

BAB V

PENUTUP

1.1 Kesimpulan

Berdasarkan hasil penelitian dan pembahasan, dapat disimpulkan bahwa pengembangan model *inquiry discovery learning* berbasis *higher order thinking skills* dalam pembelajaran Akidah Akhlak di *Madrasah Aliyah Negeri Pesisir Selatan*.

- 1.1.1 Secara teoritis dan empiris, model ini memiliki landasan filosofis dan pedagogis yang kuat karena mengintegrasikan teori *konstruktivisme*, prinsip *inquiry discovery learning*, dan pengembangan *higher order thinking skills* yang selaras dengan nilai-nilai pendidikan Islam.
- 1.1.2 Model yang dikembangkan mampu merekayasa prototipe model *inquiry discovery learning* berbasis *higher order thinking skills* yang terintegrasi dengan pembelajaran Akidah Akhlak dengan mengembangkan prototipe berupa buku model pembelajaran, panduan mengajar guru, panduan untuk siswa, modul ajar siswa dan instrumen penelitian agar tidak hanya berorientasi pada penguasaan konsep, tetapi juga pada pengembangan kecerdasan emosional dan spiritual siswa.
- 1.1.3 Hasil uji *validitas* menunjukkan bahwa seluruh prototipe dan komponen model, meliputi sintaks pembelajaran, sistem sosial, prinsip reaksi, dan sistem pendukung konstruksinya diklasifikasikan *fit* atau berada pada kategori valid hingga “sangat valid”.
- 1.1.4 Hasil uji *kepraktisan* membuktikan bahwa model mudah diimplementasikan oleh guru dan dapat dilaksanakan secara optimal dalam konteks pembelajaran *Madrasah Aliyah Negeri Pesisir Selatan* di kategorikan “praktis”.
- 1.1.5 Pengujian efektivitas menunjukkan bahwa penerapan model *inquiry discovery learning* berbasis *higher order thinking skills* secara signifikan meningkatkan kemampuan analisis, evaluasi dan kreasi siswa serta

berdampak positif terhadap peningkatan kecerdasan emosional dan spiritual

- 1.1.6 Model ini terbukti mampu mengintegrasikan kecerdasan emosional dan spiritual sebagai satu kesatuan dalam pembelajaran Akidah Akhlak yang bermakna dan transformatif dengan prinsip *tafakkur*, *tadabbur*, *ijtihad*, *muhasabah* dan internalisasi nilai dalam pendidikan Islam terutama dalam pembelajaran Akidah Akhlak yang holistik dan bermakna.

1.2 Rekomendasi

Beberapa rekomendasi yang dapat diberikan, khususnya terkait kontribusi hasil penelitian ini terhadap aspek akademis maupun empiris::

1.2.1 Aspek Akademis

- 1.2.1.1 Pengembangan kurikulum yang relevan: hasil penelitian menunjukkan bahwa model ini efektif dalam meningkatkan kecerdasan emosional spiritual. Oleh karena itu, kurikulum akidah akhlak di *Madrasah Aliyah* Negeri Pesisir Selatan dapat mempertimbangkan untuk mengintegrasikan secara lebih mendalam pendekatan *inquiry discovery learning* yang berfokus pada pengembangan *high order thinking skills*. Mahasiswa merasa bahwa pembelajaran yang demikian mendorong mereka untuk berpikir kritis dan mendalam, bukan sekadar menghafal.
- 1.2.1.2 Peningkatan pelatihan guru: Guru-guru akidah akhlak perlu mendapatkan pelatihan berkelanjutan mengenai implementasi model *inquiry discovery learning* berbasis *high order thinking skills*. keberhasilan model ini sangat bergantung pada kemampuan guru dalam memfasilitasi diskusi, mengajukan pertanyaan pancingan, dan membimbing proses penemuan (*discovery*). Pelatihan ini sebaiknya mencakup strategi pengembangan *high order thinking skills* dan asesmen formatif yang mendukung proses pencarian (*inkuiri*).

- 1.2.1.3 Integrasi teknologi dalam pembelajaran: Mahasiswa menyarankan penggunaan teknologi yang lebih bervariasi untuk mendukung proses inkuiri dan penemuan. Pemanfaatan *platform e-learning*, video edukasi, atau simulasi interaktif dapat memperkaya pengalaman belajar dan memfasilitasi eksplorasi materi akidah akhlak yang lebih mendalam, sehingga tidak terbatas pada teks atau ceramah.
- 1.2.1.4 Optimalisasi sumber belajar: Perlu adanya diversifikasi sumber belajar akidah akhlak. Mahasiswa menyampaikan bahwa ketersediaan berbagai referensi (buku, jurnal, artikel, atau bahkan kisah-kisah inspiratif) yang mudah diakses akan sangat membantu mereka dalam proses penemuan dan pengembangan pemahaman yang komprehensif.

1.2.2 Aspek Empiris

- 1.2.2.1 Perancangan aktivitas pembelajaran yang lebih interaktif: Mahasiswa merasa bahwa aktivitas pembelajaran yang dirancang dalam model ini harus lebih bervariasi dan mendorong partisipasi aktif. Penting untuk menciptakan skenario pembelajaran yang memicu rasa ingin tahu, memungkinkan eksplorasi mandiri, dan mendorong kolaborasi antar siswa.
- 1.2.2.2 Pemberian umpan balik konstruktif: Mahasiswa sangat menghargai umpan balik yang konstruktif dari guru, baik terkait proses inkuiri maupun hasil penemuan mereka. Umpan balik ini harus spesifik, berfokus pada kekuatan dan area yang perlu ditingkatkan, serta membimbing siswa untuk merefleksikan pemahaman mereka dan bagaimana kecerdasan emosional spiritual mereka berkembang.
- 1.2.2.3 Fasilitasi ruang diskusi dan refleksi: Mahasiswa merasa perlu adanya ruang yang aman dan terbuka untuk berdiskusi, berdebat secara sehat, dan merefleksikan nilai-nilai akidah akhlak dalam

konteks kehidupan nyata mereka. Sesi refleksi reguler dapat membantu siswa menginternalisasi nilai-nilai dan mengembangkan kesadaran emosional spiritual mereka.

- 1.2.2.4 Penguatan *kontekstualisasi* materi: Agar materi Akidah Akhlak lebih relevan, mahasiswa menyarankan agar guru mengaitkan materi dengan isu-isu kontemporer atau fenomena sosial yang sedang terjadi. Hal ini membantu siswa melihat relevansi ajaran agama dalam kehidupan sehari-hari dan mendorong mereka untuk menerapkan kecerdasan emosional spiritual dalam menghadapi tantangan dunia modern.

1.3 Implikasi

Penelitian ini memberikan kontribusi teoretis terhadap pengembangan ilmu pendidikan Islam, khususnya dalam pengembangan model pembelajaran Akidah Akhlak berbasis *higher order thinking skills*. Temuan penelitian ini menegaskan bahwa *higher order thinking skills* tidak hanya relevan pada domain kognitif, tetapi juga berperan strategis dalam pengembangan kecerdasan emosional dan spiritual siswa. Dengan demikian, *higher order thinking skills* dapat diposisikan sebagai instrumen pedagogis yang bersifat transformatif dalam pendidikan Islam pada prinsip *tafakkur, tadabbur, ijtihad, muhasabah*. Selain itu, model *inquiry discovery learning* berbasis *higher order thinking skills* memperkaya khazanah teori pembelajaran konstruktivis dengan menambahkan dimensi spiritual dan nilai-nilai Islam, sehingga memperkuat konsep pembelajaran holistik yang mengintegrasikan berpikir, merasa, dan beriman.

Secara praktis, hasil penelitian ini memberikan alternatif model pembelajaran yang aplikatif bagi guru Akidah Akhlak dalam merancang pembelajaran yang aktif, reflektif, dan bermakna. Model ini dapat dijadikan acuan dalam pengembangan perangkat pembelajaran yang menekankan *higher order thinking skills* sekaligus pembinaan karakter emosional dan spiritual siswa. Bagi *madrasah* dan pemangku kebijakan pendidikan, model ini dapat dijadikan dasar dalam pengembangan kebijakan pembelajaran Akidah Akhlak

yang berorientasi pada penguatan kualitas proses dan hasil pembelajaran, sejalan dengan tuntutan kurikulum dan profil lulusan Madrasah Aliyah.

1.4 Keterbatasan Studi

Berdasarkan keterbatasan tersebut, terdapat beberapa rekomendasi untuk penelitian selanjutnya yang belum dibahas dalam studi ini.

- 1.4.1 Perlu dilakukan uji coba model pada populasi yang lebih luas dan beragam, termasuk *madrasah* di luar Pesisir Selatan atau dengan karakteristik siswa yang berbeda, untuk menguji *validitas* dan *reliabilitas* model pembelajaran secara lebih komprehensif.
- 1.4.2 Diperlukan untuk melakukan penelitian *longitudinal* dengan periode implementasi yang lebih panjang guna mengamati keberlanjutan dampak model terhadap pengembangan kecerdasan emosional spiritual siswa dalam jangka waktu yang lebih lama.
- 1.4.3 Pengembangan dan pengujian modifikasi model untuk jenjang pendidikan lain (misalnya, *Madrasah Tsanawiyah* atau bahkan Perguruan Tinggi) dapat menjadi area eksplorasi yang menjanjikan.
- 1.4.4 Penelitian di masa depan dapat mengeksplorasi penggunaan teknologi digital dalam mendukung implementasi model *inquiry discovery learning* berbasis *high order thinking skills* untuk meningkatkan keterlibatan siswa dan efektivitas pembelajaran akidah akhlak.

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