



## The Influence of Teacher Asking Skills on Student Learning Outcomes in Class VII B PAI Subjects at SMP Al-Amaanah Matesih Karanganyar

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Receive: 17/07/2023

Accepted: 15/09/2023

Published: 01/10/2023

### Abstrak

Penelitian ini bertujuan untuk mengetahui seberapa besar pengaruh keterampilan bertanya guru terhadap hasil belajar siswa pada mata pelajaran PAI kelas VII B SMP Al-Amaanah Matesih Karanganyar tahun pelajaran 2022/2023. Penelitian ini menggunakan metode kuantitatif bersifat deskriptif. Populasi dalam penelitian ini adalah siswa kelas VII B SMP Al-Amaanah Matesih Karanganyar. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah simple random sampling. Sampel yang digunakan sebanyak 32 siswa. Perhitungan uji prasyarat dalam penelitian ini menggunakan uji normalitas dengan taraf sig. 0,05. Berdasarkan data hasil uji Kolmogorof-Smirnov, diketahui bahwa nilai signifikansi asymp sig. (2-tailed) sebesar 0,123 > 0,05, disimpulkan bahwa nilai residual berdistribusi normal. Metode analisis data yang digunakan adalah analisis regresi linear sederhana dengan taraf kesalahan 5%. Koefisien regresi diperoleh untuk komponen a = 22,49, dan b = 0,249. Maka dapat diperoleh regresi  $Y = 22,49 + 0,249X$ , sehingga diketahui bahwa nilai positif pada konstanta sebesar 22,49 menyatakan bahwa keterampilan bertanya guru mempunyai pengaruh positif terhadap hasil belajar siswa. Keterampilan bertanya guru di SMP Al-Amaanah Matesih Karanganyar diperoleh nilai sebesar 62,5% dengan jumlah responden sebanyak 23, hal tersebut menunjukkan bahwa kemampuan keterampilan guru pada posisi sedang. Nilai koefisien determinan (R-square) diperoleh sebesar 0,139 atau 13,9%. Artinya bahwa besarnya pengaruh keterampilan bertanya guru terhadap hasil belajar siswa hanya 13,9% selebihnya dipengaruhi oleh faktor lain. Berdasarkan hasil perhitungan analisis korelasi product moment diperoleh hasil perhitungan  $0,373 > r_{tabel} 0,349$  sehingga  $H_0$  ditolak dan  $H_a$  diterima, maka dinyatakan bahwa terdapat pengaruh keterampilan bertanya guru terhadap hasil belajar siswa. Abstrak berbahasa Indonesia ditulis menggunakan Calibri-12. Jarak antarbaris 1 spasi. Abstrak berisi 100-250 kata dan hanya terdiri atas 1 paragraf, yang memuat tujuan, metode, serta hasil penelitian.

Kata Kunci: Keterampilan bertanya guru, Hasil belajar siswa.

### Abstract

This study aims to find out how much influence the skills of asking questions to the teacher have on student learning outcomes in PAI class VII B SMP Al-Amaanah Matesih Karanganyar for the 2022/2023 academic year. This research uses a descriptive quantitative method. The population in this study were students of class VII B SMP Al-Amaanah Matesih Karanganyar. The sampling technique used in this study was simple random sampling. The sample used was 32 students. The prerequisite test calculations in this study used the normality test with a sig. 0.05. Based on the data from the Kolmogorof-Smirnov test, it is known that the asymp sig. (2-tailed) significance value is 0.123 > 0.05, meaning that the residual values are normally distributed. The data analysis method used is simple linear regression analysis with an error rate of 5%. Regression coefficients were obtained for components a = 22.49, and b = 0.249. Then it can be obtained regression  $Y = 22.49 + 0.249X$  so that it is known that a positive value at a constant of 22.49 indicates that the teacher's questioning skills have a positive influence on student learning outcomes. The questioning skill teacher at SMP Al-Amaanah Matesih Karanganyar obtained a score of 62.5% with a total of 23 respondents, this shows that the teacher's skill ability is in a moderate position. The value of the coefficient of determination (R-square) is 0.139 or 13.9%. This means that the magnitude of the influence of the teacher's questioning skills on student learning outcomes is only 13.9%, the rest is influenced by other factors. Based on the calculation results of the product-moment correlation analysis, the results obtained are recounted 0.373 > table 0.349 so  $H_0$  is rejected and  $H_a$  is accepted, it is stated that there is an influence of the teacher's questioning skills on student learning outcomes.

Keywords: Teacher questioning skills, Student learning outcomes.

## Introduction

Education is a basic need for everyone living in this universe, because education is a human moral obligation for humans and for human culture (Angrayni, 2019:1). According to Slamet, Angrayni (2019: 1) education can cultivate individual gifts to an ideal level within individual limitations with the aim that everyone can participate in the continuous improvement of humanity and society to achieve higher welfare.

As stated by Law number 20 of 2003 concerning education, it is important and regular work to create a climate of unlimited educational experience so that students effectively cultivate their ability to have deep strength, religion, wisdom, character, knowledge, and ethical qualities, as well as abilities important to themselves.

One of the religious education is Islam, according to Hilmi (Majid, 2006:72) "Islamic religious education is an attempt to plan substudies to realize, to live, to imitate Islamic religious lessons related between religious communities to understand the unity or solidarity of the state".

In order to improve the quality of education, teachers play a strategic role as educators in student learning outcomes. Technological developments make education more accessible, but advances in technology cannot replace the role of a teacher, such as the emotional relationship between teacher and student during the learning process.

A teacher's ability to control the classroom and guide students toward targeted learning goals directly influences the learning process. The success or failure of a learning process depends on the skills of the teacher. The teacher as a facilitator in learning has the task of creating circumstances and conditions that allow for a more effective and efficient teaching and learning process.

Teachers must plan and arrange learning activities systematically so that they are effective and skilled in class. Gifted teachers must put different efforts to further

developing learning execution teachers are expected to master teaching skills such as opening and closing learning (set inductions and closures), explaining skills (explaining skills), skills giving reinforcement (reinforcements skills), skills in carrying out variations, skills ask (questioning skills), class management skills (Chusnah, 2018, p. 30). Thus teachers must continuously improve their teaching skills to achieve the desired learning outcomes.

From the teacher's teaching skills in the learning process, the questioning skills are not well implemented by the teacher. Where the skill of asking the teacher can stimulate student interest and curiosity about the material that the teacher conveys, but sometimes the teacher shows little interest when clarifying student answers or tolerating student answers. Teacher attitudes include incorporating voices, appearances, activities, and body positions that are used by educators to convey their feelings of lack of warmth and participation.

In the teacher's questioning skills, sometimes they do not reinforce the form of words of praise and value points for students who want to ask questions or are able to answer questions, so it is possible for students to be less motivated in answering questions from the teacher and students will get bored and bored easily.

The teacher's questioning skills are carried out during the learning process. Teachers are required to master the skill of asking. Asking is a process of social interaction that is carried out by humans every day. Asking questions does not only exist in non-scientific social interactions but also occurs in the learning process which is a scientific interaction between educators and students. It is only natural that the learning process must lead to the achievement of student competencies, therefore the questions given by educators must lead to an increase in students' understanding of teaching material which leads to the achievement of the expected competencies (Wijayanto, 2021: 22).

Etymologically, the ability to ask questions can be divided into two parts, namely "skilled" and "asked". According to the Big Indonesian Dictionary, "skilled" means capable or proficient in carrying out. Whereas "asking" means asking for information (Nurbangun Nusnowati & Hanifah Nur Aini 2021:21).

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According to Levin & McEwan (Wijayanto, 2021:22–23) "Asking is a simple form of evaluation. Evaluation can provide many perspectives related to causal relationships because when the teacher gives quality questions, students will also answer with quality answers. Through questions, the educator can find out the level of understanding and what parts are not understood by students. Questions are part of the communication process that requires feedback. Through questions, educators can provoke students to participate in the learning process because there is a social obligation to provide answers in return. Asking questions in learning activities cannot be carried out haphazardly and can affect student learning outcomes.

In order to realize the expected learning outcomes, teachers should have basic teaching skills and apply them at school in the learning process. However, what is found in the field is that there are still many teachers who have not mastered teaching skills, one of the contributing factors is the lack of training received by the teacher during the education period, the lack of supervision from the school, and the teacher's lack of the nature of their duties as educators, because educators do not only exchange a variety of information set by the educational program but also teaching, directing, direct instruction, training, evaluating and developing students in early

childhood education, primary and secondary education through formal education.

The teacher's questioning skills are the main points of student learning outcomes. The skills possessed by students after going through the process of transferring information and learning experience are known as learning outcomes. So the results of learning can know how far students capture, understand and apply the subject matter that has been delivered by the teacher.

## Method

### 1. Types of research

In this study, the method used is descriptive quantitative research. Descriptive research is research with a method to describe a research result. The purpose of descriptive research is to describe, explain, and validate the phenomenon being investigated (Ramdhan, 2021: 7–8). The research was carried out in June 2023 to be precise in class VII B of SMP Al-Amaanah Matesih Karanganyar.

The independent variable in this study is the influence of the teacher's questioning skills, while the dependent variable is student learning outcomes

### 2. Time and place of research

This research was conducted in June 2023 at Al-Amaanah Matesih Karanganyar Middle School. precisely in Ganoman Hamlet Rt 1 Rw 7 Koripan Village, Matesih District, Karanganyar Regency.

### 3. Population and research sample

The population is all (universal) research objects that turn into a focal point for consideration and a source of research data information (Hernaeny, 2021: 33). According to Margono (Hermaeny, 2021: 34) "Population is all data that is the center of attention of a researcher within the specified scope and time". The population in this study were students of class VII B at SMP Al-Amanah Matesih Karanganyar.

Sampel merupakan bagian dari populasi yang mencerminkan karakteristik populasi secara keseluruhan. Bagian dari populasi harus diambil karena studi sering melibatkan sejumlah besar populasi, yang

membuatnya lebih mudah untuk melakukan penelitian. Ini sering disebut sebagai sampel (Hernaeny, 2021:33). Jika subyeknya berada dibawah 100, maka diambil semua sehingga penelitiannya merupakan penelitian populasi.

The sample is part of the population that reflects the characteristics of the population as a whole. Part of the population must be drawn because studies often involve a large number of populations, which makes it easier to conduct research. This is often referred to as a sample (Hernaeny, 2021:33). If the subject is under 100, then all are taken so that the research is a population study.

#### 4. Data analysis technique

After collecting all the necessary data to adequately address the research topic, one of the research stages is data analysis. Provisions in the use of analytical tools greatly determine the accuracy of drawing conclusions, because of that data analysis activities are activities that cannot be ignored in the research process.

Broadly speaking, data analysis techniques are divided into two parts, namely quantitative and qualitative analysis. Here the researcher uses quantitative data, namely data that can be quantified or numbered (Muhson, 2006:1).

To analyze each variable, descriptive analysis techniques (with percentages) are used, namely by using the relative frequency formula.

Formula:

$$P = F:N*100\%$$

P= Frekuensi relative

F= Frekuensi

N= Total frequency/number of individuals (Subando, 2015, p. 21).

#### 5. Prerequisite test

In this study, the prerequisite test used the normality test with the help of IBM SPSS for Windows Ver. 29. The normality test is a statistical test carried out with the aim of knowing how broad the data is. The steps used in this prerequisite test use the Kolmogorov-Smirnov technique. The Kolmogorov-Smirnov normality test is to compare the distribution of the data (which

will be tested for normality) with the standard distribution using a significance level of 0.05. If the significance is above 0.05, then there is no significant difference between the data tested and standard normal data, meaning that the data we test is normal is not different from standard normal (Ridiai et al., 2013: 2–5).

#### 6. Hypothesis testing

Test the hypothesis in this study using product moment correlation analysis techniques. This statistical test is used for two variables on an interval or ratio scale. The following is the product-moment correlation formula:

$$R_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{(\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)}}$$

provisions if the value of r count < r table, then Ho is accepted Ha is rejected means there is no effect of the teacher's questioning skills on student learning outcomes. Vice versa, if the value of r count > r table, then Ho is rejected and Ha is accepted, which means that there is an influence of the teacher's questioning skills on student learning outcomes in class VII B (Subando, 2015, p. 58).

## Results and Discussion

### 1. Description of research data

The review was carried out at SMP Al-Amaanah Matesih Karanganyar in class VII B in June 2023. As a research subject for class VII B, in this review, there were two variables, specifically the teacher's questioning skill expertise as a variable (X) and student learning outcomes as a variable (Y). The entered information is processed using descriptive statistical techniques assisted by using the IBM SPSS for Windows ver 29 program.

In this study, the researcher first tested the questionnaire as well as the sample before the questionnaire was used as a research instrument. In this study, for variable X, there were 20 items, and for variable Y, there were 14 questions that were declared valid.

After collecting the questionnaire and data tabulation procedures, the teacher's questioning skills function as the X variable

and learning outcomes as the Y variable, so the researcher reports the data as follows:

1. Teacher asking skills data

Table 1. Categories in the Form of Percentage of Variable X

No	Kategori	Frekuensi	Persentase
1	low	5	15,625%
2	currentl y	20	62,5%
3	tall	7	21,875%
	total	32	100%

From the table above, it can be concluded that the questioning skills of teachers in class VIIB at SMP Al-Amanah Matesih Karanganyar for the 2022/2023 academic year are included in the medium category. It is evident from the number of frequencies of 20 with a percentage of 62.5% being in the medium category.

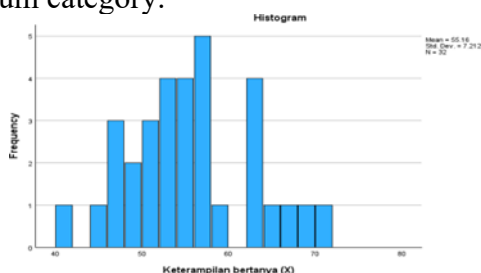


Figure 1. diagram distribution variabel X

2. Student Learning Outcome Variable Data (Y)

Table 2. Category in the Percentage Form of the Y Variable

No	kategori	frekuensi	persentase
1	rendah	4	12,5%
2	sedang	23	71,875%
3	tinggi	5	15,625%
total		32	100%

Based on the table above, it can be concluded that the learning outcomes of class VII B students at SMP Al-Amaanah Matesih Karanganyar are included in the medium category. Evidenced by the number of frequencies of 23 with a percentage of 71.875% which is in the medium category. Research results are presented in the form of graphs, tables, or descriptive. Analysis and

interpretation of these results are necessary before they are discussed.

2. Normality test

Results of data normality test assisted by IBM SPSS for Windows ver.29 with the One sample Kolmogorov-Smirnov formula. The following is a one-sample Kolmogorof Smirnov data test.

Tabel 3. Uji Normalitas Kolmogorof-Smirnov

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
		N	32
Normal Parameter sa, b	Kata-rata		.000000
	std. deviation		3.79790649
Most Extreme Differences	absolute		.139
	positive		.112
	negative		-.139
Test Statistic			.139
Asymp. Sig. (2-tailed) c			.123
Monte Carlo Sig. (2-tailed) d	99% Confidence Interval		.111
		Lower Bound	.103
		Upper Bound	.120

Based on data from the Kolmogorov-Smirnov test results, the value of sin. amp sig. (2-tailed) of  $0.123 > 0.05$  concluded that the residual values are normally distributed.

3. Test the hypothesis

Based on the product-moment correlation calculation results, a value of 0.373 is obtained. While the table value at a significant level of 95% is 0.349. Then the result is that  $r_{count} > r_{table}$  so that  $H_0$  is rejected and  $H_a$  is accepted, so there is an influence of the teacher's questioning skills on the learning outcomes of class VII B students at SMP Al-Amaanah Matesih Karanganyar in the 2022/2023 academic year.

4. Discussion

Based on the results of the data analysis above, the researcher can propose a discussion. From the questionnaire analysis it can be seen based on the results of research conducted on variable X that the number of samples is 32 respondents and obtained an

average of 55.16 standard deviation (standard deviation) of 7.212, the highest frequency of scores of 9 is in class interval 51-55. Based on a questionnaire containing data on the results of the teacher's questioning skills which had been distributed to 32 respondents in class VII B SMP Al-Amaanah Matesih Karanganyar the achievement level was 62.5% of 20 respondents. This is in the moderate category which indicates that the teacher's questioning skills still need to be improved to support student learning outcomes to increase.

The level of achievement of class VII B students at SMP Al-Amaanah Matesih Karanganyar can be seen that the highest score in the questionnaire is 46, and the lowest score is 27. While the average score is 36.22 in class intervals 35-38 while the lowest frequency score is 27-30. Based on a questionnaire containing statement data on learning outcomes that have been distributed to 32 respondents with the results of 4 students having a percentage of 12.5% in the low category, 23 students having a percentage of 71.875% in the medium category, 5 students having a percentage of 15.625% in the high category. This shows that the learning outcomes of class VII B students who were tested through a questionnaire are in the medium category by showing the results of the analysis percentage of 71.875% with a total of 23 students.

Based on the results of the calculation of the product-moment correlation analysis that the researchers did, a value of 0.373 was obtained, and the table value at a significant level of 95% was 0.349. Then the results of the recount are greater than the table so  $H_0$  is rejected and  $H_a$  is accepted, so it is stated that there is an influence of the teacher's questioning skills on student learning outcomes.

### Conclusion

Keterampilan bertanya guru di SMP Al-Amaanah Matesih Karanganyar diperoleh nilai sebesar 62,5% dengan

responden sebanyak 23 siswa. Hal tersebut menunjukkan kemampuan keterampilan bertanya guru PAI pada posisi sedang. Tingkat pencapaian hasil belajar siswa pada mata pelajaran PAI kelas VII B SMP Al-Amaanah Matesih Karanganyar tahun Pelajaran 2022/2023 dapat diketahui nilai tertinggi 46, nilai terendah 27. Sedangkan mean atau rata-rata 36,22. Diperoleh nilai persentase sebesar 71,875% dengan jumlah responden 23 menunjukkan pencapaian hasil belajar siswa berada di posisi sedang. Terdapat pengaruh keterampilan bertanya guru PAI terhadap hasil belajar siswa pada mata pelajaran PAI kelas VII B SMP Al-Amaanah Matesih Karanganyar tahun Pelajaran 2022/2023. Terbukti melalui perhitungan uji hipotesis dengan kolerasi product moment diperoleh nilai 0,373. Sedangkan nilai taraf signifikan sebesar 95% sebesar 0,349. Sedangkan pengaruh keterampilan bertanya guru terhadap hasil belajar siswa telah dilakukan dengan menggunakan persamaan regresi linier sederhana,  $Y = a + bX$ , = 22,49 + 0,249. Maka diperoleh hasil bahwasannya  $r$  hitung >  $r_{tabel}$  sehingga pada penelitian ini  $H_0$  ditolak dan  $H_a$  diterima, yaitu terdapat pengaruh keterampilan bertanya guru terhadap hasil belajar siswa pada mata pelajaran PAI kelas VII B SMP Al-Amaanah Matesih Karanganyar Tahun pelajaran 2022/2023.

### Bibliography

The preparation of a bibliography following standard techniques must be done in a standardized and consistent manner. To maintain consistency in how to refer, cite, and bibliography you should use a Reference Manager application, such as Zotero, Mendeley, or other paid applications. Written in a single space, a bibliography is spaced 1 space between. Some examples of how to write references in the bibliography are given below.

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