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Application of the Giving Question and Getting Answer Method to Improve Student Learning Outcomes in Islamic Religious Education Class VIII H MTs Wali Songo Ngabar Ponorogo

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Abstract

This classroom action research aims to improve the quality of student learning outcomes in Islamic Religious Education subjects. The alternative offered to achieve that goal is to introduce the method of giving questions and getting answers. This research uses Kurt Lewin's Class Action Research (CAR) method. Data collection techniques used are observation and tests. Classroom Action Research in class VIII H MTs Wali Songo Ngabar. The steps of data analysis are as follows: data selection, data correction and data weighting. The results of this study prove that the giving question and getting answer method has succeeded in improving the quality of student learning outcomes in Islamic Religious Education subjects in class VIII H MTs Wali Songo Ngabar.

Keywords: Islamic education curriculum, student outcomes, learning quality.

A. Introduction

Education is basically one of the most basic efforts in the development of human resources.¹ In the context of

¹ Ridlowi, A. (2020). Peran Sumber Daya Manusia Terampil (alisis kritis Resolusi Problem Pendidikan Pondok Pesantren). Tarbawi Ngabar: Jurnal of Education, 1(02), 170-190.

education in Indonesia, education is expected to produce superior human resources.² Education should grow and develop intellectual, social and personal abilities. These three abilities are built not only based on reason and logic, but involve other aspects, namely inspiration, creativity, morals, intuition and spirituality.

When explored in depth, the teaching and learning process is the core of the educational process because it contains interactions between various teaching components.³ As stated, these components are grouped into three main categories, namely: teachers, content or subject matter, and students. The interaction between the three main components involves facilities and infrastructure, such as methods, media, and the arrangement of the learning environment in order to create a teaching and learning process situation that allows the achievement of previously planned goals.⁴

Talking about the learning process, cannot be separated from the function and role of a teacher. The teacher's role is very vital in determining educational output. In a learning activity, teachers should empower students more in these activities.⁵ For this reason, teachers must design learning in such a way that democratic, character and

² Sari, N. Y. (2021). Pancasila Sebagai Dasar dan Ideologi Bangsa (Pentingnya Rumusan Butir-Butir Pancasila Sebagai Dasar Pendidikan Moral dan Pemersatu Keberagaman Bangsa Indonesia). *Tarbawi Ngabar: Jurnal of Education*, 2(1), 01-21.

³ Suyudi, M. (2020). Rekonstruksi Pendidikan Islam Sebagai Upaya Dalam Membangun Peradaban Dunia. *Tarbawi Ngabar: Jurnal of Education*, 1(02), 209-219.

⁴ Ali, M. Guru dalam Proses Belajar Mengajar. Bandung: Sinar Baru Algesindo, 2002.

⁵ Jauhari, I. (2021). Sistem Informasi Manajemen Pendidikan Islam. *Tarbawi Ngabar: Jurnal of Education*, 2(2), 190-208.

fun learning can occur. Islamic Religious Education (PAI) is one of the most important subjects to prepare students in terms of understanding, living, and believing in practicing Islamic teachings through guidance, teaching, and training activities. This is in line with what was stated by, "PAI is a conscious effort to guide and care for students so that they can understand what is contained in Islam as a whole, live up to its meaning and aims and objectives, and can practice it".

B. Research methods

This study uses the Kurt. Class Action Research (CAR) method Lewin.⁶ Data collection techniques used are observation and tests. This study aims to improve student learning outcomes in PAI subjects. This study aims to improve student learning outcomes in PAI subjects. Classroom Action Research in class VIII H MTs Wali Songo Ngabar Ponorogo.

C. Research Results and Discussion

This classroom action research was carried out in 3 cycles, one cycle was carried out in one meeting. This research has been carried out in class VIII H MTs Wali Songo Ngabar. The preparation of the lesson plan (RPP) has increased, based on the assessment made by the observer, the preparation of the lesson plan from cycle to cycle has increased. However, it cannot be denied that in each cycle there are several shortcomings that are noted by researchers.

In the first cycle, namely regarding the accuracy of spelling, language use, the formulation of indicators and learning objectives, the second cycle is still about the aspects

⁶ Dimayati, & Mudjiono. Belajar dan Pembelajaran. Jakarta: Rineka Cipta, 2006

of the accuracy of spelling and the formulation of the subject matter, and in the third cycle all aspects must be improved again. Based on data from observations, the average value in each cycle, namely the first cycle reached 81.54, the second cycle reached 85.27 and the third cycle reached 88.09.

The performance of teachers in carrying out the learning process has also increased. Of the three cycles that have been carried out in this classroom action research, the implementation of the learning process is getting better. However, it cannot be denied that in each cycle there are several shortcomings that are noted by researchers. In the first cycle, namely regarding aspects of apperception, voice intonation, how to arouse students' attention and emotional relationships with students, cycle II is still about voice intonation and emotional relationships with students, and in cycle III all aspects must be improved again. Based on the observer's assessment, in the first cycle of learning the average value reached 83.71, the second cycle reached 87 and the third cycle reached 90.28.

The learning outcomes of students in PAI learning by applying the Giving Question and Getting Answer method also increased. Based on the classroom action research that has been carried out the results are increasing. Because of the shortcomings that occurred from cycle I to cycle III, the researcher was able to overcome it well. As in the activities of the learning process, the researcher combines the Giving Question and Getting Answer method with the game method so that students do not feel bored. do ice breaking to increase students' enthusiasm for learning. It can be seen from the results of the final test that all of the students showed the highest score of 100 and the lowest score of 60.

The learning outcomes of students in the first cycle got an average score of 75.29 on the calculation that 24 people

had completed and 10 people had not finished. KKM value that has been determined, cycle II with an average value of 78.94 in the calculation of 28 people who have completed and 6 people who have not completed from the specified KKM value, cycle III with an average value of 84.85 on the calculation of 31 people have completed and 3 people who have not completed the specified KKM value. This study succeeded in proving the notion that the giving question and getting answer methods can help improve learning outcomes. In terms of learning outcomes, it was found in the field that PAI learning outcomes in class VIII H MTs Wali Songo Ngabar were still unfinished if the standard for the KKM set by the school was 72.

Based on the results of observations and interviews with PAI teachers in class VIII H MTs Wali Songo Ngabar on April 10, 2018, it was found from the number of students in class VIII H, totaling 34 students, who achieved learning completeness as much as 17 or 50% and students who had not achieved completeness. as much as 17 or 50%. These results indicate that the students' learning mastery has not reached the target as set, which is 72. The low learning outcomes of students are caused by the application of methods that have not been implemented optimally, this can be seen in practice, students are instructed to take notes and listen to the teacher's explanations until the lesson is over, so they have not been able to fully activate students in the teaching and learning process.

This way of learning can cause students to get bored quickly, get bored, and lack enthusiasm in participating in learning, then cause PAI learning to be less interesting. As a logical consequence of this condition, if there is no effort to improve the quality of the learning process by improving

learning methods, of course, the learning outcomes of students in PAI subjects will not be good.

Based on the problems above, it is necessary to introduce a learning method that focuses more on activeness and is student-oriented. One of the learning methods that involve more students' participation in the learning process is the Giving Question and Getting Answer learning method. This is in accordance with the suggestion that Giving Questions and Getting Answers were discovered by Spancer Kagan, a Swiss national in 1963, is a learning method that can stimulate, provoke and invite students to actively participate. This learning method was developed to train students to have the ability and skills to ask and answer questions.⁷

This method can also be used as a benchmark to determine the level of knowledge of each student in a class. Also the view suggests that Giving Questions and Getting Answers is a strategy or learning method that is directed at involving students in reviewing subject matter from the previous lesson or at the end of the meeting. Giving Questions and Getting Answers is a learning method developed to train students to have the ability and skills to ask and answer questions.⁸

In general, this question and answer is useful for achieving many goals, including: 1) Motivating students to act and show the truth and inspire enthusiasm to move forward; 2) Knowing students' mastery of past knowledge so that teachers can relate it to new topics or check the effectiveness of the teaching they are undergoing; 3)

⁷ Daradjat, Z. Ilmu Pendidikan Islam. Jakarta: Bumi Aksara. Daryanto. (2007). Evaluasi Pendidikan.

⁸ Achmadi. Ideologi Pendidikan Islam Paradigma Humanisme Teosentris. Yogyakarta: Pustaka Pelajar. 2005

Strengthening knowledge and ideas in lessons by providing opportunities to ask questions that have not been understood and the teacher repeats lesson materials related to these problems.

The advantages of the Giving Question and Getting Answer method are: 1) The learning atmosphere becomes active, because by applying the Giving Question and Getting Answer method in learning, students will become active, meaning they will be much involved during the learning process; 2) Students have the opportunity both individually and in groups to ask things that have not been understood regarding the material that has been delivered; 3) The teacher can find out the students' mastery of the material that has been delivered. This can be seen from the ability of students to answer questions posed by their friends or teachers, and the ability of students to express the ideas that they convey when the learning process takes place; 4) Encourage students to be brave put forward their opinion, because to grow the courage to ask questions for students is not easy, most students are shy to ask. But by applying this method, students can be motivated to ask questions.

The shortcomings of the Giving Question and Getting Answer method are: 1) The questions submitted by students are only rote, meaning that the questions that have been submitted may be forgotten or may be intentionally forgotten; 2) The question and answer process that takes place continuously will deviate from the subject being studied. The questions submitted by the students and even the answers given may come out of the material being taught if there are too many questions; 3) The teacher does not know for sure whether the child who does not ask questions or answers has understood and mastered the material that has been given or not. mentions the steps of the Giving

Question and Getting Answer learning method as follows: 1) Distribute two pieces of paper to students; 2) Ask students to write down the cards (1) answer cards (2) ask cards; 3) Questions can come from students or teachers. If the question comes from a student, then the student is asked to submit a card bearing a question card; 4) After the questions are asked, ask the students to give answers. Each student who wants to answer is required to submit a card with an answer card written on it. Keep in mind, every student who wants to answer or ask questions must submit the card to the teacher.⁹

D. Conclusion

Based on the results of classroom action research conducted by researchers in PAI learning by applying the Giving Question and Getting Answer method which was carried out in class VIII H MTs Wali Songo Ngabar, the researchers concluded the following things. First, the preparation of PAI learning plans in class VIII H MTs Wali Songo Ngabar by applying the Giving Question and Getting Answer learning method has increased. This can be seen from the results of observations in the first cycle reaching an average value of 81.54, the second cycle reached a value of 85.27 and the third cycle reached a value of 88.09. Second, the implementation of the learning process on PAI subjects in class VIII H MTs Wali Songo Ngabar by applying the Giving Question and Getting Answer method has increased. This can be seen based on the observer's assessment in the first cycle of learning with the average value reaching 83.71, the second cycle reaching 87 and the third cycle reaching

⁹ Azizi, Q. Pendidikan untuk Membangun Etika Sosial (Mendidik Anak Sukses Masa Depan; Pandai dan Bermanfaat). Semarang: Aneka Ilmu, 2003.

90.28. Third, the learning outcomes of students in class VIII H MTs Wali Songo Ngabar after following PAI learning by applying the Giving Question and Getting Answer learning method have increased. This can be seen from the results of the first cycle with an average score of 75.29, the second cycle with an average value of 78.94, and the third cycle with an average value of 84.85.

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