

Classroom Practices Through Action Research: A Case Study in Islamic Education

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Abstract

This research is motivated by the importance of empowering Islamic educators to improve their professional competence through a research-based approach. In facing the changing needs of modern education, educators are faced with the challenge of continuously adapting and innovating. This requires an effective strategy that supports continuous professional development. This study aims to examine the application of action research as a strategy to empower Islamic educators, to encourage the development of competence and innovation in learning practices. The research approach used is qualitative with a case study method. The research subjects involved the head of the madrasah, curriculum and student affairs coordinators, teachers, and students. Data were collected through in-depth interviews, observations of research activities, and document analysis, such as action research reports and school development plans. The data analysis process was carried out through the stages of data condensation, data presentation, and verification to obtain relevant findings. The results of this study indicate that action research is an effective tool for empowering Islamic educators. Action research not only provides space for reflection on learning practices but also encourages innovation and increases collaboration between educators. These findings provide important insights into the implementation of action research in the context of Islamic education and can be the basis for policy development to improve educator professionalism sustainably.

Keywords: Classroom Practice, Action Research, Islamic Education

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INTRODUCTION

Classroom action research becomes a strategic tool that bridges the gap between the theory and practice of learning in Islamic education, with fundamental contributions to improving the effectiveness of teaching and the quality of learning (Assalihee et al., 2024; Nor et al., 2024; Purwanto & Wafa, 2023). This approach provides a data-based and reflective evaluation framework to identify the specific needs of teachers and students in achieving educational goals (Jauhari & Thelma, 2023; Ardiansyah et al., 2022). This process helps teachers manage learning strategies in a more personal and responsive manner to the curriculum standards being implemented (Firdaus et al., 2023; Utama & Akbar, 2023). The implementation of classroom action research allows

educators to receive direct feedback, adapt learning methods to student needs, and improve professionalism through ongoing training and collaboration (Bergmark, 2023; Chen, 2022; Husnol Khotimah et al., 2024). That approach encourages innovation in teaching practices and collaboration between educators in developing a curriculum based on Islamic values. The classroom action research framework supports integrated learning management with the evaluation of educational success, increasing teacher motivation and student engagement, and ensuring the sustainability of improving the quality of Islamic education systematically and measurably.

The social reality that occurs in RA Darus Salam and MI Darus Salam Prasi shows that teachers face challenges in adjusting teaching methods to the diverse needs of students, the majority of whom come from lower-middle economic backgrounds and have limited access to modern learning resources. The classroom action research approach provides a data-based and reflective evaluation framework so that it can identify the specific needs of teachers and students in achieving educational goals. This process helps teachers in both institutions manage learning strategies more personally and responsively to the applied curriculum standards (Dogan & Kirkgoz, 2022; Lambirth et al., 2021; Zuhdi et al., 2024). The implementation of classroom action research allows educators to receive direct feedback, adapt learning methods to student needs, and improve professionalism through ongoing training and collaboration (Faiz et al., 2023). In RA Darus Salam and MI Darus Salam Prasi, this framework has been proven to support more effective learning management, increase student engagement in learning activities, and ensure the sustainability of improving the quality of Islamic education systematically and measurably.

Al-Ghazali, in his magnum opus, *Ihya Ulumuddin*, explains the concept of holistic education, that knowledge and learning do not only involve the rational or reasoning aspect but must also involve the spiritual or heart aspect (Gyagenda, 2021; Sumarno et al., 2024). In his view, proper knowledge is the knowledge that enriches the soul, brings one closer to God, and leads to positive changes in the character and behavior of individuals (Arifin, 2024; Danti et al., 2024; Junaedi & Wijaya, 2021). This concept is very relevant to the Islamic educational approach, which emphasizes the balance between the achievement of worldly knowledge and the goals of the afterlife, as well as the development of a noble personality. The application of classroom action research (PTK) in Islamic education is in line with Al-Ghazali's thoughts (Ifendi, 2024; Mukri et al., 2024; Sakinah et al., 2022; Supriadi et al., 2023). PTK encourages teachers to focus not only on the cognitive or intellectual aspects of students but also on the development of moral and spiritual aspects through continuous reflection in teaching practices. The reflection process that occurs in PTK helps teachers to evaluate and improve teaching methods that are not only effective in achieving academic goals but also able to touch the hearts of students, shape character, and strengthen their understanding of Islamic values.

Classroom action research (PTK) is a strategic approach that has proven effective in improving the quality of learning, especially in Islamic education (Nasrudin et al., n.d.; Sabarudin et al., 2022; Widarti et al., 2024). Emphasizes that PTK allows teachers to reflect on their practices to create sustainable positive change (Elfitra et al., 2024; Sofa & Aziz, 2024). Anwar and Ubaidillah (2024) shows that PTK helps teachers evaluate the effectiveness of teaching methods, including integrating spiritual values into learning. Bergmark (2023) highlights the importance of collaboration in PTK, which allows teachers to jointly identify challenges and creative solutions to create an inclusive learning environment. Rayani et al. (2024) added PTK strengthens the relationship between teachers and students through better communication, helping students understand lessons while maintaining Islamic values. Although PTK has many benefits, further research is needed to integrate this approach with educational technology to support learning innovation in Islamic educational institutions.

This study aims to identify the effect of implementing classroom action research (PTK) in improving the quality of learning practices in Islamic education, with a focus on strengthening student engagement and integrating Islamic values into teaching methods. This study analyzes how the cycle of reflection and continuous improvement in PTK can improve teaching effectiveness, improve interactions between teachers and students, and create a more inclusive and religious learning environment. The novelty of this study lies in the effort to integrate the PTK approach with the specific needs of Islamic education, which has not been widely discussed in previous studies. This study also offers a new perspective on the application of PTK in the context of Islamic schools, with an emphasis on the development of students' spiritual character and the integration of Islamic values in daily learning. In addition, this study explores the development of a curriculum based on religious values that is more relevant to the challenges and needs of the modern era, making a significant contribution to the advancement of Islamic education.

Classroom action research (PTK) is an important tool in bridging the gap between theory and practice in Islamic education learning. PTK allows for more objective and reflective evaluation through a cyclical approach based on real data in the classroom, as well as direct interaction between teachers and students, which helps teachers understand the strengths and weaknesses in teaching. This approach not only increases the effectiveness of teaching but also supports the personalization of learning by providing solutions tailored to the needs and character of students. With the existence of a mechanism for reflection and continuous improvement, teachers can be more responsive to learning demands and student needs, thus supporting the achievement of optimal educational goals. This study confirms that the effective implementation of PTK can create a more inclusive, interactive learning environment and support student development sustainably. Through this approach, Islamic educational institutions are expected to be able to improve the quality of teaching and the competitiveness of the institution as a whole.

RESEARCH METHOD

This study uses a qualitative approach with a case study type. This approach was chosen because the purpose of the study is to understand in depth how the application of classroom action research (PTK) in improving the quality of learning practices in Islamic education can affect the teaching and learning process. The qualitative approach allows researchers to explore the subjective perspectives and experiences of principals, teachers, and students related to the implementation of PTK in the context of Islamic education (Ezer & Aksüt, 2021). This study used multiple sites, namely in RA Darus Salam and MI Darus Salam Prasi, Gading District, Probolinggo Regency. The purpose was to explore in detail the phenomenon of PTK implementation in managing effective learning, as well as how these schools can improve the quality of education through continuous reflection, collaboration between educators, and integration of Islamic values in learning.

RA Darus Salam and MI Darus Salam Prasi were chosen as research locations because they are based on the unique characteristics of both institutions, which reflect the conditions of Islamic education in rural areas with unique challenges and potentials. Both schools have students who mostly come from families with lower-middle economic backgrounds, who often face limitations in terms of learning resources and access to technology. Nevertheless, both institutions have a strong commitment to implementing education based on Islamic values and improving the quality of learning. In addition, these locations were chosen because both schools have implemented a learning approach based on religious values but still face challenges in terms of classroom management and strengthening student engagement.

Table 1. Research informants

Informant	Education		Gender		Amount	Institution
	S1	S2	L	P		
Head of Madrasah	-	1	-	1	1	MI Darussalam
Head of RA		1		1	1	RA Darussalam
Curriculum Coordination	1	-	1	-	1	MI Darussalam
Student Affairs Coordinator	1	-	1	-	1	MI Darussalam
Teacher	4	-	-	4	4	RA Darus Salam and MI Darus Salam
Student	-	-	1	1	2	MI Darussalam
Total	6	2	3	7	10	-

Data collection in this study used observation techniques, in-depth interviews, and documentation (Truman, 2023). Observations were conducted to directly observe the implementation of classroom action research (PTK) in RA Darus Salam and MI Darus Salam Prasi, as well as to understand how teachers implement learning strategies based on Islamic values and student involvement in the learning process. This observation also aims to assess classroom dynamics and interactions between teachers and students, as well as how continuous reflection from teachers can improve the quality of teaching. In-depth interviews were conducted with madrasah principals, curriculum and student affairs coordinators, teachers, and several students to explore their insights into their experiences and perceptions of the implementation of PTK in the classroom. Documentation was used to obtain relevant secondary data, such as teacher reflection notes, learning evaluation reports, and educational policies implemented, to support the analysis and verification of data obtained from observations and interviews. Thus, this data collection technique allows research to dig deeper into the implementation of PTK in the context of Islamic education and its impact on improving the quality of learning practices.

The data collected in this study were analyzed using Miles and Huberman's data analysis techniques, which include data condensation, data display, and verification in the study (Williams, 2021). This process begins with the management of data obtained from observations, in-depth interviews, and documentation, which are then condensed and grouped based on central themes, such as the implementation of classroom action research (PTK), student involvement, and the integration of Islamic values in learning. The condensed data is then presented in the form of data displays, either in narrative, table, or graphic form, to visualize the main findings related to the influence of PTK on the quality of learning at RA Darus Salam and MI Darus Salam Prasi. Data verification was carried out using source triangulation and member checking, which involved confirming the findings with various parties, such as teachers, principals, and students, to ensure the consistency and validity of the findings. This analytical approach allows researchers to gain a deeper understanding of the implementation of PTK in Islamic education and its impact on improving the quality of learning practices in both institutions.

FINDINGS AND DISCUSSION

Result

Student Engagement in Learning

The Student Affairs Coordinator of MI, Darus Salam, who was also interviewed in this study, explained the influence of attitudes and patterns of relationships between students on their involvement in learning. He explained, "Students who feel comfortable with the social and emotional environment at school are more active participants. Therefore, learning that is based on good relationships between fellow students and teachers will support their involvement in learning activities." This shows that student engagement depends not only on teaching methods but also on the social climate created in the classroom.

The teachers at MI, Darus Salam, he said, “One of the ways I increase student engagement is by relating the material I teach to their daily lives. For example, in learning about morals, I often give real examples that they can see around them.” This teacher revealed that through a more applicable learning method and bringing the material closer to students’ lives, their interest and participation have increased. This approach is also balanced with the use of technology that makes it easier for students to access learning materials. The students interviewed also gave a very positive view of the approach applied. A fifth-grade student said, “We prefer to learn through discussions and role-playing, especially when studying the stories of the prophet’s companions. This makes us understand better and not feel bored.” Interviews with these students confirmed that interactive learning based on Islamic values can increase their interest in learning. In addition, students also feel more appreciated because they are allowed to express their opinions and be actively involved in the learning process.

Interviews with teachers and students confirmed that implementing classroom action research (PTK) with a more contextual and Islamic value-based approach can increase student engagement in learning. This higher engagement is not only limited to understanding the material but also includes aspects of attitudes and characters that are more in line with the demands of Islamic education. By providing space for students to participate and relate learning materials to their daily experiences actively, education can be more effective in developing students’ character and knowledge simultaneously.



Figure 1. The use Technological Tools in Learning Students Work on Assignments Individually

Figure 1 shows the learning atmosphere that takes place at MI Darus Salam and RA Darus Salam. On the first side, MI Darus Salam students are seen using technological tools, such as tablets or laptops, in the learning process. This reflects the integration of technology in education to support interactive and adaptive understanding of the material. On the other side, RA Darus Salam students are working on assignments individually at their desks. This activity illustrates the application of a personalized learning method, where students are allowed to focus on tasks according to their respective abilities and learning speeds. Both of these situations reflect a teaching approach that is responsive to student needs, both through technology and individual activities.

A More Personal and Responsive Teaching Method

The Curriculum Coordinator of MI Darus Salam emphasizes the importance of implementing teaching methods that can be adjusted to the individual needs of students to improve the quality of teaching. This is the foundation for creating a more effective and relevant learning process for each

student. MI Darus Salam teachers apply an approach that prioritizes student involvement in learning, one of which is by providing opportunities for students to speak and discuss, which makes them feel more involved in the material being taught. Teachers at RA Darus Salam also adjust teaching methods to student development, so that they can feel comfortable and learn in a way that is more in line with their character and speed. This is reflected in more personalized teaching, which allows each student to get the appropriate attention. For example, a student at MI Darus Salam feels more comfortable when the teacher provides a more detailed explanation, which makes it easier for him to understand the material and increases his involvement in learning.

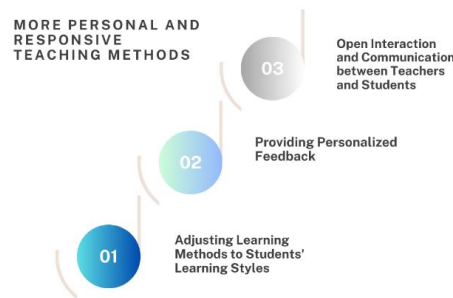


Figure 2. More Personal and Responsive Teaching Methods

Figure 2. Affirms that more personalized and responsive teaching methods can be implemented through three main approaches. First, by adjusting the learning method to the student's learning style, where the teacher recognizes the best way for students to receive information, such as using visual media, oral explanations, or practical activities according to the student's needs. Second, providing personalized and constructive feedback allows teachers to pay more attention to students' challenges, help them improve their weaknesses, and motivate them to continue to develop. Third, creating open interaction and communication between teachers and students creates space for students to feel comfortable asking questions, discussing, and expressing their difficulties, thereby increasing student engagement in learning and building a trusting relationship between teachers and students.

Integration of Islamic Values in Learning

The Head of MI Darus Salam and the Head of RA Darus Salam both emphasized the importance of integrating Islamic values in every aspect of learning in their institutions. The Head of MI, Darus Salam, stated that “every lesson material is always equipped with Islamic values, both in the form of examples of behavior, ethics, and character building in accordance with religious teachings.” He said that the application of Islamic values is critical to forming a generation that is not only intellectually intelligent but also morally and spiritually good. In this case, one of the verses that is very relevant to the integration of Islamic values in education is Surah Luqman verses 12-13, which states,

وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِلَّهِ ۚ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ ۗ وَمَنْ كَفَرَ فَإِنَّ اللَّهَ غَنِيٌّ حَمِيدٌ
وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ ۖ وَهُوَ يَعِظُهُ ۖ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ ۚ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

"And verily We have given wisdom to Luqman, namely: 'Be grateful to Allah. And whoever is grateful (to Allah), then verily he is grateful for himself; and whoever is not grateful (kufr), then verily Allah is Rich, Most Merciful. Praiseworthy. And (remember) when Luqman said to his son, when he was

teaching him: 'O my son, do not associate partners with Allah, indeed to associate partners with (Allah) is truly tyrannical. big.'"(QS. Luqman: 12-13).

This verse emphasizes the importance of education that instills the values of monotheism, gratitude, and moral awareness from an early age. The Quran encourages learning that integrates knowledge with wisdom and Islamic values, as implemented in MI and RA Darus Salam. Education in these institutions does not only focus on academic achievement but also emphasizes the formation of character and noble morals by Islamic teachings.

Teachers at MI Darus Salam and RA Darus Salam also revealed that in every lesson, they always refer to Islamic values to strengthen students' understanding of everyday life. As conveyed by a teacher at MI Darus Salam, "I often convey hadiths that are relevant to the subject matter to instill an understanding of virtue, hard work, and honesty. For example, the hadith of the Prophet Muhammad SAW which says, "Indeed, Allah loves those who work earnestly and strive to get good results." (HR. Muslim)."

In addition, students at MI Darus Salam expressed that they felt happy when Islamic values were applied in daily lessons. One student stated, "I feel more motivated to learn and behave well when taught Islamic values that are by the lessons they receive." This indicates that the application of Islamic values in learning can increase student motivation and engagement, as well as help them in forming good morals.



Figure 3. The students are Performing the Dhuha Prayer and RA Darus Salam is learning Iqro'

Figure 3 shows the implementation of the integration of Islamic values in learning in the MI Darus Salam and RA Darus Salam environments. At MI Darus Salam, the dhuha prayer activity is seen being followed by students with full reverence, reflecting the school's efforts to make it a habit to perform sunnah worship as part of strengthening religious character. Meanwhile, at RA Darus Salam, the iqro' learning process is seen being carried out with teacher guidance, showing attention to introducing the Qur'an from an early age. These two activities illustrate how Islamic values are implemented practically to build a strong Islamic character in students.

This study contributes to improving classroom practices through action research approaches in the context of Islamic education by providing empirical insights into effective reflective strategies and action-based interventions for educators. Through case studies, this study reveals how teachers can systematically transmit and improve their teaching methods to enhance students' engagement and understanding of Islamic values-based teaching materials. In addition, this study enriches the

literature on action research approaches in Islamic education, as well as practical guidance for teachers in developing more adaptive and continuous improvement-oriented learning.

Discussion

Student involvement in learning in Islamic education is greatly influenced by the teaching methods applied, the emotional relationship between teacher and student, and the relevance of learning materials to everyday life. The application of interactive methods, such as group discussions and project-based learning, has been shown to increase student participation because the material taught is closely related to their lives and Islamic values (Alkandari & Alabdulhadi, 2023; Chua & Islam, 2021; Vachruddin et al., 2024). Student engagement is also influenced by the social and emotional climate in the classroom, where a comfortable and respectful environment for students can increase participation (Sakinah et al., 2022; Sofa & Aziz, 2024). Learning that combines religious values with an interactive approach creates an atmosphere that is conducive to students' cognitive and moral development. Therefore, educators need to develop methods that integrate academic learning with spiritual values so as not only to improve understanding of the material but also to strengthen students' character according to Islamic teachings.

More personal and responsive teaching methods are one of the practical approaches to improving classroom practice, especially in the context of Islamic education. Through action research, teachers can better understand the unique needs, abilities, and potentials of each learner (Ataman et al., 2024; Rayani et al., 2024). With this approach, learning is designed to meet the individual needs of students, both in terms of intellectual, emotional, and spiritual aspects. For example, in learning the Qur'an, teachers can identify the level of reading ability of each student and guide according to the student's needs (Sanafiri & Hasanah, 2023). In addition, responsive methods allow teachers to adjust teaching strategies based on direct feedback from classroom practice, making the learning process more dynamic and relevant. This approach not only increases the effectiveness of teaching but also strengthens the relationship between teachers and students, creates an inclusive learning atmosphere, and supports the growth of Islamic character.

The implementation of more personalized and responsive teaching methods at MI Darus Salam dramatically contributes to increasing student engagement in the learning process. This approach allows teachers to adjust teaching methods to students' learning styles, which is in accordance with the findings presented by Ifendi (2024) in her meta-analysis on teaching effectiveness. Hattie stated that teaching that is tailored to individual needs can accelerate student understanding and improve their learning outcomes. By using visual media, verbal explanations, or practical activities according to students' learning styles, teachers at MI Darus Salam are able to create a more inclusive and comprehensive learning environment. This is in line with the theory of differentiation in education proposed by Chen (2022), which emphasizes the importance of variation in teaching so that all students can develop according to their respective abilities and learning speeds.

The approach that provides personalized and constructive feedback at MI Darus Salam has proven to be an effective tool in increasing student motivation and self-confidence. Teachers who pay more attention to the challenges faced by students can help them overcome difficulties and improve their weaknesses, a practice that is consistent with research conducted by Assalihee et al. (2024). In their study, it was found that specific and constructive feedback can significantly improve student learning outcomes. It also creates a more open and trusting relationship between students and teachers, which in turn increases student engagement in learning. Another study by Bergmark (2023) also supports this finding by emphasizing the importance of social interaction in the learning process, where open communication allows students to feel valued and more active in overcoming

their learning challenges.

Islamic values in the learning process at MI and RA Darus Salam have a significant impact on the formation of students' character. As seen in the dhuha prayer activities at MI Darus Salam and the iqro' learning at RA Darus Salam, these two activities not only educate students in academic aspects, but also form deep religious habits. Education based on Islamic values not only enriches students' intellectual aspects but also strengthens their moral and spiritual aspects (Maisuroh & Aisyah, 2024; Zaini & Fahmi, 2023). The integration of Islamic principles in education has been proven effective in increasing moral awareness and shaping students' character, which is in accordance with the theory of Islamic education, which emphasizes the balance between knowledge and morals (Junaedi & Wijaya, 2021). Therefore, this approach makes an important contribution to creating a generation that is not only intellectually intelligent but also has good morals in accordance with Islamic teachings.

The application of Islamic values in education needs to be strengthened and systematically arranged to have a more significant impact on students' character. This study shows that a more structured integration between religious teachings and subject matter can increase students' motivation to learn and deepen moral principles. Religious-based education can reduce negative behavior among students and encourage them to be more active in positive activities. The practical implication of this study is that educators at MI and RA Darus Salam can deepen their training in integrating religious values into the curriculum more systematically, as well as develop more learning methods that focus on character and moral values. This will not only strengthen the formation of students' character but also provide a more comprehensive educational model for forming individuals with noble character and character.

CONCLUSION

The implementation of Classroom Action Research (PTK) in Islamic education at RA Darus Salam and MI Darus Salam has had a positive impact on learning practices. The main findings produced are the importance of personalizing teaching methods that are responsive to student's needs, as well as the integration of Islamic values in every aspect of learning. The implementation of this method has been proven to increase student engagement, improve the quality of interactions between teachers and students, and support the development of better student character. The scientific contribution of this study is to enrich the literature on the application of PTK in the context of Islamic education by highlighting the importance of adapting personal teaching methods and integrating Islamic values. In addition, this study introduces a new perspective on how PTK can strengthen the relationship between theory and practice in Islamic education. However, this study has limitations, especially in terms of its limited scope to two schools in Probolinggo, which may not fully reflect the conditions in other schools. Therefore, further research with PTK on a broader sample is expected to provide more comprehensive insights into the application of PTK in Islamic education in various contexts.

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