

The Effectiveness of the Student Facilitator and Explaining Learning Model Assisted by Ular Tangga Panah Media on Akidah Akhlak Learning Outcomes

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Abstract: This study aims to assess how well the Student Facilitator and Explaining (SFE) learning model, in conjunction with the ular tangga panah media, can enhance the learning outcomes of third-grade students in the Akidah Akhlak course. A quasi-experimental nonequivalent pretest-posttest control group design was employed, involving an experimental group (SFE learning model) and a control group (Numbered Heads Together/NHT), with 52 students participating. Pretests and posttests were used as data collection methods for both groups, and the data were analyzed using an independent sample t-test. The results showed a significant difference in the average posttest scores between the experimental group ($M=82.47$) and the control group ($M=76.36$), with a significance value of 0.021, indicating that the SFE learning model was more effective in improving Akidah Akhlak learning outcomes. The novelty of this research lies in implementing an interactive and engaging learning paradigm enhanced with competitive and game-like features. This study presents an alternative learning strategy that improves student learning outcomes in the context of Akidah Akhlak subjects while also fostering interest and collaboration skills.

Keywords: student facilitator and explaining model, ular tangga panah media, numbered heads together, learning outcomes, moral beliefs

Abstrak: Tujuan penelitian ini adalah untuk mengevaluasi seberapa efektif Model Student Facilitator and Explaining (SFE) dengan bantuan media ular tangga panah dalam meningkatkan hasil belajar mata pelajaran Akidah Akhlak di kelas III. Untuk penelitian ini, digunakan desain quasi-experimental nonequivalent pretest-posttest control group (SFE) dan kelompok kontrol (Numbered Heads Together/NHT). Pretest dan posttest juga dilakukan pada kedua kelompok. Uji independen sample t-test digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa model SFE lebih efektif dalam meningkatkan hasil belajar Akidah Akhlak, seperti yang terbukti dengan adanya perbedaan signifikan antara rata-rata hasil belajar posttest kelompok eksperimen ($M=82,47$) yang lebih tinggi dari kelompok kontrol ($M=76,36$), dengan nilai signifikansi sebesar 0,021. Kebaruan penelitian ini terletak pada penerapan model pembelajaran yang interaktif dan menarik, didukung oleh elemen permainan dan aspek kompetitif. Penelitian ini memberikan kontribusi dengan menyajikan alternatif strategi pembelajaran yang dapat meningkatkan hasil belajar siswa dalam konteks mata pelajaran Akidah Akhlak, sekaligus merangsang minat belajar dan keterampilan kolaborasi.

Kata kunci: model student facilitator and explaining, media ular tangga panah, numbered heads together, hasil belajar, akidah akhlak

INTRODUCTION

Moral decadence is a global issue characterized by deviant behaviors and attitudes interacting with the environment. This moral decline is evident from various phenomena such as student brawls, rape by students, drug trafficking, and other forms of social disruption (Abd

Hamid Wahid, Chusnul Muali, 2018). Fitouchi, André, & Baumard (2023) add that behaviors such as drinking alcohol, using drugs, wearing inappropriate clothing, and unruly music and dance are considered forms of moral decadence because they are believed to stimulate short-term impulses that can facilitate uncooperative behaviors, such as violence, adultery, and free-riding. Thus, moral decadence reflects not only the deviant behaviors but also their impact on social cooperation and societal stability.

Moral education has a central role in dealing with the issue of moral decline among students. Apart from that, moral education occupies a core position in Islamic teachings. The importance of moral education is demonstrated through two approaches, namely the naqliyah (normative) and aqliyah (scientific) approaches. Normatively, the Koran and Sunnah of the Prophet Muhammad SAW require humans to have a noble character manifested through words, actions, and attitudes. Scientifically, within humans, there is a form of The divine reflected through perfect humanity (insan kamil) with a reflection of noble morals that will receive praise from Allah SWT (Amiruddin, 2021).

Aqidah is an act of the heart, namely believing and justifying something without the slightest doubt (Efendi, 2019). Aqidah is directly proportional to a person's morals. If someone has good aqidah, then they can. A person's morals are certainly good (Azty et al., 2018; Efendi, 2019) . Rasulullah SAW emphasized that the perfection of a person's faith lies in the perfection and goodness of his morals. His words: "The believers with the most perfect faith are those with the best morals." (HR. Muslim).

Moral beliefs are subjects that include aspects of faith and morals. In the aqidah aspect, the focus is on a person's capacity to live up to and maintain their faith, while in the moral aspect, the emphasis is on getting into the habit of having commendable morals and staying away from despicable morals in everyday life (Solihin, 2020). Therefore, learning moral beliefs at Madrasah Ibtidaiyah aims to make students have noble morals. To realize a person's morals /character, according to Lickona (2022), A person must have three main components: moral knowing/knowledge, moral feeling, and moral action. Therefore, a person cannot feel or carry out moral actions before he knows morals.

Packaging learning moral beliefs in a student-centered approach is crucial in ensuring optimal moral knowing. Teaching should shift from merely instilling values to encouraging inquiry and exploration through student-centered activities rather than direct instruction (Gao, Zhang, & Tang, 2021). Research shows that fostering independent and collaborative moral inquiry through such activities promotes a deeper exploration of values and supports both academic and moral development in students (Pincham, 2015).

Packaging learning moral beliefs in a student-centered manner is crucial in ensuring optimal moral knowing. Research highlights that student-centered approaches, particularly those that develop social-emotional competencies like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, play a vital role in fostering students' ability to internalize moral values and enhance their academic performance and development.

Student-centered learning is a term that represents active, meaningful learning focused on students (Hanani, 2020). Teachers can use constructivist learning methods to achieve this (Matriono & Agullana, 2020). Constructivist principles include learning in real situations, social interactions, learning tailored to students, and assessments that help learning progress. Apart from that, students are also encouraged to organize themselves, while teachers act as facilitators (Bada, 2015).

However, based on the results of observations of moral belief learning in class III at MI Ihyaul Islam Bolo and MI Hidayatul Muhtabi'in Glatik, teachers' learning activities still use conventional methods such as lectures, discussions, and questions and answers to students. Therefore, students feel too bored and lazy to follow lessons and ignore the teacher's explanations. Ultimately, this also impacts the learning outcomes obtained by students who are below average.

The importance of innovating the learning of moral beliefs at Madrasah Ibtidaiyah is the background to using the model student Facilitator and Explaining with the help of arrow ladder

media in class III in the Aqidah Akhlak subject. The SFE learning model is a type of cooperative learning that emphasizes student interaction to improve understanding of the material. In this model, students appointed as peer tutors are essential in conveying opinions to classmates and presenting their ideas (Huda, 2014; Shoimin, 2014).

Several studies have been conducted on the use of the SFE learning model. Research by Batin Wardah & M. Zainal Arifin (2022) Applying the SFE learning model can increase motivation and geography learning outcomes. Arrobi, Supiani, & Hartika (2023) Show that the SFE learning model influences Islamic education learning outcomes for vocational school students. Isa, Mahmud, & Labodu (2023) Their research findings show that the SFE learning model can improve social sciences learning outcomes. Murtiningsih (2018) His research showed that the SFE learning model trains courage and self-confidence and allows students to explain to their friends. Putra et al.'s research. Putra et al. (2021) This shows that the SFAE learning model increases students' representation abilities.

By studying material on moral beliefs using the SFE learning model, several benefits will be obtained, such as making students more active in exploring and building their knowledge independently or in groups. Apart from that, the SFE learning model has advantages, including encouraging optimal growth and development of students' critical thinking potential and training students to be active and creative in dealing with every problem (Sihotang & Hariani MD, 2021).

The SFE learning model has proven effective in enhancing student interaction and understanding across various subjects. However, research is needed to explore the development of the SFE learning model by expanding its application through integrating the ular tangga media board game as a teaching aid in moral education. This integration is expected to provide a new dimension in visualizing moral concepts and engaging students more dynamically. Consequently, this combination is anticipated to create a more engaging and interactive learning environment while enhancing the effectiveness of moral belief instruction in achieving optimal moral knowledge. This study aims to evaluate the effectiveness of the SFE learning model on moral belief learning outcomes.

METHOD

To compare the effects of the Numbered Heads Together (NHT) type cooperative model and the Student Facilitator and Explaining (SFE) learning model with the assistance of ular tangga media on improving the learning outcomes of class III students' moral aqidah material on commendable morals, this research used a quasi-experimental nonequivalent pretest-posttest control group design (Bulus, 2021). The experimental group consisted of 30 class III students at MI Ihyaul Islam Bolo, while the control group consisted of 22 students at MI Hidayatul Mubtabi'in Glatik. Student learning outcomes were assessed using pretest and posttest instruments. Before being administered to the respondents, these test instruments were trialed on a group of non-respondents to ensure their validity and reliability. The validation results show that 12 pretest and ten posttest questions meet the validity criteria. The reliability scores for the pretest and posttest questions were 0.721 and 0.707, respectively, indicating adequate reliability (Sürücü & Maslakçi, 2020) Six meetings were used for research activities. Students were given pretest questions at the first meeting, and during the next five meetings, the NHT model was used to carry out learning activities in the control class. In contrast, the SFE model with arrow ladder media support was employed in the experimental class. The sixth meeting concluded with a posttest for the students.

Table 1. *Quasi-Experimental Nonequivalent Pretest-Posttest Control Group Design*

Group	Pretest	Process	Posttest
Experiment	12 test questions	<i>Student Facilitator and Explaining assisted by ular tangga media</i>	10 test questions
Control	12 test questions	<i>Numbered Heads Together</i>	10 test questions

This study hypothesizes that the Student Facilitator and Explaining (SFE) learning model assisted by ular tangga media is more effective in improving the learning outcomes of students' aqidah and akhlak in grade III on the material of commendable morals.

This study hypothesizes that the Student Facilitator and Explaining (SFE) learning model, assisted by ular tangga media, is more effective in improving the learning outcomes of students' aqidah and akhlak in grade III on the material of commendable morals.

H₀: The SFE learning model assisted by ular tangga media has no significant effect on improving the learning outcomes of students' aqidah and akhlak in grade III on the material of commendable morals.

H₁: The SFE learning model assisted by ular tangga media significantly improves the learning outcomes of students' aqidah and akhlak in grade III on the material of commendable morals.

A series of statistical tests were carried out to test the research hypothesis, including descriptive statistical tests in this study used to present the average learning outcomes. The Shapiro-Wilk test ensured that the research data was normally distributed. The Lavene test was used to test the homogeneity of variance. After the significance values of the Shapiro-Wilk test and the Levene test met the assumption (sig. > 0.05) (Abbas, Umangap, & Amin, 2023), a hypothesis test was carried out using the independent sample t-test to test with the assumption sig. 2 tailed <0.05, then the alternative hypothesis is accepted (Khoiriyah, Faizah, & Mubin, 2019).

RESULT AND DISCUSSION

Results

The results of this research indicate that the Student Facilitator and Explaining (SFE) learning model supported by the *ular tangga* media has higher effectiveness in improving Akidah Akhlak learning outcomes, compared to the Numbered Heads Together (NHT) model, based on the statistical analysis carried out. The average *Akidah Akhlak* learning outcomes in the pretest and posttest, which are described through descriptive statistics, are presented in Table 2. It was found that the experimental group's average pretest and posttest scores (pre= 72.37; post=82.47) were significantly higher. higher than the control group (pre= 69.05; post= 76.36).

Table 2. Descriptive Statistics

Group	N	Mean Pretest	Mean posttest
Experiment (SFE learning model)	30	72.37	82.47
Control (NHT)	22	69.05	76.36

Tables 3 and 4 list the Shapiro-Wilk and Levene tests that were used as a prerequisite test before moving on to further in-depth study. The experimental pretest (0.227), experimental posttest (0.153), control pretest (0.058), and control posttest (0.220) all had significance values >0.05, according to Table 3's Shapiro-Wilk test results. This suggests that the study data has a

normal distribution. Additionally, Table 4's Levene test findings demonstrate a significance value of $0.204 > 0.05$, indicating the homogeneity of the data. As a result, the data for an independent sample t-test are met.

As can be seen in Table 5, analysis utilizing the independent sample t-test yields a 2-tailed significance value ($0.021 < 0.05$). This demonstrates that the experimental group and the control group differ significantly from one another. Thus, compared to the Numbered Heads Together (NHT) paradigm, the Student Facilitator and Explaining (SFE) methodology—bolstered by the *ular tangga* media—enhances Akidah Akhlak's learning results more successfully.

Table 3. Shapiro Wilk test

Class		Shapiro-Wilk		
		Statistics	df	Sig.
Learning outcomes	Pre testExperiment(SFE)	,955	30	,227
	Post testExperiment(SFE)	,948	30	,153
	Pre testControl(NHT)	,914	22	,058
	Post testControl(NHT)	,942	22	,220

Table 4. Levine's test

		Levene			
		Statistics	df1	df2	Sig.
Learning outcomes	Based on Mean	1,559	3	100	,204
	Based on Median	1,190	3	100	,318
	Based on the Median and with adjusted df	1,190	3	97,658	,318
	Based on trimmed mean	1,490	3	100	,222

Table 5. Independent Sample t-test

Independent Samples Test		95% Confidence Interval of the Difference							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower Upper
Learning outcomes	Equal variances assumed	4,701	,035	2,385	50	,021	6,103	2,559	,963 11,243
	Equal variances are not assumed.			2,566	48,428	,013	6,103	2,378	1,322 10,884

Discussion

This research refers to the steps of the SFE learning model, which consist of (1) The teacher introducing the learning topic, (2) conveying the lesson content, (3) providing opportunities for students to share explanations with their friends, (4) summarizes the results learning, (5) assessing the progress of ongoing lessons (Hidayat & Ramdhan, 2016; Huda, 2014). The learning activity of moral beliefs material on commendable morals using the SFE learning model assisted by arrow ladder media consists of several learning steps. *First*, the teacher **conveys the learning objectives** regarding commendable morals to students. *Second*, the teacher forms groups of 4 to encourage student cooperation and interaction. *Third, stage In delivering the lesson content*, the teacher not only delivers the material but also actively involves the students by asking each group to take a draw for the material (Obey Allah SWT, Obey the Messenger, Obey Parents, and Respect and

Obey the Teacher) which will be discussed with the group. Students then actively discuss the material they have taken.

Fourth, when sharing explanations with friends, each group representative is asked to present the group discussion results to all their classmates therefore that each student is directly involved in the learning process. Fifth, when summarizing learning outcomes, the teacher conducts questions and answers regarding the material presented by each group, provides constructive feedback, and reinforces students' understanding. Finally, researchers used ular tangga panah media at the evaluation stage to evaluate students' understanding and participation, creating an interactive and exciting learning atmosphere.

Evaluating the SFE learning model using *ular tangga panah* media, as in Figure 1, involves several detailed steps: (1) the teacher divides all students into two groups to create an atmosphere of healthy competition. (2) Each group member is then asked to form one line, ready to participate in the game. (3) The teacher uses two red and green pawns to represent the two groups. (4) Each group member takes turns rolling the dice and running their pawns. If the pawn points to a number containing a star, group members must take a question about commendable morals (see Figure 2). (5) Each successfully answered question will give the group "1" point. (6) The group that successfully collects the most points will be declared the winner.



Figure 1. *Ular tangga panah* media



Figure 2. List of *Ular tangga panah* media Questions

This study aims to determine how well the Student Facilitator and Explaining (SFE) paradigm affects students' acquisition of moral ideas. This method is founded on the ideas of social constructivism in education, which highlights the critical role that interactions with other people—parents, peers, teachers, and mentors—have in a child's cognitive development (Kivunja, 2014). In the SFE learning model, students are facilitators and tasked with explaining concepts to classmates. Through this process, students actively build their understanding and strengthen their knowledge about commendable morals.

Another reason the Student Facilitator and Explaining (SFE) learning Model is more compelling is that SFE provides visualization of student interactions, thereby encouraging student collaboration. Enhanced collaboration in SFE benefits students by allowing them to see different points of view, share ideas, and build knowledge together. When students act as facilitators, they must communicate clearly and help their classmates understand concepts. Collaboration skills have been proven to have a significant effect on student learning outcomes (Khanifah, 2019). Apart from that, research by Rianti & Nulhakim (2017) It shows that the SFE learning model positively affects students' understanding of concepts. Furthermore, understanding this concept contributes to the effectiveness of this model in improving students' Aqidah Moral learning outcomes.

The Student Facilitator and Developing (SFE) learning evaluation approach using the ular tangga panah media has been proven effective in improving learning quality. The interactive element in SFE is implemented by providing opportunities for students to be actively involved through interactions between each other and the teacher, increasing their understanding of the subject matter and developing social and communicative skills. This principle is in line with Vygotsky's theory (1978), which emphasizes that children's intellectual abilities develop through social interactions and learning experiences with more experienced individuals. At the center of this theory is the Zone of Proximal Development (ZPD), which describes the range of abilities between what a person can accomplish on their own and what they can accomplish with the assistance of more experienced others.

Using *ular tangga panah* media in SFE provides elements of play and challenge, creating a fun and motivating learning atmosphere. The variety of game elements, such as rolling dice, running pawns, and taking star questions, provides interesting dynamics and increases students' desire to learn in a fun and interactive way. In line with research results which show that fun learning increases student activity, stimulates interest, and has a significant impact on their learning achievement (Mustafa et al., 2023; Purnomo et al., 2022; Setiawan et al., 2022; Sulisty, Lukmanul Khakim, Jauhari, & Anggraeni, 2021).

In addition, the competitive aspect of assessment provides additional incentives, encouraging students to compete healthily, thereby improving individual performance and creating team spirit in the class. Thus, the SFE approach using the ular tangga panah media explains that combining these three elements is an effective evaluation strategy and creates a dynamic, exciting, and motivating learning experience for students. The study supports earlier research findings that SFE influences student learning outcomes (Alti & Hasan, 2020; Fatimah, Panjaitan, & Wahyuni, 2022; Qomariyah & Fauzi, 2021).

CONCLUSION AND SUGGESTIONS

This research aims to compare the effects of two learning models, namely the Student Facilitator and Explaining (SFE) learning Model with the help of arrow ladder media and the Numbered Heads Together (NHT) Cooperative Model, on improving Akidah Akhlak learning outcomes in class III students. The research results show that the SFE learning model is more effective in improving Akidah Akhlak's learning outcomes because there is a significant difference between the posttest learning outcomes of the SFE learning model (82.47) and the NHT model (76.36). The hypothesis test results show a 2-tailed significance value of $0.021 < 0.005$,

indicating that the SFE learning model has a more significant impact on student learning outcomes. Therefore, using the SFE learning model in teaching Aqidah Akhlak can be considered a potential option for the learning environment. However, this study is limited to a specific subject and grade level, so future research should examine its effectiveness across different subjects and contexts and its impact on collaboration skills. The SFE model can be an effective strategy for teachers and schools to enhance engagement and learning outcomes, and professional development can support its implementation.

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