

Improving Student Learning Outcomes in Islamic Religious Education Learning with the Ice Breaking Method: Classroom Action Research at Elementary School

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Abstract: Teachers play a very important role in efforts to achieve learning objectives. Various methods are used only to help students understand the learning concepts given. This study aims to improve student learning outcomes in Islamic religious education learning. By using the ice breaking method. This study is a classroom action research. The subjects of the study were elementary school students. The data collection techniques used were observation and tests. The data were then analyzed using descriptive statistical techniques. The results of the study showed that the ice breaking method can improve student learning outcomes in Islamic religious education learning. Therefore, the ice breaking method can be used as an alternative in efforts to improve elementary school student learning outcomes.

Keywords: islamic religious education, ice breaking method, learning outcomes.

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INTRODUCTION

Teaching and learning activities are a complex process because of the interaction between a person and their environment. If the teaching and learning process is carried out formally in a school environment, then the interactions that occur during the process are influenced by the environment consisting of students, educators, materials or learning materials, as well as various learning resources and other supporting facilities. The learning process is a communication process. The communication process always involves three main components, namely the message sender component (educator), the message recipient component (students), and the message component itself which is usually in the form of learning materials.

In teaching and learning activities, communication failures often occur. This means that the message or learning material delivered by the teacher cannot be received optimally by students. In other words, the learning material cannot be understood properly by students. Worse still, if students cannot grasp all the learning material delivered at all. If this happens, the learning objectives cannot be achieved. To avoid this, teachers must make renewal efforts in preparing learning plans. One of the efforts made is to utilize various learning methods.

Cultivating an active attitude in learning in students is not easy, teachers must always be creative in creating various types of learning methods. Teachers are expected to

always be able to overcome the problems faced by their students in the learning process. In addition, teachers must create pleasant learning conditions and make students more interested and motivated to learn so that student activity in learning increases. Teachers in the learning process must also act as facilitators who can provide support for the creation of a conducive learning process, so that students are able to learn actively towards independent learning.

Learning outcomes are an important part of the learning process. Therefore, it is necessary to understand students' abilities and understand the level of students' learning experience. Learning outcomes are feedback in the learning process, namely a benchmark that can be used to determine whether students understand the lessons they have learned. If teachers and students can play an active role in the learning process, then the implementation of learning will run well, besides that teachers must be able to develop students' abilities effectively, actively attract students and train students to improve their thinking and expressing abilities.

Common problems that often occur in Elementary Schools include Islamic Religious Education lessons being less popular with students because the way the PAI teacher delivers them tends to be monotonous and does not attract the attention of students. The time allocation provided for Islamic Religious Education lessons, which is 4 x 35 minutes in one meeting, feels too long and boring. With the lecture method used by teachers, students are less successful in understanding the subject matter so that it will have an impact on low student learning outcomes.

Based on initial observations, it is known that the cause of students' low ability to understand the material of Believing in the Angels of Allah is the lack of interest and attention to learning. So that students tend to be less able to remember and explain the names of Angels and their duties, also mention evidence of the existence of the angels of Allah in everyday life.

Seeing this phenomenon, there must be innovation in learning. Teachers should not only use conventional methods such as lectures but must be able to use various methods and media that are unique, interesting and easy to apply but effective to foster student interest in learning so that students will easily understand and remember what they have learned.

One method that teachers can use is the singing method. Because songs or chants can boost imagination and bring out hidden things that are stored within a person so that they will remember something. Because in essence most people, both young and old, like to sing. The singing method through songs can be applied in learning by changing learning materials into song lyrics that students can then sing. The singing method is considered quite effective in making learning feel lighter and more enjoyable because learning activities are carried out by singing (learning while singing), students will not feel bored but will be more interested, enthusiastic in paying attention and active in learning, and also understand the subject matter better so that it can improve student learning outcomes.

METHODS

This research is an action research, because the research was conducted to solve learning problems in the classroom. This research is also descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Sukidin et al. (2002:54) there are 4 types of action research, namely: (1) teacher action research as a researcher, (2) collaborative action research, (3) integrated simultaneous action research, and (4) experimental social action research.

In this study, the form of the teacher as a researcher was used, where the teacher plays a very important role in the classroom action research process. In this form, the main objective of classroom action research is to improve learning practices in the classroom. In this activity, the teacher is directly involved in the planning, action,

observation, and reflection processes. The presence of other parties in this study does not play a dominant role and is very small.

This research refers to continuous learning improvement. Kemmis and Taggart (1988:14) state that the action research model is spiral. The stages of action research in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped if it is in accordance with the needs and is deemed sufficient. The subjects of the study were 18 fourth grade students. For collaborators with colleagues at school. Material.

In accordance with the type of research chosen, namely action research, this study uses the action research model from Kemmis and Taggart (in Arikunto, Suharsimi, 2002:83), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection. The steps in the next cycle are revised planning, action, observation, and reflection. Before entering cycle I, preliminary actions are carried out in the form of identifying problems. The spiral cycle of the stages of classroom action research can be seen in the following figure.

The researcher conducted the research in two cycles, namely cycle I and cycle II. Cycle II is a refinement of cycle I. If in cycle II the delivery indicators have been achieved, the research can be ended. The procedures applied in this study include the following stages,

1. Planning.

In this stage the researcher explains what, why, when, where, by whom, and how the action is carried out. At the stage of drafting the design, the researcher determines the focus of the event that needs special attention to be observed, then creates an observation instrument to help the researcher record the facts that occur during the action.

2. Action

Implementation is the implementation or application of the contents of the design, namely regarding actions in the classroom. In the implementation stage, the teacher must remember and try to obey what has been formulated in the design, but must also be reasonable, not made up.

3. Observation

Observation activities are carried out by observers. Observations are carried out when the learning action is taking place, namely related to learning to write explanatory texts.

4. Reflection

Reflection is an activity to restate what has been done. This activity is very appropriate for teachers to do when the implementation has finished carrying out the action, then face the researcher to discuss the implementation of the action plan.

RESULTS

In order to compile and process the collected data so that it can produce a conclusion that can be accounted for, quantitative data analysis is used and qualitative data is used in the observation method. The calculation method to determine the completeness of student learning in the teaching and learning process includes 1) recapitulating test results; 2) calculating the number of scores achieved and the percentage for each student using the learning completeness formula as contained in the technical assessment manual, namely students are said to have completed individually if they get a minimum score of 70, while classically they are said to have completed learning if the number of students who have completed individually reaches 85% who have achieved an absorption capacity of more than or equal to 65%; and 3) Analyzing the results of observations made by the teacher himself during the teaching and learning activities.

CONCLUSION

The results of the study show that the ice breaking method can improve student learning outcomes in Islamic religious education learning in elementary schools.

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