



THE IMPLEMENTATION OF THE INSIDE OUTSIDE CIRCLE (IOC) LEARNING MODEL IN AKIDAH AKHLAK SUBJECT TO IMPROVE THE LEARNING ACTIVITIES OF GRADE VII STUDENTS AT SMP NEGERI 1 NOLING

PENERAPAN MODEL PEMBELAJARAN *INSIDE OUTSIDE CIRCLE* (IOC) MATERI AKIDAH AKHLAK UNTUK MENINGKATKAN AKTIVITAS BELAJAR SISWA KELAS VII SMP NEGERI 1 NOLING

Mesi^{1*}

¹Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Palopo

*email Koresponden: jhon23868@gmail.com

DOI: <https://doi.org/10.62567/micjo.v2i4.1274>

Abstract

This research examines the implementation of the Inside Outside Circle (IOC) cooperative learning model in Akidah Akhlak to enhance the learning activities of Grade VII-1 students at SMP Negeri 1 Noling. The study applied Classroom Action Research (CAR) based on the Spencer Kagan model, conducted in two cycles involving 21 students. Data were collected through observation and analyzed quantitatively and qualitatively. Findings show that IOC effectively increases students' engagement, collaboration, and comprehension. The average activity score improved from 43.40% in Cycle I to 92.15% in Cycle II. Theoretically, this research reinforces cooperative learning principles as a relevant approach in Islamic education, aligning with character development goals. Practically, the IOC model offers a structured, interactive strategy that teachers can adopt to strengthen student-centered learning and moral education in Akidah Akhlak.

Keywords: Inside Outside Circle Model, Learning Activities, Akidah Akhlak

Abstrak

Skripsi ini membahas penerapan Model Pembelajaran Inside Outside Circle (IOC) untuk meningkatkan aktivitas belajar siswa kelas VII 1. Pada kondisi awal terlihat kurangnya aktivitas belajar siswa yang tercermin dari perilaku siswa saat pembelajaran berlangsung. Penelitian bertujuan untuk menganalisis keterlaksanaan Model Pembelajaran Inside Outside Circle (IOC) dalam meningkatkan aktivitas belajar siswa kelas VII di SMP Negeri 1 Noling. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan model Spencer Kagan. Penelitian ini dilakukan dalam dua siklus dengan melibatkan 21 orang siswa sebagai subjek penelitian. Teknik pengumpulan data meliputi observasi, lembar observasi guru, lembar observasi siswa, lembar aktivitas siswa, yang kemudian dianalisis secara kuantitatif dan



kualitatif. Hasil dari penelitian menunjukkan adanya peningkatan dari hasil rata-rata aktivitas belajar siswa dari 43,40% di siklus I menjadi 92,15% di siklus II. Penelitian ini menunjukkan bahwa penerapan Model Pembelajaran Inside Outside Circle (IOC) efektif dalam meningkatkan aktivitas belajar siswa kelas VII di SMP Negeri 1 Noling.

Kata kunci: Model Inside Outside Circle, Aktivitas Belajar, Akidah Akhlak

1. INTRODUCTION

Akidah Akhlak education, as an integral part of religious education, is not the sole factor in shaping students' character and personality, but substantially it contributes to motivating students to practice religious values or *tauhid* and noble character (*akhlaqul karimah*) in daily life. As stated in the Word of Allah SWT in Surah Al-Jumu'ah 62:2:

مُبِينٌ ضَلَّلَ لَفِي قَبْلُ مِنْ كَانُوا وَإِنْ وَالْحِكْمَةَ الْكُتُبَ وَيُعَلِّمُهُمْ وَيُزَكِّيهِمْ آيَاتِهِ عَلَيْهِمْ يَتْلُوا مِنْهُمْ رَسُولًا الْأَمِينِ فِي بَعَثَ الَّذِي هُوَ

Translation:

“He it is Who has sent among the unlettered ones a Messenger (Prophet Muhammad) from among themselves, reciting to them His verses, purifying them, and teaching them the Book and Wisdom, although they had been in manifest error before.”

This verse teaches that *Akidah* and *Akhlak* education is highly significant in the life of a Muslim. Prophet Muhammad SAW was sent to guide mankind towards true faith (*Akidah*) and to shape noble character through the teachings of *Akidah Akhlak*.

To improve learning activity, it is necessary to develop better strategies, techniques, and learning models. Interaction with interactive media is also one of the techniques that can stimulate student engagement. Educational institutions must contribute to enhancing the quality of education, particularly by developing educational facilities and infrastructure in accordance with advances in science and technology. This also involves designing curricula that align with the institution's character and developing effective, efficient, engaging, and appropriate learning models, especially in *Akidah Akhlak* education.

In *Akidah Akhlak* learning, student activity is the driving force of both teaching and learning. Students are required to actively process and manage their learning outcomes. Student activity is essential in the learning process; they must not only listen and take notes but also participate by responding during lessons.

Thus, student engagement is one of the main principles in the learning process. Learning means doing; therefore, there is no learning without activity. Learning experiences can only be gained when students actively interact with their environment. Teachers may present and provide learning materials, but it is the students who process and internalize them according to their willingness, ability, talents, and background. Student engagement in *Akidah Akhlak* learning is vital as it relates to character building, which eventually shapes the students' personalities.

However, educational problems are ever-changing, and only adaptive schools can adjust to the times and receive positive responses from society. In the modern era, education faces enormous challenges. Teachers, as part of the academic community, hold great responsibility for determining the progress or decline of a school. Schools face diverse problems, such as students' poor learning activity and low achievement, while in other schools, moral development among students is deteriorating. School-related problems are often complex and varied, making it difficult to determine where to begin in finding solutions.



A recurring issue in the learning process is the lack of student activity in class. If teachers fail to connect learning materials with appropriate models, students may struggle. Besides the choice of learning models, student engagement itself influences comprehension. In many cases, teachers rely solely on textbooks as the only learning source, which affects students' understanding. This occurs due to a lack of creativity in employing teaching methods, significantly impacting learning outcomes. Furthermore, many teachers still do not fully implement active and creative learning involving students, nor do they utilize diverse approaches or strategies depending on the type of material. Overcoming learning difficulties and improving school quality can be achieved by optimally applying appropriate learning models.

Considering the importance of teachers' role in engaging students, the researcher was motivated to study the problems and challenges faced by Grade VII students in learning Akidah Akhlak at SMP Negeri 1 Noling. Observations revealed several indicators of students' low learning activity in Akidah Akhlak, such as: (1) teachers tended to use limited and less varied teaching models and methods, still relying on conventional lecturing, with students minimally involved and passive in the learning process. This caused boredom among students and affected their engagement in Akidah Akhlak lessons. Consequently, student learning activity was low, with only 32% of students being active while 68% were passive. This occurred because students felt marginalized during lessons, and teachers failed to consider students' prior knowledge, making it difficult for them to grasp concepts.

Improving the quality of learning is a crucial factor in enhancing educational quality. This task must be carried out by every school, including teachers as educators. Teachers need to be proactive and innovative in supporting the learning process, which helps students understand material more easily and stay motivated in the teaching-learning process. In doing so, quality learning objectives can be achieved, while providing students with a more meaningful learning experience.

Given these issues, it is time to initiate reforms, innovations, or changes to achieve educational goals. The development of learning media must begin by utilizing the creativity of all stakeholders in educational institutions. Akidah Akhlak learning should diversify its models and strategies to optimize students' potential. Teachers' efforts in designing and encouraging varied learning models play a vital role in achieving student learning objectives. Therefore, selecting methods, strategies, and adjustments in designing learning models is crucial for achieving dynamic and meaningful learning processes.

One learning model that can make learning more active in schools is the Inside Outside Circle (IOC) model. The IOC learning model was first introduced by Spencer Kagan and became well-known for its effectiveness. IOC is a model in which students exchange ideas in small and large circles while actively engaging with different partners in a structured and timed manner. The uniqueness of IOC lies in its clarity of structure and its facilitation of student discussions with multiple partners in a short and organized time frame. Moreover, students collaborate with peers in a supportive environment, gaining many opportunities to process information and improve skills, engagement, and communication with one another.

When applying the Inside Outside Circle (IOC) model, students receive varied information simultaneously, which creates variation in learning and motivates them to actively participate both individually and in groups. Furthermore, students discuss assigned tasks with partners, generating more ideas that positively affect classroom learning activities.



The Inside Outside Circle (IOC) learning model is expected to assist students in the learning process and help them better understand Akidah Akhlak material, thereby increasing their learning activity and achieving satisfactory outcomes. Therefore, the researcher intends to conduct a study entitled: “The Implementation of the Inside Outside Circle (IOC) Learning Model in Akidah Akhlak to Improve the Learning Activities of Grade VII Students at SMP Negeri 1 Noling.”

2. RESEARCH METHOD

This research was conducted using a classroom action research (CAR) design with the Spencer Kagan model. The study consisted of two cycles and involved 21 students of Grade VII at SMP Negeri 1 Noling as the research subjects. The classroom action research design was chosen because it allows for systematic observation and reflection on the teaching and learning process in order to improve student learning activities.

The data collection techniques included observation, teacher observation sheets, student observation sheets, and student activity sheets. These instruments were designed to measure the implementation of the Inside Outside Circle (IOC) learning model in Akidah Akhlak learning. The collected data were analyzed both quantitatively and qualitatively.

To analyze student activity, the researcher calculated the percentage of active students in each cycle. Quantitative data analysis was carried out using percentage formulas, while qualitative data were obtained from descriptive observations of student behavior and participation during the learning process. The improvement in student learning activity from Cycle I to Cycle II served as the main indicator of the effectiveness of the IOC model in Akidah Akhlak learning.

3. RESULTS AND DISCUSSION

The research on the implementation of the Inside Outside Circle (IOC) learning model in the Akidah Akhlak subject for Grade VII students at SMP Negeri 1 Noling was conducted through two cycles, each consisting of two meetings. The results of the study indicated a gradual yet significant improvement in student learning activities as well as their learning outcomes.

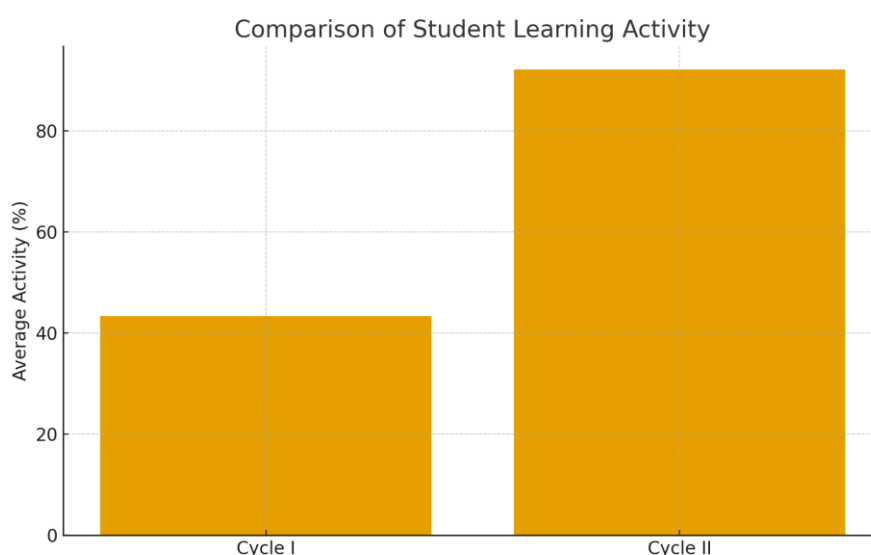
In the first cycle, student activity was still relatively low. The results of observation during the first meeting revealed that the average percentage of student activity was only 26.54%. This finding illustrates that the majority of students were still hesitant to actively participate in learning activities, such as asking and answering questions, discussing in groups, or responding to the teacher’s instructions. In the second meeting of Cycle I, student activity improved to 43.40%. Although this increase showed progress, it was still within the “low” category. Similarly, evaluation results rose from 42.9% in the first meeting to 57.1% in the second meeting, reflecting that some students had started to understand the material but most still lacked confidence and enthusiasm in learning. The challenges observed in this cycle were that students were unfamiliar with the IOC model, many were shy to express opinions, and some preferred to remain silent rather than engage actively. In addition, the teacher had not yet maximized the implementation of the learning model, especially in managing time and ensuring that all students were equally involved.



Cycle II was conducted as an improvement of Cycle I, with the teacher providing clearer instructions, ensuring that each student participated, and offering more structured guidance in group work. The results of Cycle II showed a drastic increase in student activity. At the third meeting, the average level of student activity rose to 81.0%, while at the fourth meeting, the percentage reached 97.6%. This demonstrated that almost all students were actively engaged in the learning process, participating in discussions, answering questions, and collaborating with peers in accordance with the structure of the IOC model. Based on the results of observations, 90.5% of the students were categorized as *very good* in terms of their activity level. The evaluation results also showed a significant improvement, indicating that higher participation was followed by better mastery of the material taught.

The improvement from 43.40% in Cycle I to 92.15% in Cycle II confirmed the effectiveness of the IOC learning model in fostering active learning. Students were not only more involved in discussions but also demonstrated greater confidence in expressing ideas, collaborating with peers, and presenting the outcomes of group work. The classroom atmosphere became more dynamic, interactive, and student-centered. Compared with traditional lecture-based methods, IOC allowed every student to have a role and reduced the dominance of only a few active students.

Cycle	Average Activity (%)	Category
I	43.40	Low
II	92.15	Very High



The results indicate that the IOC model significantly improved student learning activities between cycles. Initially, most students were passive, but after implementing structured cooperative interactions, engagement rose to over 90%. This confirms Kagan's cooperative



learning theory that structured interaction enhances motivation and comprehension (Kagan, 1994; Slavin, 2020). The findings align with recent studies (Amelia et al., 2023; Pratama et al., 2022; Amin, 2022) supporting the positive impact of IOC on active learning within Islamic education contexts.

This finding is consistent with Kagan's theory (1994) of cooperative learning, which states that structured interaction in groups can improve student engagement, motivation, and comprehension. The IOC model, specifically, is designed to rotate students in pairs, giving everyone an equal opportunity to speak and listen. This aligns with the principles of equitable participation and positive interdependence, two key characteristics of effective cooperative learning. In this study, those principles were evident, as even previously passive students became more involved by the second cycle.

The discussion also highlights that the challenges in Cycle I were not solely caused by students' passivity but also by the teacher's role in facilitating the IOC steps. According to Arends (2012), the success of cooperative learning depends heavily on teacher preparation, classroom management, and the ability to motivate students. Once the teacher improved these aspects in Cycle II—such as by preparing more detailed lesson plans, managing time effectively, and consistently reminding students of the learning procedures—the students' activity levels increased dramatically.

Furthermore, the increase in student activity also had a direct impact on the development of their soft skills. Through the IOC model, students practiced communication, active listening, teamwork, and respect for others' opinions. These are essential aspects not only for academic success but also for character education, particularly in the Akidah Akhlak subject. The ability to collaborate and respect others' perspectives aligns with the values of tolerance, discipline, and cooperation emphasized in Islamic education.

In conclusion, the findings of this study show that the Inside Outside Circle (IOC) learning model is highly effective in improving the learning activities of Grade VII students in the Akidah Akhlak subject. The model creates a fun, engaging, and interactive learning environment that motivates students to participate actively. The significant improvement from Cycle I to Cycle II demonstrates that with consistent implementation, clear instructions, and proper classroom management, the IOC model can become an effective alternative for teachers to enhance both student activity and learning outcomes. Thus, it is strongly recommended that teachers of Akidah Akhlak and other subjects adopt cooperative learning models such as IOC to encourage greater student participation and to foster meaningful learning experiences.

4. CONCLUSION

Based on the results of the research conducted over two cycles, it can be concluded that student learning interest increased in each cycle. In cycle I, although teacher activity reached 100%,



student activity was still low with an average of 26.54% in the first meeting and 43.40% in the second meeting, while learning outcomes only increased from 42.9% to 57.1%. After improvements in cycle II, student activity increased significantly from 79.94% to 92.15%, with 5 students even reaching 100% and learning outcomes jumped from an average of 81.0% to 97.6% with 90.5% of students achieving the highest score. Thus, the Inside Outside Circle (IOC) learning model can be used as an alternative effective learning model in increasing student learning activities, especially in the subject of Aqidah Akhlak.

5. REFERENCES

- Al-'Ajami, A. Z. (2012). *Islamic creed according to the four schools of thought*. Jakarta: Pustaka al-Kautsar.
- Al-Asyqar, U. S. (2018). *The secrets of angels, jinn, and devils*. Jakarta: Qisthy Press.
- Amelia, S., Martahayu, V., & Nugroho, F. (2023). The effect of the Inside Outside Circle strategy on civics learning outcomes of third grade students at SDN 1 Sungaiselan. *Cendekiawan*, 5(2), 107–115. <https://doi.org/10.35438/cendekiawan.v5i2.238>
- Amin, M. A. (2022). The effectiveness of Aqidah Akhlak learning in cultivating religious values of students at MTs Al-Muhaimin Palopo. *INCARE, International Journal of Educational Resources*, 3(4), 400–408. <https://doi.org/10.59689/incare.v3i4.502>
- Chandra, P., Juliansyah, & Ningsih, M. P. (2021). The application of the synectic learning model in increasing student activeness in Aqidah Akhlak lessons. *Jurnal Pendidikan Islam Al-Affan*, 2(1), 10–21. <https://doi.org/10.69775/jpia.v2i1.38>
- Harahap, M. H. (2012). *Risalah tauhid*. Bekasi: Al-Musthafawiyah.
- Hudarrohman, M. H. (2012). *Rukun iman*. Jakarta: Balai Pustaka.
- Ministry of Religious Affairs of the Republic of Indonesia. (2019). *Al-Qur'an and its translation*. Surabaya: PT Lajnah Pentashisan.
- Pratama, A. R., Iswandi, I., Saputra, A., Hasan, R. H., & Arifmiboy, A. (2022). The influence of the learning cycle 5E model on learning activities of Islamic Religious Education and Character Education at SMA Negeri 4 Bukittinggi. *Cendekia: Jurnal Ilmu Sosial, Bahasa dan Pendidikan*, 3(1), 16–28. <https://doi.org/10.55606/cendekia.v3i1.642>
- Suryadi, R. A., & Sumiyati. (2021a). *Teacher's book: Islamic Religious Education and Character Education for grade VII*. Jakarta: Kemdikbudristek.
- Suryadi, R. A., & Sumiyati. (2021b). *Student's book: Islamic Religious Education and Character Education for grade VII*. Jakarta: Kemdikbudristek.



- Wahyudi, D. (2017). *Introduction to Aqidah Akhlak and its learning*. Yogyakarta: Lintang Rasi Aksara Books.
- Amelia, S., Martahayu, V., & Nugroho, F. (2023). The effect of the Inside Outside Circle strategy on civics learning outcomes. *Cendekiawan*, 5(2), 107–115.
- Amin, M. A. (2022). The effectiveness of Aqidah Akhlak learning in cultivating religious values. *INCARE Journal*, 3(4), 400–408.
- Johnson, D. W., & Johnson, R. T. (2019). Cooperative learning: The foundation for active learning. *Educational Researcher*, 48(2), 75–83.
- Kagan, S. (1994). *Cooperative Learning*. San Clemente: Kagan Publishing.
- Pratama, A. R., et al. (2022). The influence of the learning cycle 5E model on learning activities of Islamic Education. *Cendekia Journal*, 3(1), 16–28.
- Slavin, R. E. (2020). *Educational Psychology: Theory and Practice*. New York: Pearson.