective and psychomotor aspects.

The application of the Al-Mau'izhah Al-Hasanah method in this study was carried out systematically at each stage of learning. The teacher began the lesson by giving good advice accompanied by Qur'anic evidence as material reinforcement, then delivered exemplary stories of the Prophet and his companions to provide concrete examples of the values being learned. Next, the teacher invited students to engage in dialogue and reflect on the material so that students could connect it with daily life. At the end of the lesson, the teacher habituated students to make a moral commitment or pledge as a form of reinforcement of the values that had been learned. In Cycle II, the application of the method became increasingly optimal through the reinforcement of evidence, the use of visual media, increased interaction during the learning process, and the provision of accompaniment to students who

had not yet reached learning completeness. These improvements show that the application of the Al-Mau'izhah Al-Hasanah method took place gradually, in accordance with the principles of reflection and continuous improvement in Classroom Action Research.

The research results presented above show that the application of the Al-Mau'izhah Al-Hasanah method in Akidah Akhlak learning in grade V of MIN 13 Bener Meriah was carried out gradually through three main dimensions, as put forward by Rokhman and Nurhidayat (2020), namely the verbal dimension in the form of advice delivered in gentle language accompanied by evidence, the exemplary dimension (*uswah hasanah*) through stories of the Prophet and his companions, and the habituation dimension through commitment and moral pledges at the end of each lesson. In Cycle I, these three dimensions had been applied but had not been fully optimal, particularly in the aspect of reinforcing evidence in the teacher's advice. After improvements were made in Cycle II, these three dimensions could be implemented more maturely, as reflected in the increase in the teacher activity score from the Good category to Very Good. This finding answers the first problem statement of this study, namely that the application of the Al-Mau'izhah Al-Hasanah method in the Akidah Akhlak subject in grade V of MIN 13 Bener Meriah took place cyclically and reflectively, and became increasingly developed in quality from one cycle to the next, in line with the characteristics of the CAR model of Kemmis and McTaggart (2020).

Regarding the second problem statement, the learning-outcome data showed a consistent and significant improvement, from an average of 54.1 (completeness 29.4%) at baseline to 92.2 (completeness 100%) at the end of Cycle II. This finding strengthens and complements the results of previous research. Khairunnisa and Al-Qadri's (2024) research found that advice delivered gently, accompanied by teacher exemplary behavior, had a significant impact on changes in the moral behavior of MTs students. This study shows that the positive impact of the Al-Mau'izhah Al-Hasanah method is not limited to changes in moral behavior, but is also able to measurably improve students' cognitive learning outcomes at the madrasah ibtidaiyah level. Similarly, Kurniawati's (2023) research, which identified effective patterns for applying this method at MI qualitatively and descriptively, is

strengthened in this study with quantitative evidence in the form of learning-outcome test data measured systematically through a two-cycle CAR design. Meanwhile, the research of Aprily, Setiawan, Elan, and Pratama (2021), which focused on general character development in a pesantren environment through a longitudinal qualitative approach, differs from this study, which specifically measures the improvement of learning outcomes in a particular subject through a structured and gradual intervention. Thus, this study has succeeded in filling the research gap identified in the introduction, namely the lack of studies on the impact of the Al-Mau'izhah Al-Hasanah method on student learning outcomes specifically at the madrasah ibtidaiyah level through a classroom action research design.

The improvement in learning outcomes obtained by students shows that the Al-Mau'izhah Al-Hasanah method not only has an influence on the affective aspect, but also on the achievement of cognitive learning outcomes. This is seen in the increase in students' average score from 54.1 in the pretest to 72.4 in Cycle I, then increasing again to 92.2 in Cycle II, with a classical completeness rate reaching 100%. This improvement indicates that the delivery of material through good advice, teacher exemplary behavior, and habituation is able to create a more meaningful learning atmosphere, so that students more easily understand the material, are more active during the learning process, and are more motivated to learn. Thus, the Al-Mau'izhah Al-Hasanah method not only functions as a moral-development approach, but is also effective in improving student learning outcomes in the Akidah Akhlak subject.

The effectiveness of the Al-Mau'izhah Al-Hasanah method in improving student learning outcomes can be explained through the perspective of educational neuroscience, as put forward by Kurniawati (2023), namely that learning involving the emotional dimension has been proven to significantly improve student retention and understanding. When teachers deliver advice full of affection and accompanied by real exemplary behavior, students not only receive information cognitively, but also experience a process of emotional-spiritual value internalization, so that the material learned is easier to remember and understand. This also explains why the improvement in learning outcomes in Cycle II was much greater than in Cycle I, in line with the increasingly optimal reinforcement of evidence, exemplary stories, and

reflective dialogue provided by the teacher. In addition, the characteristics of grade V students, who are at the concrete-to-formal operational stage (Piaget's theory, 1972) and the conventional morality stage (Kohlberg's theory, 1984), make them highly responsive to advice and exemplary behavior from trusted authority figures, such as teachers, so that the heart-to-heart approach that characterizes the Al-Mau'izhah Al-Hasanah method is relevant and effective when applied at this age level.

The improvement in student learning outcomes also cannot be separated from the improvement in the quality of the learning process itself. Observation data showed that the better the quality of the teacher's application of the method (from the Good category to Very Good), the more optimal the application of the Al-Mau'izhah Al-Hasanah method, the higher the level of student engagement — as seen in the change from the Fairly Active category to Very Active — which in turn was followed by an improvement in students' cognitive learning achievement. The triangulation pattern between the quantitative test-result data and the qualitative observation-result data further strengthens the research finding that the improvement in the learning outcomes of grade V students at MIN 13 Bener Meriah is closely related to the improvement in the application of the Al-Mau'izhah Al-Hasanah method during the learning process. This finding shows that the application of the method not only helps improve students' cognitive understanding, but also encourages their engagement in the learning process through advice, exemplary behavior, reflective dialogue, and habituation. Practically, the results of this study imply that Akidah Akhlak teachers at madrasah ibtidaiyah need to continue developing their skills in delivering good advice, enriching exemplary stories with engaging media, and consistently opening space for reflective dialogue, so that learning can touch students' cognitive, affective, and spiritual aspects more fully.

CONCLUSION

Based on the results of the classroom action research conducted in two cycles, it can be concluded that the application of the Al-Mau'izhah Al-Hasanah method in Akidah Akhlak learning in grade V of MIN 13 Bener Meriah was carried out through three dimensions, namely advice, exemplary behavior, and habituation, applied cyclically in accordance with the Kemmis and McTaggart model. The application of

this method improved the quality of teacher activity from the Good category to Very Good, and student engagement from Fairly Active to Very Active. The Al-Mau'izhah Al-Hasanah method also proved to significantly improve student learning outcomes. The average score increased from 54.1 (completeness 29.4%) at baseline to 72.4 (70.6%) in Cycle I and 92.2 (100%) in Cycle II, thus exceeding the success indicator of 80%. Thus, this method is effectively used as an alternative for Akidah Akhlak learning to improve student learning outcomes. Based on these findings, Akidah Akhlak teachers are advised to utilize the Al-Mau'izhah Al-Hasanah method by optimizing the use of evidence, exemplary stories, and varied learning media. Further researchers may develop research on different materials or educational levels, and examine the influence of this method on affective aspects, such as learning motivation and student character.

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