



Improving Islamic Students' Ability on Mastering Names and Responsibilities of Angels through Word Guessing Game

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Abstract: From the researcher's experience in the field, many students were reluctant to ask for any clarification, unwilling to express their opinion, less able to give feedback, and did disruptive behaviors during the learning process. Ideally, students are expected to be active and involved in the learning process and to get good learning outcomes. This study is a Class Action Research (CAR), which attempts to improve students' activity and learning outcomes. The research was conducted through four main stages: planning, implementation, monitoring, evaluation and reflection. The research findings from teaching the names and responsibilities of angels through the classical method do not obtain maximum result. On the other hand, word guessing learning model shows better results than that of the classical one. In this model, students are motivated to compete with one another in making and answering the questions. The normally passive students are encouraged to participate actively in learning. Thus, it can be concluded that the learning process with of the game will improve students' learning outcomes.

Keywords: Islamic education, word guessing game, mastering names, responsibility of Angels

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INTRODUCTION

Islamic education is taught by following the guidance with the vision that religion is taught to the humankind in order that they will be obedient to Allah and have noble acts (Azra, Afrianty, & Hefner, 2007; Hefner & Zaman, 2007; Jackson, Parker, & others, 2008; Lukens-Bull, 2001; Pohl, 2006; Suryadarma & Jones, 2013). It is also aimed to bring forth a man who is honest, just, virtuous, ethical, respectful, disciplined, harmonious and productive, both in personal and social context. This vision led to the development of the competency standards in accordance with the level of education, which

is nationally marked by the following characteristics:

1. Emphasizing on achieving the desired competencies fully rather than mastering the learning material;
2. Accommodating the diversity of available educational needs and resources;
3. Providing greater freedom for educators to develop learning strategies and programs that suit the available educational needs and resources (Formen & Nuttall, 2014; Halim Tamuri, 2007)

Islamic education is expected to bring forth the man who always makes efforts to

improve his faith, piety, and morality, and who actively develop the civilization and the living harmony, especially in advancing the civilization to form dignified nation. Such man is expected to be able to face challenges, obstacles, and changes that take place in his surrounding community in local, national, regional and global scopes.

Educators are expected to develop teaching methods in accordance with the competency standards and the basic competency. The achievement of the entire basic competencies of noble behavior can be obtained in any order. Educational elements in school, parents, and community have very important role in supporting the successful achievement for the goals of Islamic Education.

In Government Regulation No.19 say that the learning process in an educational institution is organized in the way that is interactive, inspiring, fun, challenging, motivating the students to participate actively and provide enough space for innovation, creativity and independence in accordance with the their talents, interests and physical as well as psychological development.

Teachers need to master and be able to implement various learning strategies including approaches, methods, and specific learning techniques (Bartolome, 1994; Biggs, 2011; Darling-Hammond, 2000; Huba & Freed, 2000; Kirschner, Sweller, & Clark, 2006; Paris & Paris, 2001; Richards & Rodgers, 2014). The mastery on learning model will affect the students' success in learning. According to Kemp, strategy is a learning activity that the teachers and students must do so that the learning objectives can be achieved effectively and efficiently. Dick, Carey, Carey, & others (2001) mention that the learning strategy is a set of instructional materials and procedures that are used together to yield students' learning outcomes.

The teachers need to make the effort to implement instructional planning that they have designed in order to achieve the learning objectives optimally. In doing so, they need

learning methods and models that can be used to actualize the defined strategy.

The learning process in Islamic Education class has no longer emphasized on the absorption of information but on the development of students' ability and the information processing. Therefore, learning activities should be increased through exercises, group works, and sharing ideas (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Prince, 2004).

Learning activities in group can help and encourage students to learn more actively. Teachers' ability to instruct students in small group activities allows promoting especially active learning activities. What students discuss with his friends and what they share with their friends enable them to gain an understanding and mastery of the subject matter.

In the real practical implementation, the writer found some obstacles. Some students were less active and involved in the learning process. Instead of focusing their attention, they did things that did not accord with the learning activities. They were reluctant to ask for any clarification of the material they did not fully understand, unwilling if asked to participate, hesitant to share their ideas, unable to give feedback and to present their ideas, disturbed their friends in the learning process, and did other disruptive behaviors. This problem was not only found among the low-achieved students, but also found among the high ones. Surely, it is expected that the ideal learning will enable the students to be active and obtain satisfactory learning outcome.

The topic in Islamic Education subject related to *Aqidah*/ Islamic fundamental belief, such as belief in God, the angels, the Prophet and the Day of Judgment is quite difficult to understand and memorize. When this topic is taught through the game, the students are expected to be able to grasp and understand it more quickly, and all of them can be active and competitive. Therefore, if the topic about the names and responsibilities of the angels is taught only through expository method, the

students will be difficult to master it. Hence, the writer is interested to teach it through the game of word guessing by using cards of questions and answers written by the students.

In this study, the writer discusses about the learning model. Learning model is a form of learning which is reflected from the beginning until the end of the learning process conducted by the teacher in the classroom. It includes strategies to achieve students' competence through approaches, methods and learning techniques.

The learning process in an educational institution is organized in the way that is interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity and independence in accordance with the students' talents, interests and physical as well as psychological development (Utomo, 2014; Whitaker, Whitaker, & Lumpa, 2013).

The learning model is developed on the basis of various principles and theories of knowledge. Experts' forms a learning model based on learning principles, the psychological and sociological theories, systems analysis or other supporting theories (Aqib, 2013; Huda, 2013; Rasana & Raka, 2009; Santyasa, 2007; Taniredja, Faridli, & Harmianto, 2011).

The learning model can be used as selective patterns, which means that the teachers may choose the appropriate and efficient learning model to achieve the expected learning goals. There is no the most effective learning model for all subject or topics.

In selecting applied learning models, teachers in the classroom need to consider several things Hall (2005) says:

1. The purpose of learning
2. The nature of learning materials
3. The availability of learning facilities
4. The conditions of students
5. The available allocated time

Santyasa (2007) mentions that the learning has the following characteristics:

1. Based on the pedagogical theory learning theory from a certain expert. For example, the group research model developed by Herbert Thelon is based on the theory of John Dewey. This model is designed to train a group to participate democratically.
2. Having specific missions or educational goals, such as inductive thinking is designed to develop inductive thinking process.
3. Able to be used as the guideline for the improvement of teaching and learning activities in the classroom, for example synoptic models is designed to improve the creativity in composing lesson.
4. Having the model parts called: (1) Sequences of learning steps (syntax); (2) principles of reaction: (3) social system; and (4) supporting system.
5. Having an impact as the result of applied learning models. These impacts include: (1) the learning impact, the measurable learning outcomes: (2) the following impact, long-term learning.
6. Making teaching preparation (instructional design) using the guideline from selected learning model.

Characteristics of good learning model:

1. It allows students' emotional intellectual involvement through the activities of experiencing, analyzing, actuating, and behavioral forming.
2. It allows students active and creative involvement during the implementation of the learning model.
3. Teachers act as a facilitator, coordinator, mediator, and motivator for students' learning activities.
4. It employs various methods, tools, learning media.

Thus, it is clear that the process of selecting a learning model should consider the instructional material, students' characteristics, and available supporting

facilities and media. Therefore, there is no the most effective learning model for all subjects or materials.

Learning model of word guessing is learning the materials by involving students actively, in which they design their own questions and answers by using task card. In principle, changes in the learning process are more directed toward the learning that uses the environment as learning resources so that it equips the students with the ability to overcome the problems that occur in the society.

This model of card play is a collaborative activity that can be used to teach the concepts, characteristics, classification and facts about the objects or to review about previous materials. The dominant physical movement in this strategy can help energize students who have been tired during the process learning. The learning model of word guessing uses card the media:

1. Create a card with the size of 10 X 10 cm and fill characteristics or other words that can be used as clues for the answer (terms) on the card the students want to guess.
2. Create a card the size of 5 x 2 cm to write the words or terms that will be guessed (this card is later folded and pasted on the forehead or put in the ear).

Steps:

1. The teacher explains the expected achieved competency or material \pm 45 minutes.
2. The teacher asks the students to stand in pairs in front of the class.
3. One student is given a 10 x 10 cm card with the size which he later read out to his/her partner. The other student is given a 5 x 2 cm card that not be read. The card is folded and then pasted on the forehead or put in the ear. The student with 10 x 10 cm card reads the words written in it while his/her partner to guess what is on the card 10 x 10 cm. The correct will be

suitable with the information in the other card.

4. If the answer is correct (the same as what is written on the card) then the pair may go back to their seat. If they cannot guess correctly in the expected time duration, they can use other words as the clue but not give the direct answer.

Memorizing the names and responsibilities of the angels is usually carried out through reading them out loud. However, through this model, the teacher divides student's small groups, in which each group makes two cards measure, 10 x 10 cm for question card 5 x 5 cm for answer card, and five cards for each. Each member of the group will compete to create questions and answers and then exchange them with another group.

From the exchanged card, each group will compete to give the answer to the question the other group has made. The winner is the group who can give the largest number of correct answers.

METHOD

This study is a Class Action Research or CAR, which attempts to increase students' activities and their learning outcomes of and is aimed to improve the learning process in the classroom. This research was conducted in class IV a SDN 14 Simpang Ampek Sungaipua Subdistrict Agam The classroom research for this study is the word guessing model.

The subject of this research is the second semester of the fourth grade students of SDN 14 Simpang Ampek Sungaipua Subdistrict Agam 2014/2015. This class consists of 20 students. The process of conducting this research in involved four main stages: planning, implementation, monitoring, evaluation and reflection.

The Planning Stage

- a. Searching the problem that will be studied

- b. Identifying the problem that will be studied
- c. Defining the alternative for solving the problem
- d. Developing the implementation plan

The Implementation Stage

This implementation stage was conducted through two cycles.

Cycle I

- a. Implementing the action in accordance with the scenario that has been prepared by using expository method, demonstrations, and recitation.
- b. Assisting the implementation activity
- c. Evaluating the results of the observation.
- d. Conducting reflection for the second cycle

Cycle II

- a. Formulating a new action based on the result of the reflection from the first cycle
- b. Implementing the new action in to improve the first action by changing the expository method, demonstration, and recitation into word guessing learning model
- c. Monitoring the second cycle action
- d. Evaluating the results of the monitoring
- e. Conducting the second reflection

Prior to the implementation of the word guessing learning model, the writer situated the students as follows:

- a. The class of IV A consisted of 20 students.
- b. The students had equal knowledge level and participation.
- c. This research was conduction in two phases

Phase I: Students were taught with the conventional method. *Phase II:* Students were taught by using the word guessing model.

The process of learning by the guessing word was conducted in the following way. The students were divided students into small groups, in which each group made two cards measure, 10 x 10 cm for question card 5 x 5 cm for answer card, and five cards for each. Each member of the group competed to create questions and answers and then exchanged them with another group.

From the exchanged card, each group competed to give the answer to the question the other group had made. The winner would be the group who could give the largest number of correct answers.

Initial Activities: Preliminary Stages

- a. Apperception: settling the students (praying, taking the attendance, K3), asking students' condition.
- b. Motivation: students recited short verses from Quran: *AL-Kauthar*, *An-Nas*, *Al-Asr*.
- c. Explaining the learning objectives.

Main Activities: *Exploration*

Students told the examples of actions and their effects.

Elaboration

- a. The teacher pasted the responsibilities of the angel's written paperboard.
- b. The teacher distributed the cards with the name of the angel on them.
- c. The students read the names and responsibilities of the angels in their textbook.
- d. Each student found out the responsibilities of the angels based on the card they got.
- e. After finding the names and responsibilities of angels correctly, the students were asked to attach the card onto the paperboard pasted on the blackboard.
- f. After the card was attached onto the paperboard, the students were asked to read aloud the names and

responsibilities of the angels on the paperboard.

- g. The teacher corrected students' incorrect reading and praised the students with the correct reading.

Confirmation

- a. The teacher and students repeated the names and responsibilities of the angels correctly.
- b. The teacher informed the students about the material for the next meeting.

Closing

- a. Moral values
- b. Assigning tasks

RESULTS AND DISCUSSION

After conducting classroom action research, the writer obtained students' score from the cycle I as below:

Table 1. Students' Score List for the Name and Responsibilities of the Angles Class of IV A first meeting on February 15, 2015

NO	NAME	SCORE
1.	Mustaqin Zuhdi	3.00
2.	Muhammad Renaldi	7.00
3.	Camelia Putri	5.00
4.	Riski Ilyas	3.00
5.	Al-Zikri Junaidi	3.00
6.	Ahmad Fauzi	3.00
7.	Diva Salsabila	10.00
8.	Aila Rosalinda Alfin	9.00
9.	Mita Nurhaliza	6.00
10.	Rendi Putra Perjuanda	5.00
11.	Reinal	5.00
12.	Robi Kurniawan	4.00
13.	M.Ariful Fikri	3.00
14.	Fakrur Rozi	9.00
15.	Fauzia	7.00
16.	Muhammad Taufik	8.00
17.	Muhammad Rusyeti	7.00
18.	Rendi fernando	7.00
19.	Sabitha Laihana	8.00
20.	Hafizzurrahman	7.00
TOTAL SCORE		119.00
AVERAGE SCORE		5.95

According to the table above, there are many students who do not achieve the required minimum passing grade. Thus, the further study was conducted in the second

cycle with the score of each student as follows:

Table 2. Students' Score List for the Name and Responsibilities of the Angles Class of IV A second meeting on March 1, 2015

NO	NAME	SCORE
1.	Mustaqin Zuhdi	8.00
2.	Muhammad Renaldi	7.00
3.	Camelia Putri	7.00
4.	Riski Ilyas	7.00
5.	Al-Zikri Junaidi	6.00
6.	Ahmad Fauzi	7.00
7.	Diva Salsabila	10.00
8.	Aila Rosalinda Alfin	9.00
9.	Mita Nurhaliza	8.00
10.	Rendi Putra Perjuanda	5.00
11.	Reinal	8.50
12.	Robi Kurniawan	10.00
13.	M.Ariful Fikri	7.50
14.	Fakrur Rozi	9.00
15.	Fauzia	7.00
16.	Muhammad Taufik	8.00
17.	Muhammad Rusyeti	8.00
18.	Rendi fernando	9.00
19.	Sabitha Laihana	10.00
20.	Hafizzurrahman	8.00
TOTAL SCORE		159.00
AVERAGE SCORE		7.95

The total score obtained after the implementation of the second cycle is above the average passing grade i.e 7.95.

Below are several examples of cards used in teaching this topic.

Sample Card 1

1. Allah asks them to prostrate before Adam
 2. They are the most obedient creatures of Allah
 3. They have reason but not desire
 4. There are ten of them that we oblige to believe in
- So... try to guess who they are?
Answer: Angels

Sample Card 2

1. He is known as ruhul amin
 2. He delivered and accompanied Prophet Muhammad pbuh in *Isra'* *Mikraj*
 3. He is the leader of all angels.
 4. His responsibility is to deliver the divine message to the prophets.
- So, try to guess who I am
Answer: Angel Gabriel

From the achieved score seen on the above table, it can be seen that memorizing the names and responsibilities of the angels with the conventional method (classical) cannot achieve the maximal result because the average score obtained is 5.95 students and the number of students who can memorize the material is only 10 out of 20 students or 50%.

Therefore, the process of learning to memorize the names and responsibilities of the angels with the conventional method (classical) needs to be improved through implementing other possible methods to help the students achieve the desired learning objectives. Try other methods that might help achieve t

From the achieved score seen on the above table, it can be concluded that memorizing the names and responsibilities of the angels with word guessing learning model shows the better result than the conventional method because the average score obtained is 7.95 students, and the number of students who can memorize the material is 18 out of 20 students or 90%, so only 2 students or 10% are successful in memorizing the names and responsibilities of the angels.

Therefore, the process of learning to memorize the names and responsibilities of the angels can be improved by using the word guessing learning model in order to help students achieve the desired learning objective maximally.

CONCLUSION AND RECOMMENDATION

The process of learning with the application of word guessing learning model can increase students' motivation and activities so that their learning outcomes will also improve.

In the word guessing learning model, students are motivated to be competitive in making and answering the questions. The usually passive students will be encouraged to be active and involved during the learning process. Thus, it can be concluded that the

process of learning with the game can improve students' learning outcome.

Considering the result of the study, it is suggested that, first, the teachers can implement the word guessing learning model to improve the students' learning outcomes so that they will experience meaningful learning and achieve the desired goals maximally. Second, the teachers need to improve their creativity in applying various fun and effective teaching method so that the learning process will be effective and efficient.

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