

IMPLEMENTING THE QUESTION-AND-ANSWER METHOD TO IMPROVE STUDENTS' LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION AT SD ISLAM SA'ADATUDDARAIN PRAYA

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ABSTRACTS	ARTICLE INFO
This study aimed to improve students' learning outcomes in Islamic Religious Education (IRE) through the implementation of the question-and-answer method among fourth-grade students at SD Islam Sa'adatuddarain, Praya, Central Lombok, during the 2023/2024 academic year. The study was motivated by low student participation and learning achievement, as preliminary observations indicated that many students were passive during lessons, paid insufficient attention to the teacher, talked with classmates, and were reluctant to respond to questions. This study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection. The research was conducted in two cycles, with two instructional meetings in each cycle, and involved 30 fourth-grade students. Data were collected through observations, oral achievement tests, and documentation, and were analyzed using descriptive percentage analysis. The findings showed an improvement in students' learning outcomes and classroom participation. In Cycle I, 18 of 30 students (60.00%) achieved the minimum mastery criterion (KKM) of 70. Following reflection and improvements to the learning process, 29 of 30 students (96.67%) achieved the KKM in Cycle II, representing an increase of 36.67 percentage points. Teacher activity also increased from 63.15% in Cycle I to 89.47% in Cycle II. These findings indicate that the implementation of the question-and-answer method contributed to more active classroom participation and improved students' learning outcomes in Islamic Religious Education within the context of this classroom action research. The method therefore shows potential as an alternative instructional approach for elementary-level IRE learning.	Article History: Received: August 17th 2026 Revised: August 26th 2026 Published: August 2026 Keywords: Islamic Religious Education, Question-and-Answer Method, Learning Outcomes, Classroom Action Research, Elementary School

INTRODUCTION

Education plays an essential role in developing students' intellectual, social, moral, and spiritual potential. In elementary education, the learning process should not be limited to the transfer of knowledge but should also encourage students to actively participate, communicate, ask questions, and construct their understanding through meaningful classroom

interaction. Therefore, teachers need to select instructional methods that are appropriate to students' characteristics and learning objectives. Islamic Religious Education (IRE) is an important component of elementary education because it aims to develop students' understanding of Islamic teachings as well as their attitudes and behaviors based on the Qur'an and Hadith. Effective IRE learning should provide students with opportunities to understand religious concepts, ask questions, express opinions, discuss relevant issues, and relate learning materials to their everyday lives.

Learning outcomes are an important indicator of instructional effectiveness because they reflect the extent to which students have achieved the intended learning objectives after participating in learning activities. Students' learning outcomes can be influenced by various factors, including instructional methods, motivation, classroom interaction, learning media, attention, and participation. One instructional method that can promote classroom interaction is the question-and-answer method, which enables two-way communication between teachers and students. Through structured questioning, teachers can assess students' understanding, stimulate their thinking, identify learning difficulties, and provide immediate clarification, while students are given opportunities to respond to questions, explain their understanding, and ask questions when they encounter difficulties. Previous studies have indicated that interactive questioning and question-and-answer activities can contribute to increased student participation, engagement, and understanding. However, the effectiveness of an instructional method may vary according to the learning context, students' characteristics, subject matter, and the way in which the method is implemented. In particular, further classroom-based research is needed to examine how the question-and-answer method can be systematically implemented to address low student participation and learning achievement in Islamic Religious Education at the elementary-school level. This study addresses this need by implementing the question-and-answer method through Classroom Action Research (CAR) and examining changes in students' learning outcomes and classroom participation across successive instructional cycles. The need for such an intervention was identified through an initial observation at SD Islam Sa'adatuddarain, Praya, Central Lombok, which indicated that several fourth-grade students paid insufficient attention during IRE lessons, talked with classmates, showed limited interaction with the teacher, and were reluctant to respond when questions were posed. These conditions suggested that classroom interaction and student participation needed to be strengthened.

The preliminary achievement data also indicated that students' IRE learning outcomes were relatively low. The minimum mastery criterion (KKM) was set at 70, but only approximately 60% of the 30 students had achieved the criterion, while approximately 40% had not yet reached the expected standard. These findings indicated the need for an instructional intervention that could encourage active participation while supporting students' understanding of IRE materials. The question-and-answer method was selected because its interactive nature is directly relevant to the problems identified during the preliminary observation. By systematically involving students in responding to questions and providing opportunities for them to ask, explain, and discuss questions, the method was expected to increase classroom participation and support students' understanding of the learning materials. The implementation was conducted through CAR, allowing the learning process to be continuously evaluated and improved through the stages of planning, action, observation, and reflection. Based on the identified classroom problem and research gap, this study aimed to improve the learning outcomes of fourth-grade students in Islamic Religious Education through the implementation of the question-and-answer method at SD Islam Sa'adatuddarain, Praya, Central Lombok. Specifically, the study examined the extent to which the

implementation of the method could improve students' learning outcomes and classroom participation across two research cycles.

RESEARCH METHOD

This study employed Classroom Action Research (CAR) conducted collaboratively by the researcher and the classroom teacher using the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. The research was conducted in two cycles, with each cycle consisting of two instructional meetings followed by an assessment of students' learning outcomes. The researcher was responsible for preparing the research design, learning instruments, and data analysis, while the classroom teacher implemented the learning activities and collaborated with the researcher in observing and evaluating the learning process. The study was conducted at SD Islam Sa'adatuddarain, Praya, Central Lombok, during the 2023/2024 academic year, from February 29 to April 29, 2024, and involved 30 fourth-grade female students.

The learning material focused on angels and their duties in Islamic Religious Education. Three instruments were used to collect the data: observation sheets, learning achievement tests, and documentation. The observation sheets were used to record teacher and student activities, including teacher preparation, presentation of the material, questioning activities, student attention, responses, participation, and classroom interaction. The achievement tests were administered at the end of each cycle to measure students' mastery of the learning material, while documentation was used to obtain supporting information such as lesson plans, student assessment records, and classroom activities. Before implementation, the instruments were reviewed to ensure their relevance to the learning objectives and research indicators. In Cycle I, the researcher and teacher prepared lesson plans, learning materials, student worksheets, observation sheets, and assessment questions. The teacher introduced the topic of angels and their duties using supporting audio-visual media and implemented the question-and-answer method by presenting questions related to the learning material, giving students opportunities to respond, asking follow-up questions, providing explanations and feedback, and encouraging students to express their understanding. Students were also encouraged to ask questions about concepts they did not understand.

During the observation stage, the researcher recorded teacher and student activities, particularly students' attention, responses to questions, participation, and interaction during the lesson. Reflection at the end of Cycle I identified several weaknesses, including insufficient teacher motivation, less systematic presentation of the material, limited student participation, and lack of attention among some students. Based on these findings, improvements were planned for Cycle II, including clearly explaining the learning objectives, providing stronger motivation, presenting the material more systematically, encouraging students to ask and answer questions, giving opportunities for students to express their opinions, monitoring students who were less attentive, and providing immediate feedback and reinforcement. The same four stages of planning, action, observation, and reflection were applied in Cycle II. The audio-visual media functioned as supporting material rather than the primary intervention, while the question-and-answer method remained the main instructional strategy. Data were analyzed descriptively by calculating students' individual and classical mastery as well as teacher and student activity percentages. A student was considered to have achieved individual mastery when the score reached the Minimum Mastery Criterion (KKM) of 70. Classical mastery was calculated using the formula $\text{Classical Mastery (\%)} = (\text{Number of Students Achieving KKM} / \text{Total Number of Students}) \times 100$. Teacher and student activities were calculated by comparing the obtained observation score with the maximum possible score and converting it into a percentage; the resulting percentages were then

interpreted according to predetermined activity categories. The research was considered successful when at least 85% of students achieved the KKM of 70 and the implementation of classroom activities reached the predetermined active or high-participation category. The research was concluded when these success criteria were achieved in Cycle II.

RESEARCH FINDING AND DISCUSSION

3.1 Teacher Activity

The implementation of the question-and-answer method was accompanied by an improvement in teacher activity from Cycle I to Cycle II. As presented in Table 1, teacher activity in the first meeting of Cycle I reached 47.36%, categorized as *Fair*, and increased to 78.94% in the second meeting, categorized as *Good*. The average teacher activity in Cycle I was therefore 63.15%, which was categorized as *Good*. In Cycle II, teacher activity increased to 84.21% in the first meeting and 94.73% in the second meeting, both of which were categorized as *Very Good*. The average teacher activity in Cycle II reached 89.47%, representing an increase of 26.32 percentage points compared with Cycle I.

Table 1. Teacher Activity

Cycle	Meeting	Percentage	Category
Cycle I	1	47.36%	Fair
Cycle I	2	78.94%	Good
Cycle I Average		63.15%	Good
Cycle II	1	84.21%	Very Good
Cycle II	2	94.73%	Very Good
Cycle II Average		89.47%	Very Good

The observation results indicate that teacher activity became more consistent in Cycle II. The improvements were reflected in clearer explanations, better organization of learning activities, more systematic delivery of the material, stronger encouragement for students to participate, and improved classroom management.

3.2 Student Activity

Student activity also increased during the implementation of the question-and-answer method. In Cycle I, student activity reached 57.14% in the first meeting and increased to 62.50% in the second meeting, resulting in an average of 60.52%. In Cycle II, student activity increased to 71.42% in the first meeting and 82.14% in the second meeting. Based on these two meeting scores, the average student activity in Cycle II was 76.78%, representing an increase of 16.26 percentage points from Cycle I.

Table 2. Student Activity

Cycle	Meeting	Percentage	Category
Cycle I	1	57.14%	Fair
Cycle I	2	62.50%	Good
Cycle I Average		60.52%	Good
Cycle II	1	71.42%	Good
Cycle II	2	82.14%	Very Good
Cycle II Average		76.78%	Good/Very Good*

The qualitative observations also indicated increased student participation in Cycle II. Students paid greater attention to the teacher's explanations, responded more frequently to questions, expressed their opinions, listened to their classmates, and participated more actively in presenting their understanding of the learning material. These observations indicate that classroom interaction became more active during the second cycle.

3.3 Students' Learning Outcomes

Students' learning outcomes showed a clear improvement from Cycle I to Cycle II. In Cycle I, 18 of 30 students achieved the minimum mastery criterion (KKM) of 70, while 12 students did not achieve the criterion. Thus, the classical mastery rate was 60.00%, which did not meet the predetermined success criterion of 85%.

Following reflection and improvements to the instructional process, students' achievement increased in Cycle II. Twenty-nine of the 30 students achieved scores of at least 70, while only one student remained below the KKM. Therefore, the classical mastery rate in Cycle II reached 96.67%, exceeding the predetermined success criterion of 85%. The improvement from Cycle I to Cycle II was 36.67 percentage points.

Table 3. Students' Classical Learning Mastery

Cycle	Students Achieving KKM	Students Not Achieving KKM	Classical Mastery
Cycle I	18	12	60.00%
Cycle II	29	1	96.67%

The findings demonstrate that the improvement in students' learning outcomes occurred alongside increased teacher activity and student participation. However, these results are interpreted within the context of the classroom action research and the specific group of 30 fourth-grade students involved in the study. One student who had not achieved the KKM in Cycle II required further guidance and remedial instruction.

The findings demonstrate that implementing the question-and-answer method contributed to improvements in students' learning outcomes in Islamic Religious Education. The improvement was evident not only in students' test scores but also in their classroom participation.

During the first cycle, several students remained passive and were reluctant to respond to questions. Some students were distracted by conversations with classmates, while others did not pay sufficient attention to the teacher's explanation. Consequently, the learning process remained less interactive and the students' understanding of the material was not optimal.

The reflection conducted after Cycle I became an important basis for improving the learning process in Cycle II. The teacher provided clearer learning objectives, motivated students, presented the material more systematically, encouraged students to express their opinions, and monitored students' participation more closely.

In Cycle II, the classroom atmosphere became more interactive. Students were more willing to answer questions, explain their understanding, and listen to their classmates. The question-and-answer process provided students with opportunities to recall and process the material they had learned.

The improvement in classroom interaction was accompanied by an increase in learning outcomes. Classical mastery increased from 58.33% in Cycle I to 87.00% in Cycle II. This result indicates that the intervention successfully exceeded the predetermined criterion of 85%.

The findings also suggest that the effectiveness of the question-and-answer method was supported by the use of audio-visual learning media. The media helped attract students' attention, while the question-and-answer activities encouraged them to actively process the information presented. Thus, the combination of interactive questioning and supporting media created a more engaging learning environment.

The findings are consistent with the basic principle of the question-and-answer method, which emphasizes direct two-way communication between teacher and students. Rather than positioning students merely as recipients of information, the method encourages them to respond, ask questions, express opinions, and demonstrate their understanding.

Therefore, the improvement observed in this study can be understood as the result of changes in both instructional practice and student participation. When students were given greater opportunities to interact with the teacher and their peers, they became more attentive and engaged, which subsequently contributed to improved learning achievement.

CONCLUSION

The implementation of the question-and-answer method contributed to improving the learning outcomes of fourth-grade students in Islamic Religious Education at SD Islam Sa'adatuddarain, Praya, Central Lombok. The improvement was reflected in the increase in classical learning mastery from 58.33% in Cycle I to 96.67% in Cycle II, with the number of students achieving the minimum mastery criterion (KKM) of 70 increasing from 18 of 30 students to 29 of 30 students, representing an improvement of 38.34 percentage points. Teacher activity also increased from 63.15% in Cycle I to 89.47% in Cycle II, indicating better implementation of the instructional process. In addition, observations indicated increased student attention, responsiveness, and participation during classroom activities. Since the classical mastery rate in Cycle II exceeded the predetermined success criterion, the classroom action research was concluded after the second cycle. These findings suggest that the question-and-answer method shows potential as an alternative instructional approach for supporting students' participation and improving learning outcomes in Islamic Religious Education, particularly within similar elementary-school classroom contexts. Further research involving different schools, larger groups of students, and varied learning contexts is recommended to examine the applicability of the method more broadly.

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