

The use of Q&A exercise method to increase study enthusiastic of christian education in human right as god's blessing material in High School 1 Bandar 2018/2019

O uso do método de exercícios de perguntas e respostas para aumentar o entusiasmo pelo estudo da educação cristã em direitos humanos como material de bênção de Deus no Ensino Médio 1 Bandar 2018/2019

El uso del método de ejercicio de preguntas y respuestas para aumentar el estudio entusiasta de la educación cristiana en derechos humanos como material de bendición de Dios en la escuela secundaria 1 Bandar 2018/2019

Received: 11/19/2020 | Reviewed: 11/19/2020 | Accept: 12/02/2020 | Published: 12/06/2020

Rosidah Situmorang

ORCID: <https://orcid.org/0000-0002-8906-1170>

Department of Education and Culture, North Sumatera, Indonesia

E-mail: rosidahhsitumorang@gmail.com

Abstract

This study aims to know the enhancement of 12th grade science 1 students' study enthusiastic of Christian education on Human Right as God's Blessing material using question and answer exercise method with action class research. The data analysis are done in either quantitative or qualitative methodology which obtained from observation result, interview and journal. The analysis is using interactive qualitative method to find out students' response and enhancement. The result showed that this question and answer exercise method could increase students' enthusiastic of Christian education which seen through the percentage of students' enthusiastic which boost on 75% and relevant with the present theory. The after treatment result showed the enhancement on students' enthusiastic from 25% (9 students) to be 55% (19 students) in first cycle and 75% (25 students) in the second cycle. Even if there were some weakness found in the first cycle but after conducting reflection and refinement, the learning process in second cycle could reach the target standard. Hence, it can be concluded that the question and answer exercise method could enhance students' enthusiastic in Christian education.

Keywords: Study enthusiastic; Question and answer exercise methodology; Christian education.

Resumo

Este estudo tem como objetivo conhecer o aprimoramento do estudo dos alunos do 12º ano de ciência 1, entusiastas da educação cristã sobre os direitos humanos como material da bênção de Deus, usando o método de exercícios de perguntas e respostas com pesquisa de classe de ação. A análise dos dados é feita em metodologia quantitativa ou qualitativa obtida a partir do resultado da observação, entrevista e diário. A análise está usando o método qualitativo interativo para descobrir a resposta e o aprimoramento dos alunos. O resultado mostrou que este método de exercício de perguntas e respostas pode aumentar o entusiasmo dos alunos pela educação cristã, o que é visto através da porcentagem de alunos entusiasmados, que aumentam em 75% e são relevantes para a teoria atual. O resultado do pós-tratamento mostrou o aumento do entusiasmo dos alunos de 25% (9 alunos) para 55% (19 alunos) no primeiro ciclo e 75% (25 alunos) no segundo ciclo. Mesmo que houvesse alguma fraqueza encontrada no primeiro ciclo, mas após conduzir reflexão e refinamento, o processo de aprendizagem no segundo ciclo poderia atingir o padrão-alvo. Portanto, pode-se concluir que o método de exercício de perguntas e respostas pode aumentar o entusiasmo dos alunos na educação cristã.

Palavras-chave: Estude entusiasmado; Metodologia de exercícios de perguntas e respostas; Educação cristã.

Resumen

Este estudio tiene como objetivo conocer la mejora del estudio de los estudiantes de ciencia 1 del 12 ° grado entusiastas de la educación cristiana sobre los derechos humanos como material de bendición de Dios utilizando el método de ejercicio de preguntas y respuestas con investigación de clase de acción. El análisis de datos se realiza en una metodología cuantitativa o cualitativa que se obtiene a partir del resultado de la observación, la entrevista y el diario. El análisis utiliza un método cualitativo interactivo para conocer la respuesta y mejora de los estudiantes. El resultado mostró que este método de ejercicio de preguntas y respuestas podría aumentar el entusiasmo de los estudiantes por la educación cristiana, lo que se vio a través del porcentaje de estudiantes entusiastas que aumentan en un 75% y son relevantes con la teoría actual. El resultado posterior al tratamiento mostró una mejora en el entusiasmo de los estudiantes de un 25% (9 estudiantes) a un 55% (19 estudiantes) en el primer ciclo y al 75% (25 estudiantes) en el segundo ciclo. Incluso si se encontraron algunas debilidades en el primer ciclo, pero después de realizar la reflexión y el refinamiento, el proceso de aprendizaje en el segundo ciclo podría alcanzar el estándar objetivo. Por lo tanto,

se puede concluir que el método de ejercicios de preguntas y respuestas podría realzar el entusiasmo de los estudiantes por la educación cristiana.

Palabras clave: Estudie entusiasta; Metodología del ejercicio de preguntas y respuestas; Educación cristiana.

1. Introduction

Generally, in its practice, education has purpose to give direction to every education activities and as something to be achieved from the activities itself. If the purpose is not firmly outlined then it will have uncertainty in its process which may lead to human with no life standard on his essence as human being (Rubiyanto, 2003). In implementing the education and effort to reach the goals, education is needed to be fully applied in high school, since high school is an institution which relied by State to create qualified human resource with intelligent, ingenious and virtuous characters. Therefore, the classroom learning activity should lie on students' activities and creativities, thus the goal can be achieved optimally.

The learning process in High School 1 Bandar is teacher centered learning. This learning model focuses the whole learning activities on teacher. Teacher is considered as the single subject in learning process while student is only becoming the object who receives delivered materials by teacher. Teacher centered learning is indeed make students become passive in learning process. This will interfere the development of students' thinking and creativity in mastery the material. One of the efforts to enhance the students' study enthusiastic, of Christian education on Human Right as God's Blessing material, is by changing the learning style from teacher centered to learner centered. The learning process should be able to involve all students to be active in class, thus they can explore the potential inside them. They also can grow the awareness that each students have ability and argument on the importance of togetherness.

The condition of 12th grade science 1 class before treatment are varied. Some students are less active and not supporting the learning process, they tend to talk with their friends during lesson than pay attention to teacher. While the other students who are supporting the learning process still have no courage to ask questions to teacher or share opinions. This is the impact of old learning method which positioned students only as the object. The learning process which dominated by teacher makes students become passive. It is seen on the percentage of active students in asking question for 40% and 20% for students who have

courage in deliver arguments. Also, the interaction within the class is only happen between teacher and some students who have more ability among the others.

This condition caused imbalance on the mastery level between active and passive students. The active students can master the material well, whereas the passive students have low mastery level. Indeed, this gap also influence on their score. Only 33.3% or 11 students who passed the test and the remaining 23 students or 66.6% did not pass the test because their result is under the curriculum standard that is 70. One of the factors that affect the success of learning is learning strategy. In opposite, the use of improper learning strategy can hinder the goals of the learning itself.

In order to emerge the courage in asking and answering the question as a form of active participation is needed stimulation and supporting condition. The question and answer exercise methodology, which is the part of active learning, is very effective to be applied since every students will get similar part and chance, and teacher will become the facilitator or medium in learning process to prevent out from its objective.

Based on the issue above, the objective of the study is to find out the increase of students' study enthusiastic of Christian education through question and answer exercise methodology.

2. Methodology

Research Methodology

The research methodology used in this study is action class research which done by teacher or collaborating with other people with planning and implementing the objective to fix or increase the quality of education in the class through certain treatment in a cycle (Kunandar, 2011).

This research issue appeared from the real problem faced by teacher in learning process, which then reflected as the alternate solution and solved with real actions that is planned and structured (Suwandi, 2011). As Asmani (2011) stated that an action on research by observing learning activity designed on purpose has aim to solve or increase the learning quality within the classroom.

Research Subject

The subject of the research is divided into two; the subject who deliver the treatment and who receive the treatment. The subject who deliver the treatment was the teacher of Christian education for 12th grade science 1 class. While the subject who receive the treatment was 34 students of 12th grade science 1 in High School 1 Bandar. This research was done in semester 1 during October 2018 until December 2018.

Data Collection Technique

This study used 4 research techniques that is observation, interview, documentation and test. The observation can be done using observation guide (format and check list), daily field journal notes, classroom activities, classroom interaction, and electronic record (Kunandar, 2011).

Observation technique is used to reveal the field data, such as students' study enthusiastic, study assessment, learning atmosphere, and teachers' performance using assisted individualization team strategy with implementing question and answer exercise method. According to Yamin (2007) there are four indicators of students' study enthusiastic; (a) courage in answering question, (b) seriousness in following the lesson, (c) effort in completing the tasks and (d) freedom in giving opinion.

Interview is defined as conversation with purpose done by two people - interviewer and interviewee (Moleong, 2002). While, document refers to photo, picture, map, graphic, organization structure, historical notes, examination or other supporting data to facilitate the research (Mukhtar, 2007). In order to get data validity, examination in four criteria are needed; (a) credibility, (b) transferability, (c) dependability, and (c) conformability (Moleong, 2002). This study used action class research by Kemmis and Mc. Taggart model which consisted of four components, including planning, action, observation, and reflection (Saminanto, 2010).

Data Analysis Technique

Setyosari (2013) stated that data analysis is a formal process to define theme and idea. Data analysis is a process to interpret data with purpose to collect some information. According to Suwandi (2011), data analysis techniques used to analyze data using

comparative statistic descriptive and critical analysis technique. Comparative statistic descriptive technique used for quantitative while critical analysis technique is related with qualitative data.

Hence, this study used both quantitative and qualitative data analysis. The collected data were analyzed using interactive qualitative due to know the students' response and improvement. Whereas, the data obtained from test were analyzed using quantitative to define the percentage number.

The data analysis was done in 4 process flows; (a) data collection, (b) data reduction, (c) data serving, and (d) draw conclusion. The data were written in narrative as the real condition within the field and the data reduction was done continuously during the research.

3. Results

Description of Early Condition

The observation is done to students of 12th grade science 1 of High School 1 Bandaron Christian education lesson. In early condition, the data obtained was in the form of students' study enthusiastic level of Christian education on Human right as God's Blessing material. The data can be seen in Table 1 below.

Table 1. Early condition on students' study enthusiastic of Christian education material.

No.	Assessment Indicator	Observation Result
1	Courage in Answering Question	7 Students
2	Seriousness in Following Lesson	24 Students
3	Effort in Completing Task	34 Students
4	Freedom in Giving Opinion	5 Students

Source: Author.

Based on Table 1 above, it can be seen that only 12 students who are active in asking question and giving opinion, while the rest of the students are remaining passive. However, all students are still completing the tasks given by the teacher. The data of study enthusiastic in percentage can be seen in Table 2 below.

Table 2. The percentage of students' study enthusiastic on Christian education in pre-cycle.

No.	Observation Result	Total	Percentage
1	Could fulfill the study enthusiastic indicator	9	25%
2	Could not fulfill the study enthusiastic indicator	25	75%
	Total	34	100%

Source: Author.

From the table above, it is seen that the percentage of students' study enthusiastic is very low, only 25% from the total of 100% who fulfill the study enthusiastic indicator. Therefore, two cycles observation are needed to be done due to see its enhancement.

First Cycle

In the first cycle, the researcher is helped by other teacher to monitor and fill the observation sheet, which prepared by the researcher before, with everything that related to the learning process within the classroom. The observation is done in 4 phases including action/treatment planning, implementing action/treatment, observing and reflecting. The description of those phases can be seen below:

1) Action/Treatment Planning

The researcher along with the collaborator discussed on the treatment planning. The planning were done in two times meetings with activities as below;

- a. Arrange material of Christian education on Human Right as God's Blessing
- b. Prepare the syllabus based on 2013 curriculum
- c. Prepare the lesson plan with question and answer exercise methodology

2) Implementing Action/Treatment

In this phase, the researcher implement the planned scenario by using question and answer exercise method. The implementation which done by teachers to enhance students' enthusiastic, are;

a. Introduction

- Teacher starts the lesson with greetings, checks attendance list, and asks students' condition
- Teacher gives study motivation to students
- Teacher explains the learning objective or basic competence that will be taught during the lesson
- Teacher delivers the scope of the material and short explanation of the learning activities

b. Core Activities

- Literacy

Students are given motivation and guidance to see, understand, read and write back on the material. They are also given shows on and materials related with Human Rights

- Critical Thinking

Teacher gives chance to identify as much as the students can on things they still do not understand, started from factual until hypothetic question. The question must be in line with the material on Human Rights.

- Collaboration

Students are classified in some groups to discuss, collect information, represent the material and exchange information on Human Rights.

- Communication

Students presented their group or individual work in classical way and expressed their opinion against the presentation and then responded back by the group or individual presenter.

- Creativity

Teacher and students make conclusion on things that have been learned on Human Rights. Students then are given chance to asking on things they do not understand.

c. Closing

- Teacher along with students summarized the lesson in general
- Teacher gives evaluation test regarding the lesson
- Teacher gives learning motivation

- Teacher delivers the upcoming learning material
- Teacher closes the lesson

3) Observing

The collaborator do observation on learning quality by using media and learning strategy of question and answer exercise methodology to students, as the following:

- a. Observation result on researcher's activity during the class, including;
 - The class setting and students' management are less control. It is seen when the teacher explains on the lesson, some students are still joking and talking with their friends.
 - The facilitate which given by the teacher was minimal in doing question and answer exercise methodology learning strategy.
 - In its application, the teacher did not give motivation and clear direction to the students, therefore when group discussion and quiz the class is not in a good control.
- b. Observation result on students' condition during the class, are;
 - There are only 19 students or 55% students who active during the lesson, while the other 15 students or 45% students are not reach the indicator of study enthusiastic well. These showed that during the lesson, not all students are active. There are still a lot of students joke around with other students and remain passive.
 - Some students are detected as passive students during group discussion. They are not cooperate with their groups and passive in participation.

After implementing the action/treatment based on the first cycle learning planning, then the data on students' study enthusiastic can be seen in the following table below.

Table 3. Observation result on students' study enthusiastic of Christian education in first cycle.

No.	Assessment Indicator	Observation Result
1	Courage in answering question	17 students
2	Seriousness in following lesson	23 students
3	Effort in completing task	34 students
4	Freedom in giving opinion	15 students

Source: Author.

The table above showed that 19 students already have courage in answering question and 15 students in giving opinion. However, students can be mentioned as active in learning if at least has reached 3 minimum score of study enthusiastic indicator based on the reference standard. The percentage of students' activeness in first cycle can be seen in Table 4 below.

Table 4. The percentage of students' study enthusiastic of Christian education in first cycle.

No.	Observation result	Total	Percentage
1	Could fulfill the study enthusiastic indicator	19	55%
2	Could not fulfill the study enthusiastic indicator	15	45%
	Total	34	100%

Source: Author.

By applying question and answer exercise method, the percentage of students' study enthusiastic in first cycle showed the enhancement from the previous condition, before treatment was done. This happen because students are competing each other thus it creates passion in studying. This enhancement is seen in Table 5 below.

Table 5. The result of students' study enthusiastic observation.

No.	Observation result	Total Percentage	
		Early Condition	After First Cycle
1	Could fulfill the active indicator	9 (25%)	19(55%)
2	Could not fulfill the study enthusiastic indicator	25 (75%)	25(45%)
	Total	34(100%)	34(100%)

Source: Author.

Based on the table above, there is enhancement in students' study enthusiastic in first cycle for about 30%. The students' study enthusiastic in early condition was 25% and increase to be 55% in first cycle. While students who are less active during the lesson also decrease for 30%, from 75% to 45%. This enhancement happen after the first cycle treatment.

4) Reflecting

Based on the observation learning activity, the researcher can reflect on its implementation, including;

- Teacher gave motivation to students to be active in discussion and quiz activities.
- Teacher tried to be active as facilitator by maximizing the way of learning.

The final evaluation on first cycle, either on the enthusiastic level of students' study or the result from learning evaluation is still needed to be fixed due to enhance the score. Therefore, the second cycle of learning strategy should be done as remedial.

Second Cycle

Similar to the first cycle, the second cycle also have 4 phases including action/treatment planning, implementing action/treatment, observing and reflecting. The description of those phases can be seen below:

1) Action/Treatment Planning

- a. Fixing the deficiencies happened in the first cycle, such as;
 - Giving motivation toward students during learning process
 - Becoming an active facilitator during the lesson
 - Managing the class well
- b. Arranging the material with Human Right as God's Blessing as the learning subject
- c. Preparing 12th grade science 1 syllabus based on 2013 curriculum
- d. Preparing lesson plan of Christian education using question and answer exercise methodology

2) Implementing Action/Treatment

Implementing action/treatment by doing the planned learning scenario, as below:

- a. Introduction
 - Teacher gives greeting
 - Teacher asks one of the students to lead morning prayer
 - Teacher checks students' attendance list
 - Teacher gives appreciation
- b. Core Activities
 - Literacy Activity

Students is given motivation and guidance to see, understand, read and write on learning material. They were also given shows on and materials related with Human Rights.
 - Critical Thinking

Teacher gives chance to identify as much as the students can on things they still do not understand, started from factual until hypothetic question related with Human Right definition.
 - Collaboration

Students are divided into groups to discuss, collect information, represent and exchange information on Human Right definition.
 - Communication

Students presented their group or individual work in classical way and expressed their opinion against the presentation and then responded back by the group or individual presenter.

- Creativity
- Teacher and students made conclusion on things that have been learned on Human Rights. Students then were given chance to asking on things they do not understand.

c. Closing

Teacher summarizes the material and gives post-test due to check students' understanding. Then, close the lesson with greeting.

3) Observing

Observation in second cycle has aim to know the result after improvising the previous action in first cycle. The researcher acts as the leader who lead the lesson while teacher as a passive participant who monitor the lesson.

a. Observation result on researcher's activity during the class, are;

- Researcher has set the class and control the students very well. This is seen when there is no more students who joke around during the lesson.
- Researcher has been giving up his maximum effort as a good facilitator in delivering the lesson using question and answer exercise method.
- In applying the new learning method, researcher has been given clear motivation and direction to students so that the group discussion and quiz can be controlled in a good way.

b. Observation result on students' condition during the class, are;

- Students are active in group discussion
- Students are focus during the lesson
- Students look passionate in group discussion

After doing the action/treatment based on the second cycle learning plan, the data on students' study enthusiastic can be seen in Table 6 below.

Table 6. Observation result on students' study enthusiastic of Christian Education in Second Cycle.

No.	Assessment Indicator	Observation Result
1	Courage to answer questions	15 students
2	Seriousness in following the lesson	30 students
3	Effort to complete the tasks	34 students
4	Freedom in uttering opinion	26 students

Source: Author.

Students are claimed as active if at least they reach the minimum students' study enthusiastic indicator which defined by the researcher based on the reference standard. In second cycle, the students have reached the minimum number of students' study enthusiastic indicator. The percentage of students' activeness in second cycle can be seen in Table 7 below.

Table 7. The percentage of students' study enthusiastic of Christian education in second cycle.

No.	Observation result	Total	Percentage
1	Could fulfill the enthusiastic indicator	25	75%
2	Could not fulfill the enthusiastic indicator	9	25%
	Total	34	100%

Source: Author.

The Table 8 above showed that by applying the question and answer exercise method, the percentage on students' study enthusiastic has increased from the early condition and first cycle. This occurred since each students are compete each other thus the passion to be active in studying is appeared. The enhancement can be seen in Table 8 below.

Table 8. Observation result on students' study enthusiastic of Christian education in second cycle.

No.	Observation result	Percentage	
		After first cycle	After second cycle
1	Could fulfill the activeness indicator	19(55%)	25(75%)
2	Could not fulfill the activeness indicator	15(45%)	9(25%)
	Total	34(100%)	34(100%)

Source: Author.

Based on the table above, students who had reach the indicator of study enthusiastic in early condition was 25%, first cycle 55% and second cycle 75%, which meant that there was 30% of increment from early condition to first cycle and 20% from first cycle to second cycle. Meanwhile, for passive students, there was reduction number from early condition 75% to 45% in first cycle and 25% in second cycle. This enhancement happened after the question and answer exercise method is applied within two cycle in learning process.

4) Reflecting

Actions/Treatments done by the researcher in enhancing the students' study enthusiastic using question and answer exercise methodology are affected on the increase of students' study enthusiastic percentage. It is increased to be 25 students or 75% from 34 students, or the total students in 12th grade science 1.

Hence these actions/treatments can be stated as good since it helped to increase students' study enthusiastic for 75%. It means that the actions/treatment in second cycle is success. The researcher and teacher have been give up all their effort to enhance the enthusiastic of the students on Christian education. Also, it has been in accordance with the study enthusiastic indicator for 75%.

4. Discussion

Based on the teachers' data, in pre-cycle condition, students' study enthusiastic is still in low level. This can be seen through observation data that only 9 students or 25% of 100% who active in classroom. This percentage result number is surely under the minimum target that is 75%.

The students' study enthusiastic started to enhance after the first cycle treatment. There are 19 students (55%) who become active in classroom or 30% of enhancement from early. However, this percentage number is not yet found the minimum standard that is 75%.

In the first cycle, the researcher's performance is not yet maximal since there are still passive students. Some students are seen passive during group discussion and some are still talking with others during the lesson. Therefore, second cycle treatment is done to improve the students' study enthusiastic until it reached the minimum percentage number for 75%.

In the second cycle treatment, the learning process has reached 25 students or similar with 75% from the whole students whose study enthusiastic are increased. The treatment done by the researcher was refining the learning quality and pushing students' motivation.

The learning process claimed as success if at least there is 70% of total students who had enhancement. For further information on students' study enthusiastic through question and answer exercise method can be seen in the following Table 9 below.

Table 9. The enhancement of students' study enthusiastic of Christian education through Q&A exercise method.

No.	Observation Result	Total Percentage		
		Early condition	First Cycle	Second Cycle
1	Fulfilling students' study enthusiastic	9(25%)	19(55%)	25(75%)
2	Not fulfilling students' study enthusiastic	25(75%)	15(45%)	9(25%)
	Total	34(100%)	34(100%)	34(100%)

Source: Author.

Overall, the result showed that the indicator of students' study enthusiastic has been achieved through four existed indicators.

All students have tried to complete the tasks, most of the students have uttered their opinion and half of the students already have courage in asking and answering teacher's or friends' question.

5. Conclusion

In conclusion, question and answer exercise methodology can enhance the students' study enthusiastic. It is proved from the improvement on students' study enthusiastic percentage on Christian education with Human Right as God's Blessing as the main subject.

The early condition showed there are only 9 students (25%) who fulfill the indicator standard, then it increased to 19 students (55%) in first cycle and to 25 students (75%) in second cycle.

In the first cycle, there were some weakness in the learning process but after doing reflection and refinement then the learning process in the second cycle was succeed and reached the expected target.

Therefore it can be said that question and answer exercise method can enhance the students' study enthusiastic of Christian education in High School 1 Bandar 2018/2019.

The question and answer exercise method could increase students' enthusiastic of Christian education which seen through the percentage of students' enthusiastic which boost on 75% and relevant with the present theory. For future researches expected to development and analyze the similar research with different methods, so, it can be a good research and interesting

Reference

Asmani, J. M. (2011). *Tips Pintar PTK: Penelitian Tindakan Kelas*. Yogyakarta: Laksana.

Kunandar, K. (2011). *Langkah Mudah Penelitian Tindakan Kelas*. Depok: PT. Raja Grafindo Persada.

Moleong, L. J. (2002). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.

Mukhtar, M. (2007). *Bimbingan Skripsi, Tesis, dan Artikel Ilmiah*. Ciputat: Gaung Persada Press.

Rubiyanto, R. (2003). *Landasan Pendidikan*. Surakarta: UMS Press.

Saminanto, S. (2010). *Ayo Praktik PTK*. Semarang: RaSail Media Group.

Setyosari, P. (2013). *Metode Penelitian Pendidikan & Pengembangan*. Jakarta: PT Fajar Interpratama Mandiri.

Suwandi, S. (2011). *Penelitian Tindakan kelas (PTK) & Penulisan Karya Ilmiah*. Surakarta: Yuma Pustaka.

Yamin, M. (2007). *Kiat Membelajarkan Siswa*. Jakarta: Gaung Persada Press.

Percentage of contribution of each author in the manuscript

Rosidah Situmorang - 100%