EFFORTS TO IMPROVE UNDERSTANDING OF ISLAMIC BROTHERHOOD THROUGH THE CASE STUDY METHOD IN THE COURSE OF CREED AND ACHIEVEMENTS IN GRADE XII STUDENTS OF MA WALISONGO 2 BANYUANYAR PROBOLINGGO

Ikromulloh Hakiki*[1], Ainur Rofiq Sofa[2]

[1,2]Universitas islam Zainul Hasan Genggong, Indonesia
e-mail: kikiadege28@gmail.com, bungaaklirik@gmail.com

Abstract: This study aims to improve students' understanding of the concept of Ukhuwah Islamiah through the implementation of the case study learning method within a Classroom Action Research (CAR) framework. This method combines the analysis of real-life cases with interactive discussions to create a more meaningful learning process, encourage active participation, and enhance students' critical and analytical thinking skills. The research was conducted in two cycles, each consisting of four main stages: planning, action implementation, observation, and systematic reflection. The research subjects were 18 students of class XII at MA Walisongo Banyuanyar Probolinggo. The results showed a significant improvement in students' understanding of Ukhuwah Islamiah, as evidenced by the learning outcomes tests conducted at the end of each cycle. In addition, students' participation in classroom activities, their collaboration skills in group work, and their critical and analytical thinking abilities also showed positive progress based on observation results. These findings demonstrate that the case study method is effective in enhancing conceptual understanding, learning motivation, and student achievement in Akidah Akhlak subjects at the Madrasah Aliyah level. This approach also helps create a more active, collaborative, and engaging classroom environment. Therefore, the case study method is recommended as a strategic alternative for teachers to improve the quality of instruction and to foster deeper and more sustainable student engagement and conceptual understanding.
Keywords: Case Study, Ukhuwah Islamiah, Improve understanding

Introduction

Teachers play a crucial role in helping students learn successfully. Their role goes beyond simply teaching. They also serve as guides, communicators, role models, assessors, innovators, motivators, cognitive agents, and evaluators of learning outcomes.

However, the quality of education in Indonesia still faces significant challenges. Results from the Program for International Student Assessment (PISA) show that approximately 70% of 15-year-old students fall below the minimum standard in understanding simple reading materials and applying basic concepts. These PISA scores have not shown significant improvement over the past ten to fifteen years. Furthermore, significant disparities in the quality of learning remain across regions and socioeconomic groups, exacerbated by the impact of the COVID-19 pandemic.

In response, the Ministry of Education, Culture, Research, and Technology has introduced a simplified curriculum, known as the "emergency curriculum," to reduce the risk of learning loss. This policy gives schools more flexibility in choosing a curriculum that best suits students' needs. One of the next steps is the development of a self-regulated curriculum

(formerly known as the prototype curriculum), which will focus on key topics and strengthen students' character and competencies starting in 2024.

In teaching Aqidah Akhlak, especially on the topic of Islamic Brotherhood, teachers are required to adapt the teaching material to the conditions and needs of students to make the learning process more interesting and meaningful. Using innovation in the development of learning tools is very important so that students can more easily understand the material and not feel bored. Boredom is one of the main factors causing learning difficulties. According to Hamalik, this condition has an impact on declining student learning outcomes. Student passivity in learning often occurs due to monotonous teaching methods and a lack of teacher attention to student engagement. Therefore, teachers need to find learning methods that are more varied, interactive, and encourage active student participation.

Based on these problems, this study focuses on the use of creative and active learning methods as a strategy to reduce boredom and improve students' understanding of the material on Islamic brotherhood. Learning methods are an important aspect in achieving learning objectives because they act as a tool to optimize student learning outcomes. Based on these problems, this study focuses on the use of creative and active learning methods as a strategy to reduce boredom and improve students' understanding of the material on Islamic brotherhood. Learning methods are an important aspect in achieving learning objectives because they act as a tool to optimize student learning outcomes.

One suitable method is the case study method. This method can increase students' curiosity and attention by involving them in analyzing real or hypothetical situations related to Islamic brotherhood, through in-depth explanations. This approach is practical and contextual, thus encouraging students to think critically, collaborate, and be active in learning.

This approach begins by dividing students into groups. The teacher explains the material and guides them in using the case study method. Each group then analyzes a different case, identifying the problem, analyzing it from an Islamic perspective, and proposing a solution based on the concept of Islamic brotherhood. The results of this analysis are presented by each group, and the group with the most comprehensive analysis and solution is selected as the best group.

The formulation of the research problem, based on the background above, is to find out: How is the application of the case study method in learning Islamic Brotherhood in class XII MA Walisongo Banyuanyar Probolinggo? And How is the improvement of students' understanding of the Islamic Brotherhood material through the application of the case study method in class XII MA Walisongo Banyuanyar Probolinggo?

Method

This research is a classroom action research (CAR) that uses a model developed by Kemmis and McTaggart. This model has four main stages: planning, action, observation, and reflection. The main objective of this research is to improve student learning outcomes by applying the case study method in groups. The research was conducted at Walisongo Islamic Senior High School, Banyuanyar, Probolinggo, in August 2024, with 18 12th-grade students as subjects. Student learning outcome data was collected through essay-based tests and group discussions. The research was conducted in two cycles, each consisting of the learning planning stage, classroom action implementation, outcome evaluation, and reflection on the learning

process. This process follows the spiral model of Kemmis and McTaggart, which allows for continuous improvement in each cycle.

Figure 1. Classroom Action Research Design according to Arikunto
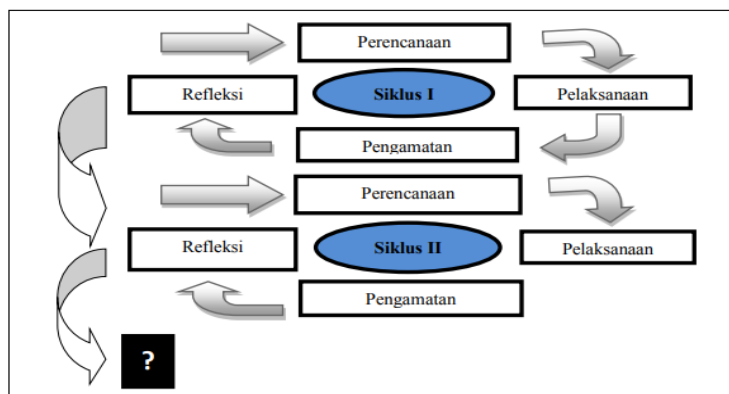
In general, Classroom Action Research (CAR) aims to improve learning methods and conditions, enhance teachers' professional skills, and provide researchers with the opportunity to make planned improvements and evaluate the learning process in stages. Furthermore, CAR also helps researchers develop a scientific, open, and honest attitude throughout the learning process.

In CAR, actions play a crucial role and require careful planning to improve learning quality. In this study, actions were carried out in two cycles, each designed in detail and aligned with the learning schedule. The researcher also prepared various requirements, such as data collection, developing an appropriate curriculum, creating learning media, preparing observation sheets, and tools to evaluate student learning outcomes related to the Islamic Brotherhood material.

According to the Big Indonesian Dictionary (KBBI), understanding means seeing correctly or knowing accurately. In the context of learning, understanding can be defined as the process or method of acquiring knowledge correctly. A student's level of understanding can be seen from their learning outcomes, which indicate whether they have achieved mastery and the extent to which they understand the material they have learned.

Results and Discussion

Cycle I

This classroom action research was conducted in class XII of MA Walisongo Banyuanyar Probolinggo on Thursday, September 11, 2025. Its implementation followed the stages of the Kemmis and McTaggart model, namely planning, implementing actions, and observing. The following is an explanation of each stage:

Planning stage, at the beginning of the activity, the teacher creates a lesson plan according to the recommended procedures. This planning includes the creation of a teaching module as the main learning material used in cycle I. Implementation stage, the action was implemented using a case study method focused on the topic of Islamic Brotherhood. The learning activity steps are as follows: The teacher divides students into groups according to the given topic, each group receives a real-life case related to the Islamic Brotherhood material to analyze, the groups discuss the case, conduct an in-depth analysis, and record the results on a worksheet, each group

presents their learning findings to the class, the teacher provides additional explanations, conceptual reinforcement, and feedback on the students' presentations.

Observation stage, in this stage, the teacher observes the students' learning activities using an observation sheet that includes the activities of the teacher and students. This observation aims to assess student involvement in the learning process and identify the development of learning outcomes during the implementation of cycle I:

Table 1. Observation Results Data from Cycle I

No	Observed Activities	Number of students	Percentage
1	Student Attendance in Learning	18	100%
2	Students' Courage in Asking Questions and Expressing Opinions	6	33,3%
3	Completion of Assignments from Teachers	13	72,2%
4	Student Interaction in Participating in Learning	13	72,2%
5	Student interaction in seeking information from various sources	6	33,3%
6	Listening to the Teacher's Explanation in Learning	14	77,8%
7	Student Participation in Group Work	10	55,6%
8	Student Obedience in Following Teacher Instructions	11	61,1%

$$P\% = f \times 100 / N = f \times 100 / 18 = \text{--------}\%$$

Based on initial observations shown in the previous table, group discussion activity in the Aqidah Akhlak subject among 12th-grade students is still relatively low. This can be seen from the suboptimal level of student participation in learning. Some of the problems identified include: 33.3% of students were still hesitant to express their opinions, ideas, or thoughts, 72.2% of students were inactive in learning activities, and 33.3% did not seek information from various sources. Furthermore, only 72.2% of students attempted to complete the assignments assigned by the teacher, 55.6% were active in group work, 77.8% listened attentively to the teacher's explanations, and 61.1% complied with the teacher's instructions during the learning process.

Interviews with several 12th-grade students support these findings. The majority of students stated that they were inactive in problem-solving due to boredom and tended to delegate group assignments to friends perceived as more knowledgeable. Furthermore, they also did not seek additional references, having relied solely on worksheets and printed textbooks as their primary sources. Reflection stage, based on reflection on previous findings, observers concluded that group discussions in the classroom on Aqidah Akhlak were still less than engaging. This prompted researchers to move on to Cycle II, implementing more structured learning methods to increase student participation in the learning process.

Cycle II

Classroom action research in cycle II was conducted on Wednesday, September 18, 2025 in class XII MA Walisongo Banyuanyar Probolinggo, the same as the research location in the previous cycle. The research process still follows the four main stages in the Kemmis and McTaggart model, namely planning, implementing actions (acting), observing, and reflecting. Planning stage (planning), at this stage, the teacher develops a lesson plan to guide the implementation of the action. One of the main teaching materials prepared is the Teaching Module, which will be used during Cycle II. This planning includes preparing learning steps, strategies for implementing the case study method, and the instruments needed to measure student learning outcomes.

Implementation stage, the implementation of the action is carried out by applying the case study method to the Islamic Brotherhood material. The learning steps applied are as follows: The teacher explains the main material to be studied, namely Islamic Brotherhood, the teacher explains and explains how to use the case study method in learning, students are divided into four groups to facilitate collaboration and discussion, the teacher gives students approximately 5 minutes to review the previously studied material, each group receives a different case relevant to the Islamic Brotherhood material to analyze, students are asked to identify the problem, analyze it from an Islamic perspective, and provide a solution within approximately 15 minutes, each group presents the results of its analysis to the class. The group with the most accurate analysis and the most comprehensive solution is selected as the best.

Observation stage, at this stage, the teacher conducts structured observations to assess student engagement and learning outcomes throughout the learning process. The observation technique used involves the observer filling out an observation sheet. Furthermore, learning outcomes are assessed using objective tests based on case analysis to gauge students' understanding of the material. The following are the results of observations from cycle II.

Table 2. Observation Results Data from Cycle II

No	Observed Activity	Number of Students (f)	Percentage
1	Student Attendance in Learning Activities	18	100%
2	Students' Courage to Ask Questions and Express Opinions	14	77,8%
3	Completion of Assignments Given by the Teacher	17	94,4%

$$P\%P = f \times 100 / N = f \times 100 / 18 = \%$$

Learning Outcomes of Cycle II: In cycle II, the application of the case study method showed a significant increase in learning outcomes and student activity. Based on observation data, 77.8% of students were more confident in expressing opinions, ideas, and concepts, while 94.4% of students actively participated in learning activities. In addition, 77.8% of students tried to find information from various sources together, 94.4% of students were able to complete the assigned tasks, and 94.4% of students were active in group work. Other aspects that improved were the ability to listen to teacher explanations (83.3%) and adherence to learning instructions (83.3%).

Reflection stage, the results of the second cycle of reflection indicate that the use of the case study method had a positive impact on improving learning outcomes. Observations showed that students were more active in discussions and case analysis, and achieved higher grades than in the previous cycle. This indicates that students' understanding of the Aqidah and Akhlak material has significantly improved. However, several areas still need improvement. One example is enriching learning resources to provide students with a broader understanding of the material. Therefore, the case study method can be combined with more innovative, interactive, and engaging teaching materials, resulting in a more effective and meaningful learning process.

Conclusion

Based on the research results, it can be concluded that the case study method used in teaching Islamic Brotherhood (Ukhuwah Islamiah) in grade XII of MA Walisongo Banyuanyar Probolinggo is quite effective in improving student understanding. With this method, students not only achieve better learning outcomes but also become accustomed to critical and analytical thinking and collaboration in solving problems related to Islamic Brotherhood. The case study method also makes the learning process of Aqidah Akhlak more engaging, more active, and more enjoyable. This helps students avoid boredom while learning. Teachers can also utilize this method to increase student engagement and enthusiasm. The analyzed cases are relevant to everyday life, making it easier for students to understand the material more quickly and deeply.

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