DARUSSALAM: Scientific Journal of Islamic Education

Improving Student Learning Outcomes by Using Student Worksheets in Islamic Education Learning: Classroom Action Research at State Senior High School 15 Padang

Zulafni Yetty ✉, SMA Negeri 15 Padang

✉ *zulafni270@gmail.com*

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using student worksheets. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics. The results of the study indicate that student worksheets can improve student learning outcomes in Islamic religious education learning. Thus, the use of student worksheets can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcome, student worksheet, islamic education.

Citation: Yetty, Z. (2024). Improving Student Learning Outcomes by Using Student Worksheets in Islamic Education Learning: Classroom Action Research at State Senior High School 15 Padang. *DARUSSALAM: Scientific Journal of Islamic Education*, *1*(1), 71–78.

INTRODUCTION

Education is one of the important aspects in building quality human resources. The educational process is not only aimed at providing knowledge, but also at forming character and skills needed in everyday life. In this context, schools play a strategic role in creating a conducive learning environment to improve student learning outcomes. However, in reality, not all students can achieve optimal learning outcomes due to various obstacles faced in the learning process. This also happened in class XE4 of Padang 15th State Senior High School, where some students showed less than satisfactory learning outcomes. Student learning outcomes are influenced by various factors, both internal and external. Internal factors include motivation, interest in learning, and students' cognitive abilities. While external factors include learning methods, availability of media, and teaching materials used by teachers. In daily learning in class XE4, teachers often use lecture methods that do not actively involve students. This has an impact on low student participation in the learning process, which ultimately affects their learning outcomes. In addition, students tend to have difficulty understanding the subject matter independently due to the lack of structured and relevant teaching materials.

Based on the recapitulation data of the average value of the Islamic Religious Education subject of class XE4 of state senior high school 15 Padang, it is known that the

average value of students is still below the minimum completion criteria set by the school. The average value of students in the previous semester was 65, while the minimum completion criteria set was 78. This indicates a gap between student achievement and the expected standards. This low average value is an indication of the need for improvement in the learning process, especially in the methods and media used. One solution that can be applied to overcome this problem is to use student worksheets as additional teaching materials. Student worksheets are learning media designed to help students understand the subject matter through structured and systematic learning activities. The use of student worksheets can provide opportunities for students to learn actively and independently, thereby increasing student involvement in the learning process. In addition, well-designed student worksheets can facilitate problem-based learning, exploration, and discussion, which are in line with modern learning approaches. Research shows that the effective use of student worksheets can improve student learning outcomes, both in cognitive, affective, and psychomotor aspects.

Student worksheets not only help students understand the material, but also encourage them to think critically, solve problems, and collaborate with classmates. Thus, student worksheets have the potential to be an effective tool to improve student learning outcomes in class XE4 of Padang 15th State Senior High School. However, the success of using student worksheets in learning is highly dependent on the quality of the student worksheets themselves. Student worksheets must be designed according to student needs and the applicable curriculum. In addition, teachers also need to direct students in using student worksheets optimally. Therefore, classroom action research is needed to evaluate the effectiveness of using student worksheets in improving student learning outcomes in class XE4 of Padang 15th State Senior High School. Through classroom action research, teachers can identify weaknesses and strengths in implementing student worksheets, and make improvements needed to achieve learning objectives.

Based on this background, this study aims to improve student learning outcomes and student creativity in learning, so as to foster student interest in learning. Therefore, researchers are interested in making the title "Improving Student Learning Outcomes by Using Student Worksheets in Islamic Religious Education Learning in Class XE4 of Padang 15th State Senior High School". This research is expected to provide a positive contribution to the development of learning in schools, as well as being a reference for teachers in designing more effective and innovative learning strategies.

METHODS

The type of research used is classroom action research with the Kemmis and McTaggart models. This model consists of four repetitive stages, namely planning, implementation of actions, observation, and reflection. The research subject, the research was carried out at SMAN 15 Padang, which is located in Kubang village, Limau Manis village, Pauh district, Padang city, the research subject will be focused on class XE4 students at state senior high school 15 Padang which totals 25 students. This research was carried out on Islamic education learning with a learning time of 3 hours in 1 week. The research will be carried out 3 times by applying the planned method. Data Collection Technique, data is collected through; 1) Observation: Observing student activities during the learning process; 2) Documentation: Collecting supporting documents, such as student work in student worksheet; 3) Reflection: analysis of the research results. Action Plan; 1) Action Planning, in this Class Action Research, a cycle model will be used that is carried out repeatedly and continuously, so that it is hoped that the longer it will support the results to be achieved. The activity steps that must be prepared in this Class Action Research are; 1) Observation; 2) Identification of problems in teaching and learning activities; 3) Formulate Methods or Strategies that are in accordance with Learning; 4) Selecting appropriate methods or strategies; 5) Implement Class Actions. Implementation of Actions, as for the activities or actions carried out in the classroom during the meeting as follows; 1) Conveying learning

objectives; 2) Grouping students into 4 groups; 3) Convey the material in an outline manner; 4) Learning activities using the Recital Method.

Observation and Interpretation, in learning activities, the researcher makes observations by taking data on learning outcomes and student performance. These include; 1) Student activities during learning; 2) Creativity of students, both individual and group; 3) Analysis and Reflection. The data obtained from the class actions that have been carried out will be analyzed to ensure that by using the student worksheet method can improve the understanding of students in grade 10 E4 state senior high school 15 Padang. In analyzing the data, procedures and techniques will be used in accordance with the goals to be achieved, namely providing opportunities for each student to discover new knowledge in an effort to improve the understanding of Grade 10 E4 students of state senior high school 15 Padang. Research Cycle, this Class Action Research cycle is prepared for 3 meetings which are all formed in a learning scenario for one subject.

Instrument Creation In this study, it is a key instrument, where the researcher is the data collector in the Class Action Research. Researchers are also planners and implementers of classroom actions who will later be directly involved with students in the research process. Another supporting instrument that can be used to obtain data is the Observation Sheet and Assessment Scale for 10 E4 students. Data Collection, the data collection techniques used by the Researcher in the Classroom Action Research are; 1) Observation Method, according to Kartini Kartono, Observation is a deliberate systematic study of social phenomena and psychic symptoms with observation. Therefore the researcher must be directly involved in the Classroom Action Research; 2) Assessment Scale, the assessment here aims to determine the level of student understanding. Data Analysis Techniques, data is analyzed quantitatively and qualitatively.

Quantitative analysis was carried out by calculating the increase in students' average scores, while qualitative analysis was carried out by describing findings from observations and interviews. Conclusion The use of student worksheet has proven to be effective in improving student learning outcomes. At state senior high school 15 Padang, the implementation of student worksheet not only improves students' understanding of the subject matter but also encourages active involvement and the development of critical thinking skills. With the right design and a targeted use strategy, student worksheet can be an effective learning tool.

RESULTS

Background of Islamic Religious Education Learning Problems aims to form students who have noble morals, understand Islamic teachings, and are able to apply them in daily life. However, based on initial observations in class XE4 of state senior high school 15 Padang, there are several problems that affect student learning outcomes. Among them; 1) Low student participation in the learning process; 2) Students tend to be passive and only rely on the teacher's explanations; 3) Students' understanding of the material is not optimal, as seen from the daily average score that is under the Minimum Completeness Criteria; 4) Lack of use of interesting media or learning aids. Initial data on student learning outcomes was obtained through daily test results and direct observation during the learning process. Here is the student score data; 1) Average grade score: 65; 2) Percentage of students who achieve indicator score: 45%; 3) Percentage of students who have not reached minimum score: 55% This result shows the need for efforts to improve the quality of learning so that student learning outcomes can improve. Problem Analysis Based on initial data and observations, some of the factors that cause low student learning outcomes are; 1) Learning methods that are still conventional so that they do not involve students actively; 2) Lack of variation in teaching materials and learning media; 3) Lack of student involvement in discussion and problem solving. Alternative Solutions To overcome these problems, one of the solutions that can be applied is to use Student Worksheets which are designed interactively.

The use of student worksheet is expected to; 1) Helping students better understand the material through structured activities; 2) Increase student activity in learning; 3) Assist teachers in managing more directed learning. Pre-Cycle Objectives Pre-cycle aims to; 1) Identify the main problems in Islamic education learning in class XE4; 2) Collect initial data on student learning outcomes as the basis for planning actions in the next cycle; 3) Develop appropriate action plans to improve student learning outcomes; 4) Follow-up Plan The results of this pre-cycle stage will be a reference for developing action steps in the first cycle. The main focus is to design and implement student worksheet as an interesting and effective learning medium. The first cycle of teacher planning with researchers discusses what actions can be implemented to develop learning methods for class students to support the learning process in the classroom. Then together they observed the condition of the students in class. Implementation at this stage, Islamic Religious Education teachers have prepared all learning tools in the classroom in advance, including; 1) The Learning Plan given to the teacher who will later see the classroom in real life to record all events in the classroom during the class is given actions in accordance with the research objectives; 2) Teaching Plan which is also given to pamong teachers; 3) scenarios that will be demonstrated by teachers during this class action research. This scenario script is a dialogue script that will be used as an outline in explaining the material that will be delivered by the practical teacher using the teaching method of lectures and questions and answers. In addition, everything given to the teacher is used as a sign to supervise observers to teachers who take action in the classroom. The student's condition on December 21, 2024 does not seem ready so it seems sudden, so the student is not ready to receive lessons. When the teacher does the perception, many students have not given a positive response that reminds them of the previous material, so that the material for this first cycle can be carried out according to the original plan. Observation In this first cycle, the researcher only gave assignments to students of Class 10 E 4 state senior high school 15 Padang and the result was that most of the students had done their homework to the maximum. Reflection From the results of the researcher's observations, it turns out that 10 E4 students have done their best in completing assignments/student worksheets.

The Second Cycle, Planning, Teachers and researchers discuss what actions can be implemented to develop learning methods for class students to support the learning process in the classroom. Then together they observed the condition of the students in class. Implementation At this stage, Islamic Religious Education teachers have prepared all learning tools in the classroom beforehand, including; 1) The Learning Plan given to the teacher who will later see the classroom in real life to record all events in the classroom during the class is given actions in accordance with the research objectives; 2) Teaching Plan (RP) which is also given to pamong teachers; 3) scenarios that will be demonstrated by teachers during this class action research. This scenario script is a dialogue script that is used as an outline in explaining the material that will be delivered by the practical teacher using the teaching method of lectures and questions and answers. In addition, everything given to the teacher is used as a sign to supervise observers to teachers who take action in the classroom. The state of the students on December 30, 2024 seemed more prepared when compared to the first meeting which seemed sudden, but this time the students were ready to receive the lesson. When the teacher does the perception, many students immediately give a positive response that reminds them of the previous material, so that the material for this first cycle can be carried out according to the original plan. Islamic Religious Education learning is carried out by applying several methods (lectures, questions and answers, and assignments). Which in this case is more emphasized on the method of giving student worksheets or tasks. From the results of monitoring during the teaching and learning process, it can improve student readiness and student learning achievement in teaching and learning activities for Islamic Religious Education Class 10 E4 state senior high school 15 Padang. Student activities in the teaching and learning process have improved. Students are already enthusiastic about

learning even though it is still relatively low. The obstacle obtained for the beginning of the week was that some students did not collect assignments, and only plagiarized the results of their friends' work. Observation In this first cycle, the researcher only gave assignments / student worksheets to students of Grade 10 E4 state senior high school 15 Padang and the result was that most of the students had done the maximum task. Evaluation, Application of the method of giving student worksheets by assigning and assigning tasks that are in accordance with the material and accompanied by an assessment as motivation.
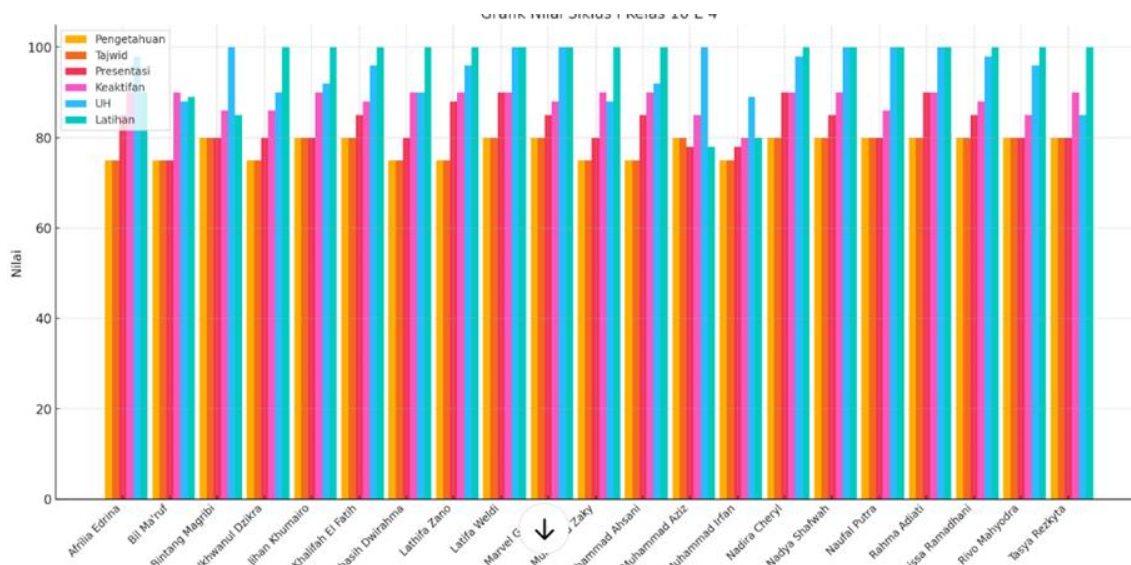

Figure 1. *Student Learning Outcomes in the First Cycle*

The following is a graph of Cycle I grades for grade 10 E 4, which includes the components of Tajweed Knowledge, Presentation, Activeness, Daily Tests (UH), and Exercises. This graph provides a clear picture of the comparison of each student's grades in various aspects of assessment. Based on the results of the Cycle I assessment in grade 10 E 4, it can be concluded as follows; 1) Knowledge and Tajweed Score, The majority of students obtained quite good scores in the aspects of knowledge and tajweed, with an average score in the range of 75–80. This shows that students have a good basic understanding of the material being taught; 2) Presentation and Activeness The students' presentation scores mostly ranged from 78–90. Student activity in learning activities is quite high, with an average activity score above 85.

The Daily Test (UH) and UH Value Practice showed good student performance, with some students achieving the maximum score (100). The students' exercises also showed excellent results, with a high average grade and some students getting perfect grades (100). Optimal Achievement. Some students such as Latifa Weldi Ramadhani, Rahma Adiati, and Nadya Shafwah showed consistently high performance in all aspects of assessment, including knowledge, activeness, and practice. Upgrades Needed. Some students such as Muhammad Aziz Saputra and Muhammad Irfan Amru still show relatively lower results in certain aspects, such as presentation and practice scores. This is an area of improvement in the next cycle. Overall, the results of Cycle I show that students have shown good learning progress.

However, to achieve more optimal results, improvements are needed. In the second cycle, planning, teachers and researchers discuss what actions can be implemented to develop learning methods for class students to support the learning process in the classroom. Then together they observed the condition of the students in class. The problems in cycle 1 were negotiated together so as to minimize the levels of errors in

moving towards the desired goal, which is to develop students' ability to ask questions using the lecture method and the question and answer method.

Implementation, at this stage Islamic Religious Education has prepared all learning tools in the classroom in advance, including: First, the Learning Plan (RP) given to the teacher who will later see the teacher in real life behind the classroom to record all events in the classroom during the class is given actions in accordance with the purpose of the research. Second, the Teaching Plan which is also given to pamong teachers. Third, the scenario that will be demonstrated by the teacher during this class action research. This scenario script is a dialogue script that is used as an outline in explaining the material that will be delivered by the practical teacher using the teaching method of lectures and questions and answers. In addition, everything given to the teacher is used as a sign to supervise observers to teachers who take action in the classroom.

The state of the students on January 4, 2024 seemed more prepared than in the previous meeting, when the teacher gave the perception that many students immediately gave a positive response that reminded the previous material, so that the material for the second cycle could be carried out according to the original plan. In the end, this last meeting was a meeting that was relatively conducive to learning between teachers and students, as well as assignments, understanding and motivation of students, so that from the beginning of the opening of the meeting, it was continued with a question and answer dialogue, and the last at the closing moment also showed the moments when teachers and students could learn the learning material. Observation in this first cycle, the researcher only gave assignments / student worksheet to students of Class 10 E 4 SMA Negeri 15 Padang and the result was that most of the students had done the task to the maximum. Reflections on this sub-chapter are revealed about the state of students that show the development of student readiness in teaching and learning social events, this can be seen from the table that shows the frequency of students in terms of student readiness in the teaching and learning process recorded on January 4, 2024 hours 5-6.

DISCUSSION

At this study, the teaching and learning process uses the following techniques; 1) Students are given the opportunity for 10 to 15 minutes to read; 2) Then the student must conclude and explain in front of the class about Surah Al-Isra/17; 32 concerning the prohibition of promiscuity and adultery and q.s an-nur :2 concerning Punishment for adulterers; 3) The researcher asked students one by one/part of the students; 4) The researcher explains what the student has not understood and gives the opportunity to ask questions. The results of this meeting show the following developments; 1) Students can be enthusiastic in facing or doing assignments both individually and in groups; 2) Students do the assigned assignments; 3) Students understand the material presented at this last meeting, the researcher held a quiz or test, which includes the material that has been taught, and the results obtained have improved compared to the previous exercises.

Until this last meeting, there were still obstacles, namely there were some students who did not do the assignments, and there were also those who were not serious in doing it, in the sense that they did not do the assignments given so far with their own work but cheated on their friends. But even so, students already have the motivation to learn and at least the readiness to receive lessons and lessons for the material to be delivered, as well as get results from exercises or exams can be better than before. Discussion The main problem faced by teachers, both beginners and experienced teachers, is classroom management (Suryanto in Kurnia Triyuli, 1997). Classroom management is a complex behavioral problem and teachers use it to create and maintain classroom conditions in such a way that

students can achieve teaching goals efficiently and enable them to learn. Thus, effective classroom management is a condition for effective teaching. The most difficult main task for a teacher is classroom management, moreover, there is no one approach that is said to be the best, everything is in the hands of the teacher when he plays the role of an educational actor in front of the class. The teacher also plays the role of a director who is responsible for the success or failure of the scenario being played. Location of research and implementation of actions. From the existing problems, it turns out that the recitation method can improve student learning achievement.

CONCLUSION

This study successfully showed that the application of the student worksheet as a learning aid in Islamic Religious Education subjects in class XE4 SMAN 15 Padang had a significant positive impact on improving student learning outcomes. The following is a summary of the conclusions that can be drawn from this study; 1) Improvement of Learning Outcomes The use of student worksheet gradually improves student learning outcomes. In the pre-cycle, the level of student learning completeness only reached 55%. After the implementation of student worksheet in the first cycle, the completeness increased to 70%, and in the second cycle it reached 90%. This shows that student worksheet is able to help students understand the material better through structured learning; 2) Increasing Student Participation The implementation of student worksheet also has an impact on increasing student participation in the learning process. Students become more active in class discussions, group collaboration, and completing assignments independently. This increased student activity contributes to a more dynamic and conducive classroom atmosphere; 3) Motivation and Learning Independence Students feel more motivated to learn because student worksheet is designed to present challenging, relevant, and interesting activities. In addition, student worksheet facilitates independent learning, so that students can explore the material with more confidence; 4) Ease of Classroom Management by student worksheet Teachers provides a more systematic learning structure, making it easier for teachers to manage the classroom. Teachers also feel helped in evaluating student learning outcomes through measurable tasks in student worksheet; 5) Limitations and Obstacles Although research shows success in improving learning outcomes, several obstacles are still found, such as students who are not serious about doing assignments or cheating on the results of their friends' work. This shows that further efforts are needed to build students' work ethic and honesty. Overall, student worksheet has proven to be an effective and innovative learning medium in improving learning outcomes and student engagement in class XE4 SMAN 15 Padang. This study provides empirical evidence on the benefits of student worksheet and its relevance to modern learning approaches..

REFERENCES

Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, *14*(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, *79*(1), 1–7.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, *5*(1), 61–69.

https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, *4*(4), 1004–1015.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, *4*(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, *11*(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, *12*(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *5*(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *12*(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, *6*(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *11*(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi:Jurnal Pendidikan Agama Islam*, *5*(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, *12*(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, *15*(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). *Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar*. *13*(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, *3*(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, *2*(1), 1–8.