Problematics of Student Activism in the Subject of Akidah Akhlak

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ARTICLE INFO	ABSTRACT
Keywords: Activity; Student; Akidah Akhlak *Article history:* Received 2024-11-25 Revised 2024-11-26 Accepted 2024-12-30	This study aims to analyze student engagement in Aqidah Akhlak learning at MTs Darul Ulum Palangka Raya. Student engagement in the learning process significantly impacts their understanding and application of the religious values taught. The research method used is descriptive qualitative, with observation, interviews, and documentation as data collection techniques. The results show that, although there is good interaction between students and teachers, most students tend to be passive, especially when the lecture method is more dominant. Several factors influencing student engagement include low interest, peer distractions, and monotonous teaching methods. It is recommended that teachers develop more varied and engaging teaching strategies to encourage greater student participation in learning.

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INTRODUCTION

Education is a human endeavor to gain knowledge, which initially humans do not know to know (Syarnubi, 2023). It can be said that education is the most important thing in the aspect of improving human life (Syarnubi, 2020). Education is not just reading and writing, but more than that (Fauzi, M., Lestari, A.R.S.,&Ali, 2023). Education also acts as a solid foundation in character building and national identity (Syarnubi, Alimron, & & Muhammad, 2022). Education is expected to be able to plant seeds of social and religious values that can be held and maintained in social life (Syarnubi, Fauzi, et al., 2023). Thus, it is very important to be able to manage the education process so that it is in accordance with what is expected (Syarnubi, 2016).

A quality education process will give birth to quality individuals (Syarnubi, 2019). Qualified individuals are described as having noble character, integrity, and competence needed to build the future of the nation. Through education, moral values, ethics, and spirituality are instilled in students from an early age. In accordance with the mandate of Law No. 20/2003 on the National Education System, education in Indonesia is directed to develop the potential of students holistically. his means that education does not only focus on cognitive aspects, but also includes the development of spiritual, social, emotional, and physical aspects. Thus, education is expected to be able to produce individuals who are not only intelligent, but also have noble character and adequate life skills (Depdiknas, n.d.). Therefore, each individual should have an awareness of the importance of education for the future (Syarnubi, 2024).

One of the most decisive components in the education system as a whole is the school (Syarnubi, 2019a). Schools, as educational institutions that play a vital role in shaping the younger generation, have a great responsibility to facilitate the growth and development of students holistically. One of the efforts made is through Akidah Akhlak learning, which has a strategic role

in shaping the personality of students who are noble, have strong beliefs, and are able to apply Islamic values in everyday life. However, the challenge that is often faced in Akidah Akhlak learning is the problem of student activeness. Student activeness reflects the level of active participation of an individual in teaching and learning activities. This includes various aspects, both in terms of participation, attendance, enthusiasm, and response to the material presented by the teacher (Dalimunthe, et al., 2024).

Student learning activeness is a complex manifestation of an individual's active involvement in the learning process (Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, 2021). This is not only reflected in physical actions such as asking questions or collaborating, but also includes cognitive, affective, and psychomotor dimensions. Optimal learning activity is characterized by initiative, interest, and high commitment from students to explore new knowledge, develop skills, and achieve predetermined learning goals (Syarnubi & Fahiroh, 2024). Student learning activities are at the heart of the success of the learning process. Students' active involvement in various learning activities, ranging from material exploration, group discussions, to problem solving, not only complements the learning process, but also becomes the main driver for the achievement of predetermined learning objectives. Quoting Whipple's opinion in Kurniati (2019), student learning activeness is not just a physical activity, but involves all aspects of students, both physical, mental, intellectual, and emotional. In other words, active learning is a holistic process where students are not only required to passively absorb information, but are also actively involved in the process of constructing knowledge, developing skills, and forming positive attitudes towards learnin.

Active learning is a pedagogical approach that provides learning autonomy to students. In this learning model, students are encouraged to proactively seek, process, and construct knowledge through various relevant learning activities. Thus, students are not only recipients of information, but also seekers and builders of knowledge in order to obtain rich and meaningful learning experiences, which will ultimately increase their understanding and competence (Tati, et al., 2015). Wibowo (2016) explicitly states that student activeness is a key factor determining the success of the learning process in the classroom. Students' active involvement in various learning activities not only makes learning more dynamic and interesting, but also ensures the full realization of the learning objectives that have been set. Student activities can be categorized into two main forms, namely individual activities and group activities (Napitupulu & Susanti, 2023). There is a verse that implicitly alludes to the importance of student activeness in the learning process, Allah SWT says in Q.S an-Najm verse 39 which reads:

$$وَاَنْ لَّيْسَ لِلْاِ نْسَانِ اِلَّا مَاسَعٰى$$

"dan bahwa manusia hanya memperoleh apa yang telah diusahakannya," (Departemen Agama RI, 2004).

In connection with the verse, it emphasizes that the results obtained by a person, both in this world and in the hereafter, are very dependent on his own efforts. In the context of education, this verse underlines the importance of student activeness and effort in achieving learning success. Students who are active and try hard in learning Akidah Akhlak will gain a better understanding and be able to apply these values in their lives. Students who are passive and do not put effort into the learning process will find it difficult to achieve a deep understanding and integration of religious values in real life. Furthermore, this can have an impact on the quality of their character in the future, which is not in line with Islamic values (Maulid, et al., 2024).

Efforts to obtain a comprehensive truth require the help of knowledge obtained through an effective learning process (Syarnubi, 2022). An effective learning process does not only involve a one-way transfer of knowledge from educators to learners. As emphasized by the Joint Report, learning is a dynamic and interactive activity, requiring students to proactively seek meaning from learning materials. Learners do not only act as recipients of information, but also as seekers, builders and creators of new knowledge. Learning is a constructive process in which knowledge is not only received, but also actively created by the individual (Rahma Yuni & Rambe, 2024). Student activeness in classroom learning is characterized by their active participation in various learning activities. This means that students are not only passive listeners, but are also directly involved in

the process of searching, processing, and understanding learning materials. This active involvement can be in the form of asking questions, discussing, conducting experiments, or working on tasks independently or in groups.

Sudjana (2016) underlines that student activeness in learning can be observed through several clear indicators. One of them is the level of student involvement in completing learning tasks. In addition, students' active participation in problem-solving efforts also characterizes active students, willingness to ask questions when facing difficulties, initiative to find the information needed, participation in group discussions, ability to evaluate themselves, practice solving problems, and application of knowledge in completing tasks. In other words, student activeness is not only limited to listening to the teacher's explanation, but also involves themselves directly in various learning activities.

Students' active involvement in learning reflects their level of intrinsic motivation to learn. The low level of student activeness in learning can be seen from several indicators, such as the lack of questions asked, the limitation of student activities to listening and note-taking activities, immature learning preparation, distraction when given assignments, and the inability of students to provide responses or opinions when asked. This condition illustrates the tendency of students to be passive and lack initiative in participating in learning activities (Juniati & Widiana, 2017). Aden et al. (2017) comprehensively identified that the factors that influence the level of student activeness in the learning process can be grouped into two main categories. The first category includes internal factors originating from within the individual, such as students' physical and psychological conditions. Meanwhile, the second category includes external factors sourced from the surrounding environment, including social and non-social influences.

Thus, the success of learning is highly dependent on student activeness in the learning process. Student activeness is one of the main indicators of learning success, because active students tend to understand, internalize, and apply the values taught more easily. Therefore, efforts to increase student learning activeness are a must for educators. The active involvement of students in the learning process will not only create a more dynamic and enjoyable learning atmosphere, but also significantly contribute to the achievement of optimal learning outcomes (Wahyuningsih, n.d.). However, the problem of student activeness is a prominent issue in Akidah Akhlak learning at MTs Darul Ulum Palangka Raya.

Based on the results of observations conducted on May 16, 2024, there are various problems encountered at MTs Darul Ulum Palangka Raya related to student activeness, namely students tend to be passive and often look sleepy, do not show sufficient interest, and lack of participation in the learning process in class. As often, students prefer to interact with their peers rather than giving full attention to the material being delivered by the teacher. This results in only a small number of students actively responding when asked questions, Other students act more as recipients of information (passive) rather than active participants. This has implications for students' limited understanding of the concepts taught and the internalization of the values of faith and morals in themselves.

In this context, it is important to conduct an in-depth analysis of the problems arising from student disengagement because their non-engagement in the learning process can have a serious impact on overall educational outcomes. Student inactivity often results in low understanding of the material being taught and decreased motivation to learn. In addition, it is important to know the factors that influence student activeness in Akidah Akhlak subjects. By understanding the root of the problem, it is hoped that an effective solution can be found to increase student activeness.

METHODS

This research uses descriptive qualitative research methods. According to (Murdiyanto, 2020), the main purpose of descriptive qualitative research is to understand social phenomena or symptoms in depth, focusing on a comprehensive picture of the phenomenon under study, rather than analyzing it into interrelated variables. This research seeks to present a systematic, factual, and accurate description. Descriptive qualitative research deeply describes events as they are. Concepts, categories, and deep understanding in this research are built gradually based on data obtained

directly from the field when events occur. Thus, this research allows researchers to understand phenomena more holistically and deeply, and provides a richer picture of the complexity of a situation.

This study is classified as field research, where data is collected directly from the original sources, namely students and Aqidah Akhlak teachers at MTs Darul Ulum Palangka Raya. The data collection process is carried out through various methods, including direct observation of teaching and learning activities, in-depth interviews with students and teachers to explore further information, as well as the collection of related documents relevant to the research.

Observation is a research method that involves direct observation of a phenomenon or event that occurs naturally. In other words, researchers actively observe and record everything that is relevant to the object of their research in the field (Khaatimah & Wibawa, 2017). This observation will be carried out at MTs Darul Ulum Palangka Raya to find out the Problematics of Student Activeness in Aqidah Akhlak Subjects.

Interview, in the context of qualitative research, is a dynamic dialogic process between the interviewer and the interviewee. Through this interactive conversation, the researcher seeks to explore a deep understanding of the perspectives, experiences, and meanings given by the interviewee to a social phenomenon. In this study, interviews with Akidah Akhlak teachers and students aim to deeply understand how they understand, experience, and respond to the learning process (Sidiq et al., 2019). In this study, the informants involved in the interviews were an Akidah Akhlak subject teacher and two students. The purpose of the interviews was to explore in-depth understanding of the teaching and learning experience from the perspectives of teachers and students.

Documentation is a systematic process that involves collecting, organizing, and storing empirical evidence relevant to a research topic. This evidence can be in the form of written records, pictures, videos, artifacts, or other forms that can be verified, allowing researchers to analyze, interpret, and draw valid conclusions based on the data that has been collected (Hasan, et al., 2022). In this study, documentation plays a crucial role in obtaining empirical data that describes the level of student activeness in Aqidah Akhlak subjects at MTs Darul Ulum Palangka Raya. The documents collected include the profile of the institution, including the vision, mission, and educational objectives, as well as a comprehensive description of the implementation of Aqidah Akhlak learning activities. This research was conducted for two months, precisely in the odd semester of the 2024/2025 school year, namely September to October 2024.

FINDINGS AND DISCUSSION

Students' activities in participating in the lesson showed good activeness when interacting with the teacher, especially through the question and answer method that was often applied. This method provides an opportunity for students to answer questions individually, although unfortunately group discussions are rarely conducted. In fact, group discussions can be an effective means of improving understanding, sharing ideas and practicing cooperation skills. When learning methods only focus on one-way interactions between teachers and students, students' opportunities to learn collaboratively and broaden their horizons through peers are very limited.

The relationship between students and teachers is already quite harmonious and positive, creating a fairly conducive learning atmosphere, marked by the enthusiasm of students when answering the questions asked. However, not all students showed the same activeness. Some students seem more focused by discussing the subject matter, but there are also those who are less attentive, joking, or engaging in activities that are not relevant to learning. Interaction between students themselves is also not optimal as the less organized classroom atmosphere often makes them lose focus. The lack of implementation of group learning activities further exacerbates this situation, as students only focus on individual tasks without the opportunity to collaborate.

The success of a learning activity is strongly influenced by the accuracy of the strategy, learning model, or method applied (Syarnubi et al., 2024). The model or method chosen by the teacher has a significant impact on student activity (Syarnubi, Syarifuddin, et al., 2023). The model or method chosen by the teacher has a significant impact on student activity (Syarnubi, Syarifuddin,

et al., 2023). If teachers use methods that involve students actively, students tend to learn more actively. Conversely, if learning is only a one-way explanation, students have the potential to feel bored and lose interest (Dewi & Mahmudah, 2024). Based on the research results, the lecture method that is dominantly used by teachers tends to make students passive, because they only listen without much opportunity to be directly involved. In contrast, when teachers use the question and answer method, students are more active and engaged. Unfortunately, the application of this method is often unstructured, so students are not accustomed to thinking critically or providing in-depth responses to the material presented. The application of a variety of learning methods is a strategic step to prevent learning boredom in students and encourage them to be actively involved in the learning process.

Students' responses to the subject matter also varied greatly. Some students show high interest by actively asking questions or giving responses, while others are silent and less involved. This response is strongly influenced by the teacher's delivery and interest in the subject. Monotonous learning tends to create a sense of boredom and saturation in students, which can hinder the learning process and reduce their motivation to follow the lesson. This shows the need for a more creative approach to attract student interest, such as the use of interactive learning media or activities that involve all students equally.

Students must be trained to be active in learning because based on Putri & Firmansyah's research in (Selvia, et al., 2024) shows that student learning achievement can be driven by various factors, one of which is activeness in learning. However, there are several main obstacles that hinder student activeness including interference from classmates, a less conducive classroom atmosphere, and low interest in learning. Students who tend to joke or disturb other friends often become an inhibiting factor for other students to focus on the material. In addition, the lack of variety in teaching methods also affects student engagement. When learning relies too much on lectures, students feel bored and unmotivated to participate. Instead, methods such as group discussions or project-based assignments can be a solution to increase student engagement.

Teachers have attempted to address passive students by asking questions directly or pointing to them to answer. Additional tasks are also often given to ensure students are engaged in the learning process. However, this strategy has not been fully effective as some students still show a tendency to copy their friends' work without thinking independently. Teachers realize that a more innovative approach is needed, such as involving students in group discussions or giving awards for their active participation. Azizah, Sepriyanti, et al. (2024) argued that creating a conducive and pleasant learning environment, as well as giving genuine appreciation for students' efforts, can encourage the growth of intrinsic motivation in students to be actively involved in the learning process.

A supportive classroom atmosphere and positive interactions between students, teachers and classmates are important factors in increasing student activeness. To achieve optimal learning outcomes, teachers need to build close collaboration with parents. This collaboration is essential to ensure that students receive consistent and comprehensive support, both in the school environment and at home. A holistic approach, involving teachers, students and parents, is needed to create more effective learning and encourage students to be active, think critically and engage in the teaching and learning process (Desy Eka Widy Astuti, Moh. Aniq KHB, 2019).

CONCLUSION

Based on the results of research conducted at MTs Darul Ulum Palangka Raya, it can be concluded that student activeness in Akidah Akhlak learning is still a significant problem. Although there are some students who are active, most students show inactivity, such as lack of participation in group discussions, limited involvement in questions and answers, and tend to be passive during the lecture process. Factors that influence student activeness include internal factors, such as individual learning styles, as well as external factors, especially monotonous and less varied learning methods.

Student activeness is an absolute prerequisite for achieving optimal learning goals. Students' active involvement in various learning activities not only indicates a deep level of understanding of

the teaching material, but also reflects their ability to apply knowledge effectively and efficiently in various contexts. Individuals who are active in the learning process generally show a deeper understanding of the concepts taught and have a better ability to integrate the knowledge into their framework. Therefore, teachers need to develop more varied learning strategies, such as increasing the use of group discussions and providing more opportunities for students to ask questions and give responses. Appreciation of students' activeness is also needed to increase their motivation in participating in learning.

In addition, the problem of student activeness is not only influenced by learning methods, but also by family and social environmental factors. Therefore, a more holistic approach is needed to overcome this problem, by involving parents and the surrounding environment in supporting the improvement of student learning activeness. With joint efforts between teachers, students, and parents, it is hoped that Akidah Akhlak learning at MTs Darul Ulum can be more effective and have an impact on the formation of student character in accordance with Islamic values.

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