PAI LEARNING DEVELOPMENT THROUGH PROBLEM POSING APPROACH IN INCREASING CREATIVITY STUDENTS OF INPRES BALAKA ELEMENTARY SCHOOL GOWA REGENCY

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ABSTRAK

Pendidikan agama islam adalah salah satu mata pelajaran yang diarahkan untuk menyiapkan peserta didik mengenal, memahami, menghayati dan mengamalkan hukum islam yang kemudian menjadi dasar kehidupan manusia melalui kegiatan, pengajaran, pengamalan dan pembiasaan. Masalah utama dalam peneletian ini yaitu bagaimana Pendekatan *Problem Posing* untuk meningkatkan kreativitas siswa pada siswa kelas IV SD Inpres Belaka Desa Taeng Kecamatan Pallangga Kabupaten Gowa. Penelitian ini bertujuan untuk meningkatkan kreativitas Siswa dengan pendekatan Problem Posing pada siswa kelas IV SD Inpres Belaka Desa Taeng kecamatan Pallangga Kabupaten Gowa. Jenis penelitian ini adalah penelitian tindakan kelas *(Class Action Reaserch)* yang terdiri dari dua siklus dimana dua siklus dilaksanakan sebanyak dua kali pertemuan. Prosedur penelitian meliputi perencanaan, pelaksanaan tindakan, observasi dan refleksi. Subjek dalam penelitian ini adalah siswa kelas IV SD Inpres Belaka Desa Taeng Kecamatan Pallangga Kabupaten Gowa sebanyak 25 siswa.Hasil penelitian ini menunjukkan bahwa pada siklus pertama yang tuntas secara individual dari 25 siswa hanya 4 siswa dengan persentase 16% yang memenuhi kriteria ketuntasan minimum (KKM) atau berada pada kategori sangat rendah. Secara klasikal belum terpenuhi karena nilai rata-rata diperoleh sebesar 61,96. Sedangkan pada siklus II dimana dari 25 siswa terdapat 23 orang atau 92% telah memenuhi KKM dan secara klasikal sudah terpenuhi yaitu nilai rata-rata yang diperoleh sebesar 99,28 atau berada dalam kategori sangat tinggi. Berdasarkan hasil penelitian di atas, dapat disimpulkan bahwa hasil belajar melalui pendekatan problem posing dapat meningkatkan kreativitas siswa kelas IV SD Inpres Belaka dapat meningkat.

Kata Kunci: Pengembangan pembelajaran PAI, *problem posing*, Kreativitas Siswa

ABSTRACT

Islamic religious education is one of the subjects directed to prepare students to know, understand, live and practice Islamic law which then becomes the basis of human life through activities, teaching, practice and habituation. The main problem in this study is how the Posing Problem Approach to increase student creativity in the fourth grade students of SD Inpres Semata Taeng Village, Pallangga District, Gowa Regency. This

research aims to increase student creativity with the Problem Posing approach in fourth grade students of SD Inpres Semata Taeng Village, Pallangga District, Gowa Regency. This type of research is a class action reaserch research consisting of two cycles where two cycles are carried out as many as two meetings. Research procedures include planning, implementation of actions, observation and reflection. The subject in this study was the fourth grade students of SD Inpres Semata Taeng Village, Pallangga District, Gowa Regency as many as 25 students. The results of this study showed that in the first cycle that was completed individually from 25 students only 4 students with a percentage of 16% who met the minimum completion criteria (KKM) or were in a very low category. While in cycle II where out of 25 students there are 23 people or 92% have met KKM and classically have been fulfilled. Based on the results of the above research, it can be concluded that learning outcomes through a problem posing approach can increase the creativity of students in the fourth grade of SD Inpres Semata can increase.

Keywords: *PAI learning development, problem posing, Student Creativity*

INTRODUCTION

Islamic religious education is one of the subjects directed at preparing students to know, understand, live and practice Islamic law which then becomes the basis of human life through activities, teaching, practice and habituation.

One of the main points in the subject of Islamic religious education is that students are able to understand, know and practice everything that is conveyed by the Islamic religious education teacher himself, that way the teacher must provide methods to students so that students are able to understand everything that is conveyed, With a learning model *problem posing* one of the alternative learning models with learning characteristics that demand student activity through elaboration activities that train students in identifying each element related to the material.

The *problem posing* approach students are asked to ask a question that may be in the form of a leveling proposed by the teacher, with the *problem posing* approach students can think critically because students are able to find problems and then solve them themselves, with *posing problems* students can propose a problem to the learning of Islamic religious education itself.

This is in accordance with three learning objectives that apply to all forms of learning, namely: 1) Knowing, knowing is referred to as *the knowing aspect*. In this level, the teacher has the task of trying to make sure that his learners know something about a concept. 2) Skilled in carrying out or doing what he knows is referred to as the doing aspect. And 3) Carrying out or practicing what is called the aspect *of being*.

According to Hobri, *problem posing* has a meaning, namely, (1) Formulation of simple questions or re-formulation of existing problems with some changes to make them simpler and can be mastered; (2) Formulation of questions related to the conditions on the problem that has been resolved in order to find alternative solutions; (3) The formulation of the question from the available information or situation, whether done before, kletika, or after solving the problem. *Problem posing* is a learning model in which students in learning activities are asked to compile questions based on the situation or information provided.

Suyatno explained that *problem posing* in English means "to formulate a problem" or "to make a problem". *Problem posing* is a problem solver through elaboration, which is to reformulate the problem into simpler parts so that it is easy to understand.

Based on the background of the problems that have been stated above, the author formulates the problems in this study as follows: How is the development of Islamic Religious Education (PAI) learning through *a problem posing* approach in increasing student creativity at SD Inpres Mereka, Taeng Village?

The purpose of this scientific article is to develop islamic religious education (PAI) students through a *problem posing* approach in increasing student creativity at SD Inpres Belaka, Taeng Village. So that this article can be used as a reference and new knowledge about posing *problems* in Islamic religious education.

DISCUSSION

This research is aclassroom action research (*Classroom Action Research*) with the stages of implementation, namely planning

(*Planning*), action (*Action*), observation (*Observation*), and reflection (*Reflection*). The research location is located at SD Inpres Mereka, Taeng village.

This class action research is carried out over two Cycles. The first cycle and the second cycle lasted two weeks (4 meetings) in more detail the research procedure is described as follows

1. Cycle I

Cycle Ilasts for 4 meetings, 3 meetings are used for the teaching and learning process, 1 meeting is carried out for the first cycle test.

a. Planning Stage

Action planning in the development of Islamic Religious Education learning through *a problem posing* approach in the first cycle is prepared before the action is implemented.

The learning implementation plan is designed to be relevant to the condition of the student. Therefore, it is determined that the effort of action has seven elements of learning which include; (1) indicators, (2) learning objectives, (3) material (material description), learning strategy (learning approaches, methods, and techniques), (5) learning steps (initial, core, and final activities), (6) learning resources, tools, and media, (7) assessment.

The learning strategies (approaches, methods, and techniques) used are lectures, *problem posing* approaches, questions and answers, and assignments.

b. Stages of Action Implementation

The implementation of the action in cycle I lasts for five meetings with the length of time each meeting is two hours of lessons. Meetings I to IV are filled with teaching and learning activities with a problem posing approach, while meeting V is filled with the provision of cycle I tests with the subject matter of hypocritical characteristics.

Initial activities. The teacher greets, greets, and gives directions to the students. The activity was carried out for fifteen minutes. Core activities. In the core activity, students are given a printed book of Islamic education to read and then students make questions related to the book they read and then the students themselves answer the questions.

Final activity. At the final activity, teachers and students hold reflections on the learning process and results. In the reflection activity, the teacher asks the students about the obstacles faced when identifying the characteristics of hypocrites and provides solutions or solutions to face these problems.

c. Observation and Evaluation Phase

At this stage, quantitative data on the results of students' daily test tests and qualitative data on the results of student activity observations were obtained.

1. Test results

In this cycle, a learning outcome test is carried out in the form of a daily test. The descriptive analysis of student acquisition scores after *applying the problem posing* learning approach in cycle I can be seen in the following table:

Table 4.1 Statistics of Student Learning Outcomes Scores in Cycle I

Statistics	Statistical value
Subject	25
Ideal score	100
Highest score	75
Lowest score	50
Score range	25
Average score	61,96
Standard Deviation	6,28

The table above shows that the average score of student learning outcomes after applying the problem posing approach learning strategy in cycle I is 61.96 from the ideal score of 100, the highest score of 75, the lowest score of 50 and the standard deviation of 6.28 with a score range of 25 which means that the learning outcomes achieved by grade IV students of SD Inpres Belaka Desa Taeng are spread from the lowest score of 50 to the ideal score of 100.

A good category with a score of 70-84 was achieved by 4 students or 16%. Meanwhile, students who reached the excellent category with a score of 85-100 are not there yet. If the student's ability to complete the questions on the first cycle test is analyzed, then the percentage of student learning completion on the first cycle test is the percentage of student completion of 16%, that is, only 4 out of 25 students take the complete test, while the other 84% are included in the category of incomplete. This means that of the 25 students who took the first cycle test, only 4 people were completed. The results of the assessment in the

first cycle show that students' ability to learn is still lacking.

d. Reflection Results

In the first cycle, student activities in the teaching and learning process are still lacking. Most of the students have not been very good at making questions and answering these questions. Students' inability to make questions and answer these questions is caused by internal and external factors, namely students have not been properly motivated to follow the lesson so they are more likely to play games and not pay attention to the overall material presented by the teacher. In this case, teachers and researchers design new learning, namely with *a problem posing* approach in increasing student creativity by adding new methods in it.

2. Exposure to Second Cycle Data

a. Planning Stage

Action planning in the development of Islamic Religious Education learning through *a problem posing* approach in cycle II is prepared before the action is implemented.

The learning objectives to be achieved are (1) students can make questions based on printed books based on their creativity, (2) by observing printed books, students can determine the questions they want to make, (3) by making questions and answering the questions they make, students can increase their creativity in learning.

The learning strategies (approaches, methods, and techniques) used are lectures, *problem posing* approaches, questions and answers, and assignments. Lectures are used by teachers in the initial activities to open learning, convey learning objectives, provide motivation, convey information and tasks, organize classes into small groups, and close learning.

b. Implementation Phase

The implementation of the action in cycle II lasts for five meetings with the length of time each meeting is two hours of lessons. Meetings I to IV are filled with teaching and learning activities using a problem posing approach, while meeting V is filled with the provision of cycle II tests with the subject matter of the characteristics of hypocrites.

Implementation is the second step after learning planning. At this stage, all prepared and planned components are applied in accordance with the learning procedure. Based on this, teaching and learning activities are focused on three activities, namely initial activities, core activities, and final activities.

Initial activities. At the initial activity, the teacher gave greetings, greeted. The activity was carried out for fifteen minutes. Core activities. In the core activity, students are given the task of making questions and answering the questions they make, so that students are able to increase their creativity in making questions.

Before entering the stage of making questions, students are first given a printed book to make questions and answer the questions, after thatstudents are given the opportunity to make questions and answer questions from their findings in thinking. Students walk to observe the work of their friends (visiting students ask questions, give comments and suggestions, while the visiting party answers, responds productively to comments and suggestions).

The purpose of applying this method of visiting works is so that students are able to know the disadvantages and advantages in making their respective questions. The final stage of the core activity is the presentation stage. This stage of presentation is in the form of reading questions in front of the class. Before starting the question reading activity, an opportunity is given to others to read and understand the questions that have been made.

Final activity. At the final activity, teachers and students hold reflections on the learning process and results. In the reflection activity, the teacher asks the students about the obstacles faced at the time of the problem and provides solutions or solutions to deal with the problem.

c. Observation and Evaluation Phase

At this stage, quantitative data on the results of students' daily test tests and qualitative data on the results of student activity observations were obtained.

1. Test results

In this cycle, a learning outcome test is carried out in the

form of a daily test. The descriptive analysis of student acquisition scores after being applied through *a problem posing* approach during cycle II can be seen in the following table:

Table 4.2 Statistics of Student Learning Outcomes Scores in Cycle II

Statistics	Statistical value
Subject	25
Ideal score	100
Highest score	95
Lowest score	60
Score range	35
Average score	99,28
Standard Deviation	9,98

The table above shows that the average score of student learning outcomes after applying the problem posing approach in cycle II is 99.28% of the ideal score of 100, the highest score is 95, and the lowest score is 60 with a score range of 35 which means that the student learning outcomes achieved by grade IV students of SD Inpres Belaka Desa Taeng are spread from the lowest score of 60 to the ideal score of 100.

If the student's learning outcome score is grouped into four categories, then a frequency and percentage distribution is obtained as presented in the following table:

4.3 Strategy Frequency and percentage of student learning outcomes score for cycle II

No	Category	RN	F	(%)
1	Excellent	85-100	19	76
2	Good	70-84	4	16
3	Less	60-69	2	8
4	Very Lacking	0-59	0	0
Sum			25	100

The details of the data are explained as follows. Of the total number of 25 students, no student is included in the category of very lacking with a score of 0-59. The less category with a score of 60-69 was achieved by 2 students or 8%. The good category with a score of 70-84 was achieved by 4 students or 16%, while students who reached the excellent category or with a score of 85-100 were achieved by 19 students or 76%.

If the student's ability to complete the questions on the cycle II test is analyzed, then the percentage of student learning completion on the second cycle test can be seen in the following table:

4.4 Distribution of the frequency of student learning completion on the second cycle test

Shoes	Category	Frequency	(%)
0-69	Incomplete	2	8
70-100	Complete	23	92
Sum		25	100

From the table above, it shows that in the second cycle test, the percentage of student completion is 92%, namely 23 out of 25 students who took the test have been completed, while the other 8% are included in the category of incomplete. This means that of the 25 students who took the cycle II test, most of them have entered the complete category. Based on the results of tests that have been carried out in cycle II, it shows that students' ability to learn has increased.

This can be seen from the average score obtained by students, which is 99.28% with a percentage of completion of 92% or from 25 students who took the test 23 students have completed, compared to the results of the first cycle test which only obtained an average score of 61.96 with a percentage of completion only reaching 16% or of the 25 students who took the test only 4 students were completed. This means that students who are able to make questions and answer these questions increase by using *a* problem posing approach.

d. Reflection Results

In cycle II, student activities in the teaching and learning process have shown progress compared to cycle I. This can be seen from the high enthusiasm of students in following lessons, making questions and answering questions they make, according to the observed results. In cycle II, almost all students are active in the learning process, although there are still some students who still find it difficult to make questions and answer the questions they make.

The value of student learning outcomes after giving tests in cycle II has shown improvement. This can be

seen from the average value obtained much higher than cycle I. Similarly, the percentage of completeness has almost doubled. This is because the learning in cycle II is better than cycle I so that the material taught is more absorbed. In cycle II research, students experienced very significant changes.

Therefore, the average score obtained by students in making questions in cycle II has exceeded the KKM standard, namely with an average score of 99.28 with a completion of 92%.

CONCLUSION

The improvement of the ability to make the student's questions is known from the results of the cycle I and cycle II tests. The average score of the first cycle test reached 61.96% with a completeness of 16%, while the average in cycle II reached 99.28 with a completeness of 92%. This proves that the ability of grade IV students of SD Inpres Belaka, Taeng Village, in making questions and answering the questions they make can be improved through the *Problem* Posing approach in increasing student creativity.

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