

Analysis of the Effectiveness of Islamic Religious Education Learning using the Question and Answer Method and Quizzes at SDN 101929 Perbaungan

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ABSTRAK

Abstract: This research aims to analyze the effectiveness of Islamic religious education learning using the question and answer method and quizzes in elementary schools. The setting of this research took place at SDN 101929 Perbaungan. This research uses a qualitative approach with analytical descriptive study methods, in order to obtain natural results (field research), carried out from December 2023 to March 2024. Research informants include PAI teachers, school principals and students, the data is also equipped with the results of observations and documentation studies. Data analysis uses data reduction techniques, data presentation and drawing conclusions. The study's findings indicate that using quizzes and the question-and-answer format is a useful way to teach Islamic religious education. Four perspectives are offered on this: piqueing students' curiosity, directing their attention to the subject matter, boosting all students' active learning, and honing their critical thinking abilities. While using quizzes necessitates that students be more engaged and eager to learn, using questions and answers forces students to be attentive, focused, and cautious when presenting thoughts or arguments. The students' diverse groupings further enhance the efficiency of this learning.

Abstrak: Penelitian ini bertujuan menganalisis efektivitas pembelajaran pendidikan agama Islam dengan metode tanya jawab dan kuis di sekolah dasar. Latar penelitian ini bertempat di SDN 101929 Perbaungan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis, guna memperoleh hasil secara alamiah (riset lapangan), dilaksanakan sejak Desember 2023 hingga Maret 2024. Informan penelitian meliputi guru PAI, kepala Sekolah dan siswa, data juga dilengkapi hasil observasi dan studi dokumentasi. Analisis data menggunakan teknik reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menyimpulkan bahwa metode tanya jawab dan kuis efektif digunakan dalam pembelajaran pendidikan agama Islam. Hal ini ditinjau dari empat aspek, yaitu stimulus rasa ingin tahu siswa, pemusatan perhatian siswa terhadap konten materi, meningkatkan keaktifan belajar semua siswa, dan melatih keterampilan berpikir siswa. Melalui tanya jawab siswa dituntut tanggap, fokus, dan cermat dalam mengemukakan pendapat atau argumen, sedangkan penerapan kuis menuntut siswa lebih aktif dan tertarik mengikuti pembelajaran. Efektivitas pembelajaran ini juga didukung dengan pengelompokan siswa secara heterogen.

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INTRODUCTION

Fundamental development for a nation is the empowerment of human resources and management of natural resources (Mahadiansar, *et.al.*, 2020). Both have an equally important role in the progress of a nation. Likewise, natural resource management will not be carried out effectively and efficiently without optimizing the quality of human resources (Sholihah & Firdaus, 2019). This is the reason why the progress of a nation really depends on the quality of people or human resources. This is where education plays an important role for a nation (Nagel, 2020). The government's priority in facilitating education is stated in the constitution, namely "to make the life of the nation intelligent".

This proposition is the reason why education must be provided free of charge, because it is a right for every child of the nation (Makmur & Hadi, 2020). Learning activities are an important part of the lives of the nation's children, because the driving force between humans and the sustainability of their lives is education (Suwartini, 2017). Through education, every child of the nation can gain skills, knowledge and insight, as well as exemplary behavior. More than that, education is also a creative and innovative step in predicting future life (Sarnoto, 2017). The core program of education lies in the quality of learning. Where since the learning process is carried out, a series of activities carried out by teachers and students can utilize various available facilities to obtain optimal learning outcomes (Harsiwi & Arini, 2020). So, learning can be realized well if there is interaction between teachers and students, fellow students or with learning resources. Learning effectiveness is a measure that states how far the quantity and quality targets have been achieved. In other words, learning is said to be effective if there is maximum interaction (Septianti & Afiani, 2020).

The reality in the field is that the implementation of learning activities often encounters obstacles, including the condition of students' learning readiness, an unbalanced ratio of students and teachers, inadequate learning facilities, and the location of the school far from the students' homes (Kurniawati, 2022). In these various problems, teachers are required to be able to create a conducive learning atmosphere in the classroom, as well as creating a comfortable learning climate with students (Sari & Arifin, 2022). The effectiveness of learning is fully borne by the teacher based on the teacher's central position as the leader of learning in the classroom (Syafaruddin & Lubis, 2021). Thus, conduciveness, communicative interaction and the quality of the learning process and outcomes really depend on how optimal the teacher is in creating a comfortable learning atmosphere for students.

As professional educators, teachers can ideally implement these demands effectively and efficiently. This is of course helped by interesting strategies, approaches, methods and learning media. This is because the main obstacle for teachers is limited teaching time in class, while students are expected to obtain optimal learning results (Hardiyati, *et.al.*, 2022). For this reason, the selection and use of learning tools will help teachers minimize various problems in the learning process (Lubis, *et.al.*, 2022). The success and failure of the learning carried out will affect the overall learning program (Nasution, *et.al.*, 2023). This provides an indication that the role of the teacher, student involvement, use of methods, strategies, media and facilities, use of time and the process of evaluating the activity are the main components directly involved in the success or failure of the activity (Rukajat, 2019).

According to an early study, choosing and implementing the right teaching strategies is what prevents teachers at SDN 101929 Perbaungan from establishing a positive learning environment. Students often feel bored or weary of listening to and learning every lesson that teachers teach since lecturing techniques and homework assignments are still given priority by teachers. Methods have a significant impact on how effective learning is, even though it is acknowledged that they are not the only element in determining learning success.

In the context of this research, alternative methods used during the PAI learning process are the question and answer method and quizzes. This is based on the learning needs of elementary school students in learning while playing (Aminah, *et.al.*, 2022). In fact, relevant research on the question and answer method, quiz method, and PAI learning has been researched separately by previous researchers. The relevant studies include discussion of aspects of improving student learning outcomes (Mannan, *et.al.*, 2023; Aulia, 2016), stimulus for learning motivation and student achievement motivation (Kusuma & Inayati, 2023), conditioning activities and conduciveness of learning in the classroom (Bahrian, *et.al.*, 2023), development of learning media (Mertasari & Kristiantari, 2022), increasing student interest in learning (Sholehatin & Wirdati, 2021), learning management in elementary schools (Hasibuan, 2021), teacher creativity in creating effective learning (Khairani & Rahman, 2023), application of active learning methods at the basic education level (Rahmawati, 2020), and implementation of interactive quiz methods in learning (Qodriani, 2022).

Based on the pertinent studies mentioned above, a gap analysis reveals that PAI learning is highly dynamic and pertinent to national themes in Indonesia. In addition to teaching religious values, PAI learning incorporates social principles and humanism values for students starting in elementary school. This learning opportunity necessitates introducing students to engaging content, including the quizzes and question-and-answer format. Under the heading "Analysis of the Effectiveness of Islamic Religious Education Learning using the Question and Answer Method and Quizzes at SDN 101929 Perbaungan," the researcher also aims to delve deeper into this investigation.

METHOD

This research uses a qualitative approach with descriptive analytical study methods, in order to obtain natural results (field research), carried out from December 2023 to March 2024. The background of this research is at SDN 101929 Perbaungan. Research informants include PAI teachers, school principals and students. The data is also supplemented by the results of observations and documentation studies. Data analysis uses data reduction techniques, data presentation and drawing conclusions (Assingkily, 2021). Finally, the research data is declared to have validity after a data triangulation test, to obtain credibility, dependability, transferability and confirmability of the data (Sugiyono, 2019).

RESULT AND DISCUSSION

Effectiveness of Using Question and Answer Methods and Quizzes in PAI Learning in Schools

Learning objectives can be achieved through the use of active and accurate learning methods according to classroom situations. Because, when the goal is formulated so that students have certain skills, the method used must be adjusted to the goal (Ulfa & Saifuddin, 2018). Methods and goals are also contradictory. This means that the method must support the achievement of teaching objectives. If not, then the formulation of these goals will be in vain. What is the meaning of teaching and learning activities that are carried out without paying attention to the objectives? This opinion is in line with what the Islamic Education Teacher at SDN 101929 Perbaungan said when interviewed:

"...as a teacher, I view quizzes and the question-and-answer format as alternate teaching approaches in which I provide pupils multiple test items to complete in class. Providing test items is typically done at the conclusion of each teaching and learning activity in the classroom, at the end of the class meeting, or even at the start of the meeting".

The interview excerpt above is relevant to the research results of Murtadlo & Widhyahrini (2019) which revealed the advantages of the question and answer method and quizzes, where children become accustomed to spending their free time studying, fostering a sense of responsibility, training children to think critically, be diligent, enterprising and diligent. Likewise, Ahmad & Tambak (2017) emphasized that there is a weakness of this method, namely that the material provided is general, so some students may find it difficult while other students find it easy.

Based on the results of observations, information was obtained that one of the most prominent obstacles to the process of developing Islamic religious education at SDN 101929 Perbaungan was the problem of learning methods. Even though methods do not have any meaning when viewed separately from other components, methods greatly influence the effectiveness of learning. As the results of interviews with class V students, HR said that:

"...when we learn in class, the teacher frequently assigns homework and tells us a lot of stories. There are extremely few questions or quizzes. So, ma'am, sometimes we become bored, especially when we have to re-take notes from the textbook, and our hands hurt a little bit".

Meanwhile, on the other hand, some teachers view that using the question and answer method and quizzes is outdated, boring and ineffective. Because, if in the learning process the teacher continuously uses the question and answer method and quizzes from the start of the lesson until the end, it could be that students are less interested and do not understand what the teacher has conveyed,

because the question and answer method and quizzes tend to be teacher centered (centered on the teacher only) which makes learning monotonous and less active.

This is in line with what was stated by Huda (2020), that if you use the question and answer method and quizzes, you can be sure that the teacher will actively speak, while students who cannot answer questions or quizzes will only be passive listeners. Apart from that, the question and answer and quiz methods used by PAI teachers at SDN 101929 are usually seen as learning activities while playing that do not leave an impression on the students.

Based on the results of the observations made, the author received information that the PAI subject at SDN 101929 Perbaungan only gets allocated 1 hour of lesson time for each class once a week. Even though the allocation for 1 hour of instruction at elementary school level is only 35 minutes, sometimes breaks are even cut off, meaning teachers can only deliver lesson material for approximately 25 minutes. So, the allocation of lesson hours is felt to be very ineffective.

Apart from making observations, the researcher also conducted interviews with PAI teachers, he said that:

“...we still utilize the lecture style and give homework to students when putting the teaching and learning process into practice, which is less effective because many students struggle to understand the material, particularly in PAI courses. Therefore, PAI learning has not been implemented as effectively as it could have been. This element impedes the teaching and learning process by making it difficult for students to understand the material that the teacher has delivered. Therefore, the quizzes and question-and-answer format are offered to encourage pupils to study at home. Due to the fact that the question-answer and quiz format can encourage students to actively study in both small and large groups. Thus, the researcher concentrated on studying pupils in grade 5”.

The interview excerpt above confirms that the question and answer method and quizzes are effectively applied in learning Islamic religious education in schools. This is because there is communicative interaction between students and teachers in quiz activities. Furthermore, Manik (2020) added that the question and answer method and quizzes help teachers increase students' interest in learning. In further context, Nihayah, *et.al.* (2022) stated the impact of applying the quiz learning method on improving student learning outcomes.

Strengths and Weaknesses of Question and Answer Methods and Quizzes in PAI Learning

In general, Fauzia (2021) describes that each learning method has an influence on the quality of teaching and learning outcomes. The level of effectiveness of using learning methods is adjusted to teaching materials and other types of learning tools. The active learning method used by PAI teachers at SDN 101929 Perbaungan is the quiz method. As stated by the teacher in the following interview quote:

“...we typically use the lecture or discussion format in class. There has been a shift in active approaches, such as question and answer sessions, as the independent learning curriculum is implemented and we participate in training from facilitators implementing the program at the district level. Where I don't just ask pupils at random—that is, I don't play pointing. But after I separated the students into a few groups, they exchanged questions and responses with one another”.

The interview quote above is in line with the statement from the Principal, as described in the following interview quote:

“...indeed, sir, we are now expected to actively remind educators to adopt a student-centered approach to instruction. Consequently, even though a method may be deemed antiquated or obsolete, it still needs to place the learner at the center of how learning is applied. The fact that many professors use the question-and-answer format as a teaching tool and that students ask other students in class rather than the teacher asking is evidence of this. In the meantime, the instructor serves as a go-between and imparts knowledge”.

Furthermore, the PAI teacher also said that there was another active method that was applied during the learning process in class, namely the quiz method. As quoted from the following interview:

“...I employ the quiz deck approach in addition to questions and answers because I believe it works well with elementary school students. Since kids still enjoy playing, it makes sense that they would want to study with quizzes; this way, they can concentrate while still having fun. People would become bored if they are only taught to memorize it, which is why I have been using tests for a long time—thank God they work!”.

Supporting the interview quote above, Masrukin & Arba'i (2018) said that the interactive quiz method is effectively used in learning Islamic religious education. This is seen from the aspect of stimulating students' curiosity, because students are encouraged to study independently before starting learning activities in class regarding the material to be studied. Furthermore, quizzes also encourage students to dare to appear in front of their friends to compete to find the answer to each question.

Likewise, Parnayathi (2020) stated that there are still weaknesses in the interactive quiz method, where students are too focused on playing and making the class atmosphere noisy, rather than absorbing the material presented by the teacher. In fact, it is not uncommon for some students to prefer to remain silent during interactive quizzes in class. Therefore, Nurfatimah (2020) offers an interactive quiz method to focus students' attention on the content of the material, increase the active learning of all students, and train students' thinking skills. In this way, students gain material reasoning while increasing their interest in learning.

Regarding the strengths and weaknesses of the question and answer method, Muzdalifah (2020) believes that through the question and answer method students are required to be responsive, focused and careful in expressing opinions or arguments, while the application of quizzes requires students to be more active and interested in participating in learning. Likewise, a common obstacle experienced by teachers is efforts to involve all students to be active in the learning process. Therefore, supporting the effectiveness of learning using the question and answer method and quizzes is by grouping students heterogeneously.

CONCLUSION

It is evident from the preceding description that SDN 101929 Perbaungan uses quizzes and the question-and-answer format to teach Islamic religious education. Four perspectives are offered on this: piqueing students' curiosity, directing their attention to the subject matter, boosting all students' active learning, and honing their critical thinking abilities. While using quizzes necessitates that students be more engaged and eager to learn, using questions and answers forces students to be attentive, focused, and cautious when presenting thoughts or arguments. The students' diverse groupings further enhance the efficiency of this learning.

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