

ARTICLE

Applying the Marketplace Activity Method to Enhance Student Interest in Learning the Values of Trustworthiness and Honesty

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ABSTRACT ENGLISH:

This study aims to increase students' interest in learning the material Amanah and Honest through the application of the Market Place Activity learning model at UPTD SMPN 2 Simpang Mamplam. The method used is Classroom Action Research (CAR) which is carried out in two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. The research subjects were 8th grade students who showed a decrease in interest in learning Islamic Religious Education. The results showed that the application of the Market Place Activity model can increase students' active participation in class, deepen their understanding of the material, and rejuvenate their interest in learning. This increase can be seen from the evaluation results and observations of student activeness during the learning process. By the end of the second cycle, there was a significant increase in learning interest, both in terms of student engagement and grade achievement. This finding shows that Market Place Activity is an effective innovative learning model to increase students' interest in learning, especially on materials related to character values such as trustworthy and honest. Therefore, this model is recommended as one of the alternative active learning strategies in the classroom.

ABSTRACT INDONESIAN:

Penelitian ini bertujuan untuk meningkatkan minat belajar siswa pada materi Amanah dan Jujur melalui penerapan model pembelajaran *Market Place Activity* di UPTD SMPN 2 Simpang Mamplam. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas VIII yang menunjukkan penurunan minat belajar Pendidikan Agama Islam. Hasil penelitian menunjukkan bahwa penerapan model *Market Place Activity* dapat meningkatkan partisipasi aktif siswa di kelas, memperdalam pemahaman materi, dan menumbuhkan kembali minat belajar siswa. Peningkatan ini dapat dilihat dari hasil evaluasi dan observasi keaktifan siswa selama proses pembelajaran berlangsung. Pada akhir siklus kedua, terjadi peningkatan minat belajar yang signifikan, baik dari segi keaktifan siswa maupun pencapaian nilai. Temuan ini menunjukkan bahwa *Market Place Activity* merupakan model pembelajaran inovatif yang efektif untuk meningkatkan minat belajar siswa, khususnya pada materi yang berkaitan dengan nilai-nilai karakter seperti dapat dipercaya dan jujur. Oleh karena itu, model ini direkomendasikan sebagai salah satu alternatif strategi pembelajaran aktif di kelas.

Introduction

Education has a very important role in shaping the character and morals of the younger generation as the nation's successor. In the context of national education, learning success is not only measured by academic achievement (Suwanto & Rahman, 2022), but also by the extent to which students are able to internalize moral and spiritual values (Rahmah & Ilham, 2022). One important aspect that must be instilled from an early age is the value of honesty and trustworthiness. These two values are the main foundation in building individuals who are responsible, have integrity, and are able to become good citizens (Utamirohmahsari, 2024; Waddock, 2017). Therefore, instilling these values through learning is a must that cannot be ignored.

However, in practice, there are various challenges faced by educators, especially Islamic Religious Education teachers, in increasing students' interest in learning materials related to moral values such as Trustworthiness and Honesty (Sarah et al., 2019). One of the main challenges is the low level of students' active participation in the learning process. Many students regard Islamic Education materials as normative and boring, so they are not interested in taking them seriously. As a result, their understanding and appreciation of these values become shallow and less meaningful.

A similar situation was also found in UPTD SMPN 2 Simpang Mamplam, where most students showed low interest in learning Islamic education subjects, especially in the material of trustworthiness and honest (Hasibuan & Sari, 2024). The lack of active involvement of students during the learning process indicates the need for a new approach that is more interesting and relevant to their world. This condition demands innovation in learning strategies that are not only able to deliver material effectively, but also able to foster students' motivation and curiosity towards the values taught (Syofyan et al., 2022).

One learning model that is believed to be able to answer these challenges is Market Place Activity (Nuraeni & Fitriasisari, 2023). This model is an active learning approach that places students as the subject of learning. In this model, students are divided into groups that each act as "sellers" and "buyers" of ideas or information. This buying and selling process involves the exchange of ideas, discussion, and presentation of material between students, thus creating a dynamic and collaborative learning atmosphere. Through this activity, students do not just passively receive material, but actively explore, develop and convey their own understanding to their peers.

The Market Place Activity model has a number of advantages in the context of value learning (Sinkula et al., 1997; Morgan & Turnell, 2003; Nuraeni & Fitriasisari, 2023). First, this model encourages students to be more active and responsible in the learning process. Second, the interactive activities can improve students' memory and understanding of the material. Third, a more lively and fun learning atmosphere can naturally foster interest in learning. Thus, the application of this model is very potential to increase the effectiveness of learning Trustworthiness and Honesty values in schools.

The application of learning models that are in accordance with the characteristics of students and the material being taught is very important to improve the quality of education. In the context of learning moral values such as Trustworthiness and Honesty, an approach that is not only cognitive, but also touches the affective and psychomotor aspects of students is needed. The Market Place Activity model offers a holistic and humanist approach, which not only conveys knowledge, but also

fosters awareness and good habits in students.

Market Place Activity is a method based on active learning. It is characterized by learners actively seeking and gathering knowledge from one group to another. The term is mutual shopping or `buying and selling` knowledge. In this case, cooperation between learners is also needed, so Market Place Activity is also worthy of being called cooperative learning. Further, Market Place Activity (MPA) is a learning technique in the form of activities such as those that occur in the market, where students can do the activity of buying and selling knowledge information in the form of concepts, or the work of something. Some experts say this learning technique is window shopping.

For the naming problem depends on who the theoretically studied name giver is, but in essence how learning occurs in the classroom is like a market activity where there are goods being traded, there are sellers and there are buyers and there are communication media in the form of messages, questions and answers, defending and even promoting a concept or product (Tastury et al., 2024). Technically, a concept or work will use Market Place Activity (MPA), so in the learning group, each group of students agrees on the division of tasks, some become a group of sellers to promote and defend the work of their group, some function as buyers of information to go around visiting the work of other groups, either conducting dialogue, asking questions and even evaluating and criticizing. The information traded in each group is the material studied that day, how students understand the concepts and works in each group by looking for sources of information carried out by group discussions, then poured into a concept or media work that will be easily understood by prospective buyers who will visit the group.

This learning technique with Market Place Activity (MPA) nurtures direct character building, such as being responsible for making work and defending their work, cooperation in groups, being open to criticism from buyers, hard work efforts to be the best, getting used to evaluating and being evaluated, building independence, self-confidence, group skills, receiving feedback, and training responsibility in making the best plans and designs, as well as many values (valuing) stored in the learning.

The first step in the learning process is to divide learners into small groups of 4 to 10 people, depending on the class conditions. This division can be done in various ways, such as counting by seating position-for example, if you want to form five groups, then learners count from one to five in turn, then the same number forms one group. Another way is to distribute colorful paper, markers of different colors, or candies of different brands according to the number of groups desired. It is recommended that learners are occasionally grouped randomly using media such as colorful paper or candy to foster the understanding that differences in groups can actually be a strength and create solidarity.

Once formed, learners sit in their groups by changing the seating arrangement to a format that supports group work, such as U, O, round tables, or even sitting on the floor outside the classroom. They are given a short time to get to know their group members. The spatial arrangement should support students' mobility so that they can move or visit from one group to another, for example by vacating the area around the classroom wall to be used as a traffic lane during the work

visit activity.

Within a short period of time, each group is asked to decide on a chairperson and secretary. This can be done in a simple way, such as counting to three and pointing to the chairperson, then the secretary, or it can be done with music; when the music stops, group members point to who will be the chairperson and secretary. To determine the class work leader, the group leaders are gathered in a circle and have a quick vote to appoint one person as the work coordinator on the material.

Once the group organizational structure is established, each group is asked to agree on a group name that is relevant to the content to be studied. If the material discussed is related to morals, then the group name can be taken from character values such as Honest, Empathy, *Istiqamah*, Caring, or Hard Work. If the material covered is faith, then the names of the groups can be adapted to the names of angels, apostles, or other characters that are in accordance with Islamic values. It is recommended that the group names remain related to character values such as honesty, and *tasamuh*.

Next, the teacher conveys the learning objectives and the scope of the material to be covered that day. The teacher also clearly explains to the learners about their roles in the learning process, the tasks to be completed, and the evaluation instruments or tools to be used. This explanation is brief, no more than five minutes. After that, the teacher distributes the learning content to each group. If the scope of the material is narrow enough, then all groups can work on the same content. However, if the material is quite broad, then each group can be given a different part, adjusted to the name or theme of each group so that learning becomes more varied and meaningful.

Based on this background, this study was conducted with the aim of applying the Market Place Activity model in learning Trustworthiness and Honesty material at UPTD SMPN 2 Simpang Mamplam. This research uses a Classroom Action Research (CAR) approach conducted in two cycles, where each cycle consists of planning, implementation, observation, and reflection stages. The subjects in this study were VIII grade students who experienced a decrease in interest in learning in Islamic education subjects.

The main purpose of this study was to determine the effectiveness of the Market Place Activity model in increasing students' interest in learning and to see its impact on active participation and students' understanding of the values of Trustworthiness and Honesty. The results of this study are expected to make a real contribution to the development of a more innovative and applicable Islamic education learning model. In addition, the results of this study are also expected to be a reference for teachers in overcoming similar problems in their respective schools.

Method

This research uses the Classroom Action Research (CAR) method. CAR is a type of research that aims to improve and enhance learning practices in the classroom (Indahri & Djahimo, 2018). CAR is carried out in cycles involving planning, action implementation, observation, and reflection (Zainuri et al., 2024). In the context of this research, CAR was chosen to implement the Market Place Activity

model in learning Islamic Religious Education, especially on the material of Amanah and Honest in class 8.1 UPTD SMPN 1 Simpang Mamplam. With CAR, researchers can directly observe and evaluate changes in student interest in learning through interventions made. This research was conducted in two cycles. Each cycle in CAR consists of the stages of planning, action implementation, observation, and reflection.

Result and Discussion

This research was conducted in two cycles, each consisting of one meeting with a duration of 2 x 35 minutes, in class VII UPTD SMP Negeri 2 Simpang Mamplam, totaling 20 students. Before the implementation of the cycle, the researcher first carried out the pre-cycle stage to apply the Market Place Activity (MPA) learning model. The initial results showed that students' interest in learning at this stage was very low and had not reached the expected target, so it was used as an initial reference to compare the results in the next cycle.

Based on the Minimum Completeness Criteria (KKM) set at 70, it is known that only 5 out of 20 students meet the completeness criteria, while the other 15 students are still below the standard. The class average score at the pre-cycle stage only reached 38.65. This fact shows that students' interest and learning outcomes, especially on the material of Amanah and Honest in Islamic Religious Education and Cultivation subjects, are still very low. Therefore, researchers designed learning actions in Cycle I using the Market Place Activity model, which prioritizes an interactive approach through market simulations to convey material.

Cycle I was carried out on September 19, 2024, consisting of four stages: planning, implementation, observation, and reflection. In the planning stage, researchers compiled teaching modules, learning materials, observation sheets, and assessment instruments (Ulfiah et al., 2024; . During the implementation, students were grouped and given the task to explore information, present the results through the concept of market place, and discuss actively. Observations were made to record student and teacher responses during the learning process. Reflection was conducted with the collaborating teacher to evaluate the effectiveness of learning and formulate improvements for the next cycle.

The test results at the end of Cycle I showed an improvement. Out of 20 students, 10 students achieved scores above the KKM, while the rest still did not meet the criteria. The average student score increased to 61, with the percentage of learning completeness increasing from 25% in the pre-cycle to 50% in the first cycle. Nevertheless, this result still did not reach the target of 80% classical completeness, so the research was continued to cycle II. Through reflection, several problems were found that needed to be corrected. Some students were still not actively involved in learning activities. The classroom atmosphere was also not fully conducive because there were students who played alone and disturbed friends. In addition, the application of the Market Place Activity model still needs to be adjusted to the characteristics of students, and teachers need to be more active in guiding students who have difficulty in preparing learning media such as posters (Jannah, et al., 2022). The use of media that is still less than optimal is also an important note. Based on this evaluation, the researcher designed a more effective learning strategy in cycle II to achieve better

results.

As a follow-up to the results of the reflection on cycle I, researchers designed alternative problem solving for the implementation of cycle II in order to achieve optimal learning outcomes. Some of the steps designed include teachers providing initial motivation to students before learning begins, as well as supervising and guiding students who tend to play alone or disturb their friends during the activity. In addition, the cooperative relationship between teachers and students also needs to be improved in order to create a more conducive classroom atmosphere that supports an effective learning process. Another focus in this improvement is on improving students' ability to master the material and present information to other groups, in accordance with the principles of the Market Place Activity model.

Cycle II was conducted on Thursday, September 26, 2024, from 07.45 to 10.00 WIB. Learning is divided into three stages: introduction, core, and closing activities. In the introductory stage, which lasted about 10 minutes, the teacher greeted and checked students' attendance, continued with icebreaking activities in the form of singing, and explored students' prior knowledge which was then connected to the subject matter to be learned. This stage aims to build a familiar, fun atmosphere, and open students' insights into learning topics. In the 40-minute core stage, the teacher divides students into groups, facilitates discussion activities, and guides the Market Place process, where students act as sellers and buyers of information. The 20-minute closing stage is used for group reflection, conveying learning conclusions, and reinforcing character values related to the material.

Student participation during cycle II showed a significant increase compared to the previous cycle. This can be seen from students' active involvement in discussions, increased curiosity, and their ability to present material to other groups. The Market Place Activity model was able to increase students' activeness and sense of responsibility in learning activities, especially in Islamic Religious Education lessons. Although there were still some minor obstacles during implementation, in general the learning process was more orderly, dynamic, and student-centered.

Based on the results of observation and evaluation during cycle II, it was found that students showed good progress in terms of understanding the material and metacognitive skills. Of the 20 students, 17 students or around 86.3% managed to achieve learning completeness with an average score of 77.85. Meanwhile, only 3 students or 13.7% have not yet reached the completion criteria. This achievement shows a significant increase compared to the previous cycle, which only reached 50% of the completion rate. Thus, the application of the Market Place Activity model in cycle II was declared successful in improving learning outcomes classically, as well as achieving the main objectives of the implementation of this class action research.

Reflection conducted after cycle II revealed that several success indicators had been achieved. First, the researcher was able to improve students' learning outcomes significantly. Second, the researcher managed to improve the weaknesses that occurred in the previous cycle, such as low participation and less than optimal use of media. Third, classical student learning completeness was achieved in this cycle. This proves that the Market Place Activity learning model is effective in increasing students' interest, participation, and learning outcomes.

Conclusion

In conclusion, this model was effective in increasing students' interest in learning. In the pre-cycle stage, students' interest in learning was still low. Only a small number of students were active, and most had not reached the Minimum Completion Criteria (KKM). In cycle I, after applying the Market Place Activity model, there was an increase in participation in discussions and group work. However, some students were still not complete, so an evaluation was needed. Improvements were made in cycle II, and the results showed significant improvement: almost all students were active and 86.3% of students reached or exceeded the KKM.

The Market Place Activity model is proven to encourage students to be more active, think critically, and work together. Teachers are also expected to continue to improve their competence through training on innovative learning models (Yuzar et al., 2022), as well as conducting continuous evaluation of the methods used (Dessinger & Moseley, 2015), so that learning strategies are always in accordance with student needs and are able to improve overall learning outcomes (Deak & Santoso, 2021).

Ethical considerations

This study was carried out with great care to follow ethical guidelines, ensuring everything was fair and respectful to those involved. Everyone who took part—teachers and students—did so voluntarily and only after being fully informed about what the research involved, including its purpose, how it would be done, and any potential risks. To protect their privacy, no names or personal details were used, and all data was kept safe and only accessible to the research team. Once the study is complete, the results will be shared with the school, students, and academic community, but always with the participants' confidentiality in mind.

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