



Questions Students Have: A Solution for Improving the Islamic Education Learning Outcomes of Primary School Learners

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Abstract

This research is motivated by the low learning outcomes of students in Islamic Religious Education subjects, which are indicated by the scores of students who are below the minimum completion criteria. This phenomenon can be seen from various obstacles in the learning process, which indicates less than optimal understanding of students. The research aims to analyze the Questions Students Have learning strategy in improving students' learning outcomes in Islamic schools in Indonesia. The research was conducted in two cycles, each consisting of two meetings. To ensure a smooth process, the research was designed through four main stages, namely planning, implementation, observation, and reflection. The results showed that it has been able to improve students' learning outcomes. Before the action was taken, the percentage of students who reached the minimum completion criteria was only 43.8%, which was categorized as less. After the implementation of the strategy in cycle I, the figure increased to 68.8%, and in cycle II it reached 87.5%, which is classified as a good category. This finding proves that the Questions Students Have learning strategy is effective in improving learning outcomes in Islamic religious education subjects.

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INTRODUCTION

One of the main obstacles in education is the weakness in the learning process that is still often found in various schools (Agustinova, 2020; Pratiwi et al., 2023; Ritonga, 2017). The learning process tends to be oriented towards memorization methods, thus providing less space for students to develop critical thinking skills in depth (Harahap & Hsb, 2024; Muddin, 2019). This can have an impact on the low ability of students to understand and apply learning concepts in everyday life (Yusuf, 2024). Children are often only given a certain amount of information without being directed to relate it to real situations in everyday life.

As a result, learning becomes less meaningful and tends to be abstract (Senjawijaya et al., 2022). The impact of this approach can be seen in the low

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achievement of students' learning outcomes, especially in Islamic Education subjects that should be able to provide practical values and be relevant to their lives (Sya'bana et al., 2024). In fact, the subject has an important role in shaping the character of students who are faithful, pious, and have noble morals.

Teachers as the main actors in the learning process, play a strategic role in creating an effective learning atmosphere (Harefa & Hulu, 2024). Teachers have a role that is not only limited to delivering learning materials, but also responsible for activating students in the learning process (Ali, 2022; Maisyanah et al., 2020). Creativity and innovation in choosing the right learning strategy are needed so that learning objectives can be achieved optimally. The learning strategy designed must be able to actively involve students, create a pleasant learning atmosphere, and be effective in improving their learning outcomes. This makes the teacher a facilitator who motivates students to participate actively and deeply in learning (Safitri et al., 2024).

Learning outcomes are changes in individuals characterized by understanding, skills, and attitudes after participating in the learning process (Ahmad & Tambak, 2018; Toha, 2018). Success in achieving optimal learning outcomes in Islamic Religious Education subjects, both in terms of understanding concepts, character building, and strengthening noble morals, is highly dependent on the quality of learning carried out by teachers (Sihombing, 2021). Teachers who are able to create structured, relevant, and meaningful learning have a significant influence in helping students internalize religious values deeply. The quality of interaction between teachers, learning materials, and students is a major factor in ensuring the achievement of these learning objectives (Faisal & Setiawan, 2024).

Based on observations at the Islamic primary school level in Indonesia, it was found that the learning outcomes of students in Islamic Religious Education subjects still did not reach a satisfactory level. Most learners have not been able to meet the minimum completeness criteria set by the school, which is 65. Out of a total of 32 learners, only 43.75% managed to reach the Minimum Completion Criteria. Indications of low learning outcomes can be seen from various symptoms, such as the difficulty of students in answering teacher questions, the inability to complete assignments properly, and the lack of active participation of students during the learning process.

Although teachers have made various efforts to improve learning outcomes, such as starting learning on time, providing motivation, and providing guidance, these efforts have not yielded significant results. One of the main causes of this problem is teachers' lack of ability to implement interesting, relevant and effective learning strategies. Therefore, teachers need to master various innovative learning strategies that are able to create an interactive, fun, and appropriate learning atmosphere to improve their learning outcomes.

One of the relevant learning strategies to overcome this problem is Questions Students Have. This strategy is designed to give learners the opportunity to ask questions, which not only increases their courage but also develops critical thinking skills (Kepez & Üst, 2024). This strategy encourages learners to actively engage in learning through activities that provide in-depth experiences (Ifrianti, 2017).

METHODS

This study used a classroom action research approach with the Questions Students Have learning strategy (Engkizar et al., 2018; Ramadani et al., 2024; Wulandari et al., 2022; Wyananda et al., 2022). Data were obtained

through observation, learning outcome tests, and documentation. Data analysis techniques are carried out descriptively qualitative for activities and quantitative for learning outcomes (Hafizi et al., 2022; Oktavia et al., 2020; Susanti et al., 2020; Veradegita et al., 2021). This strategy is expected to improve students' learning outcomes in learning Islamic Religious Education. The subjects in this study were students at Tiara Islamic Elementary School in the 2024/2025 academic year, with a total of 32 students. The object of this research is an effort to improve student learning outcomes using the Questions Students Have learning strategy in Islamic Religious Education subjects.

The research was conducted at Tiara Islamic Elementary School Pekanbaru, from June to October 2024. The focus of the research was the learning process of Islamic Religious Education. This research involved two cycles. Each cycle consisted of four stages: planning, implementation, observation, and reflection. The research was conducted in the fifth grade environment of Tiara Islamic School and the Islamic Education teacher as an observer.

During the observation, the observer records the activities of teachers and students during learning to provide input for the next cycle. At the reflection stage, the results of observations are analyzed to determine the success of learning strategies in improving student learning outcomes. Furthermore, the type of data is qualitative data obtained from teacher and student activities during learning. Quantitative data is obtained from the results of student learning tests after the actions of cycle I and cycle II. At the stage of data collection techniques, the first observation is to observe the activities of teachers and students. Furthermore, the learning outcomes test, which measures the level of understanding of students after the action in each cycle. The last stage is documentation, collecting data on school profiles, student conditions, and infrastructure.

RESULT AND DISCUSSION

The results showed that before the application of the Questions Students Have learning strategy, the learning outcomes of students in Islamic Religious Education subjects were low. A total of 43.8% of students did not reach the Minimum Completion Criteria of 70. Of the 32 students, 7 students had good grades, 24 students had medium grades, and 1 student scored less. There are no learners who get very poor grades. Data on learning outcomes before the application of the Questions Students Have strategy in detail are presented in the following table.

Table 1. Distribution of Learners' Learning Outcomes Before the Application of the Questions Students Have Strategy

Score Category	Number of Learners	Percentage (%)
Good	7	21,9%
Medium	24	75,0%
Less	1	3,10%
Very poor	0	0%

The following are the learning steps using the Questions Students Have strategy carried out by teachers in learning Islamic religious education.

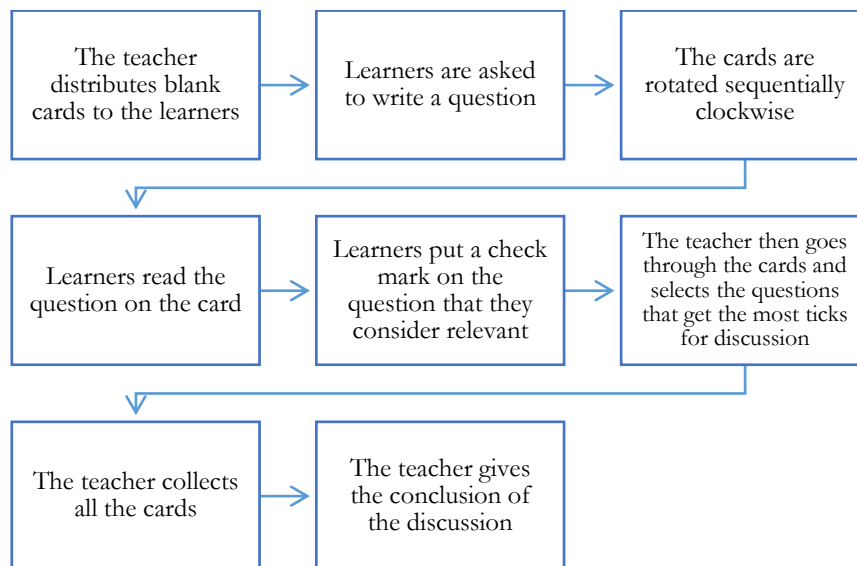


Fig 1. Stages of the Questions Students Have strategy

In the next stage, the Questions Students Have strategy was implemented through two meetings in cycle I. Teacher and learner activity observations were conducted to assess the effectiveness of the strategy implementation. Teacher activity at the first meeting obtained a score of 16 (less than perfect category), while at the second meeting it increased to a score of 20 (quite perfect category). Details of the results of teacher activity observations at the second meeting are presented in the following table.

Table 2. Observation of teacher activity at meeting II of cycle I

Aspects of teacher activity	Category
Distribute blank cards to students	Perfect
Asking learners to write anonymous questions	Perfect enough
Rotating the cards clockwise	Perfect enough
Checks the questions with the most votes	Perfect
Calling on learners to share questions	Perfect enough
Collecting cards	Perfect enough

Observations of learner activity show active involvement during learning. Overall, the Questions Students Have strategy was able to improve students' learning outcomes, with an average score. In Cycle I, the second meeting reached a percentage of classical completeness of 68.7%, higher than the initial conditions. The increase in learning outcomes in Islamic Religious Education subjects after the implementation of the Questions Students Have strategy shows the effectiveness of this approach in improving learners' understanding. This strategy allows students to be more active in the learning process, especially in formulating questions and discussing, as stated by [Rokhmah, \(2022\)](#) that active participation-based learning strategies can motivate students to learn more deeply.

The results of this study are in line with the findings of [Mahfuzah & Mahmuddin, \(2023\)](#) which states that question-based learning strategies are able to increase students' involvement in learning so as to encourage the achievement of better learning outcomes. In addition, the Questions Students Have approach helps learners develop critical thinking skills that the questioning process is part of the level of analysis and synthesis ([Febriani et al., 2023](#)).

However, the observation results also indicated that the effectiveness of the Questions Students Have strategy depends on the teacher's skills in

managing learning. In the first meeting, some aspects of the implementation, such as rotating cards and asking learners to share questions, had not run perfectly. This is in accordance with the view of Halimah et al., (2023) which states that the successful implementation of innovative learning strategies is strongly influenced by teacher readiness.

The application of Questions Students Have also had a positive impact on classroom dynamics. Learners became more involved and motivated to understand the material, which was shown by an increase in the learner activity observation score. Although the classical completeness in cycle I had not reached the target minimum completeness criteria of 70, the significant increase in learning outcomes showed the potential success of this strategy in the next cycle. The following is a graph of learning outcomes in cycle I.

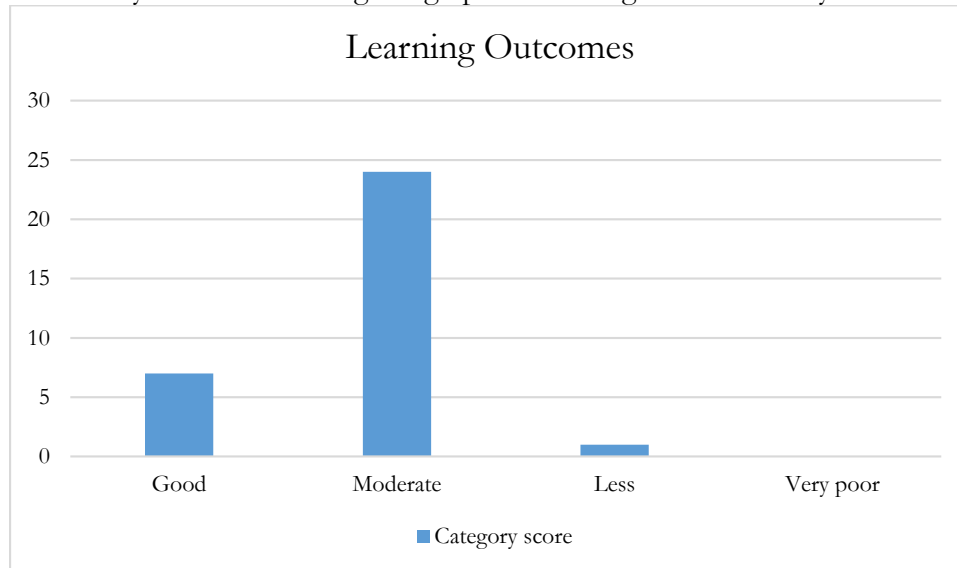


Fig 2. Graph of learning outcomes for cycle I

Reflection of cycle I

Based on the results of data analysis in cycle I, the implementation of the Questions Students Have learning strategy showed some shortcomings that needed to be corrected. Reflection was conducted by discussion between the researcher and the class teacher as an observer. The following are the points of reflection of cycle I: Planning Stage, namely the teacher has prepared the learning optimally based on the Learning Implementation Plan which is guided by the syllabus. However, it is necessary to optimize the implementation of learning so that learning objectives are maximally achieved. The implementation stage is that the teacher's activity is not yet optimal. Teachers still need to explain the material in detail and guide students in understanding learning strategies. Learners' activities are also classified as sufficient, but some aspects require corrective action, such as: learners rotate cards clockwise and put a check mark on the card. Learners shared questions voluntarily, even though they did not get the most votes. The learning outcomes of students are the average score of students in cycle I of 68.2 with a completeness rate of 68.8%, still below the Minimum Completeness Criteria of 75%.

Table 3. Learners' learning outcomes Cycle I

Aspect	Average Score	Percentage of Completion
Teacher activity	68,5	Good enough
Student activity	66,7	Good enough
Learning outcomes	68,2	68,80%

Cycle II reflection

After improvements in cycle I, the action continued in cycle II to optimize learning. The following results were obtained in the planning stage, namely the teacher was more detailed in explaining the learning strategies and materials. Activities are organized more systematically so that learning is more directed. The implementation stage is that the teacher involves students actively with more optimal learning strategy steps, such as: distributing cards to students to write questions. Asking learners to check the cards to choose the question with the most votes. Involving learners to share questions voluntarily. The learning outcome of the learners was that the average score of the learners increased to 78.5 with a completeness rate of 87.5%, exceeding the Minimum Completeness Criteria. The following graph shows the comparison of learning outcomes between cycle I and cycle II.

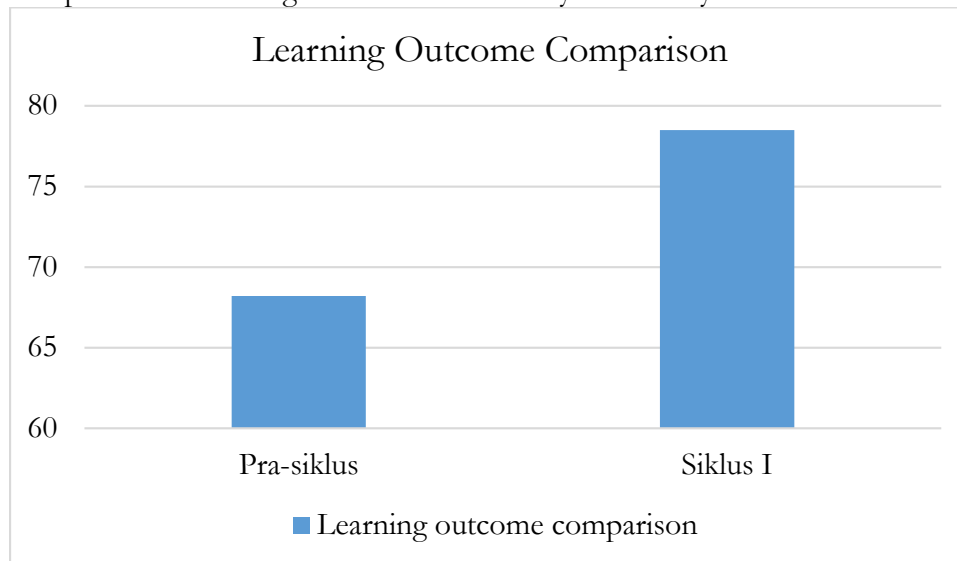


Fig 3. Comparison chart of learning outcomes of cycle I and cycle II

The results of this study showed that the application of the Questions Students Have learning strategy successfully improved teacher activities, learner activities, and learning outcomes. This finding is in line with the theory of constructivism proposed by Piaget, which emphasizes that effective learning occurs through the active involvement of learners (Burxonovna, 2024). By giving learners space to write and share questions. This strategy encourages them to actively participate in the learning process. This is in line with the basic principles of constructivism, where learning is seen as a process that is constructed by learners through interaction with their environment and with others (Cahyani et al., 2023).

The 18.7% increase in learning outcomes in cycle II is clear evidence of the effectiveness of the Questions Students Have strategy in deepening learners' understanding of the material. The systematic steps implemented, such as the use of cards to write and read questions, also support the collaborative learning process. Vygotsky in his theory states that social interaction has an important role in learning, which seems to be reflected in the findings of this study (Al Faruqi & Heri, 2024). The activity of sharing questions between learners not only encourages individual engagement, but also allows them to learn together in group discussions.

Furthermore, the improvements that occurred at the implementation stage showed that the teacher's skill in guiding the learning strategy was a key factor in achieving better learning outcomes. The teacher's role is vital in directing learners to achieve optimal learning outcomes (Yuhana & Aminy, 2019). Therefore, the teacher's ability to manage and facilitate active

participation-based learning will greatly influence the success of this strategy. Reflections from this study show that action-based learning, as described by Kemmis and McTaggart in the Action Research Spiral, is highly relevant in this learning context (Kemmis et al., 2014). With the improvement cycle conducted at each stage, the Questions Students Have strategy was able to identify and overcome the obstacles, so that learning outcomes could be improved gradually.

The resulting impact of implementing this strategy has important implications for the learning process in primary schools. The first impact is on learners, who become more active in thinking critically and participating in learning. Second, the impact on teachers, who become more adaptive and innovative in structuring learning that involves learners actively. Third, the implication of the implementation of this strategy is that Questions Students Have can be applied more widely, especially in topics that require in-depth understanding and active discussion in primary schools.

Overall, this study successfully answered the goal of improving learning outcomes through the application of the Questions Students Have strategy. The results obtained are not only in line with existing educational theories, but also with the findings of previous research, so that it can be used as a reference for teachers to develop learning methods that are more active, innovative, and based on learner participation.

CONCLUSION

The application of the Questions Students Have learning strategy can improve student learning outcomes in Islamic Religious Education lessons in class V of Tiara Islamic School Integrated Islamic Elementary School. This success is influenced by the application of strategies that encourage students to be more active and experience positive changes in the learning process. This has an impact on increasing the ability of students to solve learning problems more effectively. The effectiveness of this strategy is confirmed through the learning outcomes of learners who experienced a significant increase from initial conditions to cycle I and cycle II. Before the implementation of the strategy, the learning outcomes of learners showed limited achievement. However, with the implementation of the Questions Students Have strategy, learners showed a marked improvement, indicating that this strategy not only succeeded in attracting their interest but also improved their understanding of the material taught. This finding confirms that the implementation of Questions Students Have plays an important role in creating more active and meaningful learning, which contributes significantly to the achievement of better learning outcomes in Islamic Religious Education.

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