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Improving Elementary School Students' Learning Outcomes in Islamic Religious Education Learning Using the Question and Answer Method

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the question and answer method. This study uses a type of classroom action research. The design of this study uses the Kemmis & McTaggart design with four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. Data were obtained using test and observation techniques. The data obtained were then analyzed using descriptive statistical techniques. The results of the study indicate that the question and answer method can improve student learning outcomes in Islamic religious education learning. This can be seen in cycle I with an average percentage of 50% and in cycle II of 86%. So it can be stated that student activity developed in cycle II. Improving student learning outcomes through the application of the question and answer method in Islamic religious education material at State Elementary School 084080 Sibolga was carried out for two cycles. Learning outcomes in cycle I were 66.67% and in cycle II were 76.67%. So it can be stated that student learning outcomes improved better in cycle II. Based on this, the question and answer method can be used as one of the media that can be considered by teachers to overcome the problem of low learning outcomes, especially in Islamic religious education learning.

Keywords: question and answer method, learning outcome, islamic education

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INTRODUCTION

Islamic Religious Education is a compulsory subject that must be studied by students at every level of education in the Republic of Indonesia, especially for Muslims. Law Number 20 of 2003 concerning the national education system has the function of developing abilities and shaping character and advancing civilization so that it becomes a dignified nation in the midst of global competition. In line with this, Islamic Religious Education is present as an answer to the dynamics that occur and continue to develop. Islamic Religious Education aims to develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The results of teaching Islamic religious education undoubtedly all contain values for the formation of a Muslim person, but if it is given in an unreasonable way, for example, children are told to memorize by mechanism what is conveyed by the teacher or contained in textbooks, it is impossible for students to feel unhappy with their religious teacher. Therefore, the right method is needed for each type of material, requiring a type of self-study. In a dynamic society, education plays a very decisive role in the existence and development of society, therefore Islam as a religion of Rahmatan Lil Alamin is a logical consequence for its people. To prepare the next generation who are both moral and intellectual quality as well as skilled and responsible, therefore teaching in schools is one of the efforts that is patient, systematic and directed.

The success of student learning does not only depend on the child's intelligence, but also depends on how the teacher uses the right method and motivates, because if the child is not motivated, the learning outcomes in Islamic religious education lessons will be low and we must use the right method to teach we must provide motivation. In learning, there are three main components that influence each other in the teaching and learning process, the three components are: 1) Learning conditions, 2) Learning methods, 3) Learning outcomes. Regarding these three components, as a teacher, you must be able to combine and develop these three components so that learning activities can be as expected, learning goals are achieved and maximum results are reaped.

Based on the results of observations and interviews conducted by the researcher during the teaching and learning process taking place in class IV UPT SDN 07 Sungai Tawar, where the number of students was 15 people, the following facts were obtained: 1. The learning methods that are often carried out by teachers are the lecture and assignment methods. 2. Students feel afraid to ask about subject matter that they have not yet understood. 3. Students do not dare to do the questions in front of the class, because they are afraid that the answers will be wrong. 4. Teachers dominate the learning process in the classroom, resulting in passive students. In this regard, teachers must be able to choose and present effective learning strategies and approaches.

The teacher's task is to apply a method that provides the highest guarantee to achieve the goals of teaching and learning activities. By choosing an interesting learning method, the enthusiasm of students will grow to be more active and like Islamic Religious Education lessons. This problem can be overcome by making a breakthrough in Islamic Religious Education learning so that it does not present material that is only abstract, but must also actively involve students in learning. In learning Islam, teachers use the lecture method more, so that children are less active and less involved in the learning process. Students are more comfortable talking and doing questions and answers with their peers than listening to the researcher's explanation and students feel sleepy during the lesson, so that there are student learning outcomes that only reach an average score of 69.00, while the Minimum Completeness Criteria is 70. For more details, please see the following table:

From the table above, data can be obtained from the number of students as many as 15 students, who obtained learning completeness of 50% or 7 students and those who have not completed 50% of the number of students. This is still far from what is expected, namely 100% completeness. Responding to the above reality, there needs to be nayat efforts that must be made to improve pendidikan agama islam learning outcomes in grade IV. To overcome these problems, effective and fun learning methods are needed so that students become active in learning. One of the teaching methods that is properly applied in Islamic Religious Education lessons is the Question and Answer Method.

The question and answer method is a method where the teacher uses/gives a statement to the student and the student answers, or vice versa the student asks the question and the teacher answers the question. For this reason, the researcher is interested in making a Classroom Action Research with the title Improving Student Learning Outcomes in pendidikan agama islam Learning Using the Question and Answer Method in Class IV SDN 07 Sungai Tawar. From the results of the background above, the

following problems can be identified: 1) The learning outcomes of children in pendidikan agama islam lessons are still low, 2) The learning methods used are still not effective, 3) Students feel bored with the learning methods used, and the problems so that they need to update the methods to improve learning outcomes. The limitations of the problems in this study are; 1) So that students are more active in learning by using the question and answer method, 2) Improving student learning outcomes in pendidikan agama islam learning using the question and answer method in Class IV SDN 07 Sungai Tawar. In this study, the researcher formulated several problems that if they are relevant and the research title becomes clearer, then the research problems are formulated in the form of the following questions: Can the question and answer method improve student learning outcomes in pendidikan agama islam learning using the question and answer method in grade IV of SDN 07 Sungai Tawar?.

After describing the formulation of the problem above, the classroom action research that will be carried out has the goal of improving student learning outcomes in pendidikan agama islam subjects. The benefits for students: 1) Increasing student learning activities in learning, 2) Students are actively involved in learning, 3) Improving student learning outcomes. The benefits for teachers: 1) Increasing creativity, 2) Creating professional teachers, 3) Improving quality teaching patterns. And the benefits for schools are to know the problems of the learning process at school, to reflect on the progress of the school, to improve the quality and quantity of the school.

METHODS

This type of classroom action research uses survey (field) rules that use a quantitative approach. Quantitative research is descriptive research that aims to describe existing phenomena, which take place in the present or the past. This research manipulates or changes the independent variables, but describes a real reality. The research variable, the researcher only wants to describe a situation by using a descriptive research method separately and the situation in question is to determine student learning outcomes into dependent variables and question and answer methods. The results of this study will be explained through descriptive use of quantitative measures in the form of mim, percentages and also respondents and others. In this Class Action Research, the subjects of the study are students in Class IV of SDN 07 Sungai Tawar. With a total of 15 students, consisting of 5 boys and 10 girls.

This class action research was carried out at IV SDN 07 Sungai Tawar, South Pesisir Regency. As the subject of this study, the class is students in Class IV of SDN 07 Sungai Tawar. With a total of 15 students, consisting of 5 boys and 10 girls. The data collection techniques in this study are tests, observations, interviews and discussions and documentation as follows: 1) Essay Test, used to find out data about the results of observations, 2), Observations, observations made are observations of all learning activities and changes that occur when actions are given, 3) Interviews, questions given during questions and answers are directed to find out the obstacles faced by students during learning and difficulties in completing the assigned tasks, 4) Discussion, Discussion is one of the data collection techniques carried out in teaching and learning activities where the interaction between researchers and students to stimulate students' creativity in the form of ideas or ideas, can develop an attitude of respecting the opinions of others, broaden horizons and foster to get used to deliberating in solving a problem.

Discussions are also carried out with teachers, peers and collaborators to reflect on the results of the Classroom Action Research cycle, 5) Documentation, using student attendance lists. Data collection tools used in classroom action research include: tests, observations, and documentation as follows : 1) Test, The test method is used to monitor student learning outcomes. By using student worksheets to find out the Improvement of Student Learning Outcomes in pendidikan agama islam Learning Using the Question and Answer Method in Grade IV SDN 07 Sungai Tawar, 2) Observation, Observation or

observation is a process of collecting data using sensory tools. Using an observation sheet to determine the Improvement of Student Learning Outcomes in islamic education Learning Using the Question and Answer Method in Grade IV SDN 07 Sungai Tawar. Quantitative data was carried out to determine whether or not the actions taken in this study were successful or not. This can be seen from the percentage of success rate achieved by students.

This action is successful if at least 85% to Improve Student Learning Outcomes in pendidikan agama islam Learning using the Question and Answer Method in Grade IV SDN 07 Sungai Tawar. In accordance with the explanation above, the research is a class action research (PTK). Therefore, this research has several stages that are cycles. Two cycles are carried out in accordance with the goals to be achieved. In this study, two cycles will be carried out. Each cycle has several stages, namely; 1) Planning Stage, Things that must be considered at this stage are making a One Cycle Activity Plan, making a Learning Implementation Plan (RPP), preparing learning methods and media, preparing conducive learning activity sites, preparing observation sheets to observe teaching and learning activities and student activity during the learning process. 2) Implementation Stage (Action), in the context of Classroom Action Research, activities are planned systematically to produce improvements or improvements in the systematic process to produce improvements or improvements in the learning process.

In carrying out actions, it is necessary to develop operational steps or learning scenarios from the actions taken, namely having basic knowledge of the student's condition, explaining to students about the learning to be carried out, providing motivation to students, giving gifts or rewards to students, making observations and assessments. 3) Observation Stage, observation is carried out in the classroom during teaching and learning activities. Observations were made by teachers of other classes in Class IV of SD Negeri 07 Sungai Tawar. The activities carried out at this stage are: carrying out observations on the implementation of actions and learning processes using the observation sheets that have been prepared. Observation is carried out during the learning process, observation is carried out during the activity process, the ability to improve student learning outcomes.

The research team analyzed the monitoring results based on observations during teaching and learning activities. After conducting the analysis, the last stage that must be done is to reflect on the results of observations and observations from the implementation of the activity. This reflection is also carried out with the aim of whether the use of media and methods that I do is appropriate and appropriate. And to be able to find out the weaknesses that I face and the advantages that are my strengths when carrying out the research. Reflection can be described as follows; Every pre-cycle activity, cycle I also consists of planning, implementation, observation, analysis and reflection. The research team analyzed the results of observations based on observations carried out in the second cycle during teaching and learning activities.

The research team reflected on the second cycle and analyzed to make conclusions on the implementation of the introduction of audio-visual media in Improving Student Learning Outcomes in pendidikan agama islam Learning in Grade IV of SD Negeri 07 Sungai Tawar by Using the Question and Answer Method. After carrying out this second cycle, the researcher made a conclusion and decided not to conduct further research. This can be seen from the assessment instrument for students. Learning improvements are carried out at SD Negeri 07 Sungai Tawar, Koto XI Tarusan District from December 16, 2024 to January 5, 2025. The implementation of learning improvement that will be carried out has the following steps; 1) Conditioning students to be ready to receive the lessons to be delivered, 2) Conveying the subject matter in a sequential and clear manner, 3) Discussing the subject matter using varied metode, 4) Summarizing the subject matter, 5) Giving assignments and homework as enrichment of the material taught.

RESULTS

This research was carried out using two actions consisting of two cycles, in accordance with Classroom Action Research. Implementation of the action was carried out in two cycles consisting of one meeting in each cycle. The purpose of describing the results of this research is to see an increase in clean living behavior and student learning outcomes in Islamic religious education material through the use of audio visual media at Elementary School 07 Sungai Tawar. Where these measurements are carried out using student observation sheets, student learning outcomes and teacher activity sheets during the learning process. This research was carried out in semester 1, so the material in this research consisted of the first and second cycles about Everything is Clean and Life is Comfortable (Elements of Fiqh: Thaharah). The results of the two cycles that have been obtained based on the research results are as follows.

First Cycle

The first stage in this first cycle is the planning stage. Planning in this first cycle is to determine the material that will be taught to students through the use of audio-visual media. The determination of learning materials is adjusted to the development of the current school curriculum, namely the 2013 curriculum towards the independent curriculum. Next, prepare the Teaching Module according to the Learning Outcomes and Learning Objectives in the Learning Objectives Flow, providing complete learning media in the form of audio visuals. Completeness of audio visual media as a medium or means to support healthy and clean living behavior and improve learning outcomes. The results of the activities carried out by teachers and students will be assessed based on the observation sheets and learning outcomes that have been prepared previously.

Next is the action stage. Actions or implementation in the first cycle consist of one meeting. Learning activities are adjusted based on the Teaching Module which has been designed according to the material "Everything is Clean, Life is Comfortable (Fiqh Elements: Thaharah)". Learning activities through the use of audio visual media are carried out with the aim of improving healthy and clean living behavior as well as student learning outcomes in Islamic education learning.

The research was carried out at Elementary School Elementary School 07 Sungai Tawar in class V through the use of audio visual media. The number of class VII_A students consists of 30 people. The time required for the research is 15 minutes for initial activities, 95 minutes for core activities and 10 minutes for final activities.

The initial activity in this first cycle was carried out for 15 minutes. This initial activity begins with preparing media/props/materials, namely; (a) prepare media/props/materials (b) Media: LCD Projector, Laptop, interactive learning CD, (c) Props: Active speakers, (d) Materials: Cardboard paper, markers, or other required media. Stages Next, start learning by opening greetings and praying. Teachers also pay attention to students' readiness, check attendance, ensure neatness of clothing, check students' sitting positions and seats. Providing apperception and motivation to students. The teacher conveys the scope of the learning material. The teacher conveys the learning objectives in accordance with the tasks and activities to be carried out, as well as providing information regarding the scope and assessment techniques. Direct students to sit in groups. The teacher distributes LKPD to each group. The teacher distributes written test sheets as an initial assessment. Students work on pretest questions in the form of descriptions.

The core activities in the cycle are carried out for 95 minutes. In the core activity the teacher directs students using the lecture method, the teacher provides a brief explanation about the meaning of thaharah and its relationship to prayer. The teacher shows a learning video related to thaharah and students are asked to observe the video display. After showing the video, the teacher gives students the opportunity to conclude the meaning of Thaharah based on the video presented. Through the demonstration method the teacher again demonstrated the material on how to live a clean life through posters. Teachers guide students to apply clean living methods in everyday life.

Next, through the question and answer method the teacher checks students' understanding of the meaning of thaharah and provides feedback. Students are asked to answer using their own words in a direct and firm manner. Students answer the teacher's questions in turns. Teachers provide feedback and clarification if necessary. Through the lecture method the teacher explains the difference between hadats and najis. The teacher explains in detail the characteristics of each, and provides real examples to clarify the concept. Through direct practice, teachers train students to purify themselves from small hadas.

Students are asked to discuss in groups to: (a) Look for examples of unclean mukhaffafah in everyday life and how to purify it; (b) Identify examples of unclean mutawassithah in everyday life and how to clean them and; (c) Identify examples of unclean mughaladah in everyday life and how to purify them.

The final activity is carried out for 10 minutes, so that in this final activity the students and teacher together summarize today's learning and reflect. Then the teacher informs the learning activities that will be carried out at the next meeting. The teacher ends the learning activity by giving messages and motivation to students to remain enthusiastic in the learning process. The activity closed by saying hamdallah.

During the learning process, the researcher also carried out observation activities. This observation was carried out to observe the activities of teachers and students in learning. The results of observing teacher activities in the first cycle showed that the percentage obtained was 64%. This percentage value includes the "Bad" criteria. So it can be stated that teacher activity in the first cycle has not yet increased, so learning activities can be carried out in the second cycle. Furthermore, the results of observations of student learning activities show that the average percentage obtained is 50% of students carrying out clean living behavior activities. The results obtained are still not considered optimal, so it is necessary to carry out research activities in the second cycle.

After observing the process of teacher activities and student activities in maintaining clean living behavior, the next stage is to assess student learning outcomes related to understanding the Thaharah material. Student learning outcomes can be achieved by providing Formative Assessments to students during the learning process in accordance with the Teaching Module in the first cycle. Performance assessment techniques are given by researchers to students at the end of each learning process. The assessment given consists of a sequence of indicators. Therefore, students' learning outcomes can be seen directly from students' practical abilities. Based on analysis of student learning results, the average classical score is 58.67. This achievement is still very far from what was expected. Furthermore, the test results in the first cycle showed that only 12 students were in the category of passing the minimum completeness criteria, while 18 other students were not. This shows that the percentage of completeness of student learning outcomes is only 66.67%. Further cycles are needed to achieve indicators of research success.

The next stage carried out in this research was the reflection stage. At this stage, an analysis of research achievements and in-depth evaluation is carried out to find the problems encountered during the research process. The results of this reflection are also used as recommendations for improvement in the next cycle. Based on the results of research conducted in the first cycle, it was found that teacher activities in Teaching Module 1 were included in the Sufficient category. In accordance with observations from observers, that when teaching the teacher's ability to convey the scope of learning material is low. In fact, when providing a lecture method, teachers are still lacking in providing a brief explanation of the meaning of thaharah and its relationship to prayer. Even the other items on average are still in the sufficient category, so an in-depth review is needed so that all learning implementation plans can proceed well. Therefore, it is very necessary to continue improvements in the second cycle.

Student activities during learning activities in the first cycle with the average score obtained was 50% included in the sometimes category. This is because the activities of

maintaining clean living behavior have not been implemented optimally by students. Thus, the implementation of clean living behavior needs to be increased again, so that students have the habit of carrying out this behavior.

Second Cycle

Planning activities in the second cycle are a continuation of the learning activities in the first cycle which need to be improved again from the planning process to implementation. The planning activity is to determine the teaching material to be studied through audio-visual media. Determination of learning materials is adjusted to the current development of the school curriculum, namely the independent curriculum. Next, prepare the Teaching Module according to the Learning Outcomes and Learning Objectives in the Learning Objectives Flow, providing complete learning media in the form of audio visuals. Completeness of audio visual media as a medium or means to support healthy and clean living behavior and improve learning outcomes. The results of the activities carried out by teachers and students are assessed based on the observation sheets and learning outcomes that have been prepared.

Actions or implementation in the second cycle consist of one meeting. Learning activities are adjusted based on the Teaching Module which has been designed according to the Learning Objectives contained in the material "Everything is Clean, Life is Comfortable (Fiqh Elements: Tharah)". The learning activities carried out through the use of audio-visual media are aimed at ensuring that students are able to tell about the circumstances that cause someone to have great hadas and how to purify them using their own words in a straightforward and firm manner, and students are able to practice the procedures for thahara (purifying) from large hadas. Apart from that, students also obtain student learning outcomes in Islamic education learning. For more details, it can be stated as follows.

The second cycle of this research was carried out at Elementary School 07 Sungai Tawar in class V through the use of audio visual media. The number of class V students consists of 30 people. The time required for research is 10 minutes for initial activities, 100 minutes for core activities and 10 minutes for final activities. The initial activity in this second cycle was carried out for 10 minutes. This initial activity begins with preparing media/props/materials, namely; (1) Prepare media/props/materials consisting of; (a) Media: LCD Projector, Laptop, Interactive learning CD, (b) Props: Active speakers, (c) Materials: Cardboard paper, markers, scoops or other required media. (2) Starting the lesson by opening greetings, saying hello and praying, (3) Checking attendance, neatness of clothes, checking the students' sitting position and seating, (4) Providing apperception and motivation to students, (5) The teacher conveys the scope of the learning material , (6) The teacher conveys the learning objectives in accordance with the tasks and activities to be carried out, and provides information regarding the scope and techniques of assessment (syntax 1 of the direct learning model), (7) Directs students to sit in groups, (8) The teacher distributes sheets student work for each group.

The core activities in the second cycle were carried out for 100 minutes. In the core activity the teacher directs students through the lecture method, then the teacher gives a brief explanation about the meaning of thaharah (purification) from the big hadast. The teacher shows a learning video about procedures for cleansing from major hadas and students are asked to observe the video display. After showing the video, the teacher gives students the opportunity to discuss in groups to summarize the understanding of mandatory bathing procedures based on the video presented.

The teacher asks students to appear to present the results of the group discussion. Through the demonstration method the teacher demonstrated again the material on procedures for purification from the great hadast through a poster display. The teacher guides students while showing posters, the teacher invites students to interact. The teacher asks students to identify certain steps or asks if there is anything that needs to be explained further. Through the question and answer method, the teacher checks students'

understanding of the meaning of big hadas and provides feedback. Students are asked to answer using their own words in a direct and firm manner. Students answer the teacher's questions in turns. Through direct practice, teachers train students to purify themselves from major hadast.

The final activity is carried out for 10 minutes, so that in this final activity the students and teacher together summarize today's learning and reflect. Then the teacher informs the learning activities that will be carried out at the next meeting. The teacher ends the learning activity by giving messages and motivation to students to remain enthusiastic in the learning process. The activity closed with prayer.

Next, the observation stage is carried out. The observations carried out in the second cycle consist of one action. During the learning activities, observations are made by observers regarding teacher activities and student activities during the learning process. The observation stage in this research study was carried out to determine the activities of teachers and students in increasing purification behavior by applying audio-visual media to Islamic religious education material at Elementary School 07 Sungai Tawar. The results of observations in the second cycle showed that the percentage obtained was 86.4%. This percentage value includes the "Very Good" criteria. So it can be stated that teacher activity in the second cycle has increased according to expectations, then research activities can be stopped in this second cycle.

Apart from teacher activities, further observations were made of student activities during the learning process. Student activities were carried out to measure the level of clean living behavior through the application of audio visual media to Islamic religious education material at Elementary School 07 Sungai Tawar. The observation results show that the average percentage obtained is 86% of students carrying out purification behavior activities. The results obtained are considered maximum, so there is no need to carry out research activities in the next cycle.

After observing the process of teacher activities and student activities in maintaining purifying behavior, the next stage is to assess student learning outcomes related to understanding thaharah (purification) material from the great hadast. Measuring student learning outcomes can be done by providing Formative Assessments to students during the learning process in accordance with the Teaching Module in the second cycle. Performance assessment techniques are given by researchers to students at the end of each learning process. The assessment given consists of a sequence of indicators. Therefore, students' learning outcomes can be seen directly from students' practical abilities. Based on analysis of student learning results, the average classical score is 82.83. This achievement is still very far from what was expected. Furthermore, the test results in the first cycle showed that only 23 students were in the category of passing the minimum completeness criteria, while 7 other students were not. This shows that the percentage of completeness of student learning outcomes is only 76.67%. From these results, no further cycles are needed because the research success indicators have been achieved.

Next is the final stage, namely the reflection stage. Based on the results of research conducted in the second cycle, it was found that teacher activities in Teaching Module II were included in the Good category. In accordance with observations from observers, that when teaching the teacher's ability to convey the scope of learning material is in the good category. In fact, when providing a lecture method, the teacher was very good and improved from the first cycle in providing a brief explanation of the meaning of thaharah. Even the other items on average are still in the good category, so an in-depth review is not needed so that all learning implementation plans can proceed well.

Student activities during learning activities in the second cycle obtained an average score of 86%, including in the frequent category. The percentage of student learning outcomes obtained an average value of 82.83% and the minimum classical completeness criteria value obtained was 76.67%. Based on the percentage results obtained, the value is > minimum completeness criteria, so it can be concluded that the use of audio visual

media in the second cycle can increase student activity and student learning outcomes. Thus it can be stated that learning activities in the second cycle have improved better.

DISCUSSION

This research succeeded in improving students' learning outcomes and clean living behavior by using audio-visual media in Islamic education learning. Increased learning outcomes are obtained through student interest in learning media. This is in accordance with the findings of Lubis (2023) who stated that one of the benefits of using learning media is to attract students' attention to the learning process. Furthermore, (Gogahu & Prasetyo, 2020) stated that the presence of learning media in the learning process will have a psychological impact on students which makes them more enthusiastic or motivated to participate in the learning process. High motivation will make it easier to achieve learning goals (Ricardo & Meilani, 2017). Achieving learning goals will be directly proportional to increasing student learning outcomes (Lubis, 2019).

Increasing clean living behavior can be obtained from audio-visual media content that displays illustrations of the process of maintaining cleanliness. This provides students with an example of how to develop clean living behavior. Content content in the media is one way that can be used to convey values to readers (Lubis & Wangid, 2019). Furthermore, Fatimah & Maryani (2018) stated that character formation for elementary school students is much easier through learning media by inserting material about values in the media. The content of values in the audio visual media used in this research makes it easier for students to understand the concept of maintaining a clean life in everyday life. Apart from knowing the concepts or techniques, students are also motivated to maintain cleanliness by seeing the benefits gained from maintaining cleanliness. This is in accordance with the findings of Lubis et al. (2021) which states that students can be motivated to do something they see in learning media created by the teacher, so that they imitate it in their daily life.

CONCLUSION

This research succeeded in proving that question and answer methods can improve students' learning outcomes and clean living behavior. Increasing students' clean living behavior through the application of question and answer methods in Islamic religious education material at State Elementary School 07 Sungai Tawar was carried out over two cycles. In the first cycle the average percentage was 50% and in the second cycle it was 86%. So it can be stated that student activities develop in the second cycle. Improving student learning outcomes through the application of question and answer methods to Islamic religious education material at State Elementary School 07 Sungai Tawar was carried out over two cycles. Learning outcomes in the first cycle were 66.67% and in the second cycle were 76.67%. So it can be stated that student learning outcomes have improved better in the second cycle.

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