

IMPLEMENTATION OF A MEDIA-ASSISTED THREE STEP INTERVIEW TYPE COLLABORATIVE LEARNING MODEL VIDIO TO IMPROVE LEARNING OUTCOMES CLASS STUDENT THAHARAH MATERIALS VII SMPN 4 KUALA

Ansari¹, Akmaluddi², Musdiani³, Rahmatullah⁴

¹Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

²Universitas Syiah Kuala, Indonesia

* Corresponding email: ansari342@guru.smp.belajar.id1, akmaluddin@bbg.ac.id2,
musdiani@bbg.ac.id3, rahmatullah@bbg.ac.id4, irwansyahtadu@gmail.com5

ABSTRACT

Learning aims to obtain results in three aspects, namely cognitive, affective and psychomotor. The cognitive aspect is knowledge that is measured by giving questions related to the material being taught. So that learning outcomes can be achieved well, it is necessary to have teaching methods that are relevant to the material being taught. One of the learning models and media that is relevant to thaharah material is the Three-Step Interview assisted by video media. This research aims to determine the effect of implementing the Three-Step Interview model assisted by video media on the learning outcomes of thaharah material for class VII students at SMPN 4 Kuala. This research uses a quantitative approach and experimental research type. Sample of 22 people. Data collection techniques were carried out using tests (pre-test and post-test). The data analysis technique uses a formula to calculate the mean and frequency distribution. From the results of the research, it can be seen that student learning outcomes are known from the pre-test scores, there are 15 students who have not completed the KKM score, with an average of 57.2% and this increases to 95.45% at the post-test stage. Thus, it can be said that the Three-Step Interview learning method assisted by video media plays a very important role in improving students' abilities in solving learning problems.

Keywords: Collaborative Learning Model, Three Step Interview, Video Media, Learning Results, Tharah.

INTRODUCTION

Learning is also defined as changes in behavior as a result of the interaction between stimulus and response. Study the forms of change that students experience in terms of their ability to behave in new ways. This means that someone is considered to have learned something if they can show changes in their behavior (Riyanto, 2021: 5). By learning, a person will obtain results in the form of patterns of action, values, understandings, attitudes, appreciation and skills, which include cognitive, affective and psychomotor abilities (Budiningsih, 2018: 20).

In order to achieve better learning goals, a teacher must be clever in choosing learning methods and have adequate competence in transferring knowledge to students. Because choosing a method is very important in the teaching and learning process so that students do not feel bored and can increase students' interest in learning. This can be seen in the implementation of Islamic Religious Education learning with thaharah material. Mistakes in choosing and using appropriate learning methods cause many problems.

The author found problems in the field that were interesting to study further. This problem is the low learning outcomes of students, especially class VII SMPN 4 Kuala, Nagan Raya in Islamic Religious Education subjects. If we look at the grades per class of 30 students per class, only 8 students (26.6%) were recorded who obtained maximum results or reached their minimum learning completion limit (60). Meanwhile, the remaining 22 students (73.4%) obtained an average score below 60. The teacher had to repeatedly hold remedial measures for students who had not completed it until they managed to achieve a minimum score of 60 for the thaharah material.

This encourages the author to look for weaknesses and improve the teaching and learning system for Islamic Religious Education subjects for the next semester. The low interest and motivation has an impact on the learning outcomes of Islamic Religious Education subjects for class VII students at SMPN 4 Kuala, especially in thaharah material, this is caused by several factors. The most dominant factor is teachers who are less skilled in applying various teaching methods that are appropriate to the material. Lack of ability to manage classes and limited school facilities and infrastructure that support learning. Another factor is the student's own internal factors. Students are less motivated to study Islamic religious subjects, thaharah material. To attract students' attention in Islamic religious lessons, especially in thaharah material, the author is interested in using a new model, namely collaborative learning. There are various techniques, one of which is the Three Step Interview technique.

The Three-Step Interview learning technique is a learning technique that consists of three stages of activities, namely interview-interview-report. The

stages of implementing collaborative learning using the Three Step Interview technique are first, students are formed into pairs in groups of four people so that there are two pairs in one group and each pair builds a one-way interview. Second, students exchange roles, students who previously played the role of interviewer then become interviewees, and vice versa. Finally, each student took turns sharing the information they had obtained from the interview (Gesca, 2014: 3). Not only is the learning model enough, learning media also greatly determines student learning success. One of them is video media which displays various direct practices from thaharah materials such as the practice of purification and so on.

METHODS

This research uses a quantitative approach. According to Sugiyono (2020:16-117), the method is quantitative because research data is in the form of numbers and analyzed using statistics. The type of research used in this research is experimental research. The type of research used in this research is pre-experimental research. Sugiyono (2020:111) suggests a pre-experiment research design, one group pre-test-posttest, as seen in the differences in student learning outcomes between the pre-test and post-test.

In this study, the population was all class VII students of SMPN 4 Kuala. The samples for this research were 22 students from class VII-A. Data collection techniques use tests, namely pre-test and post-test. Data analysis techniques consist of calculating average values and frequency distribution analysis.

RESULTS AND DISCUSSION

The results of the pre-test scores were obtained before implementing the Three-Step Interview with the help of video media in order to obtain the initial condition of students' knowledge, especially in aspects of thaharah jurisprudence. The pre-test questions consist of 5 multiple choice questions with 4 options, namely A, B, C and D. Each question answered by the student gets a score of 20. If the student is able to answer all five questions correctly, then the student gets a score of 100. . The pre-test results for class VII-A students at SMPN 4 Kuala can be seen in the following table:

Table 1. Results of Pre Test Scores

No	Student Name	Score/Value	Minimum Completeness Criteria	Information
1	A 1	40	65	Not Completed
2	A 2	40	65	Not Completed
3	A 3	70	65	Complete
4	A 4	60	65	Not Completed
5	A 5	60	65	Not Completed
6	A 6	80	65	Complete
7	A 7	100	65	Complete
8	A 8	80	65	Complete
9	A 9	60	65	Not Completed
10	A 10	20	65	Not Completed
11	A 11	20	65	Not Completed
12	A 12	60	65	Not Completed
13	A 13	60	65	Not Completed
14	A 14	70	65	Complete
15	A 15	40	65	Not Completed
16	A 16	60	65	Not Completed
17	A 17	60	65	Not Completed
18	A 18J	40	65	Not Completed
19	A 19	70	65	Complete
20	A 20	60	65	Not Completed
21	A 21	70	65	Complete
22	A 22	40	65	Not Completed
Amount			1260	
Lowest Value			20	
The highest score			100	
Complete			7 (31,8%)	
Not Completed			15 (68,1%)	
Classical Completeness			31,8%	
Average			57,2	
Criteria			Enough	

Source: Pre Test Results, 2024.

Based on the data in the table above, it can be seen that the average pre-test score for class VII students on Thaharah material is 57.2. This is very different from the minimum completeness score, which is 65. The highest score obtained by students during the pre-test was 90 and the lowest score was

20. The questions given in this pre-test were 5 questions, so the average student was only able to answer 3 questions out of the 5 questions given. There were 7 students (31.81%) whose scores were complete or > 65, while those whose scores were incomplete or < 65 were 15 students (68.18%). Based on this percentage, it can be concluded that class VII-A students at SMP Negeri 4 Kuala need to receive better action or treatment so that their learning outcomes can improve, especially in Thaharah material.

Meanwhile, the post test results for class VII-A students at SMPN 4 Kuala were obtained after implementing the Three-Step Interview assisted by video media with a KKM of 65. Based on the results of calculating the post test scores for learning on the thaharah material, it can be seen in the table below.

Table 2. Post Test Result Values

No	Student Name	Mark	Minimum Completeness Criteria	Information
1	A 1	80	65	Complete
2	A 2	60	65	Not Completed
3	A 3	100	65	Complete
4	A 4	80	65	Complete
5	A 5	100	65	Complete
6	A 6	80	65	Complete
7	A 7	100	65	Complete
8	A 8	100	65	Complete
9	A 9	100	65	Complete
10	A 10	100	65	Complete
11	A 11	100	65	Complete
12	A 12	80	65	Complete
13	A 13	100	65	Complete
14	A 14	80	65	Complete
15	A 15	80	65	Complete
16	A 16	100	65	Complete
17	A 17	100	65	Complete
18	A 18	100	65	Complete
19	A 19	80	65	Complete
20	A 20	80	65	Complete
21	A 21	100	65	Complete
22	A 22	100	65	Complete

Source: Post Test Results, 2024.

$$\begin{aligned} \text{KKM} &= \frac{\text{Number of students completed}}{\text{Total number of students}} \times 100\% \\ &= \frac{21}{22} \times 100\% \\ &= 95,45\% \end{aligned}$$

Based on the post test results, there was only 1 student who had not achieved individual learning completeness, namely students who obtained an absorption capacity of <65 in accordance with the KKM that had been determined by the teacher at SMP Negeri 4 Kuala for Islamic religious education subjects, and students who obtained Absorption capacity ≥ 65 totaled 21 people with a classical learning completion percentage of 95.45%.

CONCLUSION

There is an increase in student learning outcomes in thaharah material by implementing Three-Step Interviews assisted by video media. It is known from the pre-test results that there were 15 students who had not finished with an average score of 57.2%. Meanwhile, after implementing the Three-Step Interview assisted by video media, the average post test student learning outcomes in the thaharah material increased to 95.45%. Thus, it can be said that the Three-Step Interview assisted by video media plays a very important role in improving student learning outcomes

AKNOWLEDGEMENT

The author would like to thank the SMP Negeri 4 Kuala school for their great help in collecting data during the writing of this paper so that it was completed well.

REFERENCES

- Budiningsih. (2018). *Belajar dan Pembelajaran*. Jakarta: PT. Rineka Cipta.
<https://jurnal.fkip.unila.ac.id/index.php/MTK/article/view/4994>
- Riyanto. (2021). *Paradigma Baru Pembelajaran (Sebagai Referensi Bagi Pendidikan dalam Implementasi Pembelajaran yang Efektif dan Berkualitas)*. Jakarta: Kencana Prenada Media Group.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta.

Documentation

