❏   58

Improving Learning Outcomes by Using Puzzle Media in Islamic Religious Education Subjects

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Article Info

ABSTRACT

Purpose of the study: The aim of this research is to find out whether there has been an increase in student motivation and learning outcomes in Islamic Religious Education subjects using puzzle media.

Methodology: This type of research is classroom action research, so this research has activity stages in the form of cycles. Kemmis and Mc Taggart's classroom action research model, which in one cycle consists of four components. Data collection techniques in this research are tests, observations and interviews. The stages of data analysis carried out in this research are reducing data and presenting data.

Main Findings: The results of this research began with giving an initial test to 17 students, 13 students completed it and 4 students completed it individually with a learning completion percentage of 23.00%. Furthermore, in cycle I, out of 17 students, 9 students did not complete and 8 students completed individually with a completion percentage of 47.1%. Meanwhile, in cycle II, out of 17 students, 14 students had completed their studies with a percentage of 82.3%, and 3 students, 17.7%, had not completed their studies.

Novelty/Originality of this study: As input for prospective teacher students on how to motivate students to learn and it is hoped that the results of this research will later become material for study in the use of media in the learning process.

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1. INTRODUCTION

Learning is related to how to teach students or how to enable students to learn easily and driven by their own will to learn what is actualized in the curriculum as a student's need [1]–[3]. Active learning is learning that invites students to learn actively [4], [5]. With this active learning, students are invited to participate in all learning processes.

There are many things we can find to support the teaching and learning process to be better. One effort to improve the learning system is by creating learning media in the teaching and learning process. Without us realizing beforehand, the existence of media has a big influence on the learning system we hope for [6], [7]. With the existence of teaching media, the teaching and learning process will be more lively and students' creative ideas will emerge, thus being able to make the teaching and learning process more focused, and not monotonous or boring.

Teaching media is not limited to just one or two media, but everything related to learning, whether in the form of objects, writing, pictures, sketches, graphs, visuals and audio visuals as well as many other media that can be an option for teaching staff along with with advances in educational technology. Likewise, with the

use of all learning media, there are many ways that can be used to empower the desired teaching media. Especially in terms of choosing media for learning material, it must be appropriate and not deviate from the teaching material so that students are more focused and easier to understand [8], [9].

Furthermore, learning outcomes are described as the result of students' level of mastery of the learning targets on the experimental discussion topics, which are measured based on the number of correct answer scores on questions prepared according to the learning targets. In general, learning outcomes are said to be good and successful if students' competence is able to understand lessons cognitively, affectively and psychomotorically [10], [11]. There is a possibility that students' low understanding of Islamic religious learning concepts does not attract students' interest due to inappropriate lesson delivery strategies. In this case, Islamic religious education teachers may be lacking or not utilizing learning resources optimally. Among them, a teacher in delivering teaching often ignores the use of Islamic religious education media, due to limited teacher creativity in choosing media [12], [13]. In fact, learning media functions to increase student learning motivation and in time will improve the quality of student education.

If the media used by the teacher is not appropriate to the existing situation then the learning outcomes will not be optimally successful, remembering that each teaching medium has its strengths and weaknesses. So the main key that teachers must pay attention to before determining the method that will be used are the factors that the author has stated above. Teacher knowledge of a teaching medium is very necessary because each medium is not the same in nature. The aim of using teaching media is to expedite the teaching and learning process, material that is difficult to convey or difficult for students to digest can be made clear with the media as a teaching aid. But schools that are equipped with modern facilities such as computers, projectors and various other sophisticated tools, the teachers who teach will feel very helpful in conveying the material to their students.

Yudha puzzle is an image that is divided into pieces with the aim of sharpening thinking power, training patience, and getting used to sharing skills [14], [15]. Apart from that, puzzle media can also be called an educational game because it is not only for playing but also for sharpening the brain and training the speed of the mind and hands. Puzzle media is a learning medium that combines images and other things. The use of this media is very interesting when applied to elementary school students, because using the media will make students interested in trying it and even addicted. The use of this media is not only with pictorial material, but also with other materials. It's just that the use of this media in learning is still done by putting it together, if the material doesn't have pictures, it means you just put words or question sentences and answer sentences together in the material. The hope is that using Puzzle media for class III students can increase student motivation and learning outcomes in Islamic Religious Education subjects.

This research is in line with research conducted by Rosyanafi, where the research stated that there was a significant increase in interest in learning which then resulted in enthusiasm and learning results that were achieved more quickly compared to without using media, which in this research is jigsaw puzzles. The difference between this research and previous research is the variables used [16]. The aim of this research is to find out whether there has been an increase in student motivation and learning outcomes in Islamic Religious Education subjects using puzzle media.

2. RESEARCH METHOD

In accordance with this type of research, namely classroom action research, this research has activity stages in the form of cycles. Kemmis and Mc Taggart's classroom action research model, which in one cycle consists of four components, includes: 1) Planning, 2) Action, 3) Observation, 4) Reflection.

After a cycle has been implemented, it is followed by re-planning which is carried out in the form of a separate cycle, and so on with several quizzes. Data collection techniques in this research are tests, observations and interviews. The stages of data analysis carried out in this research are reducing data and presenting data.

3. RESULTS AND DISCUSSION

The results of the recapitulation of student learning outcomes in the initial test, cycle I and cycle II can be seen in the following table:

Table 1. Recapitulation of Learning Results Tests

No	Respondent's Name	Initial Test	Cycle I	Cycle II	Information
1	A	39	45	60	Increase
2	B	55	62	68	Increase
3	C	55	60	70	Increase
4	D	70	75	80	Increase
5	E	40	50	60	Increase
6	F	45	50	60	Increase
7	G	65	70	75	Increase

8	H	55	60	70	Increase
9	I	50	65	74	Increase
10	J	47	57	65	Increase
11	K	60	70	72	Increase
12	L	68	70	80	Increase
13	M	70	70	80	Increase
14	N	43	60	65	Increase
15	O	60	65	69	Increase
16	P	60	65	70	Increase
17	Q	55	60	68	Increase
Average		55,00%	62,00%	69,76	
Completion percentage		23,00 %	47,00 %	82,30	

Based on the results obtained, it shows that of the 17 students there are 3 students who have not completed their studies. This is caused by several factors, including: Health, if a student's health is disturbed it can make students less enthusiastic about studying. Apart from that, students lack concentration in studying.

Meanwhile, there are 14 students who have completed their studies, this is due to several factors, including: Students have begun to understand the questions, Students have begun to be careful in answering questions and Students have consistently implemented the agreed puzzle learning media.

In the application of puzzle learning media, it stimulates students' motivation to learn because when the teacher appoints one of the students to come forward, the other students compete to come forward to show their abilities. With puzzle learning media, students who have not been active during this time will participate in learning. Observation results using puzzle learning media easily get class participation so that this research can run well and effectively and can improve student learning outcomes. The average score obtained from teacher observations in cycle I for all aspects was 2.7. This means that teacher activities in cycle I are in the Good category. And the results of student observation scores in cycle I were an average of 2.56 for all aspects, so it can be concluded that student activity during the implementation of puzzle learning media on prayer material was in the Good category.

Then in cycle II the average teacher observation score for all aspects was 3.65, this means there was an increase in teacher activity. So the teacher's activities are in the Very Good category. while the results of student observation in cycle II were found to be 3.22, so it can be concluded that student activity is in the Very Good category.

With the results obtained in this research both from observations and cycles starting from cycle I and cycle II, it can be said to be successful, as evidenced by the data obtained in the implementation of cycle I and cycle II. For this reason, research does not need to be continued in subsequent cycles. In detail, improvements can be made in pre-action, cycle I, and cycle II can be seen in the diagram below:
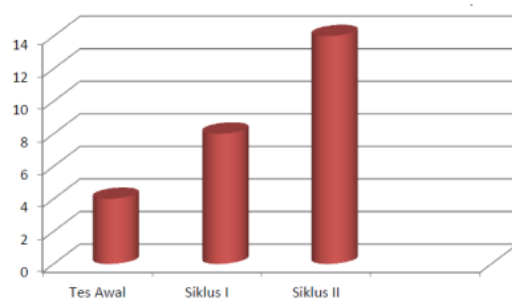

Figure 1. Diagram of Increasing Learning Outcomes

4. CONCLUSION

Student learning outcomes before implementing puzzle learning media in understanding prayer material were still very low. This can be seen from the test given to 17 students, 13 students completed it and 4 students completed it individually with a learning completion percentage of 23%. With details of 6 students (35.30%) who got very low scores, 7 students (41.18%) who got low scores, then 4 students (23.52%) who got medium scores. Student learning results in Cycle I from the tests given to 17 students showed that 9 students did not complete and 8 students completed individually with a completion percentage of 47.1%. From the learning results before and after the application of puzzle learning media in Cycle I, there was an increase of 24%. Student learning activities and teacher teaching activities in cycle I are in the Good category. With details of 3 students (17.64%) who got very low scores, 6 students (35.30%) who got low scores, then 8 students (47.06%)

who got medium scores. Learning results in Cycle II by applying puzzle learning media obtained that 14 students completed learning with a percentage of 82.3%. From these learning results, it can be seen that students' classical learning mastery has been achieved/completed and increased from Cycle I of 58.3% to Cycle II of 82.3%, experiencing an increase in learning outcomes of 58.3%. Student learning activities and teacher teaching activities in cycle II are in the Very Good category. So the research stops in Cycle II or does not need to continue to Cycle III. With details of 3 students (17.65%) who got low scores, 11 students (64.70%) who got medium scores, then 3 students (17.65%) who got high scores.

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