

Improving Student PAI Learning Outcomes with the Inquiry Method in Class IV SDN 05 Pauh Sub-District Lubuk Sikaping Pasaman District

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This study aims to improve students' learning outcomes in writing Quranic verses through the application of task-based and collaborative learning models in grade IV of SDN 08 Kubu Tanjung. The research was conducted in two cycles, each consisting of planning, action, observation, and reflection activities. The results show that this learning model is effective in enhancing cooperation among students, motivation to learn, and students' learning outcomes. In Cycle I, some students faced difficulties in collaborating, but in Cycle II, there was a significant improvement in cooperation, task completion, and understanding of the material. The average class score reached 87.3, indicating that this learning approach successfully improved students' skills in writing Quranic verses. This study concludes that the task-based and collaborative approach can effectively improve students' learning outcomes, especially in writing Quranic verses.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa dalam menulis ayat-ayat Al-Qur'an melalui penerapan model pembelajaran berbasis tugas dan kolaboratif di kelas IV SDN 08 Kubu Tanjung. Penelitian ini dilaksanakan dalam dua siklus yang masing-masing terdiri dari tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa model pembelajaran ini efektif dalam meningkatkan kerja sama antar siswa, motivasi belajar, dan hasil belajar siswa. Pada siklus I, beberapa siswa mengalami kesulitan dalam bekerja sama, namun pada siklus II terjadi peningkatan yang signifikan dalam kerja sama, penyelesaian tugas, dan pemahaman materi. Nilai rata-rata kelas mencapai 87,3 yang menunjukkan bahwa pembelajaran ini berhasil meningkatkan keterampilan menulis ayat-ayat Alquran. Penelitian ini menyimpulkan bahwa pendekatan berbasis tugas dan kolaboratif dapat meningkatkan hasil belajar siswa, khususnya dalam menulis ayat-ayat Al-Qur'an.

INTRODUCTION

Islamic Religious Education (PAI) plays an important role in the formation of students' character and faith, which not only instills religious knowledge, but also builds noble morals, social ethics, and life skills. Based on Law No. 20/2003 on the National Education System, education is a planned effort to create a learning atmosphere that can develop students' potential, including spiritual strength, self-control, intelligence, and skills. At the basic education level, PAI is one of the most important subjects in shaping a generation that is noble and religiously observant.

However, despite PAI being an integral part of the curriculum in elementary schools, student learning outcomes often do not meet expectations. Initial evaluations showed that students' average scores in PAI subjects were still below the expected standard. This reflects problems in the learning process related to motivation, students' active involvement, and the accuracy of the methods used by teachers.

Student motivation in PAI learning is one of the main factors that affect learning outcomes. Based on the researcher's experience as a teacher, it is found that many students lack enthusiasm and are not active in participating in PAI lessons. This condition greatly affects



their understanding of the material taught, which in turn affects exam results and competency achievement. Research conducted by Jannah (2011) emphasizes the importance of learning that develops faith and belief through various approaches that can foster students' awareness and enthusiasm in undergoing the learning process.

In addition to motivation problems, students' low learning outcomes are also caused by the lack of parental involvement in supporting learning at home. Parents' involvement in supporting the learning process, especially in PAI, is very important to provide psychological support and additional motivation for students. Research by Lestari (2017) shows that parental involvement in children's religious education greatly influences their character development and academic achievement. Therefore, strengthening the role of parents in religious education is an important aspect that needs attention.

Not only motivation and parental involvement, but also the teacher as a learning facilitator. Teachers who act as motivators and facilitators must be able to develop learning strategies that can attract and excite students. In this case, the learning method used determines the success of the learning process. Research conducted by Suryadi (2015) shows that the use of varied methods and in accordance with student characteristics can improve the quality of learning and student learning outcomes.

One method that can be applied to increase student motivation and understanding in PAI learning is the inquiry method. The inquiry method is an approach that involves students in an active process of seeking information and solving problems through observation, experimentation, and discussion. This approach encourages students to think critically, logically, and systematically in addressing the problems at hand. In the context of PAI, the inquiry approach can help students to go deeper into the teachings of Islam through a deeper and more reflective understanding of the material studied.

Research conducted by Rahman (2018) on the application of the inquiry method in PAI learning shows that this approach can increase students' involvement in learning, strengthen their understanding of the material, and improve critical and creative thinking skills. In addition, the inquiry method can also increase students' motivation to learn because they are given the opportunity to develop ideas and find answers to questions posed in the context of everyday life.

In addition, the use of inquiry methods can create a more interactive and enjoyable learning atmosphere. Students are not only recipients of information, but also actively involved in the process of searching and discovering knowledge. This is in accordance with the main purpose of Islamic Religious Education which is not only to teach knowledge, but also to shape the character and personality of students in order to become individuals of faith, piety, and noble character, as stated in the objectives of Islamic Religious Education in elementary schools.

Along with the problems that have been identified, classroom action research (PTK) is an appropriate step to explore and apply more effective methods in PAI learning. This PTK aims to identify and overcome existing problems by developing learning strategies that are more innovative and in accordance with the needs of students. This research is expected to provide solutions to the problems faced in PAI learning, especially in improving students' motivation and learning outcomes.

Therefore, this study aims to explore the use of inquiry method in PAI learning in class IV of SD Negeri 05 Pauh, Lubuk Sikaping District, Pasaman Regency. It is hoped that this research can make a positive contribution in improving the quality of PAI learning, which in turn can improve students' grades and achievements in this subject. In addition, the results of this study are expected to provide insights for the development of religious education practices that are more effective and relevant to the needs of students and the times.

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METHODS

This study uses a Classroom Action Research (PTK) approach which aims to improve the learning outcomes of Islamic Religious Education (PAI) of fourth grade students of SDN 05 PAUH Lubuk Sikaping District, Pasaman Regency through the application of the inquiry method. Classroom Action Research was chosen because it provides opportunities for researchers to reflect and make continuous improvements in learning practices in the classroom directly and integrated with the school context being studied. This research was conducted by involving students as research subjects and using a cyclical approach designed to overcome identified learning problems.

The variables in this study consist of two main variables, namely the independent variable and the dependent variable. The independent variable in this study is the application of the inquiry learning method in learning Islamic Religious Education. The inquiry method is expected to increase students' motivation and understanding in learning PAI materials. Meanwhile, the dependent variable is the students' learning outcomes in Islamic Education subjects measured through tests and observations during the learning process. These learning outcomes include understanding the material, student engagement, and achieving higher grades than before.

The population in this study were fourth grade students of SDN 05 PAUH Lubuk Sikaping District Pasaman Regency totaling 20 people, consisting of 5 boys and 15 girls. The sample used is all fourth grade students because this research is class action and is carried out in the same class with the same subject. Researchers as teachers acted as implementers as well as the main researchers, while peers will act as observers to observe and record data during the research process.

This research will be conducted in the second semester of the 2024/2025 academic year, starting in January to June 2024. This research will be conducted in four cycles with each cycle including planning, implementation, observation, and reflection. Each cycle will be conducted over several weeks with the aim of improving the learning process through reflection conducted at the end of each cycle.

This research uses a cyclical model developed by Kemmis, which consists of four main components: planning, implementation, observation, and reflection. The first cycle began with planning which included identifying learning problems, determining materials relevant to the problems to be overcome, and designing inquiry learning activities consisting of the formulation of triggering questions, exploration activities, data presentation, data analysis, and evaluation of student understanding. This planning also includes the preparation of data collection instruments, such as observation sheets and tests.

In the first cycle, researchers will plan and implement lessons using the inquiry method. The lesson plan includes the development of triggering questions to start discussion and exploration, exploration activities to explore students' knowledge, and presentation of data and information relevant to the PAI material. After that, students will be given the opportunity to analyze the data and draw conclusions from the information provided. Evaluation of students' understanding will be conducted through tests and observations to measure the effectiveness of learning.

After the implementation of the first cycle, researchers will reflect and evaluate the results of the learning that has been done. Based on the evaluation results, the researcher will identify

the strengths and weaknesses in the learning implementation and design the necessary improvements for the next cycle. Cycles 2 to 4 will be repeated with necessary modifications, both in terms of lesson planning, inquiry methods, and evaluation instruments, in order to increase student motivation and understanding.

The instruments used to collect data in this study include observation sheets, learning outcome tests, and reflection journals. The observation sheet is used to record students' involvement in the learning process, while the test is used to measure students' understanding of the material that has been taught. The reflection journal will be used by researchers and observers to record observations and analysis of the learning process, as well as to plan improvements that need to be made in the next cycle. All data collected will be analyzed qualitatively and quantitatively to evaluate the improvement of student learning outcomes.

RESULT AND DISCUSSION

RESULT

In the first cycle, the research was conducted with the aim of improving students' skills in writing Qur'anic verses correctly. The initial data showed that the majority of students, 45.83%, obtained a fair score with an average of 70.79, indicating that students' Qur'anic verse writing skills were still low. There were some students who were incomplete in writing, with 25% of them obtaining a poor score. This prompted the need for the application of the inquiry method to help students improve their ability to write Qur'anic verses.

The first cycle began with planning, which involved the preparation of teaching modules, writing Qur'anic verses on worksheets, and exchanging writing results between students to be matched with those taught by the teacher. Learning time details were organized with a clear division of activities, starting from apperception/motivation, material explanation, individual exercises, group presentations, to evaluation. The aim is to ensure that every student understands the process of writing Qur'anic verses correctly.

In the first meeting, an explanation was given about loose hijaiyah letters and how to connect them. Students were then asked to write the Qur'anic verses that had been determined. Some students had difficulty in writing the connected hijaiyah letters, so mistakes in writing the Qur'an verses still occurred. However, some students have been able to write correctly and help their friends who do not understand how to write correctly.

In the second meeting, the material was repeated on how to write connected hijaiyah letters. Students were again given the opportunity to write Qur'anic verses correctly. At this meeting, there was an increase in the number of students who could do the task correctly. Observations showed that most students were more serious and focused in completing the exercises, although there were still some who needed further guidance.

The score results from the first cycle showed an increase when compared to the students' initial scores. The average student score in the first cycle was 74.6, with 79.16% of students scoring good, 12.5% of students scoring fair, and only 4.16% of students scoring poor. Although there was a significant improvement, this result was still below the Minimum Completion Criteria (KKM), which is 75, which indicates that learning still needs to be improved in the next cycle.

Observations of student activity during the first cycle also showed changes. In the first meeting, only 42% of students actively asked questions about the material, but in the second meeting, the number increased to 67%. In addition, there was an increase in the number of students who could complete the task on time and do it correctly, from 71% in the first meeting to 83% in the second meeting. This shows that students are getting more involved in the learning process.

Nevertheless, there were some weaknesses identified during the first cycle. Some students were less focused in the early learning activities, where they were more busy with other activities and did not pay attention to the teacher's explanation properly. In addition, the interaction between teachers and students in delivering the material also needs to be improved, so that students can better understand the correct technique of writing hijaiyah letters.

In the core activities, although there was an improvement, there were still students who were not serious in doing the task, and some students could not utilize time well. Therefore, time management and student motivation are aspects that need to be improved in the next cycle. The final activity in the form of evaluation also showed that some students still had difficulty in writing the verses of the Qur'an correctly.

Reflection from the first cycle showed that although there was an improvement in the skill of writing Qur'anic verses, there were still some aspects that needed to be improved. For the second cycle, the researcher planned to focus more on improving students' concentration and encouraging them to be more active in asking questions and understanding the technique of writing hijaiyah letters. The researcher also hopes that students can utilize time more effectively in doing writing exercises.

In cycle II, the planning included several important stages. The teacher developed a lesson plan and divided the students into six groups. In addition, students were asked to write Qur'anic verses on cardboard, which were then transferred to the blackboard for checking. In addition, a final test is also prepared to measure students' understanding of the material that has been taught. Time details for each meeting were clearly organized to ensure the smooth running of the learning activities.

In the first meeting of cycle II, the activity began with prayer and attendance, followed by a repetition of the previous material. The teacher organized the students to work in groups, provided guidance, and then gave the assignment. Some groups showed good cooperation, helping each other in correcting the task results. However, there are groups that have difficulty in working together, which has an impact on the less than optimal results of the task. The tasks that were done well were then presented in front of the class to be checked together.

In the second meeting, the teacher asked students to repeat the material on writing connected hijaiyah letters. After that, students did the exercises individually. This process helps students to practice the skill of writing hijaiyah letters more independently. The results of individual work were then analyzed to determine the extent to which students' understanding and writing skills developed.

The results of the cycle II assessment showed that most students showed a significant improvement in learning outcomes. Out of 24 students, 14 students (58%) obtained a very good score (SB) with an average classical score of 87.3. Only 10 students (42%) scored good (B). All students achieved scores above the Minimum Completion Criteria (KKM), indicating classical learning success.

In the first meeting of cycle II, observations showed that 75% of students actively asked questions about the material taught, and 75% of students could complete the assigned tasks. A total of 81% of students made good use of time when working on tasks, although only 42% managed to complete the tasks correctly. This shows that there are some challenges in achieving optimal results.

In the second meeting, student activity increased. As many as 83% of students asked questions about the material taught, and 83% of students managed to complete the task well. Students also showed better discipline in utilizing time when doing assignments. In addition, 75% of students managed to do the task correctly, showing a significant development compared to the first meeting.

At the end of cycle II, students took an exam or daily test consisting of 10 questions. The results of the analysis showed that all students managed to achieve learning completeness, with a class average score of 87.3. This shows that the learning conducted in cycle II was effective in improving students' understanding of the material taught, and almost all students reached the expected standard.

Reflection on cycle II showed that the teaching and learning process went well. Students looked more serious in following the learning, and they showed an increase in questioning activities and doing tasks. Cooperation between group members also improved, and almost all students utilized time more effectively.

Although there were many improvements, there were still some weaknesses that needed to be corrected. Some groups of students still need more time to complete the task well, and there are still some students who have difficulty in writing the Qur'anic verses correctly. Therefore, more practical exercises need to be done to ensure all students achieve optimal results.

DISCUSSION

Based on the results of the research conducted in cycles I and II, there was a significant improvement in student learning outcomes, both quantitatively and qualitatively. This can be analyzed using theories related to active and collaborative learning, as well as theories of motivation and task-based learning.

In cycle I, students still faced some difficulties, especially in working together in groups and completing tasks correctly. This is in accordance with constructivism learning theory, which emphasizes the importance of active experience in constructing knowledge (Piaget, 1973). At this stage, despite efforts to engage students in group tasks, some students were not yet fully able to collaborate well, which affected their learning outcomes.

However, in cycle II, there was a significant improvement. Collaboration in groups was getting better, and students could utilize time more effectively. This improvement is in accordance with the theory of cooperative learning, which states that collaboration between students can improve their understanding and skills (Johnson & Johnson, 1989). Better cooperation between students in the group allows them to help each other, correct and improve their work, which has a positive effect on the quality of the tasks completed.

In addition, the improvement in learning outcomes in cycle II can be attributed to the theory of motivation, especially the theory of intrinsic and extrinsic motivation. According to Deci & Ryan (1985), intrinsic motivation—the desire to learn out of curiosity and personal satisfaction—can improve student engagement and performance. In cycle II, after seeing better results in cycle I, students were more motivated to actively participate in learning, which could be seen from the increase in the number of students asking questions and completing tasks correctly.

Task-based learning also has a positive impact on learning outcomes. In task-based learning theory, students are invited to complete tasks that are relevant to their lives, so they feel more engaged and motivated (Ellis, 2003). In the context of this study, the task of writing Qur'anic verses can be considered as a meaningful and relevant task, which increases students' seriousness in doing the task.

The increase in student activities, such as asking questions and completing tasks, indicates that students are increasingly active in the learning process. This is in accordance with active learning theory, which emphasizes the importance of students' direct involvement in learning activities to achieve deeper understanding (Bonwell & Eison, 1991).

Thus, the results of cycle II showed that the implementation of a more structured, collaborative and task-based learning approach had a positive impact on student learning outcomes. Although there has been a significant improvement, there needs to be further evaluation and improvement on several aspects to ensure all students can achieve optimal results.

CONCLUSION

This study shows that the application of task-based and collaborative learning models in learning to write Qur'anic verses can improve student learning outcomes in class IV SDN 08 Kubu Tanjung. Based on the results of cycle I and II, there was a significant improvement in terms of learning quality, cooperation between students, and students' understanding of the material taught.

In cycle I, although there were difficulties in terms of group cooperation and task completion, cycle II showed better results. In cycle II, students were able to work more effectively in groups, increased independence in completing tasks, and were able to correct and improve their work better. In addition, students' motivation also increased, as seen from the increase in the number of students who actively asked questions and completed the tasks correctly.

Overall, students' learning outcomes improved from cycle I to cycle II, with 58% of students achieving excellent grades (SB) and 42% of students achieving good grades (B). The overall class average score reached 87.3, indicating that this learning successfully improved students' understanding and skills in writing Qur'anic verses. Therefore, the task-based and collaborative learning approach can be an effective model in improving student learning outcomes, especially in subjects that require practical skills such as writing the Qur'an.

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