IMPLEMENTATION OF TRUE OR FALSE LEARNING STRATEGY TO IMPROVE LEARNING ACHIEVEMENT IN THE SUBJECT OF CREED AND MORALS OF GRADE VII STUDENT MTs AL MUHAJIRIN BANDAR LAMPUNG

Aisyah Setiawati
aisyahsetiawati08@gmail.com
Universitas Muhammadiyah Lampung

Arizal Eka Putra
arizaleka@gmail.com
Universitas Muhammadiyah Lampung

Muslim Basyar
muslimbasyar@gmail.com
Universitas Muhammadiyah Lampung

Abstract (In English *Education is a crucial factor in individual development and national progress, especially in character and moral formation. The subject of akidah akhlak in Madrasah Tsanawiyah plays a significant role in shaping students' personalities. However, in practice, there are often issues with ineffective teaching methods, such as the dominance of lecture-based instruction, which leads to passive student participation. This impacts students' academic performance. This study aims to analyze the application of the true or false teaching strategy in the akidah akhlak subject to improve students' academic achievement in class VII at MTs Al Muhajirin Bandar Lampung. This research uses the Classroom Action Research (CAR) approach, which consists of two cycles. Each cycle involves planning, implementation, observation, and reflection. The results of the study indicate that the application of the true or false strategy can increase student engagement in learning and improve academic performance. In the first cycle, although there was improvement, the average score did not meet the expected completion criteria. However, in the second cycle, a significant improvement was observed, with the average score reaching 80 and the learning completeness reaching 82.14%. This shows that the true or false teaching strategy has the potential to enhance students' understanding of akidah akhlak and boost their academic performance.*

Keywords: *Learning, True or False, Akidah Akhlak, Academic Achievement, Classroom Action Research*

A.　INTRODUCTION

Education is essential for every human being as a means for self-development because education is one of the foundations that determines the

resilience and progress of a nation[1]. As formal educational institutions, schools are required to carry out a good and optimal learning process. As stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter I, Article I, it is explained that:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state"[2].

Moral or character education can be integrated into learning in every subject. Learning materials related to norms or values in each subject need to be developed, made explicit, and linked to the context of everyday life. Thus, learning moral or character values is not only at the cognitive level but also touches on internalization and real practice in students' daily lives in society[3].

In Madrasah Tsanawiyah, moral and character education is taught about aqidah akhlak and is very important in shaping students' personalities[4]. This subject is part of the PAI subject that studies the pillars of faith and introduction to al-asma' al-husna, as well as getting used to practicing commendable morals and Islamic manners through examples of behavior and how to practice them in everyday life[5]. By mastering the knowledge of Aqidah Akhlak, especially for students in schools, it is hoped that they can apply these values in everyday life[6]. However, in practice, many students struggle to understand the concepts of aqidah and akhlak. This is caused by several factors, one of which is the way the material is delivered which is less varied and not always easy for students to understand[7], and this problem has an impact on student learning achievement.

In the learning process, teachers are people who have an important role. Because teachers are the people who most often have direct contact with students, the success of a learning process depends on the teacher. Therefore, teachers are required to be competent in teaching. Quality teachers must have four competencies: pedagogical competence, professional competence, personality competence, and social competence[8]. However, teachers are not the only factor that plays a role in the learning process; other factors are no less important than teachers. Namely, less conducive classroom conditions, inappropriate learning media used, less than optimal interest in learning aqidah

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[1] Lathifah, Muthi'ah & Yakobus Ndona. *Peran Pendidikan Dalam Membangun Kemanusiaan Yang Beradab.* Lencana:Jurnal Inovasi Ilmu Pendidikan. Vol.2, No.3 Juli 2024, p. 184

[2] Fajartika A.S Putra, dkk. *Penerapan Model Pembelajaran Problem Based Learning (PBL) Untuk Meningkatkan Aktivitas Belajar Siswa SDN 48 Cakranegara*. Vol. 3 No. 2. Jurnal Literasi dan Pembelajaran Indonesia 2023, p., 147.

[3] Syarifudin, dkk. Pembelajaran Akidah Akhlak di Madrasah Tsanawiyah Negeri Model Darussalam Martapura Kabupaten Banjar.Vol.1 No.2, p., 82

[4] Haidar, Abdul Aziz Hilmy. (2024). Implementasi Strategi Pembelajaran Aktif Dalam Meningkatkan Prestasi Belajar Akidah Akhlak Peserta Didik Ma Nurul Iman Kab. Tasikmalaya Jawa Barat. *Unisan Jurnal: Jurnal Manajemen Dan Pendidikan. Vol. 03 No. 03 (2024): 418-428.*

[5] Tumiran. *Meningkatkan prestasi belajar melalui model pembelajaran Creative Problem Solving dalam kajian Aqidah Akhlak.* Jurnal Ilmiah Al – Hadi Fakultas Agama Islam Dan Humaniora Universitas Pembangunan Panca Budi Medan, 6(1) p., 39.

[6] Fatimatuzahroh, F., Nurteti, L., & Koswara, S. (2019). Upaya Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Akidah Akhlak Melalui Metode Lectures Vary. *Jurnal Penelitian Pendidikan Islam*, 7(1), 35.

[7] Elza Eka Putri. *Isu-Isu Problematis Yang Dihadapi Dalam Pembelajaran Rumpun Kegamaaan (Akidah Akhlak Di Madrasah Aliyah)2024* Jurnal Pendidikan dan Sosial Keagamaanan, p., 54.

[8] Sanjani, Maulana A. Tugas dan Peranan Guru Dalam Proses Peningkatan Belajar Mengajar. Jurnal Serunai ilmu Pendidikan, 6(1), 41.

and akhlak, student learning achievement is not optimal, and the dominant learning model uses lectures[9].

Teachers have an important role in the learning process, and students' interest begins with a sense of enjoyment in learning; this sense of enjoyment will later make students concentrate on each material being studied[10]. A sense of enjoyment will help students feel comfortable and encourage students to be more active in learning. Student activity in the learning process also shows that students feel they bond with what is being studied. Students' bond with the material being studied is also shown by students being interested in all things related to the material. Students not only study the material during class but also outside the classroom. The potential that is developed to the maximum will also enable students to achieve maximum achievement. Good achievement can be shown by students achieving high scores or at least exceeding the Learning Objective Achievement Criteria (KKTP) [11] for each evaluation given by the teacher. The achievement shown by students by obtaining high scores can illustrate that students have been able to understand and master the material that has been taught and are ready to learn the next material.

Learning achievement is evidence of students' success in mastering skills and knowledge developed by subjects in the teaching and learning process. To determine the level of success, it is necessary to conduct tests or assessments with values given by educators. Internal and external factors of students usually influence this assessment or assessment process[12].

Several factors influence student learning achievement: (1) internal factors, including students' cognitive abilities to understand and process information; students' interests and motivatio[13] or drive to learn; students' physical, emotional, and social maturity to learn; learning styles or how students learn and absorb information, and physical and psychological conditions: students' physical and mental health, (2) external factors, school teacher quality, learning methods, curriculum, and school facilities, parental support, home atmosphere, and relationships with family members, society, peer influence, culture, and social norms[14]. The learning approach factor is the student learning effort that includes strategies and methods students use to carry out learning activities for lesson materials[15].

According to the researcher's analysis, the learning achievement in the subject of aqidah and akhlak of class VII students at MTs Al Muhajirin Bandar

[9] I Gusti Ayu Laksmi Trisnawati. Peningkatan Prestasi Belajar Siswa Melalui Model Numbered Head Together (NHT) dengan Media Mind Mapping pada Materi Siklus Akuntansi Perusahaan Jasa Di Kelas XII IIS 1 SMA Negeri 3 Sumbawa Besar Tahun Pelajaran 2019/2020 Vol 6 (2), 70

[10] Marleni, Lusi. Faktor-Faktor yang Mempengaruhi Minat Belajar Siswa Kelas VIII SMP Negeri 1 Bangkinang. Journal Cendekia : Jurnal Pendidikan Matematika Vol 1(1), 150

[11] Juhairiyah.*Meningkatkan Kemampuan Guru dalam Menetapkan Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) Melalui Workshop Intern Sekolah di SDN Karang Bayat 01 Sumber Baru*.Jurnal Simki Postgraduate Vo. 2, p., 192

[12] Eka Karolina. *Implementasi Strategi Pembelajaran Aktif Dalam Meningkatkan Prestasi Belajar Peserta Didik MTs Negeri 2 Palembang Kecamatan Ilir Barat 1 Palembang Tahun Pelajaran 2023/2024.* Unisan Jurnal: Jurnal Manajemen Dan Pendidikan Vol. 03 No. 04 (2024) Hal.148.

[13] Halawa, Fransiscus. A, F. 2020. Pengaruh Kecerdasan Emosi, Lingkungan Sekolah, dan Motivasi Belajar pada Prestasi Belajar Siswa. Jurnal Pengabdian dan Kewirausahaan Vol. 4 (2): 098 - 111.

[14] Miftakhul Lailiyah. *Penerapan Strategi True Or False Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran PAI Kelas IV Di SDN Gedongombo 1 Kecamatan Ploso Kabupaten Jombang*, (Kediri:IAIN Kediri,2022), p., 26.

[15] Ayu Puji Lestari. *Peningkatan Prestasi Belajar Siswa Melalui Model Pembelajaran Numbered Head Together Dengan Media Mind Mapping Pada Mata Pelajaran Ekonomi Kelas X IPS DI SMA N 1 Ngemplak,* (Yogyakarta: UNY,2018), p., 14*.

Lampung is still relatively low because 14 students have not completed their learning out of 28 students. This condition is not solely due to low student absorption. Still, other factors influence it, such as inappropriate learning methods and students' readiness to receive the subject matter, which is less than optimal. This is influenced by a learning method that does not involve students enough and seems monotonous. Teachers deliver subject matter through lectures.

The teaching method applied to aqidah and akhlak at MTs Al Muhajirin Bandar Lampung uses lectures or long explanations that tend to reduce student interest. This approach often makes students feel bored because there is insufficient interaction to keep their attention. As a result, students become less motivated to learn, and their learning achievement decreases. This passive learning leads to a lack of deep understanding of the material being taught.

In this context, more active and interesting teaching methods are needed so that students are not only involved in the learning process but also motivated to maximize their potential. In this modern era, an innovative learning approach is important in increasing the effectiveness of the learning process, especially in the material of faith and morals. For the learning of faith and morals to become active and interesting, various strategies can be used. One interesting learning strategy to apply is the true or false learning strategy. This strategy involves students actively in the learning process, where they must assess the truth or falsehood of a statement related to the material of faith and morals[16].

The true or false learning strategy provides double benefits. First, students must think critically and quickly to determine the truth of a statement, which strengthens their memory of the material. Second, the challenges in this method can foster students' curiosity to learn more, thereby reducing boredom. This strategy can make learning more dynamic and enjoyable and help students achieve better understanding. By actively involving students in evaluating the truth of statements, the true or false strategy helps increase student involvement in strengthening their understanding of aqidah and morals and impacts their learning achievement.

Thus, for students to be serious about studying Aqidah Akhlak, steps are needed, including using various strategies, techniques, methods, or approaches in learning Aqidah Akhlak so that it is not monotonous, one of which is the true or false learning strategy, so that it is hoped that it will contribute to students so that students have an independent, active, creative, and innovative[17], soul so that it has an impact on improving learning achievement.

The reason why the true or false learning strategy is very important to implement and can improve learning achievement is that this active learning strategy brings more joy and a fun atmosphere; students become active in doing activities both individually and in groups, and they have the same opportunity to succeed in learning[18]. From the explanation above, this study aims to implement

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[16] Abdul Aziz, dkk. *Melawan Tradisi Strategi Konvensional: Analisis Peningkatan Hasil Belajar Fikih dengan Strategi True or False.* Fitrah: Jurnal Pendidikan Islam Vol. 4 (2), .371.

[17] Hasnibar Hasnibar, Peningkatan Partisipasi Belajar Siswa Kelas IV dalam Pembelajaran PAI dengan Strategi True or False di SDN 38 Sungai Limau, Kabupaten Padang Pariaman. Jurnal Konseling dan Pendidikan. (2016).

[18] Eka Karolina. *Implementasi Strategi Pembelajaran Aktif Dalam Meningkatkan Prestasi Belajar Peserta Didik MTs Negeri 2 Palembang Kecamatan Ilir Barat 1 Palembang Tahun Pelajaran 2023/2024.* Unisan Jurnal: Jurnal Manajemen Dan Pendidikan Vol. 03 No. 04 (2024), p., 149.

the true or false learning strategy to improve learning achievement in the subject of aqidah akhlak of class VII students of MTs Al Muhajirin Bandar Lampung.

B.   METHOD

The type of research used is Classroom Action Research. Classroom Action Research is a bridge to overcome various problems of lack of research in education in general. Classroom Action Research is action research carried out in the classroom when learning occurs. Research is conducted to improve or enhance the quality of learning. Research focuses on the class or on the learning process that occurs in the classroom[19].

Characteristics of Classroom Action Research (CAR) reflect the teacher's teaching experience, and CAR must follow a certain cycle. CAR is carried out collaboratively by identifying real classroom problems teachers and students face. The data sources in this study consist of the main data source, namely student learning activities and student learning achievements, and supporting data sources, namely learning activity documents[20]. The informants of this study were the akidah akhlak teacher and class VII students of MTs Al Muhajirin Bandar Lampung, totaling 28 students. Data collection used learning outcome tests, observations, interviews, and documentation. The learning outcome test was in the form of multiple-choice questions. Observations were used to directly observe student learning using the true or false learning strategy, and documentation was used to analyze documents related to learning achievements.

This study uses two cycles with the following stages: a) Planning, b) Acting, c) Observation, and d) Reflection[21]. The purpose of this study is to find data and information, which is then analyzed and arranged systematically to present the maximum possible picture of the application of the true or false learning strategy to improve learning achievement in the subject of aqidah and akhlak of class VII students of MTs Al Muhajirin Bandar Lampung.

The provisions that apply at MTs Al Muhajirin Bandar Lampung are that a student is said to have completed the subject of aqidah and akhlak if he has obtained a value from the evaluation results by the Learning Objective Achievement Criteria (KKTP), which is 75. At the same time, a class is declared complete if it obtains an average value of at least 75% of all students in one class.

C.   RESULTS AND DISCUSSION

In implementing learning in schools, teachers play an important role in determining student learning achievement. Teachers need to deepen and be responsible for student learning completion and need to activate cognitive, affective, and psychomotor abilities in students in the classroom. Given this, the

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[19] Fauziah. *Strategi Pembelajaran True or False Dalam Meningkatkan Hasil Belajar Siswa Materi Qalqalah Dan Ra*. Ar Rasyiid: Jurnal Ilmiah Pendidikan Islam. p., 33.

[20] Pratiwi Bernadetta Purba, dkk. Penelitian Tindakan Kelas. Penerbit Yayasan Kita Menulis (2021), p., 1-129

[21] Gusti Maya Indra Sari, Rizki Amalia, Yolanda Pahrul.Meningkatkan Perkembangan Sosial Anak Usia 5-6 Tahun Melalui Metode Proyek. JPTR Volume 2 (2), 2022, 31 – 39

research that has been conducted and obtained based on the results of observations in each cycle is as follows:

1.   True or False Learning Strategy

True or False learning strategy is an interactive method that involves students in the learning process by evaluating the statements given. According to Lukmanul, the True or False strategy is a learning strategy that uses cards with true and false statements to be answered by students[22]. According to Dila, a True or False Strategy is one of the strategies in active learning that helps stimulate student participation in learning[23]. According to Dila, a True or False Strategy is one of the strategies in active learning that helps stimulate student participation in learning. Meanwhile, according to Juremi, a true or false strategy is a learning strategy in which material is presented in statements to encourage students to participate directly in learning[24].

Innovation is needed in learning methods to improve students' learning experiences and increase memory after learning. The true-or-false learning strategy is an active method that can provide meaningful learning and improve the memory of lesson materials. It is one of the strategies in active learning that helps students get involved when receiving lessons.

- The advantages of the true or false learning strategy include:
    a.   Students actively participate in answering the teacher's statements.
    b.   Increase cooperation between students and interaction with other students.
    c.   Students can remember the lesson material. This strategy helps students more easily remember the lesson material that has been taught because students are required to think critically and quickly in determining the truth of a statement, strengthening their memory of the material.
    d.   The challenges in this method can foster students' curiosity to learn more, thereby reducing boredom
    e.   Students can express their opinions in discussions.
- The disadvantages of the true or false learning strategy are:
    a.   This learning strategy requires a long time for discussion and clarification, which may be difficult to do within the time limits available for one learning session.
    b.   Limited student understanding, some students may not fully understand the material being taught, so they have difficulty in assessing the truth of the statement. This can hinder the effectiveness of the strategy and reduce learning motivation.

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[22] Akhsani, Lukmanul dan Malim Muhammad. "Strategi True or False Dengan Media Kartu Indeks Pada Mata Kuliah Teori Graf". Journal Of Mathematic Education, No. 2. Vol, (2), November 2016.
[23] Nurlaila Zannah, Dila. Dkk. "Peningkatan Daya Ingat Peserta didik Melalui Strategi Pembelajaran True or False pada Pembelajaran Tematik Kelas III MI Nurul Huda Cigentur". Jurnal Ilmiah Pendidikan Dasar No. 3, Vol. 2, Juli 2020.
[24] Juremi. (2016). Penerapan Metode True or False Dalam Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan (Pkn) Tentang Sistem Pemerintahan Republik Indonesia Pada Peserta Didik Kelas VI SDN Beganjing, Japah, Blora. *Jurnal Penelitian Pendidikan*, *33.*

c. The class will be crowded due to the activity caused by the true or false strategy[25].
d. The challenges in this method can foster students' curiosity to learn more, thereby reducing boredom
e. Students can express their opinions in discussions.
- The disadvantages of the true or false learning strategy are:
  a. This learning strategy requires a long time for discussion and clarification, which may be difficult to do within the time limits available for one learning session.
  b. Limited student understanding: Some students may not fully understand the material being taught, so they have difficulty assessing the truth of the statement. This can hinder the strategy's effectiveness and reduce learning motivation.
  c. The class will be crowded due to the activity caused by the true or false strategy

2. Research Finding

On September 19, 2024, the researcher conducted an observation related to the learning of aqidah and akhlak by the teacher in the class in the pre-cycle. In the observation, several problems were identified that needed attention. First, at the beginning of the lesson, the teacher greeted the students without giving an apperception in the form of a re-discussion of the previous material or providing a brief overview of the learning that would be carried out that day. This deficiency caused students to be less active in responding to the teacher's words. In addition, learning was carried out conventionally using the dominant caramah method in delivering teaching materials. The limitations of this method can hinder students' active participation in the learning process.

In the next step, the teacher facilitates students to ask questions related to the explanation of the material that has not been understood. Then, the teacher gives students assignments that will be collected after completion. This learning is still not optimal due to the lack of interaction between teachers and students and the dominance of the lecture method. The closing of the learning activity is just a prayer without repeating the material studied that day.

This causes the level of student activity in the class to be low, as seen from the results of the first observation in the pre-cycle activities. Students tend to be passive in learning activities. Students who are active during the learning process are very few, such as students who want to ask about the subject matter and actively answer questions from the teacher. The learning outcomes in the pre-cycle are also very far from the expected completion criteria. Likewise, student activity is still very far from what is expected. The test results in this pre-cycle obtained an average score of 61.07, with 14 students completing and 14 students not completing.

a. Cycle I

The implementation of teaching and learning activities in cycle I was carried out on September 26, 2024, in class VII MTs Al Muhajirin Bandar

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[25] Septiani, Rohayah I.P. *Pengaruh Strategi True or False Dengan Hasil Belajar Matematika Kelas IV MI Al Khairiyah Kangkung Bandar Lampung.*2018. p., 19

Lampung with 28 students, consisting of 9 male and 19 female students. The cycle research I include:

1) *Planning*

   The planning stage involves planning the learning that will be implemented using the true-or-false learning strategy, making lesson plans, making activity observation sheets, teacher observation sheets on teaching and learning activities, interview guidelines for teachers and students, making LKPD for students, and learning evaluation questions.

2) *Implementation*

   The implementation stage includes:

   - Introduction: In this stage, the teacher greets checks student attendance, and conducts an apperception to students.

   - Core activities: Implementing the true-or-false learning strategy with the following steps: Using the true-or-false learning strategy in the learning process in madrasas must begin to be realized to help students achieve the expected competencies. Students are actively involved in physical and psychological activities. These activities make them feel their respective learning experiences so that what is expected and what is conveyed by educators can be understood deeply by students.

3) Implementation of the true or false learning strategy in the subject of aqidah and akhlak as follows:

   - The teacher prepares student worksheets (LKPD) containing true or false statements.

   - The teacher divides students into several groups of 4-5 students. Then, each group is given one LKPD containing two statements (true or false)

   - The teacher explains the True or False learning method, where students must determine whether each statement is true or false and provide reasons.

   - Then, students discuss with each other to find information on answers and their reasons within 10-15 minutes.

   - After that, students present their results.

   - The teacher is a facilitator, directs the discussion, and provides the necessary explanations.

4) Closing

   Make a conclusion, convey the next learning plan, and end the learning with a prayer and greeting.

5) Observation

   The observation stage involves observing the implementation of learning according to the plan that has been made. Researchers make observations here to collect data on student learning achievement progress.

6) Reflection

   The evaluation stage of the observation results to assess the effectiveness of learning. The data obtained in this study are the results of observations of student and teacher activities at each meeting and the posttest scores given at the end of the cycle in the form of multiple choice with a time allocation of 2x40 minutes. The data

obtained in this study are from applying the true or false learning strategy to students during the learning process.

Observations are carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test to determine the level of student success in learning. The data shows that the average value of student learning outcomes is 72.5 and learning completion reaches 71.42%, or there are 20 students out of 28 students who have completed learning; these results show that in the first cycle classically, students have not completed learning, because students should have obtained an average value of 75 in completion but the average value in cycle I was only 72.5.

b.   Cycle II

The implementation of teaching and learning activities for cycle II was carried out on October 3, 2024, in class VII MTs Al Muhajirin Bandar Lampung, with a total of 28 students. Observations were carried out simultaneously with the implementation of teaching and learning. This cycle II research includes:

1)   Planning
At this stage, the researcher discusses with the subject teacher of aqidah akhlak, re-plans the learning that will be implemented using the true or false learning strategy, creates lesson plans, creates activity observation sheets, teacher observation sheets on teaching and learning activities, interview guidelines for teachers and students, creates LKPD for students, and learning evaluation questions.

2)   Implementation
The implementation stage includes:
- Introduction: At this stage, the teacher greets, checks student attendance, and conducts an apperception to students.
- Core activities: By implementing the true or false learning strategy with the following steps:

The implementation of the true or false learning strategy in the subject of aqidah akhlak is as follows:
- The teacher prepares student worksheets (LKPD) containing true or false statements.
- The teacher divides students into groups of 4-5 students. Then, each group is given one LKPD containing two statements (true or false)
- The teacher explains the True or False learning method, where students must determine whether each statement is true or false and provide reasons.
- Then, students discuss with each other to find information on the answers and their reasons within 10-15 minutes.
- After that, students present their results.
- The teacher is a facilitator, directs the discussion, and provides the necessary explanations.

3)   Closing
I will make conclusions, convey the next learning plan, and end the

learning with prayer and greetings.

4) *Observation*

The observation stage involves observing the implementation of learning according to the plan that has been made. The researcher makes observations here to gather data on student learning achievement progress.

5) *Reflection*

The teacher carries out this activity with the researcher to discuss the actions taken. Reflection is carried out to find out whether there has been an increase in student learning achievement in cycle I to cycle II and to find out whether the actions that have been taken have achieved the success indicators or not.

In this cycle II study, the average value of student learning outcomes was 80, and learning completeness reached 82.14%, or 23 students had completed learning; these results indicate that in cycle II, classically, learning completeness has increased slightly better than in cycle I. There is an increase in student learning outcomes because students have begun to get used to the teacher's true or false learning strategy. In addition, the teacher's ability to manage the teaching and learning process is increasingly stable, so the results of student learning achievement are also increasing.

D. CONCLUSION

Education is important in developing individual potential and advancing the nation, especially in character and moral formation. The subject of faith and morals in Madrasah Tsanawiyah is one important means of shaping students' personalities. However, the learning method, which still predominantly uses lectures, often makes students less active and affects their low learning achievement.

Based on the results of the research that has been conducted, the application of the true or false learning strategy in the subject of faith and morals in class VII MTs Al Muhajirin Bandar Lampung has a positive impact on improving student learning achievement. In the first cycle, although there was an increase in learning completeness, it still did not reach the expected completeness criteria. However, after being applied in the second cycle, there was a significant increase, with an average learning outcome value reaching 80 and learning completeness reaching 82.14%. This shows that the true or false strategy can encourage student involvement in active learning and improve their understanding of the material of faith and morals.

This strategy provides benefits in increasing interaction between students and teachers, stimulates cooperation between students, strengthens their memory of the subject matter, and encourages students' curiosity through group discussions. However, there are several disadvantages, such as the time required for a long discussion and the potential for disruption due to student activity in the discussion process. Thus, applying the true or false learning strategy can effectively increase student activity, facilitate deeper understanding, and improve learning achievement in faith and morals. Therefore, it is recommended that this strategy be used and adjusted to student needs and class conditions to create more enjoyable, interactive, and effective learning. The true

or false learning strategy provides various advantages, such as increasing interaction between students, strengthening the memory of the material, and arousing students' curiosity. However, this method also has several disadvantages, such as requiring a longer time for discussion and can make the class noisier. Overall, the use of the true or false strategy in learning aqidah and akhlak has proven to be effective in creating a more active, enjoyable, and motivating learning atmosphere for students, which, in the end, can improve their learning achievements at MTs Al Muhajirin Bandar Lampung.

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