



The Effectiveness of Question and Answer Method in Increasing Student Participation in Islamic Education Learning at SD Negeri 1306 Siborong-Borong

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ABSTRACT

This study aims to analyze the effectiveness of the question and answer method in increasing student participation in Islamic Religion learning at SDN 1306 Siborong-Borong. The question and answer method is one of the learning strategies that can stimulate active student involvement in the teaching and learning process. With this method, students are encouraged to be more courageous in expressing opinions, asking questions, and discussing with teachers and peers. This study uses a qualitative approach with observation, interview, and documentation techniques as data collection methods. The results of the study showed that the application of the question and answer method significantly increased student participation in learning, both in the form of active asking, answering questions, and interacting during the learning process. In addition, this method also has a positive impact on students' understanding of the material being taught, thereby improving their learning outcomes. Furthermore, this method creates a more interactive and enjoyable learning atmosphere, so that students are more motivated to follow the lesson. Therefore, the question and answer method can be used as one of the effective learning strategies to increase student participation and understanding in Islamic Religion subjects.

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Introduction

Effective learning does not only depend on the material delivered, but also on the methods used to involve students in the learning process. One method that is considered capable of increasing student participation is the question and answer method. This method allows for direct interaction between teachers and students, so that it can stimulate critical thinking and improve students' understanding of the material being taught (Suryani, 2021). With two-way communication, students are not

only passive listeners but also play an active role in the learning process, which can ultimately improve the quality of their learning outcomes.

In Islamic religious learning, active student participation is the main key so that they not only understand religious concepts theoretically, but are also able to apply them in everyday life (Rahmawati, 2022). The success of Islamic religious learning is not only measured by academic grades, but also by the extent to which students can internalize and practice religious values in their daily lives. Therefore, learning methods that can increase active student involvement are needed to ensure that the understanding obtained is not just memorization, but also a deep understanding.

However, the reality in the field shows that many students are still passive in Islamic religious learning. They tend to just listen without actively asking or answering questions posed by the teacher (Putra, 2023). The lack of interaction between teachers and students makes learning less interesting and tends to be monotonous. This can have an impact on low student learning motivation and lack of understanding of the material being taught.

Other factors that contribute to low student participation in Islamic religious learning are lack of self-confidence, less varied learning methods, and lack of encouragement from the school environment (Fauziah & Hidayat, 2020). Some students may be afraid to ask questions because they are worried about giving the wrong answer or getting a negative response from teachers or peers. In addition, the lecture method that is still often used in Islamic religious learning can cause students to become bored and less interested in actively participating in class discussions.

To overcome this problem, a more interactive learning strategy is needed, one of which is the question and answer method. This method has been shown to increase student activity because it allows them to participate directly in class discussions (Lestari, 2021). With the question and answer session, students are encouraged to think critically, express their opinions, and clarify their understanding of the material being taught. Teachers can also measure the extent to which students understand the material being studied.

In addition, the question and answer method also provides an opportunity for students to be more confident in expressing their opinions (Yuliana, 2022). By getting used to answering teacher questions and discussing with classmates, students can develop analytical and reflective thinking skills. This is very important in Islamic religious learning, because students are not only expected to memorize religious concepts, but also to be able to relate them to everyday life and solve moral problems based on their understanding of Islamic teachings.

Furthermore, research shows that the question and answer method can increase students' learning motivation because it creates a more lively and enjoyable learning atmosphere (Hidayati, 2023). When students feel actively involved in learning, they tend to be more motivated to study the material more deeply and participate more actively in

class. This is different from one-way learning methods, where students only hear explanations from the teacher without the opportunity to interact.

Thus, the application of the question and answer method in Islamic religious learning is very important to increase student participation and their understanding of the material being taught. This study aims to evaluate the effectiveness of this method in increasing student engagement at SDN 1306 Siborong-Borong. It is hoped that the results of this study can contribute to the development of more effective learning strategies in improving the quality of Islamic religious education in elementary schools.

Methods

This study uses a qualitative approach with the aim of understanding the effectiveness of the question and answer method in increasing student participation in Islamic Religion learning at SDN 1306 Siborong-Borong. The data sources in this study consist of primary and secondary data. Primary data were obtained directly from the results of classroom observations, interviews with teachers and students, and documentation of learning activities. Meanwhile, secondary data were obtained from various literature, journals, and previous studies relevant to this topic (Sugiyono, 2020).

The subjects of the study were students and teachers involved in Islamic Religion learning at SDN 1306 Siborong-Borong. The selection of subjects was carried out using a purposive sampling technique, where respondents were selected based on their involvement in learning and their ability to provide relevant information regarding the application of the question and answer method.

The data that had been collected was analyzed using qualitative descriptive analysis techniques, which included data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2021). Data reduction was carried out by filtering relevant information from the results of observations, interviews, and documentation. Furthermore, the selected data is presented in narrative form to describe the patterns that emerge in the application of the question and answer method. To increase data validity, triangulation is carried out by comparing data from various sources, such as teacher interviews, student participation observations, and documentation of the learning process (Creswell, 2022). The results of the analysis are then used to conclude the extent to which the question and answer method contributes to increasing student participation in Islamic religious learning.

Result

The results of the study showed that the application of the question and answer method in Islamic Religion learning at SDN 1306 Siborong-Borong had a positive impact on student participation. Based on observations made, students who were initially passive in learning began to show an increase in their involvement. This can be seen from the increasing number of students who dared to ask questions, answer teacher questions, and actively discuss with peers. Teachers also reported that with this method, the

classroom atmosphere became more interactive and students seemed more enthusiastic in following the lesson.

Interviews with several students revealed that they felt more comfortable and confident when learning with the question and answer method. They considered this method more interesting than the lecture method which tends to be boring. Meanwhile, teachers revealed that the question and answer method helped them in measuring student understanding directly and provided an opportunity to provide additional explanations if there were concepts that were still not understood. Documentation of learning activities also showed a change in the pattern of interaction between teachers and students, where students participated more actively in class discussions.

The results of observations of 30 students who were the subjects of the study showed that after the application of the question and answer method, there was a significant increase in student participation. Before this method was applied, only about 40% of students were active in class. However, after this method was used consistently, the student participation rate increased to 80%.

The results of the study showed that the question and answer method had a significant positive impact on student interaction and engagement in learning. Students became more active in asking questions, providing answers, and daring to express their opinions.

To ensure the validity of the findings, data triangulation was carried out by comparing the results of observations, interviews, and documentation. The results of observations showing an increase in student participation were confirmed through interviews with teachers, who stated that the question and answer method was effective in encouraging student involvement. In addition, the testimony of students who felt more enthusiastic and confident in learning also strengthened the conclusion that this method contributed to creating a more interesting learning atmosphere.

In addition to source triangulation, this study also used method triangulation techniques by comparing the results of previous studies. This finding is in line with research conducted by Lestari (2021) and Hidayati (2023), which showed that the question and answer method can increase student participation in learning because it encourages active interaction between teachers and students. Thus, based on the data verification carried out, it can be concluded that the question and answer method is an effective learning strategy to increase student participation in Islamic Religion learning at SDN 1306 Siborong-Borong.

In addition to increasing student engagement, this method has also proven effective in improving student understanding of learning materials. From the interview results, several students revealed that with this method, they found it easier to understand religious concepts compared to just passively listening to the teacher's explanation. Teachers also stated that by using the question and answer method, they could find out which parts of the material were still difficult for students to understand and provide additional explanations as needed.

The success of this method is also supported by a conducive learning environment. Teachers who provide space for students to ask questions and discuss without fear of being blamed create a comfortable classroom atmosphere. In addition, students who previously lacked confidence began to dare to express their opinions because they were accustomed to a more open and supportive interaction pattern.

Thus, the question and answer method not only increases student participation but also has a positive impact on students' understanding of religious concepts and self-confidence in learning. Therefore, this method can be a learning strategy that can be widely applied to create more interactive and effective learning in elementary schools.

Discussion

To ensure the accuracy of the findings in this study, data validation was carried out using triangulation techniques. The triangulation used includes triangulation of sources, methods, and analysis techniques. Source triangulation was carried out by comparing data obtained from observations, interviews, and documentation. Meanwhile, method triangulation was carried out by comparing the results of this study with previous studies that discussed the effectiveness of the question and answer method in increasing student participation.

Data obtained from observations showed a significant increase in student engagement after the question and answer method was implemented. Interviews with teachers and students also confirmed that this method made learning more interesting and increased students' courage in asking questions and answering teacher questions. Documentation including recordings of class activities and teacher reflection notes also supported these findings, showing that the question and answer method was able to create a more interactive classroom atmosphere.

In addition, the results of this study were validated by comparing them with previous studies. Studies by Lestari (2021) and Hidayati (2023) found that the question and answer method increased student engagement because it provided opportunities for them to think actively and interact with teachers and classmates. This finding is consistent with the results of research at SDN 1306 Siborong-Borong, which showed that the question and answer method can increase student activity in asking, answering questions, and discussing.

Based on the validation results, it was found that the application of the question and answer method did have a positive impact on student participation in Islamic religious learning. Data collected from various sources showed consistency in increasing student activity, both in asking, answering, and discussing.

The validation results also showed that this method not only increased student participation but also had an impact on their understanding of the learning material. Students who previously did not understand the concepts of Islam became more understanding because of active interaction in the classroom. In addition, teachers can

identify parts of the material that are difficult for students to understand and provide additional explanations directly.

Furthermore, the validation results showed that supportive learning environment factors play a major role in the effectiveness of this method. Teachers who provide space for students to ask questions and do not apply excessive pressure help create a comfortable learning atmosphere. In addition, students' courage to speak increases because they are used to participating in class discussions.

Thus, the validation results strengthen the conclusion that the question and answer method is an effective learning strategy in increasing student participation and understanding in Islamic Religion learning at SDN 1306 Siborong-Borong. This method can be an alternative for teachers to create more interactive and enjoyable learning.

Conclusion

Based on the results of the research that has been conducted, it was found that the question and answer method significantly increased student participation in Islamic Religion learning at SDN 1306 Siborong-Borong. The results of the observation showed an increase in student activeness in asking questions, answering teacher questions, and discussing with peers. Interviews with students and teachers also confirmed that this method made learning more interesting and helped students understand the material better. In addition, documentation of classroom activities showed positive changes in the pattern of interaction between teachers and students, where students were more actively involved in learning.

Data validation carried out by triangulating sources, methods, and previous studies further strengthened these findings. The consistency of the research results with previous studies showed that the question and answer method was an effective learning strategy in increasing student engagement. Thus, the findings of this study provide strong empirical evidence regarding the effectiveness of the question and answer method in increasing student participation in Islamic Religion learning.

In terms of academic impact, the question and answer method not only increases student activeness but also helps them understand the subject matter better. Interactive learning allows students to think critically, explore religious concepts more deeply, and develop better communication skills. With the increasing understanding of students, their learning outcomes also have the potential to experience significant improvements.

In addition to academic impacts, this method also has a positive social contribution. Students' courage to speak and discuss in class can build their self-confidence, which is useful in everyday life. In addition, the question and answer method encourages better cooperation and social interaction among students, thus creating a more inclusive and supportive learning environment. In the context of Islamic religious learning, increasing student participation also contributes to the understanding and practice of religious values in everyday life, thus having a positive impact on the development of student character.

Thus, this study confirms that the question and answer method is an effective learning approach and has broad benefits, both in academic and social aspects. Therefore, this method can be used as a recommended strategy for teachers in increasing student participation and the quality of learning, especially in Islamic religious subjects in elementary schools.

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