Improving the learning outcomes of Islamic Religious Education on the subject of fasting in Ramadan through the application of the poster comment method for class III students at SD Negeri 266 Gona

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Abstract
The purpose of this study was to determine the improvement of student learning outcomes in improving Islamic Religious Education on the material of fasting in Ramadan through (the application of the poster comment method. This study is a classroom action research through four steps, namely planning, action, observation and reflection. Based on the research carried out, it was concluded that the results of the study through the application of the poster comment method can improve student learning outcomes. This conclusion is based on initial data on student learning outcomes (pre-action learning outcomes) which is 67.12. In cycle I, student learning outcomes increased to 71.4 and in cycle II increased to 83.08.

Keyword: Learning outcomes, PAI, poster comment method

INTRODUCTION

Education is believed to be a strategic tool in improving human living standards. Through education, humans will become intelligent, have skills, good attitudes, and can socialize well in the community so that they can encourage themselves, their families and the community. Education can be an investment that provides social and personal benefits that create a dignified nation and make individuals into human beings who have dignity.

The major problem faced by National Education is the issue of quality, relevance, effectiveness and efficiency of education. This problem causes unrest in society that our education is still low in quality, less relevant to the needs of Development, less effective and efficient in its implementation so that it must be taken seriously and solved comprehensively and integratedly in order to achieve Education which also means National Development, therefore, teachers should be sensitive to the situation

faced, so that they can adjust their behavior patterns in teaching with the situation faced. The teaching situation itself is greatly influenced by factors of teachers, students, curriculum and environment.

Education is defined as a conscious effort to prepare students through teaching guidance activities or training or their roles in the future. So education is essentially a process of guidance, learning and or training for children, the younger generation, humans so that later they can live and carry out their roles and duties in life as well as possible. This is in line with the formulation of the objectives of National Education as stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning National Education (SISDIKNAS) which is contained in chapter 2 article 3 which states as follows:

National Education, which functions to develop abilities and form a dignified national character and civilization in order to make the nation's life more intelligent, aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable of being creative, independent, and become democratic and responsible citizens.

Education is a collaborative work that takes place in a certain pattern of human life so that education can be implemented in households or in society and in schools as educational units. The three educational units are not independent but complement each other (complementary). The problem at the research location is: Islamic Religious Education teachers at SD Negeri 266 Gona, especially class III, only use the lecture method so that student interest in Islamic Religious Education subjects is very low or less in demand. On this basis, the researcher intends to conduct a study entitled Improving Islamic Religious Education Learning Outcomes on Fasting Material Through the Application of the Poster Comment Method for Students at SD Negeri 266 Gona.

RESEARCH METHODS

The type of research used is Classroom Action Research (CAR). Classroom Action Research is a research conducted by teachers who are also researchers in their class or together with others by designing, implementing and reflecting on collaborative and participatory actions aimed at improving or enhancing the quality of the learning process in the classroom through certain actions.

The population of this study are elements related to the implementation of learning activities of grade III students of SD Negeri 266 Gona. These elements are expected to provide information according to the author's research needs. The population in this study were 25 students in grade III of SD Negeri 266 Gona.

Table 1. Research Population

No	Gender		Amount
	Man	Woman	
1.	8 people	17 people	25 people

Data source: third grade students of SD Negeri 266 Gona.

The sampling technique is carried out based on random samples or random sampling or randomization. The instruments or sources used in this study are observation lists and tests. The results of the study were conducted descriptively qualitatively and quantitatively with categorization using a distribution table determined by the educator concerned.

a) Cycle I Action

The stages of implementing Islamic Religious Education learning at SD Negeri 266 Gona are as follows:

a. Preparation stage

   a) Create an observation sheet to see student activity when implementing simulation learning.

   b) Create test questions

   c) Create daily test questions.

      • Initial activity

- Giving motivation

- Provide an explanation of the material to be presented.

- Divide students into several groups

- Give students the opportunity to read the material for 15 minutes

- Students can complete the task correctly

- Students can present the results of their group assignments.

d) Core activities

- Can solve problems on worksheets

- Connecting concepts to the results achieved

- results of group work, drawing conclusions from group results and then presenting them.

e) Final activity

Students write down the outline of the material given according to their group.

b. Implementation of action

At the implementation stage of educational actions, two meetings are divided. The first meeting is the learning process, and the second meeting is the test. In poster comment learning, students are more activated by dividing students into several groups randomly so that members vary (collaborating between women and men) then providing motivation and explaining in detail the procedures for implementing poster comments. For groups that succeed in solving the problems to be studied, awards are given in the form of praise.

The steps used to implement action in poster comment learning are as follows:

a) The first meeting

- Researchers open the lesson

- The researcher explains the previous material to connect it to the material that will be discussed.

- Researchers divided students into several groups of boys and girls in one group.

- The researcher closed the lesson

- Researchers give students assignments

b) Second meeting

At the second meeting, the researcher gave the students exam questions to answer correctly according to the material that had been taught. Then, the students were asked to read and in front of the class which was observed by the students and the researcher and finally filled in together. This activity was controlled during the learning process about student learning activities in cycle I.

c. Observation and evaluation

a) Observation

At this stage, the things observed in the learning process are students' attitudes during the learning process, including the activeness of all students during learning, attitudes in receiving lessons, and the ability to complete tasks. The results of observations of students are as follows:

- At the first meeting, students were not yet able to fully grasp the meaning of the learning instructions.

- Some students still seem to have difficulty in understanding the concept and applying it.

- Many students still ask their friends when they find vocabulary that they cannot understand clearly.

- Results of observations of student learning activities using prepared instruments (observation guidelines).

d. Evaluation

After two (2) meetings, the second meeting was held to evaluate the learning activities carried out by students in cycle I to see to what extent students understood the lesson that was given.

Table 2 Learning Outcome Categories

No	Mastery Level	Category

1	0 – 54	Very low
2	55-64	Low
3	65-79	Currently
4	80-89	Tall
5	90-100	Very high

RESEARCH RESULT

Based on the results of the research that has been conducted, the results obtained to see the assessment scores before poster comment learning in Islamic Religious Education learning for class III of SD Negeri 266 Gona can be seen in Table 3.

Table 3. Pre-action Value of Poster Comment Learning

No	Student Name	Mark
1.	A. Tenri Pada	60
2.	Ajizah	60
3.	A. Dewi Permatasari	60
4.	A. Risky Azzahra	60
5.	Adnan	60
6.	Chelsea	80
7.	English	60
8.	Muhammad Zul Ismail	75
9.	Muhammad Aditya	65
10.	Muhammad Fikri	60
11.	Mutia	82
12.	Nur Aini	65
13.	Nur Aliah	78
14.	Najwa	70
15.	Nurfaidah	65
16.	Rajul Zaqyun	60

17.	Resky Eternal	80
18.	Ressurection	75
19.	English	65
20.	Tiara	78
21.	The Truth	60
22.	Aisha	70
23.	Carmilla	65
24.	Alifah	60
25.	Zahra	65
Amount		**1678**
Average		**67.12**

The table above shows that the learning outcomes of grade III students of SD Negeri 266 Gona before the implementation of the action, that classically students only obtained an average score of 60. This shows that there are still many students who have not shown initial knowledge about the subject matter of Islamic religious education for students of SD Negeri 266 Gona, this requires special actions in the implementation of learning in the classroom.

C. Improving Islamic Religious Education Learning Outcomes Through the Implementation of Learning

Poster comments of class III students of SD Negeri 266 Gona. The learning outcomes of class III students of SD Negeri 266 Gona are as follows:

Table 4. Data on learning outcomes of SD Negeri 266 Gona

No	Student Name	Pre-Action	Cycle I	Cycle II
1.	A. Tenri Pada	60	80	89
2.	Ajizah	60	65	69
3.	A. Dewi Permatasari	60	80	89

No.	Name			
4.	A. Risky Azzahra	60	65	79
5.	Adnan	60	80	85
6.	Chelsea	80	65	79
7.	English	60	65	79
8.	Muhammad Zul Ismail	75	65	69
9.	Muhammad Aditya	65	80	85
10.	Muhammad Fikri	60	90	90
11.	Mutia	82	60	89
12.	Nur Aini	65	80	87
13.	Nur Aliah	78	80	89
14.	Najwa	70	80	89
15.	Nurfaidah	65	60	80
16.	Rajul Zaqyun	60	60	85
17.	Resky Eternal	80	65	85
18.	Ressurection	75	65	80
19.	English	65	80	87
20.	Tiara	78	80	80
21.	The Truth	60	60	69
22.	Aisha	70	80	85
23.	Carmilla	65	60	85
24.	Alifah	60	60	89
25.	Zahra	65	80	85
Amount		1678	1785	2077
Average		67.12	71.4	83.08

Table 5. Learning Outcome Categories

No.	Mastery Level	Frequency	Category

No	Range	Count	Category
1.	0-54	0	Very low
2.	55-64	6	Low
3.	65-79	7	Currently
4.	80-89	11	Tall
5.	90-100	1	Very high

Based on the table above, it can be concluded that the learning outcomes of Islamic Religious Education through the application of the poster comment method are in the high category where there are 11 students who have an average of 80-89 and in the very high category where there is 1 student who has an average of 90-100.

The following are the results of observation scores on the learning activities of class III students at SD Negeri 266 Gona.

Table 6. Data on Learning Outcome Values of Grade III Students of SD Negeri 266 Gona in Cycle I

No	Name	Mark
1.	A. Tenri Pada	80
2.	Azizah	65
3.	A. Dewi Permatasari	80
4.	A. Risky Azzahra	65
5.	Adnan	80
6.	Chelsea	65
7.	English	65
8.	Muhammad Zul Ismail	65
9.	Muhammad Aditya	80
10.	Muhammad Fikri	90
11.	Mutia	60
12.	Nur Aini	80
13.	Nur Aliah	80

No.	Name	Score
14.	Najwa	80
15.	Nurfaidah	60
16.	Rajul Zaqyun	60
17.	Resky Eternal	65
18.	Ressurection	65
19.	English	80
20.	Tiara	80
21.	The Truth	60
22.	Aisha	80
23.	Carmilla	60
24.	Alifah	60
25.	Zahra	80
Amount		**1785**
Average		**71.4**

Based on the table above, it shows that the results of the learning test of class III students when receiving subjects using the poster comment learning method are from a total of 25 students, who have an average score of 0-54 - 55-64 (Very Low, Low) there are,   Meanwhile, there are 11 students who have an average score of 80-89 (High), while 1 person has an average score of 90-100 (Very High), this is a sign that it is still lacking or needs to take action in Cycle II.

d. Reflection

In the implementation of cycle I action, learning has not been fully running well/perfectly. The reflection stage carried out by researchers collaboratively concluded that there were several things that needed to be improved, namely: there were students, the observed weakness was that some students had not been able to optimally grasp the intent of the learning material instructions.

Based on the results of the observations, evaluations and reflections above, this research was continued with cycle II action because the success indicators of this classroom action research had not been achieved.

2. Cycle II action

a. Planning

Based on the results of observations, evaluation of reflection on the actions of cycle I, the researcher plans cycle II. Weaknesses during the implementation of actions in cycle I will be improved in cycle II with the hope that student learning outcomes in receiving lesson materials can be improved.

b. Implementation of action

at this stage the poster comment learning process is carried out again as a series of implementation of this research by considering the results of reflection on the actions of cycle I. in cycle II the educator carries out learning in the classroom by following the learning that has been made at the first meeting, the material taught in cycle II is a continuation of the previous topic. During cycle II the learning activities are carried out the same as the implementation of the actions of cycle I. during the learning process, colleagues observe the progress of learning activities using observation sheets.

c. Observation and evaluation

 a) Observation

The learning process in cycle II has increased from cycle I, from the results of observations, students have carried out the learning process together correctly and the results of observations of students show the following:

- Students are able to understand well and realize the nature and advantages of learning with the methods that have been applied.
- The students are more focused on completing the learning exercises and are actively asking questions.
- When working on the exercises given, teachers sometimes test by asking questions and students spontaneously answer.

 b) Evaluation

The next activity is to conduct a cycle II action test individually to see the level of student mastery of the lesson material that has been given.

The following is data on the learning outcomes of class III students at SD Negeri 266 Gona as follows:

Table 7. Data on Learning Outcome Values of Class III Students of SD Negeri 266 Gona in Cycle II

No.	Student Name	Mark
1.	A. Tenri Pada	89
2.	Azizah	69
3.	A. Dewi Permatasari	89
4.	A. Risky Azzahra	79
5.	Adnan	85
6.	Chelsea	79
7.	English	79
8.	Muhammad Zul Ismail	69
9.	Muhammad Aditya	85
10.	Muhammad Fikri	89
11.	Mutia	89
12..	Nur Aini	87
13.	Nur Aliah	89
14.	Najwa	89
15.	Nurfaidah	80
16.	Rajul Zaqyun	85
17.	Resky Eternal	85
18.	Ressurection	80
19.	English	87
20.	Tiara	80
21.	The Truth	69
22.	Aisha	85

23.	Carmilla	85
24.	Alifah	90
25.	Zahra	85
Amount		**2077**
Average		**83.08**

Based on the table above, it shows that the results of the learning test of grade III students of SD Negeri 266 Gona when receiving subjects using the poster comment learning method are from a total of 25 students, who have an average score of 0-54 - 55-64 (Very Low, Low) none, who have an average score of 60-69 (moderate) as many as 3 people, while students who have an average score of 80-89 (High) as many as 21 people, while those who have an average score of 90-100 (Very High) as many as 1 person, It experienced an increase from Cycle I to Cycle II.

d. Reflection

In the implementation of the second cycle of actions, students have shown high desire and activeness in the learning process. Students also show awareness in understanding the nature of learning using this method and high enthusiasm for each individual in carrying out the exercises and assignments given. Thus, in learning, poster comments are very effective because they can help students find their identity in the social world and solve problems in groups.

a) Descriptive Analysis of Final Test Results of Cycle I

After the entire implementation of the learning improvement actions in cycle I was carried out, the next step was to conduct a learning outcome test in the form of answering test questions aimed at collecting and collecting quantitative data. The descriptive analysis of student achievement scores after the use of the poster comment method was applied can be seen in the following table 4.1: Descriptive Analysis of the Results of the Final Test of Cycle I

DISCUSSION

Table 8. Statistics of Student Learning Outcome Scores in the Final Test of Cycle I
Action Implementation

Statistics	Statistical values
Subject	25
Ideal score	100
Highest score	90
Lowest score	35
Range score	50
Average score	**71.4**

Table 8 shows that the average score of the learning outcomes of grade III students of SD Negeri 266 Gona, Kajuara District, Bone Regency after the use of the poster comment method was applied in cycle I was 78.2 from the ideal score that could be achieved, namely 100 and was in the moderate category. The highest score was 90 and the lowest score obtained was 35. If the student learning outcome scores are grouped into five standard categories with the classification set by the Department of Education and Culture, the frequency distribution of scores is obtained as shown in table 9 below:

Table 9. Frequency Distribution and Percentage of Student Learning Outcome Scores
in
Final Test for Implementation of Cycle I Actions

No	Score	Category	Frequency	Percentage (100%)
1	0-39	Very low	0	0
2	40-59	Low	0	0
3	60-69	Currently	11	44
4	70-89	Tall	13	52
5	90-100	Very high	1	4

Amount	**25**	**100**

Table 9 shows that the learning outcomes of Islamic Religious Education students are quite varied, in addition, it can also be seen the completeness of student learning in cycle I. To show the completeness of student learning, the score achieved must meet the minimum completeness criteria, namely 70. If associated with the frequency distribution table and percentage of Islamic Religious Education learning outcome scores in cycle I, students are said to be complete if they are included in the high or very high category. Table 10 Frequency Distribution and Percentage of Completeness of Student Learning Outcomes in the Implementation of Cycle I Actions. Furthermore, if student learning completeness is based on the minimum completeness criteria (KKM) which is ≥ 70, then the frequency and percentage of completeness of student learning outcomes can be seen in the following table 4.3:

Table 10. Statistics of Student Learning Outcome Scores in the Final Test of Cycle II Action Implementation

Completeness	Cycle I		Information
	Frequency	**Percentage (100%)**	
Completed	17	70	KKTP ≥ 70
Not finished	8	32	
Amount	25	100	

Based on table 9 and table 10, it can be concluded that the learning outcomes of students in the subject of Islamic Religious Education before the use of the poster comment method was applied in the implementation of cycle I actions were in the Moderate category, from table 4.3 it can be concluded that the number of students who completed was 17 people or 70%, and the number of students who did not complete was 8 people or 32%. Furthermore, if the student's learning completion is based on the minimum completion criteria (KKM) which is ≥ 68, then the frequency and percentage of student learning outcome completion can be seen in table 10 below:

Based on table 9 and table 10, it can be concluded that the learning outcomes of students in the subject of Islamic Religious Education before the use of the poster comment method was applied in the implementation of cycle I actions were in the Moderate category, from table 10 it can be concluded that the number of students who completed was 17 people or 70%, and the number of students who did not complete was 8 people or 32%.

Table 11. Table of average learning outcome scores

Statistics	Statistical value
Subject	25
Ideal score	100
Lowest score	69
Highest score	90
Score range	25
Average score	**83.08**

Table 11 shows the average score of Islamic Religious Education learning outcomes after using the poster comment method in cycle II of 83.08 from the ideal score that can be achieved, namely 100 and is in the high category. The highest score is 90 and the lowest score obtained is 69. If the student learning outcome scores are grouped into five standard categories with the classification set by the Department of Education and Culture, the frequency distribution of scores is obtained as shown in table 12 below:

Table 12. Frequency Distribution and Percentage of Student Learning Outcome Scores in the Implementation of Cycle II Actions

No	Score	Category	Frequency	Percentage (100%)
1	0-39	Very low	0	0.00
2	40-59	Low	0	0.00
3	60-69	Currently	3	12

4	70-89	Tall	21	84
5	90-100	Very high	1	4
Amount			**25**	**100**

Table 12 shows that the learning outcomes of Islamic Religious Education students are quite varied. The number of students who completed their studies in cycle II is 25 people or 100% of the students' learning outcomes are complete because students have met the minimum completion criteria, namely 68. Classically, the learning outcomes of Islamic Religious Education in cycle II reached 100% of the total number of students, 25 people. This shows that one of the existing performance indicators has been met, namely the achievement of a minimum class completion of 85%. Furthermore, by using the minimum completion criteria / KKTP, namely ≥ 70, the students' learning completion can be seen in table 13 below:

Table 13. Frequency Distribution and Percentage of Student Learning Outcome Completion in the Implementation of Cycle II Actions

Completeness	Cycle II		Information
	frequency	percentage	
Completed	25	100	
Not finished	0	0.0	KKM/KKTP ≥ 70
Amount	25	100	

Based on table 12 and table 13, it can be concluded that the learning outcomes of students in the subject of Islamic Religious Education after the implementation of the use of the poster comment method in cycle II increased compared to cycle I by 78.2 increasing to 83.8 in cycle II, and the score of students' achievements in cycle II is in the very high category. And from table 4.6 it can be concluded that the number of students who completed was 25 students or 100%. The increase in student learning outcomes in the subject of Islamic Religious Education, after the action was carried out

by implementing the use of the poster comment method from cycle I to cycle II can be seen in table 14 below:

Table 14. Frequency Distribution and Percentage of Student Learning Outcome Scores in Cycle I and Cycle II

NO	Score	Category	Percentage			
			Cycle I	Cycle II	Cycle I	Cycle II
1.	0-39	Very low	0	0	4	0
2.	40-59	Low	0	0	16	0
3.	60-69	Currently	11	3	28	12
4.	70-89	Tall	13	1	52	84
5.	90-100	Very high	1	1	0.00	4
Amount			**25**	**25**	**100**	**100**

Table 14 shows that the number of students who completed individually in cycle I was 17 people and increased to 25 people in cycle II. Viewed from the classical, the increase was 32% from 70% in cycle I to 100% in cycle II. This means that one of the existing indicators has been met, namely an increase in the learning outcomes of Islamic Religious Education through the application of the poster method.comments

CONCLUSION AND SUGGESTIONS

The implementation of the poster comment learning method in Islamic Religious Education at SD Negeri 266 Gona, especially in the field of Islamic Religious Education, has increased. Students are more concentrated in working on
learning exercises and actively asking questions and being more responsive in answering questions.

Learning carried out using the poster comment method can increase knowledge which is reflected in improved student learning outcomes, as well

as responsiveness in questions and answers, so this method should be applied to other subjects or learning.

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