



# JURNAL BASICEDU

Volume 8 Nomor 5 Tahun 2024 Halaman 4029 - 4042

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



## Improving Motivation and Learning Outcomes Through the Application of the Student Facilitator and Explaining Model in the Al-Qur'an Hadits Subject at Elementary Islamic School

Muh. Asharif Suleman<sup>1✉</sup>, Riza Febriansyah<sup>2</sup>, Anan Marliansyah<sup>3</sup>, Ushie Uswatun Hasanah<sup>4</sup>,  
Kurnia Utami Nursholichah<sup>5</sup>, Zulfi Idayanti<sup>6</sup>

Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia<sup>1,2,3,4,5,6</sup>

E-mail: [asharifmuhammad2000@gmail.com](mailto:asharifmuhammad2000@gmail.com)<sup>1</sup>, [rizafebriansyah6171@gmail.com](mailto:rizafebriansyah6171@gmail.com)<sup>2</sup>,  
[marliansyahanan01@gmail.com](mailto:marliansyahanan01@gmail.com)<sup>3</sup>, [ushieuswatunhasanah@gmail.com](mailto:ushieuswatunhasanah@gmail.com)<sup>4</sup>, [kurniautamins@gmail.com](mailto:kurniautamins@gmail.com)<sup>5</sup>,  
[zulfidayanti1502@gmail.com](mailto:zulfidayanti1502@gmail.com)<sup>6</sup>

### Abstrak

Peningkatan motivasi dan hasil belajar peserta didik dapat dicapai melalui metode pembelajaran yang inovatif dan interaktif. Dengan pendekatan ini, siswa menjadi lebih bersemangat dalam belajar dan mampu mencapai prestasi yang lebih baik. Lingkungan belajar yang mendukung dan keterlibatan aktif dari guru juga memainkan peran penting dalam mendorong siswa untuk mencapai potensi maksimal. Penelitian ini bertujuan untuk meningkatkan motivasi dan hasil belajar Al-Qur'an Hadits di kalangan peserta didik MIN 1 Kendari melalui penerapan model pembelajaran *Student Facilitator and Explaining*. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus pada siswa kelas V. Prosedur penelitian mencakup perencanaan, pelaksanaan, observasi, evaluasi, dan refleksi. Data dikumpulkan melalui observasi, tes, angket, dan dokumentasi, kemudian dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa: 1) Penerapan model pembelajaran *Student Facilitator and Explaining* dapat meningkatkan motivasi belajar peserta didik di MIN 1 Kendari, yang dibuktikan dengan hasil angket motivasi belajar mencapai 88,88% dalam kategori sangat tinggi. 2) Penerapan model pembelajaran ini juga dapat meningkatkan hasil belajar peserta didik, yang ditunjukkan oleh persentase ketuntasan hasil belajar sebesar 81,48%.

**Kata Kunci:** *Student Facilitator And Explaining* (SFAE), Motivasi belajar, Hasil Belajar Al-Qur'an Hadits.

### Abstract

Increasing students' motivation and learning outcomes can be achieved through innovative and interactive learning methods. With this approach, students become more enthusiastic about learning and are able to achieve better results. A supportive learning environment and active involvement from teachers also play an important role in encouraging students to achieve their maximum potential. This study aims to improve the motivation and learning outcomes of the Al-Qur'an Hadith among students of MIN 1 Kendari through the application of the Student Facilitator and the Creating Learning Model. This study is classroom action research (CAR) carried out in two cycles on grade V students. The research procedure includes planning, implementation, observation, evaluation, and reflection. Data were collected through observation, tests, questionnaires, and documentation, then analyzed descriptively. The results of the study showed that: 1) The application of the student facilitator and the creating learning model can improve students' learning motivation at MIN 1 Kendari, as evidenced by the results of the learning motivation questionnaire reaching 88.88% in the very high category. 2) The application of this learning model can also improve students' learning outcomes, as indicated by the percentage of learning outcome completion of 81.48%.

**Keywords:** *Student Facilitator And Explaining* (SFAE), Learning Motivation, Learning Outcomes of Al-Qur'an Hadith.

Copyright (c) 2024 Muh. Asharif Suleman, Riza Febriansyah, Anan Marliansyah, Ushie Uswatun Hasanah,  
Kurnia Utami Nursholichah, Zulfi Idayanti

✉ Corresponding author :

Email : [asharifmuhammad2000@gmail.com](mailto:asharifmuhammad2000@gmail.com)

DOI : <https://doi.org/10.31004/basicedu.v8i5.8733>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

Jurnal Basicedu Vol 8 No 5 Tahun 2024  
p-ISSN 2580-3735 e-ISSN 2580-1147

## INTRODUCTION

Motivation and learning outcomes are two crucial factors that influence students' educational success (Suleman & Idayanti, 2023). In Madrasah Ibtidaiyah, especially in the subject of Al-Qur'an Hadith, it is often found that students' learning motivation is less than optimal and their learning outcomes do not reach the expected targets (Rosita Barokah, 2022). Conventional learning methods that tend to be one-way and dominated by the role of the teacher make students less active and reluctant to participate fully in the learning process (Gapari, 2021). This condition results in decreased student interest and understanding of the material being taught.

In an effort to improve the quality of education, teacher quality is one of the important components that must be considered (Datuk & Arifin, 2023). One way to improve the quality of education in schools is to improve the learning process carried out by teachers (Susanti et al., 2023). In today's era, various new concepts and insights about learning continue to develop along with advances in science and technology. Teachers, as educators who play an important role in the world of education, are required to continue to update their insights so as not to be left behind by the development of new concepts about the learning process (Suleman, 2024).

Innovation and creativity are needed in learning to master the material professionally, done with heart, without coercion, logically, and funly, and combined with a personal-emotional approach to students (Haetami et al., 2023). This approach will help realize an effective and desired learning process. Learning innovation is something that is very important for teachers or educators to do (Hamda et al., 2021). By implementing this innovation, teachers can create a more meaningful and memorable learning process for students.

Teachers must be able to develop creative and innovative learning strategies that not only attract students' attention but also motivate them to learn more enthusiastically (Nurhuda et al., 2024). Teachers' mastery of the material must be displayed with high professionalism, carried out wholeheartedly, without pressure, and presented logically and pleasantly (Suleman & Idayanti, 2023). This can increase students' interest in learning and make it easier for them to understand and master the material being taught.

In addition, incorporating a personal-emotional approach into the learning process can strengthen the relationship between teachers and students (Purbasari et al., 2021). By understanding students' emotional needs and conditions, teachers can provide more personal attention so that students feel appreciated and motivated to learn better (Munthe & Naibaho, 2024). This approach also helps create a comfortable and supportive learning environment, which can ultimately increase the effectiveness of learning.

The learning process in the world of education involves four main components: students, teachers, the learning environment, and subject matter (Nurqozin & Putra, 2023). These four components have an important role in helping students achieve learning goals. Each student has a different level of ability in capturing lessons, knowledge in the field being studied, learning skills, and learning goals (Asda, 2022). Therefore, teachers need to provide guidance and motivation to students to develop their knowledge according to the field of study being studied (Fatmawati, 2021). In this study, the author is interested in exploring the Student Facilitator and Explaining (SFAE) learning model applied in grade V for the subject of Al-Qur'an Hadith.

Various studies have shown that interactive and collaborative learning methods can have a positive impact on student motivation and learning outcomes. One learning model that is considered effective in this case is student facilitation and explaining. This learning model places students as facilitators in the learning process, where they are not only recipients of information but also play an active role in explaining and

4031 *Improving Motivation and Learning Outcomes Through the Application of the Student Facilitator and Explaining Model in the Al-Qur'an Hadits Subject at Elementary Islamic School – Muh. Asharif Suleman, Riza Febriansyah, Anan Marliansyah, Ushie Uswatun Hasanah, Kurnia Utami Nursholichah, Zulfi Idayanti*  
DOI : <https://doi.org/10.31004/basicedu.v8i5.8733>

discussing the material with their friends (Ulimaz & Yardani, 2022). In this way, students are more involved and motivated in the learning process, which in turn can improve their understanding and learning outcomes.

The Student Facilitator and Explaining Learning Model is a form of cooperative learning that emphasizes a special structure to encourage students to convey their understanding of the material to their classmates, with the aim of improving mastery of the material (Khairina et al., 2021). The use of this model provides an alternative for teachers to improve students' understanding and creativity. Therefore, efforts are needed from teachers to arouse students' enthusiasm, motivation, activeness, and joy (Safaringga et al., 2022). Thus, the student facilitator and explaining learning model is the right choice for teachers because it encourages students to develop skills such as speaking, listening, and understanding the material effectively (Nurdin & Amal, 2024).

The student facilitator and explaining learning model emphasizes collaboration between students, where each student has the opportunity to act as a facilitator who explains certain concepts to their classmates (Wardah & Arifin, 2022). This not only increases active student participation but also trains them to think critically and develop communication skills. In the context of the Al-Qur'an Hadith subject, this model is expected to foster a higher interest in learning because students feel more responsible for their own learning and that of their friends.

This study aims to evaluate the effectiveness of the implementation of the student facilitator and explaining learning model in improving student motivation and learning outcomes in the Al-Qur'an Hadith subject at Madrasah Ibtidaiyah. This research will be carried out in the form of classroom action research (CAR), involving fifth grade students at MIN 1 Kendari. The research process will include the stages of planning, implementation, observation, evaluation, and reflection, with data collected through observation, tests, questionnaires, and documentation.

The results of this study are expected to provide empirical evidence regarding the effectiveness of the student facilitator and explaining learning model in improving student motivation and learning outcomes. The learning motivation questionnaire and learning outcome test will be used to measure changes that occur in students after the implementation of this model. If proven effective, this model can be used as an alternative learning strategy in Madrasah Ibtidaiyah to improve the quality of education, especially in the subject of Al-Qur'an Hadith. Thus, it is expected that students will not only have better knowledge of the Al-Qur'an Hadith but also have higher learning motivation and better learning skills.

In the initial observation conducted, the researcher found several problems in the learning process of the Qur'an Hadith by subject teachers at MIN 1 Kendari. The teachers there still apply monotonous learning models in delivering materials, which causes a lack of student enthusiasm for participating in the learning. Therefore, a more dynamic and interactive learning approach is needed in order to increase student involvement and interest in learning as a whole.

Based on the results of interviews with Al-Qur'an Hadith subject teachers at MIN 1 Kendari, he stated that one of the reasons for not implementing new learning models in teaching Al-Qur'an Hadith is the difficulty in finding a suitable model for the subject. In addition, in interviews with fifth grade students, the majority felt bored during Al-Qur'an Hadith learning because there were too many writing and memorizing activities. This is due to the teacher's teaching approach, which is still conventional without any variation in learning. As a result, students' learning motivation, especially in fifth grade, is low and has a negative impact on their learning outcomes. In the context of this study, the researcher served as a teacher of Al-Qur'an Hadith subjects at MIN 1 Kendari. Through consideration of the literature facts and empirical studies above, the author is interested in proposing research at MIN 1 Kendari with the title "Improving Motivation and Learning Outcomes Through the Application of the Student Facilitator and Explaining Model in Al-Qur'an Hadith Subjects at Elementary Islamic School."

## METODE

This type of research is called classroom action research (CAR). This classroom action research was conducted by implementing the student facilitator and explaining learning model to improve the motivation and learning outcomes of fifth grade students in the Al-Qur'an Hadith subject. The population of this study consisted of fifth grade students at MIN 1 Kendari. The research sample consisted of 27 registered fifth grade students at MIN 1 Kendari.

**Table 1. Number of students in class V MIN 1 Kendari**

N	Gender	Amount
1	Man	13
2	Woman	14
	Total Number of Students	27

*Data Source: Class V Student Attendance List Book from the Homeroom Teacher.*

The researcher chose class V as the subject of the study based on the results of the observation. Observations showed several things: first, the low level of student activity in participating in learning, including in providing responses when the teacher gave questions or discussion questions. Second, the learning atmosphere was less pleasant, which caused students to tend to be bored; some even fell asleep or daydreamed, and some often went in and out of the room. Third, the learning outcomes of students in the Al-Qur'an Hadith subject were low, as indicated by the average student score that had not reached the KKM. Fourth, the direction from the Al-Qur'an Hadith subject teacher of MIN 1 Kendari, namely Mrs. Murni S.Pd.I., was also a consideration in selecting class VB as the subject of the study. Furthermore, this research procedure was carried out in two cycles, where each cycle consisted of planning, implementation of actions, observation, and the last reflection. Then the data collection technique in this study was carried out using five methods, namely the observation method, questionnaire, test, and documentation method. The next set of research instruments were class observation sheets, questionnaires, written tests, and documentation. And finally, the data analysis technique used in the study is descriptive statistical analysis, which aims to describe the increase in motivation and learning outcomes of the Qur'an and Hadith through the application of the Student Facilitator and Explaining Learning Model, which is divided into two parts, namely data analysis of student learning outcomes and data analysis of student learning motivation.

## RESULTS AND DISCUSSION

### 1. Description of Research Result Data

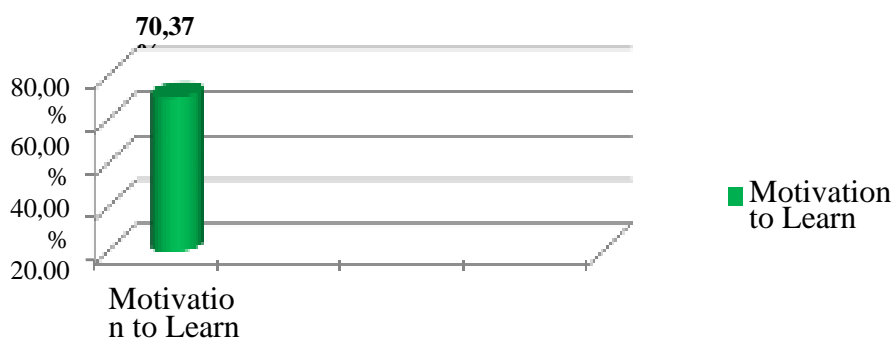
This research was conducted in two cycles, with each cycle consisting of two meetings discussing different materials. The implementation of the research followed the procedures that had been prepared in accordance with the school curriculum and the student facilitator and explaining model learning plan. This study aims to improve the motivation and learning outcomes of students in learning the Al-Qur'an Hadith in class V B MIN 1 Kendari, involving 27 students, consisting of 13 boys and 14 girls.

#### Initial Activities (Pre Cycle)

The pre-cycle stage is the phase before the implementation of the new learning model. This study began with a meeting between the researcher, the principal, and the Al-Qur'an Hadith subject teacher at MIN 1 Kendari to explain the purpose of the study. At the meeting, the researcher conducted a free interview with the

Al-Qur'an Hadith teacher to gain a deeper understanding of the Al-Qur'an Hadith learning process at MIN 1 Kendari.

The observation results show that many VB class students at MIN 1 Kendari have not achieved the KKM in the Al-Qur'an Hadith subject. This happens because teachers do not use innovative learning models that encourage students to be more active, so their learning motivation is not optimal. To overcome this problem, the researcher discussed again with the Al-Qur'an Hadith teacher how to improve motivation and learning outcomes through the application of the student facilitator and explaining learning model. The researcher also explained the steps of the learning model and planned the implementation of the action. The following is the percentage of student learning motivation depicted in the diagram:



**Figure 1: Percentage of Success of Learning Motivation of Class V B Students at MIN 1 Kendari Before Action.**

Based on the picture above, it can be concluded that 27 students in class VB at MIN 1 Kendari have a learning motivation of 70.37% in learning the Al-Qur'an Hadith. To find out the category of their learning motivation, it can be seen in the following table:

**Table 2. Levels of Student Learning Motivation Questionnaire Criteria.**

No	Percentage	Qualification
1.	75,01%- 100%	Very High
2.	50,01%- 75%	High
3.	25,01%-50%	Medium
4.	0%-25%	Low

In the table above, it can be seen that the learning motivation of students in class VB MIN 1 Kendari in learning the Al-Qur'an Hadith before the action is included in the category of quite motivated. The figure of 70.30% is in the range of 50.01%–75%, which is included in the high motivation category. Students who do not reach the high category are caused by several factors, such as absence when filling out the questionnaire or reluctance to enter the class.

### Cycle I action

#### a. Planning stage

Planning in Cycle I involves the preparation of an action plan that will be implemented using the Student Facilitator and Explaining Learning Model in the Al-Qur'an Hadith subject with the Al-Qadr Surah material. This action aims to improve and enhance the motivation and learning outcomes of students in class VB. Cycle I is carried out for two meetings according to the predetermined schedule. The stages of planning in Cycle I are as follows:

1. Researchers create a syllabus and lesson plan in accordance with the steps of the Student Facilitator and Explaining Learning Model that are in accordance with the material to be taught in Cycle I.
2. Preparing teaching tools and materials, namely teaching materials and teaching media such as PPT slides that will be used to teach the pronunciation of Surah Al-Qadr.
3. Preparing observation sheets for teacher and student activities
4. Create student worksheets (LKPD) in the form of questions that will be used to determine the extent of student mastery of the material.
5. Create evaluation questions that will be given at the end of cycle I.
6. Create a questionnaire to measure students' learning motivation.

b. Implementation stage of Action

1. First meeting of cycle I

The first meeting of cycle I was carried out with the learning material of Surah Al-Qadr (pronunciation and meaning of Surah Al-Qadr). Learning lasted for 2 x 35 minutes (1 meeting) by implementing the steps of the Student Facilitator and Explaining model. The researcher carried out learning according to the scenario in the RPP, which included initial activities such as greeting, asking for news, taking attendance, checking the neatness and readiness of students, giving encouragement, and delivering material, competencies to be achieved, and learning objectives.

In the core activity, the teacher motivates students by explaining the advantages of reading the Qur'an, then continues to stage 2 by demonstrating or presenting an outline of the learning material. In stage 3, students are given the opportunity to convey their understanding to their friends, followed by stage 4, where the teacher summarizes the ideas or opinions conveyed. Furthermore, in stage 5, the teacher explains all the material taught and asks several students to read the pronunciation of Surah Al-Qadr. Students then read the pronunciation of Surah Al-Qadr with the teacher's guidance, and the teacher ensures that they pronounce it well and correctly. The teacher also asks questions about the importance of understanding the meaning of Surah Al-Qadr, and together with the students, she reads the meaning of the pronunciation of Surah Al-Qadr in the form of mufrodat. In the closing activity, the teacher gives students the task of memorizing the pronunciation and meaning of Surah Al-Qadr, helps them compile a conclusion of today's learning, and closes the learning by saying hamdalah and greetings.

2. Second meeting of cycle I

The first meeting of Cycle I was carried out with learning materials about the contents of Surah Al-Qadr. The student facilitator and explaining learning model were applied to this learning. The researcher followed the scenario according to the RPP, starting with initial activities such as greeting, asking for news, taking attendance, checking the neatness and readiness of students, giving a cheer, and delivering the material, competencies to be achieved, and learning objectives.

In the core activity of the 2nd meeting of cycle I, the teacher motivates students by explaining the virtues of people who always read the Qur'an. The teacher continues with stage 2, which is demonstrating or presenting an outline of the learning material. In stage 3, students are given the opportunity to convey their understanding to their friends. Next, the teacher

carries out stage 4 by summarizing students' ideas or opinions so that they better understand the material that has been explained. In stage 5, the teacher explains all the material that will be taught, then asks several students to read the pronunciation of Surah Al-Qadr with guidance. The teacher also asks why it is important to understand the contents of Surah Al-Qadr, and students pay attention to the explanation. In the closing activity, the teacher evaluates students, gives assignments to memorize the pronunciation and meaning of Surah Al-Qadr, guides students in compiling conclusions about the day's learning, and closes the learning by saying hamdalah and greetings.

3. Observation

Observations were conducted to assess the implementation of learning actions in the classroom according to the student facilitator and explaining model. The aspects observed included the activities of teachers and students during the learning process. This observation covered the entire learning process, from beginning to end, using observation sheets for teachers and students.

c. Results of observations of teacher activities in cycle I

1. Results of teacher observations cycle I meeting 1

During the implementation of learning cycle I at the first meeting, the observer observed the learning process of the Al-Qur'an Hadith with the application of the student facilitator and explaining model. This observation was carried out using the teacher activity observation sheet to evaluate the suitability of the action plan and the implementation of the action. The results of the observation showed that of the 22 aspects observed, there were several aspects that were not implemented well, such as drawing conclusions and providing motivation regarding the virtues of reading the Qur'an. However, the percentage of the results of teacher activity observations in cycle I of the first meeting, after the application of the learning model, reached 87.5%. This result is considered good because only two of the 20 aspects were implemented well.

2. Results of observations of teacher activities in cycle I, meeting 2

The results of observations in cycle I, second meeting showed that teacher activity had increased, with a percentage reaching 90.90%. This figure shows that teacher performance in implementing the student facilitator and explaining model is very good and in accordance with the established action plan. This increase reflects progress in the quality of learning implementation compared to the first meeting.

d. Results of observations of student activities

1. Student activities in cycle I, first meeting

The results of observations of student activities in cycle I of the first meeting showed that of the 18 aspects observed, there were 3 aspects that had not been implemented properly. These aspects include the lack of student compliance with teacher directions when reading the verses of Surah Al-Qadr, the lack of student understanding of the meaning of Surah Al-Qadr in the form of mufrodat, and low participation in formulating conclusions at the end of learning. To improve this, teachers need to continue to provide motivation so that students follow the learning process better. The results of observations of student activities at the first meeting showed a percentage of 79.16%.

2. Student activities in cycle I, second meeting

In cycle I of the second meeting, student activities ran smoothly and were quite organized. Of the 20 aspects observed, only 2 were not good, namely students who were reluctant to come forward to read the pronunciation and meaning of Surah Al-Qadr, possibly because they were embarrassed to appear in front of the class. However, the results of the percentage of student activity reached 85%, which shows that overall, student activities at the second meeting had been carried out well.

## **Cycle II action**

### **a. Planning stage**

The results of the implementation of actions in cycle I showed that the success indicators had not been achieved and there were deficiencies that needed to be fixed. Therefore, cycle II was carried out to fix these deficiencies and perfect the implementation of cycle I so that the errors that occurred were not repeated in cycle II. In addition to fixing the process, the researcher also prepared the following research instruments:

1. Conducting an analysis of the learning implementation plan (RPP) in accordance with the basic competencies and learning objectives to be achieved by implementing the student facilitator and explaining learning model.
2. Prepare learning tools in the form of cardboard media containing the pronunciation of Surah Al-Alaq.
3. Create an observation sheet for teacher and student activities according to the planning and scenario of the Student Facilitator and Explaining Learning Model.
4. Create student worksheets (LKS) in the form of questions that will be given to students to determine their level of understanding of the material.
5. Create evaluation questions to determine the improvement in learning outcomes achieved by students.
6. Create a questionnaire to measure students' learning motivation.

### **b. Implementation stage**

#### **1. Cycle II First meeting**

The first meeting of cycle II was carried out with the material of Surah Al-Alaq (pronunciation and meaning of Surah Al-Alaq). Learning was carried out for 2 x 35 minutes (1 meeting) by implementing the student facilitator and explaining model. The researcher followed the scenario according to the RPP, starting with greeting and praying together, greeting students, taking attendance, checking the neatness and readiness of students, giving encouragement, and delivering the material, competencies to be achieved, and learning objectives. In addition, the researcher also asked questions about Surah Al-Alaq.

In the core activity, the teacher begins by asking students about their ability to read the Qur'an and provides motivation regarding the virtues of reading the Qur'an. Next, the teacher demonstrates or presents an outline of the learning material, gives students the opportunity to convey their understanding to their friends, and summarizes ideas or opinions from students. The teacher then explains the material to be taught, asks the meaning of Surah Al-Alaq, and reads the pronunciation of Surah Al-Alaq together. Students read word by word with the guidance of the teacher, who ensures that the reading is done well and correctly and gives assignments to memorize the pronunciation of Surah Al-Alaq. In the closing activity, the teacher guides students to draw conclusions, gives messages to always read and practice



the teachings of Surah Al-Alaq, and reflects on and assesses the material. Learning ends with reciting hamdalah and greetings.

## 2. Cycle II Second meeting

The first meeting of cycle II was carried out with learning materials regarding the contents of the Al-Alaq letter. Learning was carried out for 2 x 35 minutes (1 meeting) by implementing the student facilitator and explaining model. The researcher followed the scenario stated in the RPP, starting by saying hello and praying together, greeting students and asking how they were, taking attendance, checking the neatness and readiness of students, and giving a round of applause. Furthermore, the teacher delivered the material, competencies to be achieved, learning objectives, and asked questions about the Al-Alaq letter.

In the core activity, the teacher motivates students by explaining the benefits of reading the Qur'an regularly. Next, the teacher demonstrates the outline of the learning material and gives students the opportunity to convey their understanding to their friends. The teacher then summarizes the ideas or opinions of the students and explains all the material that will be taught. In addition, the teacher asks the reasons for the importance of understanding the contents of the Al-Alaq letter, explains the contents of the letter, and distributes LKS and learning motivation questionnaires. In the closing activity, the teacher guides students in drawing conclusions, gives messages so that they continue to read and practice the teachings of the Al-Alaq letter, and reflects on and evaluates the material. Learning ends with reciting hamdalah and greetings.

## c. Observation stage

After analyzing and reflecting on the implementation of cycle I actions, which include the application of learning models, student learning outcomes, teacher activities, and student activities, researchers and observers continue to cycle II. In cycle II, the learning process and activities of teachers and students are observed using the observation sheet provided. This observation sheet aims to evaluate whether there is an increase or decrease in teacher and student activities after the implementation of actions from cycle I to cycle II.

### 1. Results of observations of teacher activities in cycle II

The results of teacher activity observations show that, in general, teachers and students have succeeded in implementing the learning scenario quite well. Of the 19 aspects studied, there are two that have not been implemented optimally. These aspects include the lack of teacher guidance in reading Surah Al-Alaq correctly and the absence of an assessment of students' ability to read the Qur'an. With the results of teacher activity observations in cycle II, the first meeting reaching 88.15%, this achievement is considered good because only 2 of the 19 aspects were not implemented properly.

### 2. Results of teacher observations in cycle II, second meeting

The results of observations of teacher activities in the second meeting of cycle II showed very good implementation. Of the 20 aspects observed, all went according to expectations. This indicates that the teacher has carried out learning activities in accordance with the Student Facilitator and Explaining scenario. Teacher performance in the second meeting of cycle II has shown significant improvement compared to the first meeting of cycle II, where several scenarios had not been implemented properly. In the second meeting, all scenarios were

successfully implemented, as reflected in the percentage of teacher observation results reaching 97.5%.

### **Results of observations of student activities in cycle II**

#### **1. Results of observations of student activities in cycle II, first meeting**

The results of observations of student activities in cycle II of the first meeting reached 84.72%, which is considered good. Although these results are optimal, there are several aspects that still need improvement, such as the lack of student attention when the teacher guides the reading of the Al-Alaq surah. To improve the results, teachers need to continue to provide motivation and encouragement to students, including encouraging them to be more active in drawing conclusions at the end of learning and paying better attention to the teacher at the next meeting.

#### **2. Results of observations of student activities in cycle II, second meeting**

The results of student observations in cycle II, the second meeting reached 95.58%, which is considered good. Most aspects have run optimally, but there is still room for improvement in providing opportunities for students to explain their understanding to their friends. With this improvement, it is hoped that student interaction and understanding can increase further.

### **Discussion**

#### **1. Student activities with the application of the Student Facilitator and Explaining Model**

Based on observations, analysis, and reflection on student activities before the implementation of the student facilitator and explaining learning model, it appears that they are still passive and less enthusiastic about participating in learning. Many students pay less attention to the teacher's explanation and do not cooperate during the learning process, thus creating an atmosphere that is not conducive and has a negative impact on their learning outcomes. According to Sogianor, a learning model is a plan or pattern used to compile a curriculum, design learning materials, and guide the learning process in the classroom (Sogianor & Syahrani, 2022). Therefore, the application of a learning model can facilitate the learning process for students and improve their learning outcomes.

After the implementation of the action, student activity showed an increase. In the first meeting of cycle I, students were still adapting to the Student Facilitator and Explaining learning model, which had just been implemented at MIN 1 Kendari, especially in class VB. Because this was the first implementation, students seemed confused by the new learning process. Therefore, several aspects were still not implemented properly, such as the lack of enthusiasm of students to come forward to explain their understanding, inattention to the teacher's explanation of the objectives and materials, and the inability to conclude the learning and close the session together. On the other hand, teachers also need to pay attention to the duration of learning because they have to explain the material several times so that students really understand what is being taught (Iryanto, 2021).

In the second meeting of cycle I, students began to show a better understanding of the learning flow using the student facilitator and explaining model. They began to pay attention to the teacher's explanation of the outline of the material, dared to appear in front to explain their understanding, and showed increased enthusiasm. This is reflected in the percentage of student activity observation results, which increased from 92.22% in the first meeting to 93.34% in the second meeting. Student activities in learning are influenced by several factors, including their personal conditions. According to (Muktamar et al., 2024), students as recipients of the transfer of knowledge, attitudes, and skills significantly influence the learning process. The condition of students, which is influenced by the surrounding environment and internal factors, has an impact on their readiness and learning outcomes (Suparman & Junaidin, 2023).

In the first meeting of cycle II, students began to get used to the student facilitator and explaining learning model, so that most aspects were implemented well. However, there were some shortcomings, such as students who were still less effective in conveying their understanding to classmates. Although they were enthusiastic to move forward, many only repeated what had been conveyed by their previous friends. In addition, some students still felt embarrassed to appear in front of the class, especially when asked to summarize the learning.

In the second meeting of cycle II, all aspects of learning were carried out very well. Students showed full attention to the teacher, interacted well, and showed high enthusiasm to come forward to explain their understanding. They even competed to come forward when given the opportunity, with high enthusiasm, and felt satisfied with the implementation of the student facilitator and explaining learning model.

## **2. Teacher activities by implementing the student facilitator and explaining the learning model**

In the process of developing learning experiences, teachers not only act as a source of learning materials but also as facilitators who encourage students to be active in the learning process (Rahmawati et al., 2023). Therefore, learning development requires creativity and innovation from teachers so that learning activities can be adjusted to the style and characteristics of students (Wahyuningrum, 2023).

Based on the results of observation, analysis, and reflection, it can be concluded that teacher activities before the implementation of the Student Facilitator and Explaining learning model were still ineffective. At this stage, teachers have not used innovative learning models that can encourage students to be more active. This has a negative impact on student learning outcomes. However, after the implementation of the Student Facilitator and Explaining model in the first meeting of cycle I, teacher performance became more active and effective. In the first and second meetings, the percentage of teacher activity reached 96.84%, indicating that this model has been implemented well.

In Cycle II, teacher activities at the first meeting of the implementation of the Student Facilitator and Explaining model had gone well, although there were several aspects that needed to be improved to increase its effectiveness. However, at the second meeting of cycle II, all aspects had been implemented very well. The increase in teacher performance from cycle I to cycle II showed the consistency of the student facilitator and explaining learning model.

## **3. Student learning motivation**

The student facilitator and explaining learning model focuses on increasing students' motivation and mastery of the material, as well as stimulating them to convey ideas and concepts to classmates (Wardah & Arifin, 2022). With this stimulation, students will be encouraged to compete healthily in class. Seeing friends who dare to appear in front of the class will indirectly foster motivation in other students to also dare to appear and share in front of their friends.

Cycle I began with the implementation of the action, which was carried out in two meetings. When the second meeting ended, a questionnaire containing information about learning motivation was given to students. This learning motivation questionnaire was given with the aim of finding out the extent to which students' learning motivation had increased during the process of implementing the learning model and students' explanations during the learning process. The results of the cycle I learning motivation questionnaire showed that 85.19% of students were classified as highly motivated, with an average of 86.51 percent of 27 students, indicating that the student's guidance and explanation model could increase their learning motivation.

Two meetings were held to implement the Cycle II action. The learning motivation questionnaire was given to students at the end of the second meeting of cycle II through the application of the student facilitator

and explainer learning models. The results of the student learning motivation questionnaire in cycle I showed that students could be more motivated to learn with the facilitator and explainer learning model. This result, with an average of 89.29%, showed that students could be more motivated to learn. From pre-cycle to cycle I and from cycle I to cycle II, it has been shown that student learning motivation always increases after the application of the student facilitator and explainer learning models.

#### **4. Student learning outcomes**

The Student Facilitator and Explaining Learning Model is designed to help students convey ideas or concepts to their friends. In addition, this model is designed to increase student activity and motivation during the learning process, which can have an impact on student learning outcomes (Ana & Reinita, 2021). The implementation of the action begins in cycle I, which includes two meetings. The evaluation was carried out at the second meeting by giving a multiple-choice test to assess the understanding and development of student learning outcomes after the implementation of the student facilitator and explaining learning model. In cycle I, the percentage of learning completion reached 55.55% with an average score of 75.92%. The highest score was 90 and the lowest score was 50, for a total of 27 students. Of that number, 15 students completed their studies, while 12 students did not. The results of the cycle I test showed that the student facilitator and explaining learning model can improve student learning outcomes. Before the action, many students had not reached the KKM, but after the implementation of this model, learning outcomes increased by 4.07%.

The implementation of the action in cycle II was carried out in two meetings, with an evaluation held at the second meeting through a learning outcome test. This test aims to assess the understanding and improvement of students' learning outcomes compared to cycle I. The test results in cycle II showed a percentage of completion of 81.48% and an average score of 87.04. Of the 27 students, 22 people completed learning while 5 people did not complete it. This result has met the classical completion indicator of 80%, with an achievement reaching 81.48%. Thus, this study is considered successful and does not need to be continued to the next cycle because the application of the student facilitator and explaining learning model has improved the learning outcomes of the Al-Qur'an Hadith in class VB. This learning model has proven effective in increasing student motivation and learning outcomes. This model can also be an alternative to encouraging learning motivation because it invites students to compete and understand the material better. Collaboration with the use of media in the learning process is also important to ensure optimal learning outcomes.

#### **CONCLUSION**

Based on the results of the study and discussion, it can be concluded that the application of the student facilitator and explaining learning model has proven effective in improving student motivation and learning outcomes at MIN 1 Kendari. Specifically, student learning motivation showed a significant increase, where in the pre-cycle stage, student motivation was at 70.37%, which was included in the category of quite motivated. After the actions were carried out in two cycles, student motivation continued to increase, with a percentage reaching 85.19% in cycle I and increasing again to 88.88% in cycle II, which was included in the category of very motivated. This increase indicates that this learning model has succeeded in encouraging active student participation in the learning process. In addition, student learning outcomes also showed a significant increase. In the pre-cycle stage, student learning outcomes were at 48.14% with an average score of 71.85. After the application of the learning model, the percentage of learning outcomes increased to 55.55% with an average score of 75.92 in cycle I and reached 81.48% with an average score of 87.04 in cycle II. The increase that

- 4041 *Improving Motivation and Learning Outcomes Through the Application of the Student Facilitator and Explaining Model in the Al-Qur'an Hadits Subject at Elementary Islamic School – Muh. Asharif Suleman, Riza Febriansyah, Anan Marliansyah, Ushie Uswatun Hasanah, Kurnia Utami Nursholichah, Zulfi Idayanti*  
DOI : <https://doi.org/10.31004/basicedu.v8i5.8733>

occurred from pre-cycle to cycle II reached 61.54%, which reflects the success of this learning model in improving students' understanding and overall academic achievement.

## BIBLIOGRAPHY

- Ana, A. P., & Reinita, R. (2021). Peningkatan Hasil Belajar Peserta Didik Dalam Pembelajaran Tematik Terpadu Dengan Menggunakan Model Student Facilitator And Explaining (Sfe) Di Kelas Iv Sd Negeri 50 Padang Tongga Kabupaten Agam. *Jurnal Pendidikan Tambusai*, 5(1), 1756–1765.
- Asda, Y. (2022). Efektivitas Pembelajaran Model Kooperatif Tipe Jigsaw Untuk Meningkatkan Hasil Belajar Sejarah Kebudayaan Islam Pada Siswa Man Model Banda Aceh. *Pendalas: Jurnal Penelitian Tindakan Kelas Dan Pengabdian Masyarakat*, 2(3), 160–174.
- Datuk, A., & Arifin, A. (2023). Urgensi Akreditasi Sekolah Dalam Upaya Pemetaan Mutu Pendidikan Di Provinsi Nusa Tenggara Timur. *Attractive: Innovative Education Journal*, 5(1), 54–64.
- Fatmawati, I. (2021). Peran Guru Dalam Pengembangan Kurikulum Dan Pembelajaran. *Revorma: Jurnal Pendidikan Dan Pemikiran*, 20–37.
- Gapari, M. Z. (2021). Efektivitas Model Pembelajaran Kolb Dalam Meningkatkan Hasil Belajar Siswa Ips Kelas Xi Ma Mu'allimin Nw Pancor. *Islamika*, 3(1), 108–122.
- Haetami, A., Hamsiah, A., Hayati, N., & Pratiwi, E. Y. R. (2023). Pelatihan Peningkatan Kompetensi Guru Dalam Implementasi Kurikulum Merdeka Belajar. *Sabajaya Jurnal Pengabdian Kepada Masyarakat*, 1(3), 173–179.
- Hamda, N., Nurhasanah, E., & Tasia, F. E. (2021). Peran Guru Dalam Pelaksanaan Pembelajaran Inovatif. *Aufklarung: Jurnal Pendidikan, Sosial Dan Humaniora*, 1(2), 130–136.
- Iryanto, N. D. (2021). Meta Analisis Penerapan Model Pembelajaran Problem Based Learning (Pbl) Sebagai Sistem Belajar Mengajar Bahasa Indonesia Inovatif Di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3829–3840.
- Khairina, K., Alberida, H., Fitri, R., & Ardi, A. (2021). The Effect Of Applying Cooperative Learning Model On Student Competence: Literature Study About Student Facilitator And Explaining. *Jurnal Atrium Pendidikan Biologi*, 6(1), 57–66.
- Muktamar, A., Yusri, H., Amalia, B. R., Esse, I., & Ramadhani, S. (2024). Transformasi Pendidikan: Menyelami Penerapan Proyek P5 Untuk Membentuk Karakter Siswa. *Journal Of International Multidisciplinary Research*, 2(2), 1–8.
- Munthe, L. M., & Naibaho, D. (2024). Memahami Peserta Didik Melalui Prinsip-Prinsip Kepribadian. *Nian Tana Sikka: Jurnal Ilmiah Mahasiswa*, 2(1), 46–52.
- Nurdin, F. R., & Amal, A. (2024). Efektivitas Penerapan Student Facilitator And Explaining Berbantuan Objek Langsung Pembelajaran Ipa Siswa Sekolah Dasar. *Journal Of Cultural Relativism (Jcr)*, 1(01), 65–78.
- Nurhuda, A. A., Alindra, A. L., Rahmawati, A., Fazrin, D. N., Rahmawati, H., Nabilah, K., & Faqih, A. (2024). Penggunaan Model Pembelajaran Role Playing Berbantuan Media Wayang Kartun Pada Pembelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 8(1), 310–319.
- Nurqozin, M., & Putra, D. (2023). Pembelajaran Berbasis Media Digital Dalam Meningkatkan Kualitas Pembelajaran Pendidikan Agama Islam Pada Sekolah Menengah Kejuruan Islam Terpadu Tebuireng Iii Indragiri Hilir Riau. *Didaktika: Jurnal Kependidikan*, 12(4), 637–646.

- 4042 *Improving Motivation and Learning Outcomes Through the Application of the Student Facilitator and Explaining Model in the Al-Qur'an Hadits Subject at Elementary Islamic School – Muh. Asharif Suleman, Riza Febriansyah, Anan Marliansyah, Ushie Uswatun Hasanah, Kurnia Utami Nursholichah, Zulfi Idayanti*  
DOI : <https://doi.org/10.31004/basicedu.v8i5.8733>
- Purbasari, H. Y., Fitria, H., & Martha, A. (2021). Implementasi Supervisi Kepala Sekolah Dalam Pembinaan Profesionalitas Guru. *Jurnal Pendidikan Tambusai*, 5(3), 6361–6372.
- Rahmawati, H., Iskandar, S., Rosmana, P., Nabilah, A. P., Rahmawati, A., Herlina, P., & Agustiani, N. (2023). Peran Guru Penggerak Terhadap Penerapan Pembelajaran Kurikulum Merdeka Untuk Meningkatkan Motivasi Belajar Siswa. *Innovative: Journal Of Social Science Research*, 3(2), 4039–4050.
- Rosita Barokah, R. B. K. (2022). Pengaruh Kegiatan B Elajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Al-Qur'an Hadits Di Madrasah Tsanawiyah Kecamatan Bangko Pusako. *Uin Suska Riau*.
- Safaringga, V., Lestari, W. D., & Aeni, A. N. (2022). Implementasi Program Kampus Mengajar Untuk Meningkatkan Motivasi Belajar Siswa Di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3514–3525.
- Sogianor, S., & Syahrani, S. (2022). Model Pembelajaran Pai Di Sekolah Sebelum, Saat, Dan Sesudah Pandemi. *Educational Journal: General And Specific Research*, 2(1), 113–124.
- Suleman, M. A. (2024). Meningkatkan Keterampilan Komunikasi Siswa Melalui Penerapan Experiential Learning. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(3), 1530–1538.
- Suleman, M. A., & Idayanti, Z. (2023a). Analisis Faktor-Faktor Yang Mempengaruhi Keberhasilan Pembelajaran Berbasis Teknologi. *Jurnal Basicedu*, 7(6), 3559–3570. <https://doi.org/10.31004/basicedu.v7i6.6368>
- Suleman, M. A., & Idayanti, Z. (2023b). Analysis Of Teacher Professional Competency In Thematic Learning At Mi Asy-Syafiiyah Kendari. 00(4). <https://doi.org/10.14421/ijber.tahun.volumenom>
- Suparman, S., & Junaidin, J. (2023). Upaya Sekolah Dalam Meningkatkan Motivasi Belajar Siswa Di Sekolah Dasar. *Jurnal Basicedu*, 7(6), 3950–3958.
- Susanti, S., Uman, A. F., Fitriyah Ridwan, S. A., & Maf'ulah, S. (2023). Manajemen Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan. *Jurnal Impresi Indonesia*, 2(6), 574–581.
- Ulimaz, A., & Yardani, J. (2022). Meningkatkan Hasil Belajar Mahasiswa Pada Konsep Pengetahuan Bahan Agroindustri Dengan Model Pembelajaran Kooperatif. *Jurnal Pendidikan Dasar Dan Sosial Humaniora*, 1(9), 1941–1950.
- Wahyuningrum, H. (2023). Analisis Gaya Belajar Peserta Didik Ditinjau Dari Asesmen Pembelajaran Terhadap Kurikulum Merdeka. *Jurnal Ilmu Pendidikan Nasional (Jipnas)*, 1(1), 38–44.
- Wardah, B., & Arifin, M. Z. (2022). Penerapan Model Pembelajaran Student Facilitator And Explaining Untuk Meningkatkan Motivasi Dan Hasil Belajar Siswa Xi Ips 2 Sma Negeri 1 Leuwiliang. *Edukasia: Jurnal Pendidikan Dan Pembelajaran*, 3(3), 709–726.