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Implementation of Inquiry Methods to Improve Qur'an Hadits Learning Outcomes of Students of CLASS IIIB MI Maulana Maghribi Bantul

Metode Inkuiri untuk Meningkatkan Hasil Belajar Hadits Alquran Siswa Kelas IIIB MI Maulana Maghribi Bantul

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Abstract This research aimed to improve student learning outcomes using the inquiry method in the Qur'an Hadith material. This research was a classroom action research conducted in 2 cycles. Each cycle's steps adopted the steps suggested by Kemmis and Taggart; planning, acting, observing, and reflecting. The research subjects were 21 students (14 girls and 7 boys) in class IIIB MI Maulana Maghribi Bantul. Data were collected through test and non-test (observation) techniques. Data were analyzed using the quantitative descriptive method. The research is said to be successful if students who reach the KKM are at least 75%. The results obtained were that the average learning outcomes in cycle 2 increased by 20.5%, from 74.3 to 89.5. The number of students who reached the KKM in cycle 2 was 90.5%. Student participation in cycle 2 reached 80%.

Keywords Inquiry method, Qur'an Hadith, Learning outcomes

Abstrak Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa menggunakan metode inkuiri pada materi Qur'an Hadist. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan sebanyak 2 siklus. Langkah setiap siklus mengadopsi langkah yang telah disarankan oleh Kemmis dan Taggart, yaitu: perencanaan, tindakan, mengamati dan refleksi. Subyek penelitian adalah 21 siswa (14 perempuan dan 7 laki-laki) kelas IIIB MI Maulana Maghribi Bantul. Data dikumpulkan melalui teknik tes dan non-tes (observasi). Data dianalisis menggunakan metode desktiptif kuantitatif. Penelitian dikatakan berhasil jika peserta didik yang mencapai KKM setidaknya 75%. Hasil penelitian yang diperoleh yaitu rata-rata hasil belajar pada siklus 2 meningkat sebesar 20,5% yaitu dari 74,3 menjadi 89,5. Jumlah siswa yang mencapai KKM pada siklus 2 sebesar 90,5%. Partisipasi siswa pada siklus 2 mencapai 80%.

Kata Kunci Metode inkuiri, Qur'an Hadits, Hasil belajar

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1. Introduction

The 2013 curriculum demands the use of a student-centered approach (Student-Centered Learning). This approach is believed to be effective in improving the learning quality of students. This approach places students as subjects in learning. Students must be actively involved in building their knowledge. According to Rogers (1983), the transformation of power transfer in the learning process, from teachers as experts to students as learners, is a product of Student-Centered Learning (SCL).

In terms of learning the Koran, Al-Qur'an Hadith has a more critical function than others. Al-Qur'an Hadith is provided to study and practice the Koran in order to be able to interpret, write, summarize, copy and memorize selected verses as well as to understand and practice hadith smoothly (Rasikh, 2019). Based on the average learning outcomes in semester 1, the learning mastery achieved was 47%. Classical mastery of learning only reached 33%. This is still far from the specified completeness value, which is 75%. The low level of student participation generally causes low learning completeness. Based on the results of observations during the learning activities, not many students were actively involved. Most students pay less attention to the explanation from the teacher. Students tend to be passive in asking questions and less responsive in responding to questions from the teacher. Therefore, it is necessary to find solutions or learning methods that can increase student participation in learning so that it can improve their learning outcomes.

The inquiry method is one of the learning methods that can increase participation and student learning outcomes because it provides opportunities for students to learn according to their learning styles (Hamruni, 2012). Borneo and Rabiman's (2015) research shows that the inquiry method can increase the activeness and learning outcomes of class XII SMK students. Amrullah et al. (2015) also applied inquiry methods to improve vocational students' activities and learning outcomes. Aningsih and Sapitri (2018) also reported using the inquiry method in increasing the activeness and learning outcomes of third-grade elementary school students in science subjects. Based on the problems found and the potential of the inquiry learning method, the researcher intends to apply this method to increase the activeness and learning outcomes of class IIIB students of MI Maulana Maghribi Bantul on the subject of the Qur'an Hadith. The results of this study are expected to contribute to improving teacher skills in learning. So far, there are still only a limited number of teachers in research locations who implement the inquiry method as an alternative learning method.

2. Method

This research was included in the Classroom Action Research category, which was carried out in two cycles. Each cycle carried out two meetings on the subject of Al Qori'ah. The steps in each cycle adopt the steps suggested by Kemmis and Taggart (1988), as shown in Figure 1. Each cycle's research steps start from planning, implementing actions, observing (observation), and ending with reflection activities. The steps taken in each cycle of the study are related to one another.

According to Wiriaatmadja (2008), teachers should follow research procedures thoughtfully and thoroughly when conducting their research, to achieve credible results and be recognized by their work environment. Therefore, this classroom action research was carried out by following established procedures.

The research subjects were 21 students (14 girls and 7 boys) in class IIIB MI Maulana Maghribi, who live in Watu Panjangrejo Pundong Bantul. Research implementation in the even semester of the 2019/2020 school year. Cycles 1 and 2 were held in January and February 2020, respectively.

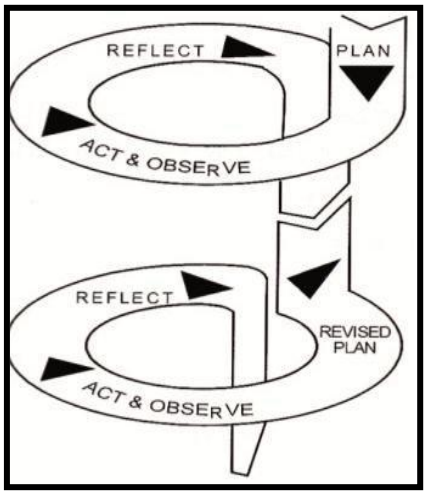

Figure 1. Kemmis and Mc Taggart's Research Model

In this study, two kinds of data were collected, namely the primary data in the form of student learning outcomes and supporting data in student participation during the KBM. Student learning outcomes were assessed using test assessment techniques while student participation was observed through structured observations carried out by collaborators. Student learning outcomes and participation data were analyzed using quantitative descriptive methods. This research is said to be successful if students who reach KKM are at least 75%. In each cycle at the action implementation stage, the inquiry learning steps that have been adopted include: Orientation of the problem, Formulating Problems, Gathering Information, Testing Hypotheses, and Concluding.

3. Results and Discussion

Findings

Cycle I

In the pre-cycle, the value of student learning outcomes was from 47 to 95, with an average of 67. Then after learning in cycle 1, the value of student learning outcomes was in the range of 50 to 91 with an average of 74.3. Figure 2 shows the comparison of student learning outcomes in pre-cycle and cycle 1.

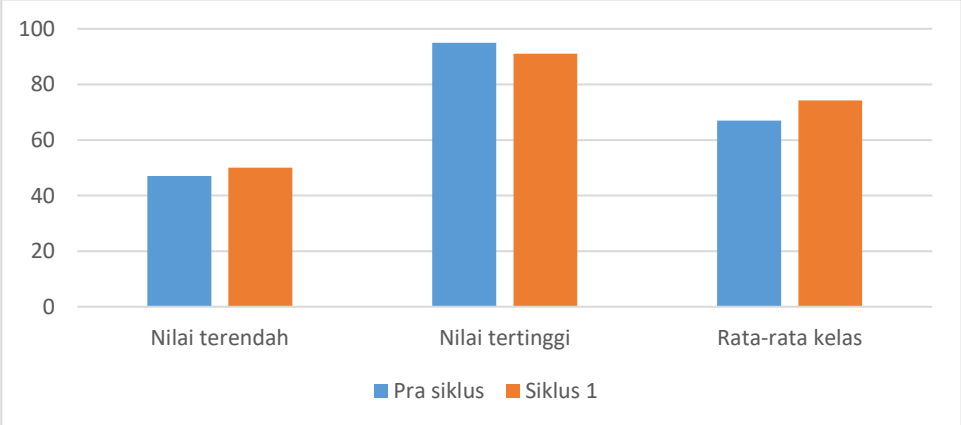

Figure 2. Comparison of student learning outcomes in pre-cycle and cycle 1

Based on Figure 2, there was an increase in the class average student learning outcomes by 10.9%. Students' lowest score increased by 6.4%, while the highest score decreased by 4.2%. Figure 3 shows the number of students who have not fulfilled the KKM in pre-cycle and cycle 1.

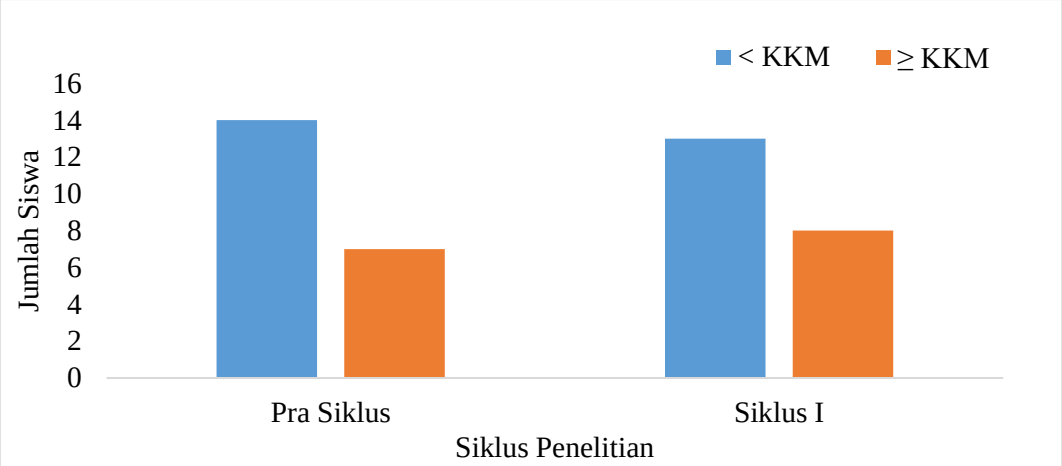

Figure 3. Comparison of the pre-cycle and cycle minimum completion criteria 1

Based on Figure 3, it is found that the number of students who have not reached the KKM in the pre-cycle is 14 students (66.7%) and 7 students (33.3%) who have reached the KKM. After learning cycle 1 was carried out, there was a decrease in the number of students who had not reached the KKM by 4.8%. The number of students who reached the KKM in cycle 1 was 8 students (38.1%), and those who had not reached the KKM were 13 students (61.9%). However, the increase has not yet met the determined target. So it is necessary to evaluate in cycle 1.

From reflection and discussion activities that have been carried out with peers and assistance from supervisors, it has been found that the factors causing student learning outcomes are not optimal, namely the use of less than optimal inquiry learning methods. Furthermore, the researcher focused on improving learning with a more optimal inquiry method, namely providing an explanation of the answers to students' questions so that students were able to summarize the material. Therefore, the researcher felt the need to proceed to cycle 2.

Cycle 2

In cycle 2, the value of student learning outcomes is 65 to 100, with an average of 89.5. Figure 4 shows the comparison of student learning outcomes in cycle 1 and cycle 2. Based on Figure 4, there is an increase in the class average of student learning outcomes by 20.5%. Students' lowest score increased by 30%, and the highest score increased by 9.9%. Figure 5 shows the number of students who have not and have fulfilled the KKM in cycle 2.

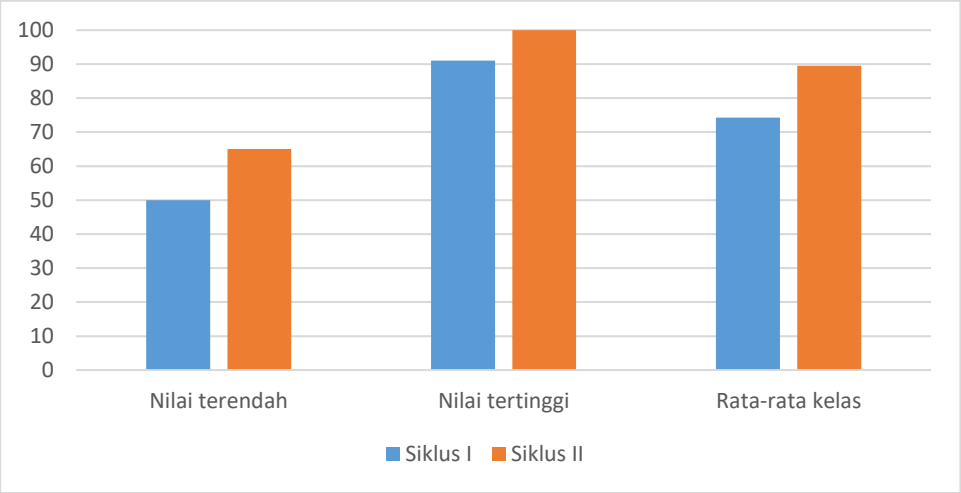

Figure 4. Comparison of student learning outcomes in cycle 1 and cycle 2

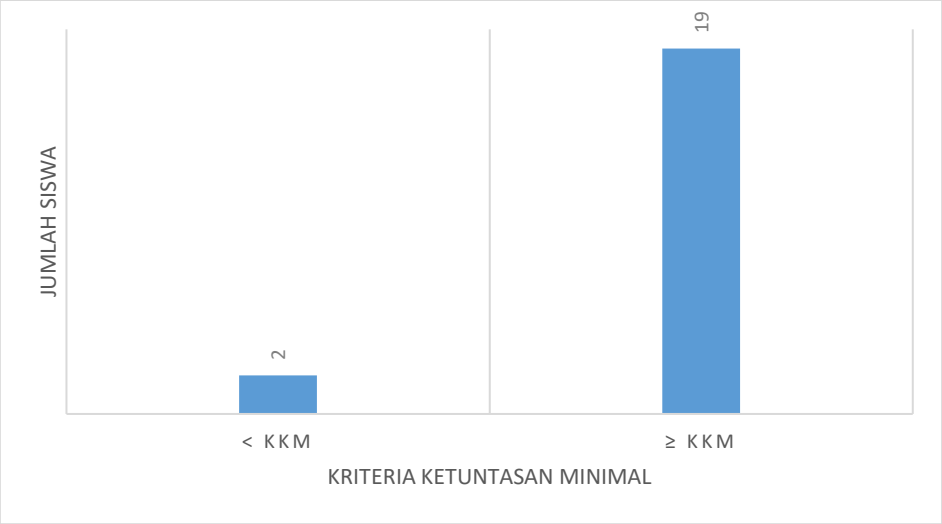

Figure 5. Profile of minimum completeness criteria for cycle 1 and cycle 2

Based on Figure 5, it is obtained that the number of students who have not reached the KKM in cycle 2 was 2 students (9.5%) and who have reached the KKM as many as 19 students (90.5%). Compared with the achievements in cycle 1, the number of students who achieved the KKM scores increased by 28.57%. Even though it has not reached 100% completeness, it can be said that the students' learning completeness has met the target learning completeness standard. Until the improvement of learning cycle 2, some students in one class had not succeeded in achieving complete grades. This is because the students' absorption of the material is deficient, and their learning motivation is lacking.

Discussion

The introduction of the proposed change in learning in Cycle 1 emphasized the use of an investigative learning approach as an effort to improve students' understanding of the contents of Al Qori'ah (QS: 101). The analysis focuses on issues related to the use of research learning approaches and their effects on learning outcomes.

There are significant improvements focused on data interpretation, notes during the introduction to learning, and reflection after learning. The improvements in question are as follows: First, before the improvement in cycle 1 was made, the teacher's role was dominating, with a lecture system that described the subject matter, reducing teacher dominance by using the inquiry learning method, so that students were interested in the learning process, namely interpreting content based on teacher questions and then conclude the material. Second, a more collaborative learning situation characterized by teacher-student interactions through question and answer. Communication also occurs between students when working on worksheets and providing content summaries. Third, to build student involvement in the learning process, lecture attendance, question and answer, assignments, and observations are combined. As listeners, students are passive at the table and shift with subject learning tasks and complete material depending on the teacher's questions. Fourth, knowledge about this topic can be seen from students being able to answer teacher questions accurately, carry out assigned tasks, and have the skills to complete assignments. Fifth, the value and percentage of student learning completeness increased.

In cycle 1, the focus of improvement has been directed at the application of inquiry learning methods. This method describes students' understanding independently. The teacher gives questions to be answered by students individually, then discussed and ended by the students. In the core activity, students work on the questions that have been given by the teacher independently. Then the questions were discussed classically and concluded by each student. Students must summarize the material based on the correct answers when talking about the material being studied.

The level of student interaction was also unsatisfactory in cycle I. Observational findings have shown that only about 60% of students are directly involved in teaching and learning practices. Students are involved in learning unequally. Just a few students are still actively learning. In most of these activities, students are active before acting and students with high academic capacities. One of them is that students who have been less interested in learning are always afraid of making mistakes and are embarrassed to ask questions, answer questions, or exchange opinions.

The facts have shown that students are not accustomed to carrying out research assignments with the inquiry learning paradigm, also exacerbating student activity's optimal loss in the first period. In answering questions, less intelligent students are not confident in conveying their views. Students also seem to need to practice sharing their thoughts and fostering self-confidence. This is in line with Lie (2004), who noted that communication skills are a long process. Ibrahim (2001) argues that inquiry learning takes longer for students to communicate specifically with other students about concepts.

Students who have not been optimal in learning often result in a lack of understanding of students about the material being studied. An average score of 74.3 students who completed new learning reached 61.9% in cycle 1 (see Figure 2). It is easier to capture and understand students actively interested in finding ideas on the subject under discussion than just watching and watching. This is in line with what has been said by

Darsono (2000) that students who learn independently will provide better learning outcomes and greater understanding.

One of the reasons that have supported student academic progress is student involvement in the learning process. However, the teacher should make students more involved in struggling to find concepts that they learn independently as far as possible. The teacher only functions as a facilitator who guides students through various activities, such as article exploration, discussion activities, and direct observation. This is like Mulyasa (2004) view, which states that as a facilitator, the teacher is a process guide, a resource person, a person who explains and introduces problems to students.

Although the results have shown an increase in learning outcomes, Cycle 1 learning has not been entirely successful because the minimum requirements for learning completeness have not been fulfilled.

Researchers found that the variables affecting learning in cycle 1 were not optimal. The reason is that the unsatisfactory use of the learning approach is determined through the practice of contemplation and conversation with colleagues and supervisor assistance. In comparison, for a more optimal inquiry approach, researchers concentrate on improving learning, including descriptions of answers to student questions so that students can summarize the material.

The use of the inquiry method in improving learning cycle 2 has been intended for students to achieve learning outcomes, analyze, reflect, and discuss with peers. Learning conditions that contributed to the reported progress of this practice. This increase has involved teachers and students' activities in the learning process and the results of the evaluation at the end of the class. These improvements can be explained as follows: first, the methods and materials are relevant. In this case, the inquiry learning method is such that students can grasp the content presented. Second, this method provides a concrete picture by noting that students are personally interested in and value the content itself to engage openly in the learning experience. Third, the acquisition of grades and the percentage of learning completeness increased.

The level of student participation in cycle 2 has shown significant changes. Based on the observations that have been carried out, at least 80% of students have participated actively in teaching and learning activities. Students who are active in learning have started to reciprocate. However, this cannot be avoided, and some students still do not participate actively during teaching and learning activities.

4. Conclusion

Based on the research results that have been carried out, it can be concluded that the use of the inquiry method can significantly improve student learning outcomes in the two learning cycles. The lowest score in cycle 2 increased to 65, and the highest score increased to 100. The average learning outcome in cycle 1 increased by 10.9%, from 67 to 74.3. The average learning outcomes in cycle 2 increased by 20.5%, from 74.3 to 89.5. The number of students who reached the KKM in cycles 1 and 2 was 38.1% and 90.5%, respectively. Student participation in cycles 1 and 2 was 60% and 80%, respectively.

Based on the above conclusions, teachers should do things in the learning process so that student participation and mastery of subject matter increases are: (1). Use the right method so that the situation in the classroom is not monotonous. (2). Allow students to express opinions or answer questions. (3). Guide students to make a summary based on the answers so that students master the subject matter. (3). The teacher in explaining should be accompanied by examples related to students' daily lives so that students easily understand the material.

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