

Improving Madrasah Ibtidaiyah Students' Learning Motivation and Cognitive Outcomes in the Fiqh Subject Using the Iconnu Model

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Abstract

Objectives: This study investigates the implementation of Iconnu learning model to increase student interest and improve learning outcomes.

Method: This one-group pretest-posttest quasi-experimental study was conducted in the 4th grade class at Madrasah Ibtidaiyah Negeri in Semarang City. The sampling technique used was purposive sampling. Data were collected through interviews, questionnaires, documentation, and observation. Data were analyzed using descriptive statistical formulas.

Results: This study shows that the Iconnu learning model was validated by experts with an average score of 3.90, increased student learning motivation by 46.7%, and improved cognitive learning outcomes by 46.4%. This study also found the syntax of the Iconnu learning model, which consists of four stages, namely; 1) Preliminary Learning Stage; 2) Collaborative Learning Stage; 3) Interactive Learning Stage; 4) Questioning Stage.

Contribution of theory: The results of this research have provided theoretical contributions in the form of; 1) simplifying the syntax of the Connac and Codac-based constructivist learning theory from seven steps to four; 2) Strengthening the theory of Islamic education that highlights the obligation to seek knowledge (*fardu 'ain*) and the use of reason in learning.

Limitations & Recommendations: This research is limited to one public school and one subject. Therefore, the researchers suggest further research with a wider range of location and for other subjects.

Keywords: cognitive; iconnu learning; learning outcomes; motivation

INTRODUCTION

Fiqh subject plays a vital role in shaping students' understanding of the Islamic teachings, especially in the practical aspects of daily life. In Indonesia, fiqh education at Madrasah Ibtidaiyah is governed by several regulations that highlight the importance of teaching fiqh from both religious and social perspectives (Regulation of the Minister of Religion (PMA) No. 183 of 2019, n.d., n.d.). The fiqh subject at Madrasah Ibtidaiyah play an important role for students. It can form a solid foundation of religious understanding for students, prepare them to live a life under Islamic teachings, and support the national education goal of creating a generation with noble character (Ikbal et al., 2024) . Fiqh subject can also develops a dynamic character through learning of various problems in daily life (Enang & Ahmad, 2023; Hasbiyallah et al., 2024). Through Fiqh learning, students learn to examine various problems based on the Islamic law that integrates the important values of life, intelligence, and justice (Sahidin et al., 2021; Aibak, 2023).

In Fiqh subject, students learn various contemporary issues. Thus, the fiqh subject, especially at the Madrasah Ibtidaiyah level, is important for equipping students with Islamic life guidance. Our interviews with 4th-grade teachers of Madrasah Ibtidaiyah Negeri in Semarang City revealed that the current challenge of Fiqh learning is the low motivation and learning outcome. This can be seen from the low learning outcomes compared to other subjects. Learning motivation is an important element in the educational process that influences students engagement with subject, teachers, and learning environments (Li et al., 2023). Theoretically, the success of learning is determined by the students' motivation (Qianyi & Zhiqiang, 2024). It plays an important role in encouraging students to strive toward achieving learning goals (Roths et al., 2022).

Preliminary research shows that the score for the Islamic subjects, specifically Fiqh, has the lowest average score among other subjects such as Akidah Akhlak, Quran Hadith, and Islamic Cultural History. The average score of Akidah Akhlak is 92.4, Quran Hadith is 88.7, Islamic Cultural History is 87.1, and the Fiqh subject is 75.8.

Low score in the Fiqh subject may be accounted for by learning media and teachers' learning model and students' motivation (Tanjung et al., 2022). Teachers need to pay attention to the fiqh learning outcomes because this subject help students understand and practice Islamic teachings in their daily lives and shape their character (Khoir et al., 2024). The learning outcomes of fiqh also serve to prepare students to become socially

and spiritually responsible individuals (Layyina & Radino, 2022) and to live according to the Islamic law (Ikhwan et al., 2022).

Student learning outcomes represent the primary competencies whose achievement is assessed systematically. They are crucial for evaluating educators' implementation of the learning process (Ackermans et al., 2025). The effectiveness of the learning process is influenced by various factors, notably the teacher's ability in employing a suitable learning model (Verkhova et al., 2021). Educators must design learning models that enhance student outcomes and transform the learning process into a student-centred approach. One of the learning models developed in Fiqh learning is the Iconnu learning model. The development of this learning model is significant to make learning more interactive and engaging in Fiqh learning (Aldossari & Aldajani, 2021; Hasbiyallah et al., 2024).

Multiple factors influence student learning outcomes. One of them is the teacher's capacity to create learning models. Teachers must enhance their creativity during the learning process to make it interesting for the students (Aldossari & Aldajani, 2021). Considering the learning model is crucial before designing the learning process. Another factor that can affect learning outcomes is learning motivation. It is an intrinsic drive that compels students to engage in activities (Yasin & Teguh, 2021). Teachers' learning models must be adaptable and continuously developed to increase students' learning motivation (Astutik et al., 2020).

The novelty of this research is using the Iconnu learning model as a development and experiment in Fiqh learning in grade 4 of Madrasah

Ibtidaiyah. This research is based on several studies that developed the development of Fiqh learning models (Umar & Sukarno, 2022; Domnich, 2024). The variables in this study were learning motivation, cognitive learning outcomes and the Iconnu learning model. This research differs from the previous research because this research is an experiment on using the Iconnu learning model in Fiqh learning at Madrasah Ibtidaiyah. The significant difference lies in the research subject and the research design. Previous research involved subjects from the secondary school level, while this study focused on Madrasah Ibtidaiyah. In addition, if the previous study used one class, this study adopted a quasi-experimental one-group pretest-posttest design that involved only one class as the object of the study.

METHODS

This research used a quasi-experimental one-group pretest-posttest design. The experimental treatment was in the form of the Iconnu learning model in the Fiqh subject. The research was conducted in the 4th grade at Madrasah Ibtidaiyah Negeri Semarang City. Twenty-eight student participants were recruited using purposive sampling technique.

Data were collected through interviews, questionnaires, documentation, and observation. The research instruments in this study included interview guides, observation guides, documentation of Fiqh learning values, and assessment instruments from validators. The research instrument was used to determine whether the Iconnu learning model can affect the motivation and cognitive learning outcomes of the Fiqh subject.

The validator assessment was used to see the validity of the Iconnu learning model from the aspects of model structure, suitability of the contents, construct conformity, language, practical level and writing organization. Quantitative data analysis was done using descriptive statistical formulas, which consist of mean formulas to analyze model validity and percentile formulas to analyze increased motivation and cognitive learning outcomes.

DISCUSSION

The Iconnu Learning Model

The Iconnu learning model was developed based on constructivist learning theory, drawing from Connac (Ma'tsumah, 2014) and Codac learning (Fauzi, 2019), and consists of seven stages; 1) preparation of learning contracts; 2) grouping students; 3) reading guides; 4) interactive activities; 5) giving questions to students; 6) feedback from each group; 7) reflection. To suit fiqh subject in MI context, the syntax of the Iconnu learning model is simplified into four stages, namely; 1) Introductory Learning Stage; 2) Collaborative Learning Stage; 3) Interactive Learning Stage; 4) Questioning Stage. The syntax is presented in figure 1.

In the Introductory Learning Stage, the teacher begins the lesson and provides the students with an overview of the material. In the Collaborative Learning Stage, the teacher develops collaborative learning by grouping students based on learning needs. Interactive Learning Stage, the teacher to develop interactive learning, the integration of tradition and technology by developing two-way learning and integrating technology in

learning. The use of technology as a learning tool is needed to provide a more complete understanding of technological developments. In Questioning Stage, the teacher asks question to trigger students' critical thinking regarding the material taught. In this case, teachers use higher-order thinking questions to develop students' problem-solving skills.

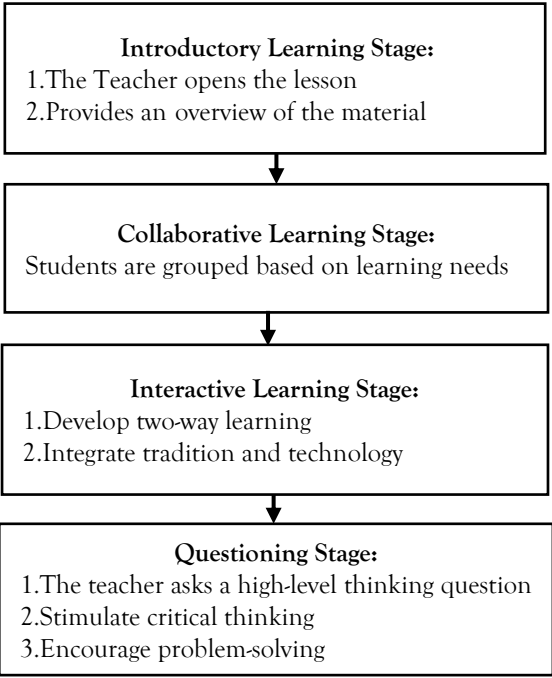


Figure 1: Syntax Iconnu Learning

Validation of the Iconnu Learning Model

Based on the validation results from three validators, the assessed aspects included model structure, content suitability, construct suitability, language, practicality level, and writing organisation.

Table 1: Validator Assessment of the Iconnu Learning Model

No	Assessed aspects	Validato 1	Validator 2	Validator 3	Average
1	Model structure	4.0	3.8	4.0	3.93
2	Suitability of the contents	4.0	4.0	4.0	4.0
3	Construct conformity	3.6	3.8	3.8	3.73
4	Language	3.8	4.0	4.0	3.93
5	Practicality level	3.8	4.0	4.0	3.93
6	Writing organization	3.8	4.0	4.0	3.93
	Average	3.83	3.93	3.96	3.90

Based on the model structure, the average assessment from validators is 3.90. The structure of the model relates to the framework, with an average score of 3.93. Suitability of the contents has an average score of 4.0, which reflects the alignment of the model's content in the Iconnu learning model guidebook. Construct conformity has an average score of 3,73. The language aspect received an average score of 3.93, indicating the appropriateness of the language used in the Iconnu learning model guide. The level of practicality, reflecting the ease of implementing the Iconnu learning model, has an average score of 3.93. As for the organization of writing, it received an average validator rating of 3.93, meaning that the writing in the model guide falls into a good category.

The model structure can be assessed through several indicators, namely: the clarity of the background of model development, the clarity of its basic implementation, the clarity of its purpose, the clarity of the development concept, and the clarity of the model's implementation. The suitability of the content can be observed from the alignment of the model with the principles of Iconnu learning, its alignment with learning

characteristics, with learning objectives, and with the function of implementing Fiqh learning (Mohammed et al., 2020). The correctness of the construct can be evaluated through the clarity of the learning material, the clarity of technical instructions, the accuracy of the model, its ease of use for teachers and students, and its alignment with the characteristics of Fiqh learning. Language can be assessed through indicators such as adherence to standard Indonesian, ease of understanding, and clarity of both writing and language used.

The model practicality can be assessed from indicators like the availability of easy-to-use guides, relevant guides for the learning process, the ability to supervise the model implementation, the possibility of model guide dissemination, and the presence of activity overview in the model guide. The organization of the writing can be assessed from the clarity of the material's scope, the order of the content, and the accuracy of the guide's writing. The validators used a rating scale where 4 indicates maximum, 3 indicates sufficient, 2 indicates inadequate, and 1 indicates low. Based on the validators' assessments of the Iconnu learning model, the average score is 3.90. The validators' assessments indicate that the Iconnu learning model is valid and can be used in the learning process.

Enhancing motivation in Fiqh Subject through the Iconnu learning model

The Iconnu learning model has improved Fiqh learning outcomes among 4th-grade students at Madrasah Ibtidaiyah Negeri in Semarang City. This can be seen from the increase in learning motivation before and after the

use of the Iconnu learning model. Before using Iconnu learning, only 6 out of 28 students showed high motivation. After using Iconnu learning, the number of students with high motivation in Fiqh learning increased by 19. More details are presented in the following graph:

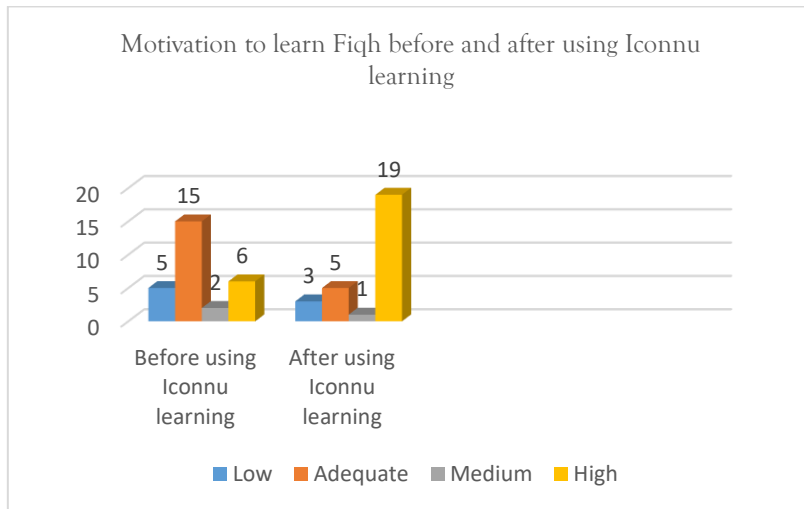


Figure 2: Motivation to Learn Fiqh before and after using Iconnu Learning

Based on the Fiqh learning motivation graph, before the use of Iconnu learning, there were five students with low motivation, 15 with sufficient motivation, two with moderate motivation, and six with high motivation. After using Iconnu learning, three students remained with low motivation, five had sufficient motivation, one had moderate motivation, and 19 showed high motivation. Before implementation, only 21.5% of students had high motivation in Fiqh learning. After using the Iconnu learning model, 67.8% of students showed high motivation. This represents a 46.3% increase in motivation.

Based on the learning implementation, it can be concluded that the

Iconnu learning model had a positive impact on increasing student motivation in Fiqh at Madrasah Ibtidaiyah Negeri Semarang City. This is evident from several indicators of increased motivation, including greater student creativity, increased independence, and a more enjoyable learning experience (Layyina & Radino, 2022).).

Motivation is a crucial aspect that teachers must focus on, as it enables students to engage more actively in learning and fosters independence in completing assignments. Motivation also supports the development of intrinsic learning independence (Bandhu et al., 2024). High motivation also increases students' enthusiasm for learning. Therefore, teachers should design more engaging learning experiences to enhance students' motivation.

Furthermore, the increase in students' motivation observed in the study contributes significantly to Fiqh educational theory by emphasizing the role of intrinsic motivation in fostering understanding and commitment to Islamic law. By fostering an enjoyable and engaging learning environment, Iconnu reinforces the value of Fiqh not merely as a set of rules, but as a dynamic, applicable, and spiritually meaningful discipline. This demonstrates that integrating modern educational strategies can enrich the pedagogical framework of Fiqh education without compromising its core religious principles.

The Iconnu learning model has been proven to improve cognitive learning outcomes by combining elements of collaboration, two-way interaction, and the integration of educational values. It enhances learners' motivation by offering a fun, active, and meaningful learning experience.

These findings are supported by other studies indicating that interactive-based learning can increase students' intrinsic motivation by up to 30% compared to conventional models (Chiappetta-Santana et al., 2022).

This aligns with Islamic education, which emphasises motivation as a driving force in the pursuit of knowledge. From the perspective of Islamic education, learning motivation is a central component. For Muslims, seeking knowledge is a religious obligation, as stated in the Qur'an, Surah Al-Mujadilah, verse 11. From this verse, it is understood that seeking knowledge is a human obligation, and therefore students must possess strong motivation to learn. In the context of Fiqh, the obligation to seek knowledge is considered fardhu 'ain. Thus, students must maintain high motivation in learning.

Motivation in studying, according to Islamic education experts such as Al-Ghazali, must be based on a sincere intention to get closer to Allah SWT and improve morals (Khasawneh et al., 2022). In Islamic education, knowledge sought with worldly motivation without the proper intention will lose its blessings and benefits (Asri et al., 2025). The Iconnu Learning model contributes to this context because it encourages students to be active and independent in learning, while fostering an attitude of responsibility, cooperation, and seriousness values that are important in Islamic education.

Thus, the Iconnu Learning model is not only a modern strategy to increase learning motivation but also serves to internalise Islamic values. This model supports Islamic education efforts in shaping knowledgeable students who have noble character and are ready to practise their knowledge

for the benefit of the people. Therefore, developing learning models such as the Iconnu Learning model aligns with the principles of ta'līm and tarbiyah in Islam, which aim to produce a faithful, intelligent, and civilised generation.

Enhancing cognitive learning outcomes in Fiqh through the development of the Iconnu learning model

Based on the study results, there is an increase in students' cognitive learning outcomes. Before using the Iconnu learning model, 15 students (53.6%) had not reached the assessment standard. After implementation, all 28 students (100%) achieved the standard in Fiqh learning. Based on the learning outcomes of students at Madrasah Ibtidaiyah Negeri Semarang City, the implementation of the Iconnu learning model led to an increase in student performance, with more students meeting the criteria for achieving learning objectives. Quantitatively, 46.4% of students achieved the criteria for learning goals. Observations also indicate that the learning activities became more student-centered, active, open, and better at fostering collaborative learning. This improvement can be observed by comparing the results before and after the use of the Iconnu learning model, as shown in the following graph:

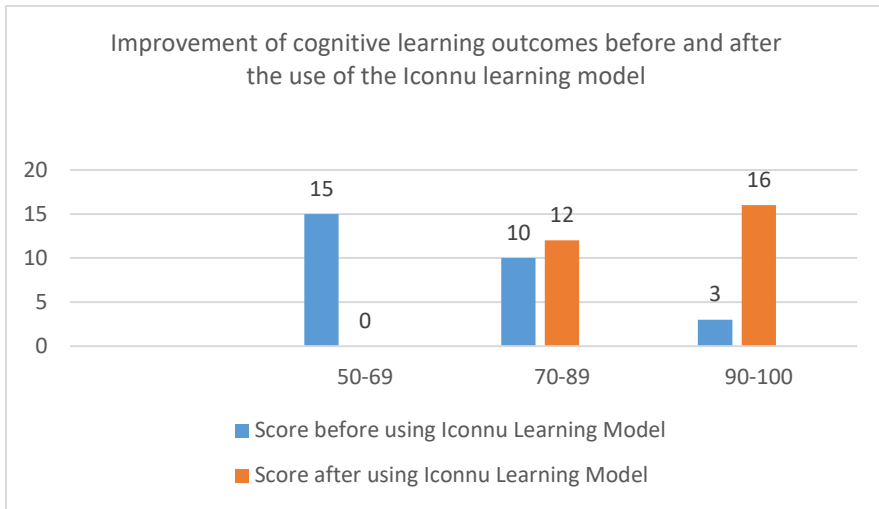


Figure 3: Improvement of Cognitive Learning Outcomes Before and After the Use of The Iconnu Learning Model

The graph shows that before using the Iconnu learning model, 15 students had not met the assessment standards. This can be interpreted as students scoring below 70, which indicates they did not reach the minimum assessment standard. After using the Iconnu learning model, all 28 students met the assessment standard in Fiqh subjects. This is further supported by an interview with a Fiqh subject teacher, who stated that using the Iconnu learning model made learning more interactive, integrated, and open. Students also became more enthusiastic about learning, which was evident from their increased willingness to express opinions and their ability to work both individually and in groups.

Iconnu learning successfully created a learning environment that encourages creativity, independence, and enjoyment in learning, which are key indicators of improved motivation. From an educational psychology

perspective, this aligns with established theories of motivation such as Self-Determination, which emphasises autonomy, competence, and relatedness as core components of intrinsic motivation (Safrilsyah et al., 2024).

The Iconnu model likely provided more opportunities for students to take ownership of their learning, gain confidence through meaningful tasks, and build social connections, contributing to higher engagement. Similarly, according to Keller's ARCS model, the Iconnu model effectively captured students' attention (Afjar et al., 2020), ensured the relevance of the material, built confidence, and gave them a sense of satisfaction.

Cognitive learning outcomes refer to outcomes that can be seen across six aspects of student understanding: knowledge, memory, comprehension, application, analysis, synthesis, and evaluation. These outcomes serve as key indicators of the success of the learning process conducted by teachers and are highly emphasized in every learning activity (Ibrahim, 2023).

Based on the results related to cognitive learning, this aligns well with the postulate of the importance of using reason to think, as outlined in the Qur'an, Surah An-Nahl, verse 44. Thus, the Iconnu learning model in Fiqh subjects strengthens learning motivation, and such motivation can be fostered when students recognize that seeking Islamic teaching-related knowledge is mandatory and that human reason is an essential instrument for acquiring knowledge.

Based on the verse, it can be clearly understood that thinking is an important instrument for seeking knowledge. The learning process, grounded in the importance of thinking, requires students to have high

motivation in learning. The Iconnu model supports this goal by encouraging independent thinking, creativity, and problem-solving, which align with the objectives of Fiqh instruction (Gad Makhoul, 2022).

Furthermore, the increase in students' learning motivation, as observed in the study, reflects a vital contribution to Fiqh educational theory: the importance of intrinsic motivation in cultivating understanding and commitment to Islamic law. By creating a learning environment that students enjoy and feel engaged in, Iconnu helps to reinforce the value of Fiqh not merely as a set of rules, but as a dynamic, applicable, and spiritually meaningful discipline (Nasohah, 2024). This demonstrates that incorporating modern educational tools and strategies can enrich the pedagogical framework of Fiqh education without compromising its core religious principles.

CONCLUSION

This research concludes that the Iconnu learning model has been declared valid by experts, with an average score of 3.90. It can increase students' learning motivation by 46.3%, from 21.5% to 67.8%, and can improve cognitive learning outcomes by 46.4%, increasing the percentage of students achieving Fiqh learning completion from 53.6% to 100%.

This research also found the syntax of the Iconnu learning model, which includes four stages: 1) Introductory Learning Stage; 2) Collaborative Learning Stage; 3) Interactive Learning Stage; and 4) Questioning Stage. The results of this study provide theoretical contributions in the form of: 1)

simplification of the syntax of constructivist learning theory based on Connac and Codac learning from seven steps to four steps; and 2) strengthening the theory of Islamic education related to Islamic teachings that contribute positively to increasing students' learning motivation. The research results reinforce the theory of Islamic education that emphasizes the obligation of seeking knowledge, so that learning motivation can increase. This is in accordance with what is stated in Surah Al-Mujadilah, verse 11. Regarding cognitive learning outcomes, this aligns with the importance of using reason to think, as stated in Surah An-Nahl, verse 44. Seeking knowledge carries the law of fardu 'ain, making the Iconnu learning model relevant because it can increase students' motivation and cognitive learning outcomes in Fiqh subjects.

The limitations of this study lie in its application to only one public school and one subject. The researchers recommend further studies with a broader scope, including more schools and different subjects.

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