



# Implementation of Question and Answer Method in Improving Student Learning Outcomes in Islamic Education Learning at MIS Cikawari

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## ABSTRACT

This study aims to analyze the effectiveness of the question and answer method in improving the learning outcomes of the Isra Mi'raj of the Prophet Muhammad SAW material for MIS Cikawari students. The question and answer method is applied as an interactive strategy to encourage active student participation and improve their understanding of the material being taught. This study uses a quantitative approach with a classroom action research (CAR) design which is implemented in two cycles. Data were collected through observation, learning outcome tests, and interviews with teachers and students. The results showed that the question and answer method was able to improve students' understanding, as seen from the increase in the average score of learning outcomes from the first cycle to the second cycle. In addition, this method also increases student involvement in the learning process, trains their courage in expressing opinions, and creates a more interactive and enjoyable learning atmosphere. Thus, the question and answer method can be used as an effective learning alternative in Islamic religious education, especially in understanding the Isra Mi'raj of the Prophet Muhammad SAW.

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## Introduction

Islamic religious education plays an important role in shaping the character and morals of students. Through religious learning, students not only gain knowledge, but also understand moral and spiritual values that can be applied in everyday life. One of the important materials in Islamic religious education is the Isra Mi'raj event of the Prophet Muhammad SAW. This material has high spiritual and historical value, so its understanding is very necessary for students.

However, in reality, many students have difficulty understanding the Isra Mi'raj event. This difficulty is generally caused by learning methods that are less interactive and are still dominated by one-way lectures. This method makes students tend to be

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passive, only receiving information without the opportunity to explore more deeply about the material being studied. As a result, student participation in learning is low, and their learning outcomes are less than optimal.

Effective learning should involve active interaction between teachers and students. One method that can be used to increase student involvement in learning is the question and answer method. According to Arends (2012), the question and answer method can increase student participation and help them develop critical thinking skills. With interaction in the form of questions and discussions, students are more motivated to understand the concepts taught in depth.

In addition to improving student understanding, the question and answer method also contributes to building students' confidence in expressing their opinions in class. Slavin (2006) stated that an interactive learning environment can build students' intrinsic motivation, so that they are more courageous in asking questions and expressing their thoughts. Thus, the application of this method in learning Isra Mi'raj material is expected to create a more dynamic, enjoyable, and effective learning atmosphere.

Furthermore, the application of the question and answer method is expected to be an effective alternative in improving the quality of Islamic religious education learning in general. This method not only improves student understanding, but also makes learning more interesting and meaningful. With a more interactive method, it is hoped that students will not only memorize the material, but also understand its meaning more deeply and can relate it to everyday life.

Based on initial observations at MIS Cikawari, many students are less active in learning Isra Mi'raj material. They tend to be passive, rarely ask questions, and only memorize without really understanding the essence of the material being taught. This condition shows that the learning approach used so far has not been fully effective in improving students' understanding of the material.

As a solution to this problem, this study proposes the application of the question and answer method as a more interactive learning strategy. With this method, students are encouraged to be more active in asking questions and discussing, so that they can improve their understanding of the Isra Mi'raj material. In addition, this method can also help teachers identify the extent of students' understanding of the material that has been taught. This study will use a quantitative approach with a classroom action research (CAR) design consisting of two cycles. By evaluating student learning outcomes in each cycle, this study aims to measure the effectiveness of the question and answer method in improving students' understanding of the Isra Mi'raj material of the Prophet Muhammad SAW. It is hoped that the results of this study can provide a real contribution to the development of more innovative learning methods that are in accordance with the needs of students at MIS Cikawari.

## Methods

This study uses a quantitative approach with a Classroom Action Research design conducted in two cycles. The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from the results of observations, interviews with teachers and students, and student learning outcome tests before and after the application of the question and answer method. Observations were conducted to see student involvement during the learning process. Interviews were used to determine student and teacher responses regarding the effectiveness of the question and answer method. Meanwhile, the learning outcome test was used to measure the increase in student understanding of the Isra Mi'raj of the Prophet Muhammad SAW material. Secondary data was obtained from various literature, such as research journals, reference books, and scientific articles that are relevant to the question and answer method in learning. This source is used as a theoretical basis in analyzing research results and comparing them with previous research.

The data obtained in this study were analyzed using quantitative descriptive analysis techniques. Observation Analysis: Observation data were analyzed by identifying the level of student participation in learning, such as how actively they asked, answered, and discussed during the learning process. Learning Outcome Test Analysis: Data from the learning outcome test were analyzed by comparing the average scores of students before and after the application of the question and answer method. The improvement of learning outcomes was analyzed using the percentage of increase in value from the first cycle to the second cycle. Interview Analysis: Data from the interviews were analyzed qualitatively to understand the perceptions of teachers and students on the effectiveness of the question and answer method in improving student understanding and engagement in learning. With this method, this study is expected to provide a clear picture of the effectiveness of the application of the question and answer method in improving learning outcomes of the Isra Mi'raj of the Prophet Muhammad SAW material at MIS Cikawari.

## Result

This study aims to analyze the impact of the application of the question and answer method in improving the learning outcomes of the Isra Mi'raj of the Prophet Muhammad SAW material for MIS Cikawari students. Data were obtained through observations of learning activities, student learning outcome tests, and interviews with teachers and students. The results of the study showed a significant increase in student involvement and understanding after the question and answer method was applied.

Before the application of the question and answer method, students seemed less active in learning. The majority of students only listened to the teacher's explanation without actively participating in the discussion. This caused students' understanding of the material to be less than optimal, because they did not get the opportunity to express their opinions or ask questions that could clarify their understanding.

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However, after the question and answer method was applied, there was a significant change in student involvement. They started asking more questions, answering teacher questions, and daring to express their opinions in class. The teacher also observed an increase in students' self-confidence in discussions, which showed that this method was able to create a more interactive and interesting learning atmosphere.

To measure the effectiveness of the question and answer method in improving student understanding, a learning outcome test was conducted before and after the application of this method. The first test was conducted before the implementation of the question and answer method, where the average student score only reached 65. After the implementation of the question and answer method in the first cycle, the average student score increased to 75. In the second cycle, the average score increased again to 85.

This increase shows that the question and answer method has a positive impact on student understanding. With the opportunity to actively ask questions and discuss, students can understand concepts more deeply than just receiving information passively.

In addition to observations and learning outcome tests, interviews with teachers and students were also conducted to gain a deeper perspective on the implementation of the question and answer method. Teachers stated that this method can increase interaction in the classroom and help students focus more on learning. In addition, this method also helps teachers in measuring the extent to which students understand the material being taught.

Students also gave positive responses to this method. They felt more comfortable expressing their opinions and found it easier to understand the material compared to the passive lecture method. Several students expressed that they felt more motivated to learn because the classroom atmosphere became more interactive and enjoyable.

To ensure the validity of the research results, data verification was carried out by comparing the results of observations, learning outcome tests, and interviews. The observation results showed that students were more active in learning after the question and answer method was applied. This is supported by an increase in learning outcomes which shows the development of students' understanding of the material. In addition, interviews with teachers and students also confirmed that this method had a positive impact. Teachers find it easier to teach the material because students are more responsive, while students feel more confident in participating in class discussions. The consistency of data from various sources shows that the question and answer method is an effective approach in improving student learning outcomes. Thus, it can be concluded that the application of the question and answer method has been proven to increase student involvement and understanding in the Isra Mi'raj of the Prophet Muhammad SAW material. The results of this study can also be a reference for teachers in developing more innovative and interactive learning strategies.

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## Discussion

Data validation in this study was carried out to ensure that the results obtained were accurate and reliable. The validation process was carried out through data triangulation, namely by comparing the results of observations, student learning outcome tests, and interviews with teachers and students. This triangulation is important to avoid bias and ensure that the increase in learning outcomes is truly due to the application of the question and answer method.

**Validation through Observation:** Observations were carried out during the learning process, both before and after the application of the question and answer method. The results of the observation showed an increase in student involvement in class discussions. Students who were previously passive became more active in asking questions, answering questions, and expressing opinions. This shows that the question and answer method is able to create a more interactive learning environment.

**Validation through Learning Outcome Tests:** Validation was also carried out by comparing student test results before and after the application of the question and answer method. The data showed an increase in the average student score from 65 before the application of the method, to 75 in the first cycle, and 85 in the second cycle. The consistency of this increase in scores shows that the question and answer method plays a role in improving students' understanding of the Isra Mi'raj of the Prophet Muhammad SAW material.

**Validation through Interviews:** Interviews with teachers and students provided additional perspectives on the effectiveness of the question and answer method. Teachers stated that this method increased classroom interaction and made learning more interesting. Students also expressed that they found it easier to understand the material and were more confident in participating in discussions. The results of these interviews support the findings from observations and learning outcome tests, thus strengthening the validity of the research data.

Based on the results of data validation, it was found that the application of the question and answer method had a consistent positive impact on student learning outcomes. The three validation methods supported each other, indicating that the application of the question and answer method significantly improved student learning outcomes. The consistency of findings from various sources strengthens the validity of the study and suggests that this method can be applied more widely in Islamic religious education learning.

Thus, the results of this validation confirm that the question and answer method not only improves students' understanding of the material, but also builds critical thinking skills and confidence in communicating in class.

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## Conclusion

Based on the results of the study, it can be concluded that the application of the question and answer method in learning the material of Isra Mi'raj of the Prophet Muhammad SAW at MIS Cikawari significantly improved student learning outcomes. The main findings showed that students who were previously passive in learning became more active in asking, answering, and discussing after this method was applied. The test results showed an increase in the average score of students from 65 before the application of the method, to 75 in the first cycle, and 85 in the second cycle, which indicated an increase in understanding the material. Interviews with teachers and students confirmed that the question and answer method created a more interactive learning atmosphere, increased student self-confidence, and made learning more enjoyable and effective. Thus, this study shows that the question and answer method not only has an impact on improving students' academic performance, but also contributes to the development of better social skills. Therefore, this method can be used as an effective alternative in learning, especially in Islamic religious education.

In conclusion, the application of the question and answer method in learning the material of Isra Mikraj of the Prophet Muhammad can have a positive impact on students' understanding and learning outcomes. This method not only encourages active participation, but also improves memory and critical thinking skills in understanding historical events that are full of spiritual meaning. With dynamic interaction between teachers and students, the learning process becomes more interesting and meaningful. In addition, the question and answer method also allows students to clarify concepts that they do not yet understand, thereby reducing misunderstandings in understanding the material. Teachers can also more easily identify the level of student understanding and provide additional explanations if necessary. This approach creates a more lively and interactive learning atmosphere, which can ultimately increase students' learning motivation. Therefore, the question and answer method can be used as an effective strategy in improving the quality of learning, especially in Islamic Religious Education subjects. With proper implementation, this method not only helps students understand the material more deeply, but also builds good analytical thinking and communication skills, which are beneficial to them in various aspects of life.

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