

Research Article

Questions Students Have Method: Improvement Creativity and Learning Outcomes in Islamic Education

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Abstract. The research objective was to find out the application of the Questions Students Have method to increase creativity and learning outcomes at SMPN 1 Muhammadiyah Surabaya. This research is a classroom action research. Observation and test data collection techniques. Analytical descriptive data analysis technique. Research shows that 1) The percentage of student creativity increases dramatically in each cycle, with student creativity included in the sufficient category in the first cycle 28.5% good category, 38.1% sufficient category and 33.3% lacking and developing in the second cycle good category 52.3%, sufficient category 30.8 and less category 9.5%. 2) Student learning outcomes in each cycle increased by 100%, the completeness level in the first cycle was 28.6%, the average learning result was 70.71%, the mastery level in the second cycle was 100%, with an average learning result of 93.57%.

Keywords: Method; Questions Students Have; Improvement; Creativity Learning Outcomes.

INTRODUCTION

National education has the goal of educating the life of the nation and developing the whole human being, namely human beings who have faith and are devoted to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, independent personality and social and national responsibility.¹ Education is a process carried out in an effort to educate the life of the nation. Through education, one is expected to become an established individual in

¹ Didik Himmawan Siti Carsinah, Evi Aeni Rufaedah, "Pengaruh Bimbingan Kelompok Terhadap Peningkatan Motivasi Belajar Siswa Kelas VIII SMPN 2 Indramayu," *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam* 3, no. 2 (2022): 19-28, <https://doi.org/10.31943/counselia.v3i2.42>.

terms of academics and social life. Of the entire educational process, learning activities are the main thing.² This means that the success or failure of achieving educational goals depends a lot on how the student's learning process is. The success of students in learning is to get creativity and good learning outcomes.³

The most important component in the learning process is the educator. Teachers are the holders of educational power who move students toward human resources that are able to compete and improve education in Indonesia. The teacher not only conveys the material, but also guides the teaching and learning process.⁴ Teachers can make the learning process more effective and fun so that the material presented is interesting and does not make students bored.⁵ Efforts to increase creativity and student learning outcomes are one of the duties and responsibilities of a professional teacher or educator.⁶

The new learning paradigm focuses on student-centered meaning that students become the center of learning so that students learn actively to find their own knowledge. The fact that is found in schools, learning is still dominated by the teacher as a provider of knowledge for students (teacher-centered), so students only wait for explanations from the teacher, as a result students' thinking is less developed.⁷ They also have not been directed to study independently. Many of the students were embarrassed to ask questions and did not dare to express their opinions in learning. If no students ask, the teacher tends to assume that students have understood the subject matter.⁸ In addition, the teacher also does not provide space for students to share in learning so that only the smart ones get good learning results.⁹

² Asrori Tho'at Stiawan, "The Concept of Learning Islamic Education Based on Multicultural in Establishing Religious Moderation," in *The Annual Conference on Islamic Religious Education (ACIRE)*, 2022, 819–31, <http://acied.pp-paiindonesia.org/index.php/acied/article/view/42/o>.

³ A. Asrori, "The Function of Class Management in The Improving Effectiveness of Learning Aqidah in MTs Al-Hidayah Betoayokauman Gresik," *Studia Religia: Jurnal Pemikiran Dan Pendidikan Islam* 3, no. 2 (2020).

⁴ Lalu Ikhwanuddin, "Profesionalisme Guru Dalam Melaksanakan Pembelajaran PAI Pada Kawasan Wisata Alam Di SDN 1 Santong Dan MI Al-Baqiyatussholihat NW Santong," *Risalah, Jurnal Pendidikan Dan Studi Islam* 8, no. 4 (2022), https://doi.org/https://doi.org/10.31943/jurnal_risalah.v8i4.355.

⁵ Sella Selviana & Didik Himmawan, "Metode Mind Mapping Untuk Mengatasi Kejenuhan Dalam Pembelajaran Sejarah Kebudayaan Islam Di MTS Al-Ghozali Jatibarang Kabupaten Indramayu," *Journal Islamic Pedagogia* 2, no. 1 (2022): 1–10, <https://doi.org/https://doi.org/10.58355/pedagogia.v2i1.72>.

⁶ R. Novita, J. B., Asrori, A., & Rusman, "IMPLEMENTASI STRATEGI PEMBELAJARAN DISCOVERY LEARNING DALAM MENINGKATKAN KETERAMPILANBERFIKIR KRITIS PESERTA DIDIK PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI SMA MUHAMAMDIYAH 2 SANGKAPURA," *Tadrib* 8, no. 1 (2022): 11–34, <https://doi.org/https://doi.org/10.19109/tadrib.v8i1.11232>.

⁷ A. Ridlwan, M., & Asrori, "Problems of Implementation of Islamic Religious Education at Muhammadiyah Junior High School 4 Gadung Surabaya," in *In International Conference on Islamic and Muhammadiyah Studies (ICIMS 2022)* (Atlantis Press, 2022), 312–18, <https://doi.org/https://doi.org/10.2991/assehr.k.220708.039>.

⁸ Asrori et al., "Effect of Counseling Guidance in Improving Process of Student Learning Achievement," 2020, <https://doi.org/10.2991/assehr.k.200529.145>.

⁹ Nabillah Syifauzzuhrah. Madhakomala, R., M. Akrimul Hakim, "Problems of Education in Indonesia and Alternative Solutions," *International Journal of Business, Law, and Education* 3, no. 2 (2022): 135–44, <https://doi.org/https://doi.org/10.56442/ijble.v3i3.64>.

These conditions also affect creativity and learning outcomes, student activities tend to be passive in learning, rarely ask questions and are less able to answer questions from the teacher. Student activity in learning is relatively low, students' enthusiasm in expressing questions about learning is very limited.¹⁰ The selection of teacher methods and skills in making appropriate learning designs for students greatly influences the process and learning outcomes.¹¹ Teachers are expected to be able to create learning interactions so that students are able to realize the quality of their learning behavior effectively,¹² able to create a conducive learning situation, so that creativity and student learning outcomes are at an optimal level.¹³

The results of the researcher's observations, learning at SMP Muhammadiyah 1 Surabaya, many students in class VII only record and memorize what the teacher says in front of the class and the teacher uses more conventional methods in the learning process. Learning is still dominated by the teacher as a provider of knowledge for students, so students only wait for explanations from the teacher, as a result students' thinking is less developed. Students also have not been directed to study independently. Therefore, the creativity and average value of student learning outcomes in class VII Islamic Education is still very low.

If students have high creativity in learning activities, then these students will have greater curiosity to understand all the problems that exist in the lesson, students tend to diligently seek information in studying broadly and deeply.¹⁴ Students will act creatively to deal with good and correct lesson assignments.¹⁵ While learning outcomes are teaching and learning process that is a change in behavior in students who learn behavior¹⁶ as a result of learning in a broad sense covering the fields of cognitive, affective, and psychomotor.¹⁷ To get creativity and optimal learning outcomes, much influenced by the relationship between teachers and students.¹⁸ Teachers are required

¹⁰ R. Mutaqorribain, S., Asrori, A., & Rusman, "The Effect of Teacher's Motivation on Student Learning Activities in Islamic Education Lessons," *Nazhruna: Jurnal Pendidikan Islam* 5, no. 3 (2022): 887–907, <https://doi.org/https://doi.org/10.31538/nzh.v5i3.2101>.

¹¹ M. C. Hidayat, "Implementation of Cognitive, Affective, Psychomotor Aspect Assessment Case Study at SDN Ngembung Cerme Gresik," *Studia Religia: Jurnal Pemikiran Dan Pendidikan Islam* 4, no. 1 (2020), <https://doi.org/http://dx.doi.org/10.30651/sr.v4i1.5272>.

¹² Michael T. Geier, "The Teacher Behavior Checklist: The Mediation Role of Teacher Behaviors in the Relationship Between the Students' Importance of Teacher Behaviors and Students' Effort," *Teaching of Psychology*, 2022, <https://doi.org/10.1177/0098628320979896>.

¹³ Maria Teresa Tatto, "Professionalism in Teaching and the Role of Teacher Education," *European Journal of Teacher Education*, 2021, <https://doi.org/10.1080/02619768.2020.1849130>.

¹⁴ Maciej Karwowski et al., "Delving into Creativity and Learning," *Creativity Research Journal*, 2020, <https://doi.org/10.1080/10400419.2020.1712165>.

¹⁵ Asrori Asrori, *Psikologi Pendidikan Pendekatan Multidisipliner* (Banyumas: Pena Persada, 2020).

¹⁶ Martin G. Erikson and Malgorzata Erikson, "Learning Outcomes and Critical Thinking–Good Intentions in Conflict," *Studies in Higher Education*, 2019, <https://doi.org/10.1080/03075079.2018.1486813>.

¹⁷ Moch Charis Hidayat, "Implementation of Cognitive, Affective, Psychomotor Aspect Assessment Case Study at SDN Ngembung Cerme Gresik," *Studia Religia: Jurnal Pemikiran Dan Pendidikan Islam* 4 (2020): 71–83.

¹⁸ Andi Erni Ratna Dewi Dewi and Andi Aminullah Alam, "The Effect of Contextual Teaching and Learning Approach and Learning Creativity on Student Learning Outcomes," *Journal of Educational Science and Technology (EST)*, 2021, <https://doi.org/10.26858/est.v7i3.24675>.

to be able to improve the quality of student learning in the form of learning activities that can produce independent individuals, effective students, and productive students.¹⁹ The teacher plays a very important role in creating the best possible learning atmosphere.²⁰

Based on the problems above, it is necessary to find innovative learning solutions that can increase creative attitudes and are able to facilitate the development of students' abilities optimally which will lead to increased creativity and learning outcomes. One of the efforts made is through the application of the Question Students Have learning method. The Question Students Have learning strategy requires students to express their problems regarding subject matter that is poorly understood. Learning with this strategy can eliminate students' embarrassment to ask questions and find it difficult to communicate questions orally.²¹ This Question Students Have strategy is an effective guide so that students are more challenged to make questions after they have previously had the opportunity to understand the subject matter.²² In this strategy, students are given blank pieces of paper, then ask students to write down questions they have about the subject matter.²³ After finishing making questions, students are asked to give their questions to friends beside them. After getting a question paper from a friend beside them, students are asked to read the question. If he also wants to get answers to the questions he read, ask him to put a tick (√). If not, ask to immediately give it to a friend beside him. After the question paper returned to its owner.²⁴

From the problem above, the researcher wants to offer a solution related to the low creativity and learning outcomes of Islamic education for class VII students at SMP Muhammadiyah 1 Surabaya using the Question Students Have learning method. It is hoped that by using the Question Students Have learning method students will increase their creativity and learning outcomes.

RESEARCH METHOD

Type of research used is classroom action research. Namely research that is carried out by focusing on a high determination to solve problems and improve a

¹⁹ Edina Kulenovic, "How Can Student Peer Assessment Be Used to Improve the Quality of Student Learning?," *Teacher Education Advancement Network Journal*, 2018.

²⁰ Anne C. Frenzel et al., "Emotional Transmission in the Classroom: Exploring the Relationship Between Teacher and Student Enjoyment," *Journal of Educational Psychology*, 2009, <https://doi.org/10.1037/a0014695>.

²¹ Jeni Sumirat, "Penerapan Model Pembelajaran Kooperatif Tipe Question Students Have Untuk Meningkatkan Kemampuan Kerjasama Siswa Di Sekolah Dasar," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 1 (2016): 122–30.

²² Rachman Erfan & Nur Holifatuz Zahro, "Penggunaan Strategi Question Student Have Untuk Meningkatkan Aktivitas Dan Hasil Belajar Siswa Pada Tema Indahnya Kebersamaan Subtema Keberagaman Budaya Bangsaku Kelas IV Semester Ganjil Di SDN 3 Ardirejo Kabupaten Situbondo Tahun Pelajaran 2016/2017," *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS* 5, no. 1 (2017): 32–41.

²³ Michelle Commeyras, "What Can We Learn from Students' Questions?," *Theory Into Practice* 34, no. 2 (1995): 101–106, <http://www.jstor.org/stable/1476958>.

²⁴ Mary Ellen Durham, "Secondary Science Teachers' Responses to Student Questions," *Journal of Science Teacher Education* 8, no. 4 (2017): 257–67.

situation.²⁵ Classroom action research does not aim to reveal the causes of various problems encountered in learning, but most importantly this classroom action research aims to provide problem-solving solutions by adopting a policy where the quality of processes and learning outcomes can be improved.²⁶ Classroom Action Research (PTK) is illustrated as a dynamic process which includes aspects of planning, action, observation and reflection which are sequential steps in one cycle or cycle related to the next cycle, meaning that the three cycles are a series of interrelated activities.

RESULT AND DISCUSSION

Exposure to cycle I

Increasing the creativity and learning outcomes of Islamic education for class VII students of SMP Muhammadiyah 1 Surabaya, the findings of student creativity during the learning process, and the learning outcomes of Islamic education students.

1. Planning

After deciding to use (cross group discussion) in learning Islamic religious education, the next step is to prepare various items that will be needed during the implementation of learning. After talking with supervisors, principals, and colleagues, researchers do things such as equating the perceptions of researchers and colleagues about the concept and research objectives.

2. Implementation of actions

The purpose of the first meeting was to carry out Cycle I tasks. The researcher started this learning activity by greeting students, preparing them to take part in the lesson by reading a prayer together, assessing students' readiness to learn, inspecting the classroom, media, and assessment instruments, then presenting the topics discussed. will be studied.

3. Observation

In cycle I meeting I, observing the teacher's teaching activities with the Question Students Have learning method as follows: 1) Aspects of asking questions, 2) Aspects of conveying learning objectives, 3) Aspects of inviting students to find relevant information, 4) Aspects of dividing students into several groups, 5) The aspect of directing students to a group of experts who conduct literature studies, 6) The aspect of facilitating students to help learning, 7) The aspect of strengthening concepts about the material being studied, 8) The aspect of giving students the opportunity to ask questions, 9) The aspect of guiding students to write, 10) aspects of delivering material and activities that will be completed at the next meeting, and 11) aspects of the teacher closing the lesson.

Exposure to cycle II

In two sessions during Cycle II, learning activities in Islamic religious education subjects used the Question Students Have learning method to increase creativity and student learning outcomes.

²⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, VII (Jakarta: Rineka Cipta, 2011).

²⁶ Asrori, A., & Rusman, R., *Classroom Acion Research: Pengembangan Kompetensi Guru* (Banyumas: Pena Persada, 2020).

1. Planning

Before starting the cycle II action, the researcher and the teacher worked together to develop a learning implementation plan based on the findings of the cycle I action. The next activity was to prepare a number of things needed during the implementation of learning based on the findings of cycle I.

b. Implementation of actions

The first meeting to carry out the steps of Cycle II. Based on cycle I, the researcher started the learning action. Then convey the topic to be studied, create a fun environment, and offer a feeling that learning is the main goal, inspiring students to learn.

c. Observation

This can be summarized as follows based on observations of teacher learning activities at the first cycle II meeting: 1) Aspects of asking questions or observing student creativity during discussions, 2) Aspects of conveying learning objectives, 3) Aspects of inviting students to find relevant information, 4) Aspects of dividing students into several groups, 5) Aspects of directing students so that expert groups carry out literature studies, 6) Aspects of facilitating students to help students, 7) Aspects of assessing the learning process, 8) Aspects of strengthening concepts about the material being studied, 9) Aspects of providing opportunities for students, 10) Aspects of written student assistance, and 11) Aspects of delivery.

Table 1. Observation Results of Student Creativity Cycle I Meeting I

No.	Observed Aspects	Good		Enough		Less	
		f	%	f	%	f	%
1	Convey ideas well in discussions	12	28,5%	11	26,1%	19	45,2%
2	Generate a variety of questions from different points of view.	12	28,5%	19	45,2%	11	26,1%
3	Provide many ways or solutions to do things	6	14,2%	17	40,4%	19	45,2%
4	Generate new and unique expressions	7	16,6%	16	32,1%	19	45,2%
5	Develop an idea and detail the details of an idea so that it becomes more interesting	2	4,7%	20	47,6%	20	47,7%

Table 1 below is the result of observing students' learning creativity in learning Islamic education with the Question Students Have learning method in cycle I meeting I: 1) Aspects of conveying ideas well in discussion, good 28.5%, enough 26.1% and less 45.2%, 2) Aspects generate questions that vary from various points of view, good 28.5%, enough 45.2% and less 26.1%, 3) Aspects provide solutions, good 14.2% , enough 40.4% and less 45.2%, 4) Aspects of creating words, good 16.6%, enough 32.1% and less 45.2%, 5) Aspects of developing an idea, good 4.7 % , enough 47.6% and less 47.7%.

Table 2. Observation Results of Student Creativity Cycle I Meeting II

No.	Observed Aspects	Good		Enough		Less	
		f	%	f	%	f	%
1	Convey ideas well in discussions	15	37,5%	16	35,71%	11	21,2%
2	Generate a variety of questions from different points of view	11	26,2%	19	45,2%	11	26,2%
3	Provide many ways or solutions to do things	6	14,3%	17	40,47%	19	45,2%
4	Generate new and unique expressions	7	16,7%	16	32,1%	19	45,2%
5	Develop an idea and detail the details of an idea so that it becomes more interesting	2	4,7%	20	46,6%	20	46,6%

The following is the observation of students' creativity in learning Islamic education with the Question Students Have learning method in cycle I meeting II: 1) Aspects of conveying ideas well in discussions, good 37.5 %, enough 35.71 % and less 21.2 %, 2) Aspects of generating questions that vary from various points of view, good 26.2 %, enough 45.2% and less 26.2 %, 3) Aspects of submitting input, good 14.3 % enough 40.47 % and less 45.2%, 4) Aspects of creating words, good 16.7%, enough 32.1% and less 45.2%, %, 5) Aspects of developing an idea, good 4.7%, enough 46.6% and less 46.6%.

Table 3 Student Creativity Cycle I

No	Mastery Level	Category	Frequency	Percentage
1	81-100	Good	12	28,5%
2	61-80	Enough	16	38,1%
3	0-60	less	14	33,3%
Amount			42	100

Table 4. Student Learning Outcomes Cycle I

No	Mastery Level	Category	Frequency	Percentage
1	91-100	Very high	0	0%
2	81-90	High	2	4.7%
3	71-80	Medium	10	23.8%
4	61-70	Low	19	45.2%
5	0-60	Very low	11	26.1%
Amount			42	100

Based on the findings, the score of cycle I was 91-100 with a very high category of 0 students or 0%, a score of 81-90 with a high category of 2 students or 4.7 %, a score

of 71-80 with a medium category 10 students or 23.8 %, grades 61-70 with low category 19 students or 42.5 %, and grades 0-60 with very low category 11 students or 26.1%.

Table 5. Observation Results of Student Creativity Cycle II Meeting I

No.	Observed Aspects	Good		Enough		Less	
		<i>F</i>	%	<i>F</i>	%	<i>f</i>	%
1	Convey ideas well in discussions	12	28,5%	22	52,4%	8	19,0%
2	Generate a variety of questions from different points of view	15	35,7%	24	57,1%	3	7,1%
3	Provide many ways or solutions to do things	12	28,5%	19	45,2%	11	26,2%
4	Generate new and unique expressions	12	28,5%	19	45,2%	11	26,2%
5	Develop an idea and detail the details of an idea so that it becomes more interesting	15	35,7%	19	45,2%	8	19,0%

Table 5 The results of observations of student creativity in learning Islamic education using the Question Students Have learning method cycle II meeting I are as follows: 1) Aspects of conveying ideas well in discussions, which are categorized as good 28.5 %, 52.4 % enough, and less 19.0 %, 2) The aspect of generating questions varies from various points of view, which are categorized as good 35.7 %, enough 57.1 %, and less 7.1 %, 3) Aspects providing many ways or solutions to do various things, which is categorized as good 28.5 %, enough 45.2 %, and less 26.2 %, 4) Aspects of creating words, good 28.5 %, enough 45.2 %, and less 26.2 %, 5) Aspects of creating concepts and defining the intricacies of ideas to make them more good category 37.5 %, enough 45, 2 %, and less than 19.0 %.

Table 6. Observation Results of Student Creativity Cycle II Meeting II

No.	Observed Aspects	Good		Enough		Less	
		<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
1	Convey ideas well in discussions	22	52,3%	16	38,1%	5	12,0%
2	Generate a variety of questions from different points of view.	28	66,7%	12	28,6%	7	16,7%
3	Provide many ways or solutions to do things	17	40,5%	18	42,9%	7	16,7%
4	Generate new and unique expressions	17	40,5%	20	47,6%	5	12,0%

5	Develop an idea and detail the details of an idea so that it becomes more interesting	20	47,6%	21	50%	2	4,8%
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Table 6 The results of observations of student creativity in learning Islamic education using the Question Students Have learning method cycle II meeting II: 1) Aspects of conveying ideas well in discussions, which are categorized as good 52.3, 38.1 enough, and less 12.0 %, 2) The aspect generates various questions from various points of view, all of which are categorized as good. 66.7 %, enough category 28.6 %, and less category 16.7 %, 3) Aspects provide many ways or solutions to do various things, good category 40.5 %, enough category 42.9 %, and less category 16.7 %, 4) Aspects giving birth to new aspects and unique expressions, good category 40.5 %, enough category 47.9 %, and less category 12.0 %, 5) Aspects of creating concepts and defining the intricacies of ideas to make them more interesting good category 47.6 %, enough 50 %, and less than 4.8 %.

Table 7. Student Creativity Cycle II

No	Mastery Level	Category	Frequency	Percentage
1	81-100	Good	22	52,3%
2	61-80	Enough	16	38,0%
3	0-60	less	4	9,5%
Amount			42	100

Tabel 8. Student Learning Outcomes Cycle II

No	Mastery Level	Category	Frequency	Percentage
1	91-100	Very high	18	42,8%
2	81-90	High	21	50%
3	71-80	Medium	3	7,1%
4	61-70	Low	0	0
5	0-60	Very low	0	0
Amount			42	100

From the learning outcomes of the students above, the score in cycle II was 91-100 with a very high category of 18 students or 42.8 %, 81-90 with a high category of 21 students or 50 %, 71-80 medium category of 3 students or 7, 1 %, 61-70 in the low category as many as 0 students or 0%, and 0-60 with a very low category of 0 students or 0%.

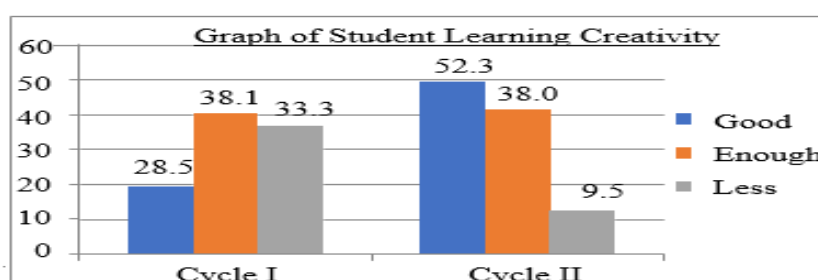


Figure 1. Graph of Student Creativity for Each Cycle

Table 9. Student Learning Outcomes Cycle I Cycle II

Range of Values/Qualifications	Cycle I	Cycle II
91-100	0	18
81-90	2	21
71-80	10	3
61-70	19	0
0-60	11	0
Total Value	2.970	3.930
Average Value	70.71	93.57
Completeness (%)	28,6%	100%
Incompleteness (%)	71,4%	0%

Based on the learning outcomes data in table 9, as previously stated, 0 students scored 91-100 in the first cycle, up to 18 students in the second session. Cycle I score of 81-90 increased to 21 students in cycle II. Cycle I score of 71-80 was reduced to 3 students in cycle II. In cycle I, 19 students scored 61-70, in cycle II it was reduced to 0 students. The 0-60 scale ranges from 11 students in the first cycle to 0 in the second cycle.

Table 10. Comparison of Student Learning Outcomes Cycle I Cycle II

Grade/Qualification Range	Cycle I	Cycle II
91-100	0	18
81-90	2	21
71-80	10	3
61-70	19	0
0-60	11	0

Table 11. Comparison of Student Learning Completeness Cycle I Cycle II

Grade/Qualification Range	Cycle I		Cycle II	
	%	F	%	F
Completeness	28,6	12	100	42
Incompleteness	71,4	30	0	0

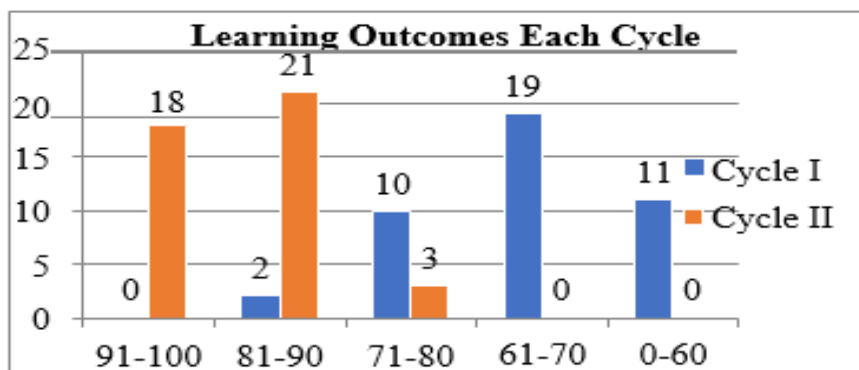


Figure 2. Graph of Learning Outcomes Every Cycle

CONCLUSION

The results of research related to Questions Students Have Method can solve problems related to weak creativity and learning outcomes of class VII students at SMP 1 Muhammadiyah Surabaya, this is evident from the results of research which states that, the percentage of student creativity increases dramatically in each cycle, with student creativity included in the sufficient category in the first cycle 28.5% good category, 38.1% sufficient category and 33.3% lacking and developing in the second cycle good category 52.3%, sufficient category 30.8 and less category 9.5%. Student learning outcomes in each cycle increased by 100%, the completeness level in the first cycle was 28.6%, the average learning result was 70.71%, the mastery level in the second cycle was 100%, with an average learning result of 93.57%.

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