The Development of Learning Tools Through Question Student Have (QSH) Method in Tarikh Education to Improve Students' Self-Confidence

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Abstract

This study aims to improve students' active learning activities through the application of the question student have method that has been developed in learning tarikh at SMP Muhammadiyah 1 Gamping. This method is designed to train students in the ability to ask questions, so that they are not only passive listeners, but also active in reading, writing, and discussing. This study used the research and development method with quantitative and qualitative approaches. The results showed that the application of the QSH method can increase students' self-confidence and motivation, with 89% of respondents assessing the products produced as "Very Good" quality and the influence on the self-confidence variable through the pretest post-test which showed 65,64 increased to 89,18. These findings are expected to make a positive contribution to the development of more interactive and effective learning methods in Islamic education.

Keywords: Active Learning, Question Student Have, Self-Confidence, Tarikh

Abstrak

Penelitian ini bertujuan untuk meningkatkan kegiatan belajar aktif siswa melalui penerapan metode question student have yang telah dikembangkan dalam pembelajaran tarikh di SMP Muhammadiyah 1 Gamping. Metode ini dirancang untuk melatih siswa dalam kemampuan bertanya, sehingga mereka tidak hanya menjadi pendengar pasif, tetapi juga aktif dalam membaca, menulis, dan berdiskusi. Penelitian ini menggunakan metode research and development dengan pendekatan kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan metode QSH dapat meningkatkan kepercayaan diri dan motivasi siswa, dengan 89% responden menilai produk yang dihasilkan berkualitas "Sangat Baik" serta adanya pengaruh terhadap variabel self-confidence melalui uji pretest post-test yang menunjukkan sebesar 65,64 naik menjadi 89,18. Temuan ini diharapkan dapat memberikan kontribusi positif terhadap pengembangan metode pembelajaran yang lebih interaktif dan efektif dalam pendidikan Islam.

Kata Kunci: *Pembelajaran Aktif, Question Student Have, Kepercayaan Diri, Tarikh*

INTRODUCTION

Tarikh subject is also one of the education in Indonesia that has an important role for students in contemplating, directing, and developing competence to think more critically (Mahmudi and Shofro 2020). Especially in explaining the development of Islam chronologically. This will make students aware of the socio-cultural diversity and determinants of identity and identity of the events of Islamic civilization (Maryati 2019). Learning Islamic history is the most effective means of teaching faith to students (Ahmad 2018).

Studying Tarikh, (Uswatun 2020) a Muslim can understand the historical reflection of the progress and development of Islamic civilization so as to provide insight to carve the history of Islamic civilization in the future (Daimah 2019). As has been explained in QS. Al-Fatihah: 6-7 that the importance of Tarikh Education to learn, the explanation is as follows.

اَهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ ۞

صِرَاطَ الَّذِينَ اَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّآلِّينَ ۞

Meaning: "Show us the straight path of those on whom You have bestowed favor, not of those who are angry nor of those who go astray."

In this verse Allah commands mankind to emulate the straight path taken by those who have been favored, and avoid the misguidance of those whom Allah has angered. In order to realize this, we must find out the history of the success of the saved people. Likewise, we must know and study the causes of the misguidance and destruction of the wretched people who received His wrath (Rezza Fauzi, Agis Nita, and Awalia 2024). The existence of students understanding the struggles of previous people, this will arouse the enthusiasm to achieve their goals and foster student courage in everything. That is the importance of learning history.

Realizing the importance of learning Tarikh, a teacher should be able to innovate learning methods so that students can learn and apply the value of moral creed in it (Hikmah 2020). But in reality, the purpose of learning Tarikh has not been achieved optimally. It is not uncommon to find students who lack courage or confidence in the tarikh learning process (Syurgawi and Yusuf 2020). Because,

students do not understand the material presented by the teacher and instead do not want to express questions on the grounds of embarrassment (Afifatur and Syamsul 2021).

There are still many misconceptions, lack of innovation and variety of learning methods that have an impact on decreasing student interest, motivation and achievement in learning (Hasmar 2020). Similarly, interviews with students of SMP Muhammadiyah 1 Gamping showed that there are still many students who choose to remain silent on the grounds that they have not mastered the subject. Moreover, if students are shy to ask, it will result in a lack of understanding of the essence of learning Tarikh itself.

Self-confidence is very necessary in life and it is quite important, including in achieving life goals (Ardila et al. 2024). Many people think that self-confidence is something that cannot be learned and comes from fate. So, this makes a person lazy to try to develop and train his confidence (Perdana 2019).

Based on the explanation above, it can be concluded that what makes students have more confidence, teachers can create learning methods to create a pleasant learning atmosphere and conditions. So that it will be more effective and efficient, especially in providing a comfortable learning experience that can increase students' motivation, enthusiasm, and interest in learning to make it easier to understand Tarikh lessons. Therefore, it is an important factor for a teacher to always improve learning methods (Kurniawan, Dwikoranto, and Marsini 2023).

A teacher should pay attention to the individual conditions of children because they are the ones who will learn. So that learning can really change the condition of children from not knowing to knowing, from not understanding to understanding and from poor behavior to good (Liasi 2019).

So researchers innovate to develop learning tool through the question student have method in Tarikh lessons which is one of the effective ways to increase active learning activities because this method was developed to train students to have the ability and skills in asking questions (Giawa, Lase, and Telaumbanua 2023). So that students not only listen but need to read, write, discuss and be encouraged to think critically (Yeni Fitria 2017).

Previously, there were authors who had researched this QSH method in Islamic religious education subjects at the high school level to increase student interest in learning. The method used by researchers is class action which means there is no development of the QSH method in it (Ramli and Akram 2021). Which means that the update of this research lies in the tools developed in the QSH learning method in Tarikh subjects to increase student confidence, and there are differences in the school level and research methods taken by researchers.

So, in this study researchers will develop a tool in the form of a spinner game through the question student have method in overcoming the problem of not confident students in learning Tarikh as in the background above.

METHOD

To make it easier to read the research scheme, the researcher created a thinking scheme, as suggested by Yin (2018), who pointed out that research based on a clear thinking scheme can bridge the gap between theory and practice (Ariyasa and Jauhari 2020). Thus, the importance of a thinking scheme in research lies not only in its function to direct the research process, but also in its ability to ensure that research has a solid scientific basis and can contribute to the development of science. It is known that to increase student self-confidence there are influencing educational factors, the important role of an education to achieve one's success must involve teacher creativity in delivering material through fun methods.

Things that need to be considered by a teacher include several things, namely having skills in obtaining information (learning to know), having skills in developing themselves (learning to be), skills in carrying out their duties as a teacher (learning to do), and skills in adjusting the environment and making it more harmonious (learning to live together) (Priscilla and Yudhyarta 2021). In fact, a teacher must be able to teach how to learn properly (learning how to learn) (Sushana Purba, Winarti, and Lukman 2023).
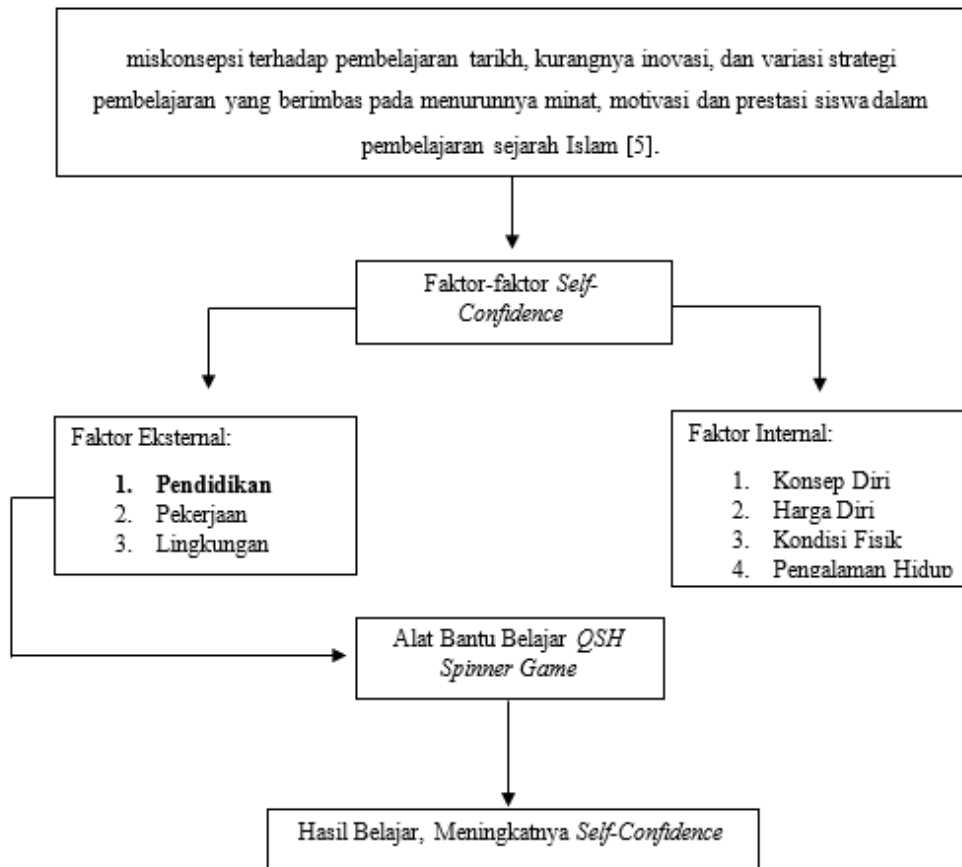
Figure 1.
Scheme of Thinking

Then the method used in this research is Development or R&D (Research and Development). R&D is research that goes through steps to produce certain products and test the effectiveness of these products. Meanwhile, Sukmadinata said that research and development is a process to develop a new product or improve existing products and can be accounted for (Sukmadinata 2017).

The approaches used in this research are quantitative and qualitative approaches. according to Arikunto said he quantitative approach is an approach that starts from data collection, interpretation, and appearance of the results are required to use numbers. Likewise, the understanding and conclusions of the research will be better if accompanied by tables, graphs, charts, images or other displays. The development method compiled by Sugiyono (Sugiono 2018). In his concept, he suggests ten stages of development. Stages such as the following figure 2.
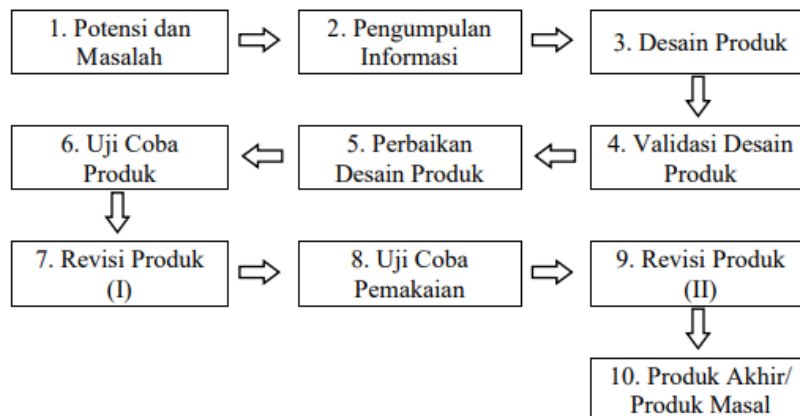
Figure 2.
R&D Development Flow

The Research and Development (R&D) research model according to Sugiyono (2018) consists of 10 systematic stages to develop new products or improve existing products. The stages begin with the identification of potential and problems, followed by information gathering to obtain relevant data as a basis for designing product designs. The design is then validated by experts to ensure feasibility, followed by improvements based on the feedback received. After that, the product was tested on a small scale to evaluate its effectiveness, then revised (Revision I) if deficiencies were found. The next stage was a wider scale trial of use, followed by further revision (Revision II) to perfect the product. Finally, the optimized product is mass-produced to be used as intended. This process aims to produce products that are effective, valid, and can be implemented properly.

RESULTS AND DISCUSSIONS

Potential and Problem Analysis

Observations and interviews were first conducted by researchers to the Tarikh subject teacher on Monday, October 31, 2022. There are several problems, including the following paragraphs. Teachers who have difficulty in conveying the amount of material to students, this is as stated by AU (Tarikh subject teacher), Presentation of Tarikh material conducted by the teaching teacher as a whole is quite complex, The suitability of Tarikh material delivered by the teacher is in accordance with the curriculum as a reference, namely the curriculum of the Majelis

Dikdasmen, The availability of learning tool at school is quite adequate. Such as whiteboards, projectors, speakers, and school computers, Constraints in the use of learning methods Tarikh less varied, Qualifications of educators with an average of strata one (S1) even up to strata two (S2), The need for evaluation of educators in the learning process implemented.

Data Collection

The stage of collecting information or data is carried out by researchers through several stages, namely conducting a review of content standards in the Ismuba curriculum, especially to determine core competencies, basic competencies, indicators of competency achievement in Chapter V material on the History of the Daulah Abbasiyah in tarikh subject of SMP Muhammadiyah 1 Gamping.

Conduct a literature study to find out the theories or information from previous research that has a close relationship with the research developed by the researcher (Mahanum 2021). Similar to Lautser's self-confidence theory that self-confidence is triggered by education (Abdurrohim and Setiawan Dwi Saputra 2024). So, researchers make this the main topic in this study.

Product Design

The design begins with collecting the materials and materials needed and then compiling a flowchart of the QSH method concept. One of the flowchart designs that the author has compiled is as shown in Figure 3 below.

Figure 3.
QSH Spinner Game Design

The next preparation is to prepare a reward card or gift card to support student motivation in playing the game, but there are other supports in increasing student confidence and motivation later which have been adjusted to the KD Material in chapter V of the History of the Excellence and Collapse of the Daulah Abbasiyah in class VIII Tarikh subjects, where it explains about the history of its founding, golden age, and several scientific figures as in the following figure 4.

Figure 4.
Card Reward according to KI and KD material

Figure 4 above are just some examples of reward cards. Next, the researcher prepared the tools and materials for making the QSH spinner game which included wood, color paint, sticker paper, and started making it. Researchers make products assisted by manufacturing experts, such as in the process of cutting wood, uniting components with nuts, etc. After the product is finished. After the product is finished. As in the following figure 5.

Figure 5.
Card Reward according to KI and KD material

The last stage is finishing, researchers designed instructions for use in the form of brochures and brought the product to media experts and material experts for product validation assessments. Instructions for use in figure 6 below.

Figure 6.
Brochure and How to Use the Product

Figure 6 above is a brochure containing a list of functions and uses of learning tools, procedures for implementing the question student have learning method, and the advantages of the spinner learning tool. Then the product is refined and improved with a sturdy material in the form of wood with the use of colors that are in accordance with the material and characteristics of students can provide a psychological effect for students to be happy and can give a strong impression and can make it easier for students to remember the material in the media developed (Nurfadhillah et al. 2021). Then the finalized product will be shaped as in figure 7 below.

Figure 7.
Final Product QSH Spinner Game

Product Design Validation

After the product design of the QSH Spinner Game learning tool is completed, the next step is product validation by material experts and learning tool experts. Validation and data analysis from experts is obtained by scoring the media and material aspects that have been compiled in the validation instrument, by determining the interval of qualitative interpretation criteria for validation results using the steps and formulas put forward by Sundayana (Sundayana 2015).

Through table 1 below the learning tool expert's score is interpreted to be 78% if interpreted using a scale that has been determined for media experts, it can be concluded that the learning tool QSH method in Tarikh class VIII subjects developed is in the "Good" or "Feasible" or "Valid" qualification and can be used with "Minor Revisions". So in this case the researcher provides improvements to the product according to the suggestions of the validator. So after making revisions through the second expert, the score was 92%, which means the product is "suitable for use".

Table 1.
Interval Formula for Qualitative Interpretation Criteria

Interval Nilai	Kriteria	Keterangan Validitas
$84\% \leq ST < 100\%$	Sangat Valid/Layak/ Baik	Dapat digunakan tanpa revisi
$68\% \leq ST < 84\%$	Valid/Layak/Baik	Dapat digunakan dengan revisi kecil
$52\% \leq ST < 68\%$	Cukup Valid/Layak/Baik	Dapat digunakan setelah revisi besar
$36\% \leq ST < 52\%$	Tidak Valid/Layak/Baik	Tidak boleh digunakan
$20\% \leq ST < 36\%$	Sangat Tidak Valid/Layak/Baik	Tidak boleh digunakan

The next stage of the product is tested for material feasibility and the score is interpreted in the feasibility value interval in table 1, then 89% is qualified as "Very Good" or "Very Feasible" or "Very Valid" and can be used "Without Revision".

Design Improvement

Based on the recommendations or suggestions from the learning tool validators, there are several points that must be refined in the design of the QSH method learning tool in Tarikh learning the material of the Daulah Abbasiyah in class VIII SMP Muhammadiyah 1 Gamping. After receiving this input, the next step taken by the researcher is to make improvements to the product design.

The following is the product display of the QSH method learning tool in Tarikh learning the material of the Daulah Abbasiyah period in class VIII SMP Muhammadiyah 1 Gamping before and after the revision.

Product Trial

After the product design is improved, the next step is the limited trial stage. As the test subjects in this study were 4 students of SMP Muhammadiyah 1

Gamping in the 2022/2023 school year. In its implementation, the five students were asked to operate the spinner learning tool and then fill out an assessment in a questionnaire consisting of 5 questions. While the Ismuba teacher is asked to guide the learning implementation process with the question student have method and observe and provide an assessment in a questionnaire consisting of 10 questions using Likert scale scoring and interpreted on an interpretation scale as in table 2 below.

Table 2.
Product Trial Assessment Interpretation Scale

Interval Nilai	Kriteria
$81,25\% \le ST < 100\%$	Sangat Setuju/ Baik
$62,5\% \le ST < 81,25\%$	Setuju/ Baik
$43,75\% \le ST < 62,5\%$	Tidak Setuju/ Baik
$25\% \le ST < 43,75\%$	Sangat Tidak Setuju/ Baik

The questionnaire scores are interpreted on an interval scale as in table 2 then get the results of 85% feasibility by the Tarikh subject teacher and 90% of the students. Then the product is declared "very feasible to use" "without revision".

Product Revision I

Based on the results of the product trial, it shows that the learning tools for the QSH method for the material of the History of the Excellence and Collapse of the Daulah Abbasiyah class VIII SMP Muhammadiyah 1 Gamping developed are suitable for use. This is based on the test results which reached a percentage value of 85% from the teacher of Tarikh class VIII and 90% from class VIII students including the "very good" category.

On this basis, at this stage no revisions were made to the product development of learning tools for the QSH Spinner Game method. In other words, the improved QSH Spinner Game product has been adjusted to the recommendations of material experts and learning tool experts. Thus, it becomes the final product of this research and development.

Usage Trial

At this stage, the trial use of the product on a larger number of students is used by the author to seek responses from respondents to the product developed as has been done in the product trial stage by limited students as well as to explore the relevance of the product in an effort to increase student self-confidence. At this stage the researchers took 90 students from class VIII consisting of 3 classes / study groups consisting of 30 students each.

The product usage test of the development of learning tools through the QSH Spinner Game to class VIII students of SMP Muhammadiyah 1 Gamping totaling 90 students has a total score of 17.16. Then, the percentage value is obtained as follows.

$$NP = \frac{R}{SM} \text{ x } 100\%$$

$$NP = \frac{17,16}{20} \text{ x } 100\%$$

$$NP = 85,8\%$$

The percentage results if reviewed from the feasibility value interval scale in table 4.9, the value of 85.8% is concluded that students state that the QSH Spinner Game learning tool development product is "very good".

Product Revision II

Based on the results of the usage trial on a wider scope, it shows that the QSH learning tools on the material of the History of the Excellence and Collapse of the Daulah Abbasiyah class VIII SMP Muhammadiyah 1 Gamping developed are suitable for use. This is based on the results of the usage trial conducted on 90 students at SMP Muhammadiyah 1 Gamping who stated "very good" on this QSH method learning tool product. Based on this explanation, in this stage no revisions were made to the development product.

Final Product

The final product of this research is a learning tool through the question student have method with the name of the tool is "QSH Spinner Game". Then in

testing the effectiveness after the use of these learning tools with self-confidence, researchers conducted pretest and post-test tests using the SPSS application, the results are as follows table 3.

Table 3.
Prestest and Posttest Effectiveness Tests

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Self-Confiedence	Pre Test	90	65.64	10.326	1.089
	Post Test	90	89.18	8.519	.898

Table 3 shows that there is an effect of product development in improving pretest results. So that the posttest results obtained increased with a mean value on the pretest of 65.64 while the mean value on the posttest was 89.18. So the use of QSH method tool products on Tarikh material Chapter History of the Excellence and Collapse of the Daulah Abbasiyah is effective in increasing self-confidence in class VIII students at SMP Muhammadiyah 1 Gamping with the number of subjects who became respondents as many as 90 students from 3 classes.

Supported by the results of research written by (Panjaitan, Yetti, and Nurani 2020) that the overall experimental results of a group of children who use media-based learning will be more effective than storytelling-based learning. Because this media will attract more students in the learning process, it will make students more quickly understand the material that has been delivered by the teacher so that students are more confident to master.

If drawn with the cone of experience theory by Dale (Sari 2019), it means that in the application of learning methods, the level of experience that involves all five senses of students will be more active in the learning process and will not feel bored. This can also trigger students' confidence level in learning. They will be more able to express themselves and dare to do what the teacher asks.

Based on this explanation, it is concluded that learning media can affect students' confidence levels. One of them is by innovating learning methods and bringing a more pleasant learning atmosphere (Alisa and Fitria Wulandari 2022). So that student confidence in the KBM process will increase.

CONCLUSION

This research began with identifying the problem of students' lack of confidence in learning history, followed by a literature study to understand relevant theories. Next, the researcher designed a learning tool in the form of QSH Spinner Game and collected materials that support the Question Student Have (QSH) method. After conducting a product feasibility test with excellent results, a trial was conducted in the classroom to observe the effectiveness of this method. Data was collected through pretest and post-test, which were then analyzed using SPSS application. The analysis results showed a significant increase in post-test scores, from 65.64 in the pretest to 89.18 in the posttest. Thus, this study proves that the application of the QSH method is effective in increasing student confidence, creating a more active learning atmosphere, and improving overall learning outcomes. The final product was declared suitable for use without further revision.

The development of learning tools through the Question Student Have (QSH) method is proven to have a significant positive influence on increasing student confidence. By using tools such as QSH Spinner Game, students become more actively involved in the learning process, which encourages them to ask questions and participate more intensively. The results showed that after the implementation of this method, there was a clear improvement in students' self-confidence scores, which was reflected in the pretest and posttest results that showed a significant difference. This improvement not only reflects better academic ability, but also creates a more fun and interactive learning atmosphere, so that students feel more confident in expressing their opinions and participating in discussions. Thus, the development of learning tools through the QSH method not only improves understanding of the material, but also contributes significantly to the development of students' confidence in the learning context.

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