



Implementation of Question and Answer Method to Improve Student Learning Outcomes at MTs Basuki Rahmat Dobo

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ABSTRACT

This study aims to analyze the effectiveness of the application of the question and answer method in improving the learning outcomes of the material on the struggle of the Prophet Muhammad's da'wah in Mecca for students at MTs Basuki Rahmat Dobo. The question and answer method is one of the interactive learning strategies designed to stimulate active student participation. This study uses a classroom action research (CAR) method which is implemented in two cycles with a qualitative approach. Research data were collected through observation, interviews, and student learning outcome tests before and after the application of the question and answer method. The results showed that the application of the question and answer method had a significant positive impact on student learning outcomes. Based on data analysis, the average class score increased from 65 to 82 after this method was applied. In addition, the number of students who achieved the minimum completeness standard (KKM) also increased significantly, from 40% to 90%. This shows that the question and answer method is effective in helping students understand the material better and improve their learning outcomes. Data verification through triangulation including observation, interviews, and learning tests showed strong agreement, confirming the effectiveness of the question and answer method in this study. Based on the results of this study, it can be concluded that the question and answer method is a very effective learning alternative in improving students' understanding of Islamic history, especially in understanding the struggle of the Prophet Muhammad's da'wah in Mecca.

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Introduction

In the world of education, learning methods that involve active interaction between teachers and students have been proven to improve understanding and motivation to learn. According to Arends (2012), interactive learning strategies, such as the question and answer method, can help students construct their own understanding through reflection and discussion. This is in line with research conducted by Hattie (2009), which states that active student involvement in learning has a significant impact on improving their academic results. Therefore, the question and answer method was chosen in this study as a strategy to improve students' understanding of the Prophet Muhammad's da'wah struggle in Mecca, which has been considered difficult by many students. In addition, the question and answer method can also create a more dynamic and collaborative learning environment. According to Slavin (2006), discussion and interaction-based learning can help students develop critical thinking skills and increase their confidence in expressing opinions. In the context of learning Islamic history, this method can provide students with the opportunity to explore the material in more depth and understand the relevance of the Prophet Muhammad's da'wah struggle in Mecca to their current lives. Thus, the application of the question and answer method is expected to be an effective solution in improving student learning outcomes and creating a more interactive and interesting learning atmosphere.

The application of the question and answer method in learning is also supported by research showing that students who are active in asking and answering are better able to understand concepts compared to students who only listen to teacher explanations (Brookfield & Preskill, 2012). Interaction in the form of questions not only increases student engagement but also allows teachers to identify the difficulties faced by students in understanding the material. Thus, teachers can provide additional explanations or more specific guidance according to student needs.

In addition to improving understanding, the question and answer method also has an important role in improving students' communication skills. According to Vygotsky (1978), social interaction in learning contributes to cognitive development, where students can learn from their peers through the process of discussion and argumentation. In learning Islamic history, this skill is very useful because it allows students to interpret historical events more critically and analytically.

However, the effectiveness of the question and answer method is highly dependent on how it is applied in the classroom. According to Cotton (2001), the success of this method is determined by the quality of questions asked by the teacher, discussion management techniques, and skills in providing constructive feedback. Therefore, teachers need to design varied questions, ranging from factual questions to analytical and reflective questions.

In this study, the question and answer method was applied in learning the material on the struggle of the Prophet Muhammad's da'wah in Mecca at MTs Basuki Rahmat Dobo. Before the application of this method, most students had difficulty understanding the concept of the Prophet's struggle because the material was delivered conventionally through the lecture method. The results of the observation showed that students tended to be passive and less involved in the learning process.

After the application of the question and answer method, there was an increase in student participation in the class. Students were more active in asking questions, submitting opinions, and discussing with their peers. Data obtained through learning outcome tests also showed an increase in the average score of students, which was previously below the KKM, increased significantly after this method was applied.

By looking at the results of this study, the question and answer method can be an effective alternative in learning Islamic history. Not only does it improve student learning outcomes, this method also encourages them to think more critically, be confident in communicating, and be more active in exploring their own understanding. Therefore, it is recommended that teachers adopt interactive methods like this more often in the learning process to create a more lively and enjoyable classroom atmosphere.

Methods

This study uses a qualitative approach with a classroom action research (CAR) method conducted in two cycles. Data sources in this study include primary and secondary data. Primary data were obtained directly from students of MTs Basuki Rahmat Dobo through observation, interviews, and learning outcome tests before and after the application of the question and answer method. Observations were conducted to see student interactions in the learning process, while interviews were used to understand the experiences of students and teachers related to this method. In addition, learning outcome tests were used to measure the effectiveness of the application of the question and answer method in improving students' understanding of the material on the struggle of the Prophet Muhammad's da'wah in Mecca.

Secondary data in this study were obtained from various relevant literature, such as books, research journals, and theoretical studies on the question and answer method in learning. This literature review aims to strengthen the analysis of research results by comparing the findings in this study with previous studies that discuss the effectiveness of interactive methods in learning Islamic history.

Data analysis in this study was conducted descriptively qualitatively. The analysis process includes three main stages, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1994). At the data reduction stage, information obtained from observations, interviews, and learning outcome tests is selected and categorized based on its relevance to the research objectives.

Furthermore, at the data presentation stage, the results of observations and interviews are presented in the form of narrative descriptions, while the test results are presented in the form of tables and graphs to facilitate data interpretation. This presentation aims to describe the changes that occur in the learning process after the application of the question and answer method.

The last stage is drawing conclusions, where the data that has been analyzed is compared with previous theories and research to determine the effectiveness of the question and answer method in improving student learning outcomes. In addition, data validity is checked through triangulation techniques, namely comparing results from various data sources (observations, interviews, and learning outcome tests) to ensure the consistency of research findings.

Through this analytical approach, this study is expected to provide a comprehensive picture of the impact of the question and answer method in improving students' understanding of the material on the struggle of the Prophet Muhammad's da'wah in Mecca and provide recommendations for improving the quality of Islamic history learning.

Result

The results of the study showed that the application of the question and answer method in learning the material on the struggle of the Prophet Muhammad's da'wah in Mecca had a positive impact on student learning outcomes. Data obtained through observation, interviews, and learning outcome tests showed an increase in student understanding of the material. Before the application of the question and answer method, the majority of students had difficulty understanding the concept of the Prophet's da'wah struggle in Mecca. This can be seen from the average class score which was still below the minimum completeness standard (KKM), which was 65, with only 40% of students achieving learning completeness.

After the application of the question and answer method, there was a significant increase in student learning outcomes. The average class score increased to 82, with the number of students achieving KKM increasing to 90%. In addition, active student participation in learning also increased. Observations showed that students were more enthusiastic in asking and answering questions, both to the teacher and to their classmates. Discussions that occurred during the learning process were also more dynamic compared to the lecture method previously used.

The results of interviews with students indicated that the question and answer method helped them understand the material better because it allowed them to directly discuss and get clarification on concepts that were difficult to understand. Teachers also stated that this method provides an opportunity for them to evaluate students' understanding directly and create a more interactive and enjoyable learning atmosphere.

To provide a clearer picture of the improvement in student learning outcomes before and after the application of the question and answer method, the following is presented in table form:

Table 1: Improvement of Student's Score Before and After Scaffolding implementation

No	Score category	Score Before Scaffolding (Number of Students)	After Scaffolding (Number of Students)
1	0 - 59	8	2
2	60 - 69	10	3
3	70 - 79	7	9
4	80 - 100	5	16
	Total	30	30

From the table above, it can be seen that there is a significant increase in each aspect observed. This increase shows the effectiveness of the question and answer method in improving students' understanding of the material being taught.

To ensure the validity of the data, a verification process was carried out through triangulation techniques, namely comparing the results from various data sources (observations, interviews, and learning outcome tests). According to Miles & Huberman (1994), data triangulation is important in qualitative research to increase the validity and reliability of the findings. In this study, the results of observations during learning were compared with student responses in interviews and test results obtained before and after the application of the question and answer method.

From the results of triangulation, it was found that data from various sources showed high agreement. Observations showed increased student interaction and participation in class, interviews confirmed that students found it easier to understand the material with this method, and test results proved a significant increase in scores. Thus, it can be concluded that the application of the question and answer method effectively improved student learning outcomes in Islamic history material, especially the struggle of the Prophet Muhammad's da'wah in Mecca.

In addition, analysis of the results of interviews with students revealed that the majority of them felt more confident in expressing their opinions after this method was applied. Several students who were previously passive in class began to dare to ask and respond to questions from teachers and classmates. Teachers also reported that the classroom atmosphere became more dynamic and enjoyable because students participated more in the discussion.

Based on these findings, the question and answer method can be recommended as one of the effective learning strategies in teaching Islamic history, especially in materials that require deep understanding and active involvement of students. The results of this study can also be a reference for teachers in developing more interactive and interesting teaching techniques to increase students' motivation and understanding in learning Islamic history.

Implications of Research Results

1. Improving the Quality of Learning: With the increase in student learning outcomes after the application of the question and answer method, this method can be an effective learning alternative compared to the lecture method.
2. Improving Critical Thinking Skills: Students become more active in analyzing the material given, so they can improve their critical thinking skills.
3. Improving Learning Motivation: students feel more motivated because they have the opportunity to actively participate in learning.
4. Strengthening Teacher and Student Relationships: More dynamic interactions between teachers and students can create a more enjoyable and effective learning environment.
5. Recommendations for Wider Use: This method can be applied not only in learning Islamic history, but also in other subjects that require in-depth understanding through interaction and discussion.

Discussion

Data validation in this study was carried out to ensure the accuracy and reliability of the results obtained. According to Sugiyono (2017), data validation in qualitative research can be done in various ways, one of which is triangulation. In this study, the triangulation techniques used include source triangulation and method triangulation. Source triangulation is carried out by comparing data obtained from observations, interviews, and student learning outcome tests. Meanwhile, method triangulation is carried out using various data collection techniques to ensure the consistency of the results obtained.

Observations were carried out during the learning process to assess the level of student participation in discussions and their responses to the question and answer method. The results of these observations were then compared with student and teacher interviews to understand their experiences in implementing this method. In addition, the test results before and after the application of the method were used as quantitative data to measure improvements in learning outcomes. With this approach, data validity can be strengthened so that the research results are more reliable.

The results of data validation show that there is a match between data from various sources. Observations show that after the question and answer method was applied, students became more active in asking questions and discussing. Interview data with students confirmed that this method helped them understand the material better. Teachers also acknowledged that the question and answer method increased classroom interaction and made it easier for them to directly assess students' understanding.

In addition, the test results also supported this finding. Before the application of the question and answer method, the average class score was only 65, with a learning

completion rate of 40%. After this method was applied, the average score increased to 82, with a completion rate of 90%. This increase shows that the question and answer method is effective in improving student learning outcomes in the material on the struggle of the Prophet Muhammad's da'wah in Mecca.

Based on the results of this validation, it can be concluded that the question and answer method has a positive impact on the learning outcomes of Islamic history. This finding is in line with research conducted by Arends (2012), which states that interactive learning strategies can increase student engagement and their understanding of the material. Therefore, the question and answer method is recommended as one of the learning strategies that can be applied to improve the effectiveness of Islamic history learning at the madrasah level.

Conclusion

The results of this study indicate that the application of the question and answer method in learning the material on the struggle of the Prophet Muhammad's da'wah in Mecca has a positive impact on student learning outcomes. Data from observations, interviews, and learning outcome tests show that this method is able to increase active student participation, clarify difficult concepts, and encourage them to think more critically. Before the application of this method, the average class score was only 65 with a completion rate of 40%. After the application of the question and answer method, the average score increased to 82, with a completion rate of 90%. These results indicate that the question and answer method is effective in improving students' understanding of Islamic history material. Academically, this study proves that interactive learning strategies such as the question and answer method can increase student engagement and help them understand the material better. With increased critical and analytical thinking skills, students are better prepared to face other academic challenges. In addition, this method also helps teachers evaluate student understanding directly, so that the learning process can be more focused and in accordance with student needs. In addition to providing academic impacts, the application of the question and answer method also has a large social contribution. By actively involving students in discussions, this method creates an inclusive and participatory learning atmosphere. Students feel more comfortable expressing their opinions and asking questions, which in turn improves their communication skills. These skills are important in strengthening students' self-confidence, both in educational contexts and in their daily social interactions.

Furthermore, a deeper understanding of the struggle of the Prophet Muhammad's da'wah in Mecca can have a positive impact on shaping students' character. The values of exemplary behavior, steadfastness, and the spirit of struggle contained in the story of the Prophet Muhammad's da'wah will inspire students to apply them in their lives. Thus, the question and answer method not only enriches academic knowledge, but also strengthens social and moral aspects that can shape students' personalities holistically.

Thus, the question and answer method not only has a positive impact on improving students' academics, but also plays an important role in developing their character. Through the question and answer process, students are trained to be more active in participating, thinking critically, and being able to express their opinions with confidence. This can encourage them to be better prepared to face the challenges of learning and everyday life.

Therefore, the question and answer method is highly recommended as an effective learning strategy. In addition to improving student learning outcomes, this method also contributes to creating a more dynamic and collaborative learning environment. With an interactive atmosphere, students not only gain knowledge, but also develop social and communication skills that are very important in the world of education and professional life.

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