IMPLEMENTATION OF LECTURE AND QUESTION AND METHODS ON THE EFFECTIVENESS OF ISLAMIC EDUCATION LEARNING IN INTEGRATED AL-ULUM ISLAMIC IN MEDAN

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Abstract: This study aims to explain the implementation of lecture and discussion methods in improving the learning outcomes of Islamic Religious Education (PAI) in Al-Ulum Integrated Islamic High School in Medan. The method used is qualitative, with data collection techniques through observation and interviews. Based on the research conducted, the researcher draws the conclusion that the lecture method applied in the learning process is a lecture method interspersed with question-and-answer methods. The discussion method used in this learning process is the small group discussion method. The learning outcomes of students in classes that apply the lecture method, in terms of cognitive aspects, have increased, and in terms of affective aspects, students can accept learning well. The results indicate that the use of lecture and question and answer methods is very necessary in the online learning process. The combination of lecture and question and answer methods needs to be applied to create interaction in the classroom. The implementation of gestures in teaching is very effective in engaging students who are in the concrete operational stage.

Keywords: Implementation, Education Learning

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state, Education has a very important role in making the nation's life intelligent. Through quality

education, people who are superior, independent and have high competitiveness will be created.(Raharjo, 2010)

Education can be seen as one of the key aspects in preparing and shaping the future generation. With quality education, humans can achieve a prosperous life, develop their own potential, and actively participate in national development. In the field of education, we are familiar with many learning methods, but in this study, the researcher focuses more on two popular learning methods used to date, namely lecture and question and answer methods.(Asyahidah et al., 2021) The lecture method is a teaching method that has been widely used by teachers since ancient times. This is because the use of the lecture method is considered easier to implement and does not require many tools. However, over time, the lecture method is considered boring and makes students passive in following the learning process.

During the Field Experience Practice (PPL), the researcher observed that not all students using the lecture method had satisfactory learning outcomes. Likewise, not all students using the question and answer method could achieve maximum results. Therefore, the researcher aims to observe the learning process conducted in classes using both lecture and question and answer methods.(Harahap, 2022). In the learning process at Al-Ulum Integrated Islamic High School in Medan, lecture and question and answer methods are used. Although only using lecture and question and answer methods, Islamic Religious Education (PAI) teachers have certain ways to ensure that students can still participate well in the learning process. Some of the methods used include presenting PowerPoint slides, videos, storytelling, or building good relationships with students. All of these methods are employed after assessing the students' motivation before starting the lesson.(Imelda & Harahap, 2023)

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LITERATURE REVIEW

According to Syaiful Sagala, the lecture method is a form of interaction through information and oral narrative from the teacher to the students. In carrying out lectures to explain the description, the teacher can use tools such as pictures and other audio visuals. The thing that needs to be considered in the

lecture method is that the lecture content is easy to accept and understand and is able to stimulate listeners (students) to follow and do something contained in the lecture content.(Qadafi, 2019)

The lecture method is the oral narration or explanation by the teacher, where in its implementation, the teacher can use teaching aids to clarify the explanations given to the students. This method places the teacher at the center of attention. The teacher speaks more while students only listen and/or take notes on what is considered important.(Faiz & Soleh, 2021)

a. Advantages of the Lecture Method

There are several advantages to utilizing the lecture method, including:

1) Efficiency of time and energy.
2) Easy to implement and classroom management is not difficult.
3) Teachers can convey their experiences and knowledge to the maximum   without forgetting their main goal (teaching).
4) Increasing the status of teachers if they can provide broad perspectives.
5) If a teacher has a great personality, this method can inspire students to keep moving forward, developing, and improving.
6) Training students to focus, be skilled in selecting, taking notes, and criticizing something wisely.

b. Drawbacks of the Lecture Method Alongside those benefits, there are also drawbacks, including:(Syaikhu & IAI, 2020)

1) Keeping students in a passive state.
2) Not facilitating students to solve problems.
3) Almost not giving the opportunity for teachers to assess students' learning progress.

The question-and-answer method is a teaching method that allows direct communication in the form of two-way traffic because at the same time there is a dialogue between the teacher and students. The teacher asks the student to answer, or the student asks the teacher to answer. The question-and-answer method is intended to stimulate students' thinking and guide them in achieving or gaining knowledge. In this communication, it can be seen that there is a direct reciprocal relationship between the teacher and students. The question-and-answer method uses a number of questions that students must answer.

This method has been used since ancient times and has a significant impact on teaching. Well-crafted questions can be highly beneficial and advantageous for students. Moreover, these questions don't necessarily have to come from the teacher; they can also originate from among the students themselves.

a. Benefits of the Question and Answer Method:

1) Encouraging students to think actively.
2) Giving students the opportunity to ask about unclear matters, allowing the teacher to clarify them. In this case, the teacher can instruct other students who understand the topic to explain it to those who are asking.
3) Differences of opinion among students can be compromised or directed towards a discussion.

b. Weaknesses of the Question and Answer Method:
1) It can lead to digression in the discussion
2) It can hinder a student's thinking process if they are not proficient in delivering. For example, if a teacher expects students to answer exactly as they desire, any deviation may be considered incorrect.

c. Purpose of the questionand answer method the objectivites to be achieved through of the question and answer method are
1) To check and determine the extent to which the subject matter has been mastered by the students.
2) To stimulate students' thinking.
3) To provide students with the opportunity to ask about issues they have not understood.
4) To motivate students to foster a competitive attitude in learning.

Efektivitas can be interpreted as something that can achieve maximum goals as expected. If you want to do something, then you have to do it effectively so that the results are not disappointing. The meaning of effectiveness is an effort that is done maximally according to expectations. Moreover, effectiveness can also be interpreted as an effort that never tires until the desired expectations are achieved.

Effectiveness is a fundamental element in achieving the goals or objectives set within every organization, activity, or program. It is considered effective when the goals or objectives as defined are achieved. Effectiveness is determined by the relationship between the outputs produced by a center of responsibility and its goals. Effectiveness is also called efficient when the goals or objectives that have been previously established are achieved. This is in line with Soewarno's opinion that effectiveness is the measurement of achieving predetermined goals. The same opinion is also expressed by Caster I. Bernard, who defines effectiveness as the attainment of jointly agreed-upon goals.

According to Abdul Majid and Dian Andayani, learning or the teaching-learning process is a process that is organized in such a way according to certain steps so that its implementation achieves the expected results. The steps of learning are outlined in the form of teaching plans. The process of preparing teaching plans requires systematic thinking to project or estimate what will be

done during the teaching process. Teaching plans, also known as lesson plans or teaching preparations, are teaching and learning activity programs in the smallest units.

Based on the learning theories presented, several characteristics of learning can be concluded as follows:

1). It is a conscious and intentional effort.
2). Learning should make students learn.
3). Goals must be established before the process is carried out.
4). The implementation is controlled, including its content, time, process, and results.

Miarso states that the effectiveness of learning is one of the quality standards in education and is often measured by the achievement of goals, or it can also be interpreted as the accuracy in managing a situation, "doing the right thing." According to Supardi, effective learning is a structured combination involving human, material, facilities, equipment, and procedures aimed at positively and significantly changing students' behavior according to their potential and differences to achieve the predetermined learning objectives. Hamalik states that effective learning provides opportunities for self-learning or engaging in activities as widely as possible for students to learn. Providing opportunities for self-learning and activities as widely as possible is expected to help students understand the concepts being learned.(Pramesti, 2021)

The effectiveness of learning is a measure of the success of an interaction process among students or between students and teachers in an educational situation to achieve learning objectives. The effectiveness of learning can be observed from students' activities during the learning process, students' responses to learning, and students' mastery of concepts. To achieve an effective and efficient learning concept, there needs to be feedback between students and teachers to jointly achieve a goal. Additionally, it should be adjusted to the school environment, facilities, infrastructure, and learning media needed to assist in the development of all aspects of students' development. Effective learning activities are essential for children to help develop their thinking skills without neglecting their level of understanding according to their developmental stage. The effectiveness of learning is a measure of success in the interaction process in an educational situation to achieve learning objectives.(Umu Da'watul Choiro & Mira Shodiqoh, 2019)

According to John Caroll, who is renowned in the field of educational psychology, and in his book titled "A Model of School Learning," instructional effectiveness depends on five factors: 1) Attitude; 2) Ability to Understand Instruction; 3) Perseverance; 4) Opportunity; and 5) Quality of Instruction. Understanding these indicators indicates that learning can proceed effectively if

there is a willingness and desire within the child to learn, if both the child and the teacher are prepared for the learning activities, and if the quality of the materials delivered is high. If these five indicators are not present, the teaching and learning activities for the child will not proceed well.(Iriani et al., 2019)

METHOD

In this study, the author employs a qualitative research approach, as data is presented in the form of words. The qualitative research method is based on post-positivism or interpretative philosophy, used to investigate the conditions of natural objects, where the researcher serves as the key instrument. Data collection techniques are conducted through triangulation (a combination of observation, interviews, and documentation).(Sugiyono, 2013)

This research focuses on the implementation of lecture and question-and-answer teaching methods at Al-Ulum Integrated Islamic High School in Medan. The discussion of this research will be presented in a descriptive form that depicts the actual situation. Data Collection Techniques: observation, interviews, and documentation. The researchers analyze the data after collecting it over a specific period through three stages: Data Reduction (Data Selection), Data Display (Data Presentation and Conclusion Drawing), and Conclusion Drawing (Conclusion Drawing or Verification).

RESULTS AND DISCUSSION

The research object in this study is located at Al-Ulum Integrated Islamic High School in Medan. Based on the results, the researcher draws the following conclusions: the lecture method applied in the learning process by teachers is accompanied by the question-and-answer method. The lecture and question-and-answer methods can be alternative choices for teaching methods in online learning processes. In its implementation, teachers need to prepare themselves before conducting the learning process to prevent the lesson from becoming boring for students. Preparation is also required for students who will participate in the learning process, such as reading the materials sent by the teacher or preparing questions to be discussed in class. In using this method, teachers also need to consider several factors in implementing the lecture and question-and-answer methods.

The lecture method also has continuity with the question-and-answer method. This is aimed at enabling students and teachers to interact with each other. Additionally, the question-and-answer method can help boost students' confidence, broaden their insights, foster active learning, and enhance students' creativity. The use of the question-and-answer method has many benefits. Firstly, it is useful for boosting students' confidence. Consistent with this view, the use of

the question-and-answer method can cultivate the courage and enthusiasm in students to express their opinions. Teachers provide equal opportunities for students to ask questions and express their opinions. The researcher concludes that the use of the question-and-answer method can enhance students' confidence.

Secondly, the interaction between the teacher and students enables the teacher to understand students' thought processes. This interaction helps the teacher to comprehend how students think. In turn, this assists the teacher in predicting parts of the material that students may not have understood and prepares the learning material to meet students' needs. It can be concluded that teachers can understand students' thinking abilities through question-and-answer interactions conducted during the learning process.

Thirdly, the continuous use of the question-and-answer method can increase students' interest in learning. Teachers prepare themselves by reading beforehand before conducting the question-and-answer process in class. I posit that the frequent use of the question-and-answer method can indeed enhance students' interest in learning. It can be concluded that children's behavior can also enlighten adults. Imaginative and genuine thoughts help teachers understand the children's world. Lastly, the question-and-answer method can create active learning and enhance students' creativity because children are actively involved in it." Based on the observation and interviews, the researcher concludes that the use of the question-and-answer method leads to interaction between the teacher and students, making the learning process more active. In addition to creating active learning, the use of question-and-answer can also provide meaningful learning experiences, making students enjoy the learning process more.

CONCLUSION

From all the materials elaborated on regarding lecture, question-and-answer, and discussion methods, we can conclude that by creating a mixed method in the learning process within a classroom activity with feasible time and effective conditions, both methods can be applied in one meeting. This is done through a lecture of the material presented by the teacher, followed by the formation of groups from each student to engage in question-and-answer and presentations of each group's understanding in responding to questions or addressing issues agreed upon by the students. If educators can implement the method effectively and to the fullest extent possible, it is believed that the knowledge received by the students can be remembered clearly because it has been reinforced by their teacher, peers, and critical thinking forced to respond to the situations and conditions that occur in the learning process.

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