



The Effect of Lucky Day! If You Lucky Method on Islamic Religious Education Learning Outcomes

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Abstract

This research is motivated by the learning outcomes of Islamic religious education students who are still not optimal and methods that are still conventional. The purpose of this study was to determine the effect of lucky day! if you lucky method on learning outcomes of Islamic religious education in fourth-grade students of State Elementary School 01 Belinyu. The research method used a quantitative approach. The type of research is true experimental with a posttest-only control design. Data collection techniques used objective tests in the form of written tests of multiple choice questions. The study population was all students of Elementary School 01 Belinyu, which amounted to 299 students. The research sample was 52 fourth-grade students of State Elementary School 01 Belinyu who were selected using purposive sampling, namely the deliberate selection of samples consisting of 26 experimental class students and 26 control class students. The research instrument was a test. Data analysis used an independent sample t-test. The results showed that there was an effect of lucky day! if you lucky method on the learning outcomes of Islamic religious education fourth-grade students of State Elementary School 01 Belinyu as evidenced by the hypothesis test p-value of $.000 < 0.05$. Therefore, it can be concluded that the lucky day! if you lucky method has a significant role in improving the learning outcomes of Islamic religious education.

Keywords: Islamic religious education, learning outcomes, lucky day, lucky method

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A. Introduction

The method is the starting point in learning which lies in the way that will be taken in presenting the learning material so that it is readily accepted and understood by students. As one of the components of learning, methods have a vital role in teaching and learning activities. Learning activities all use methods because the method is a tool for presenting learning material to achieve the desired learning objectives that will be conveyed to students. Using a suitable method is expected to influence learning, one of which is learning outcomes (Suyadi, 2019).

Learning outcomes are the ultimate goal of implementing learning activities in schools that can be improved through conscious efforts, leading to positive learning process changes. The learning process results in student learning outcomes (Wirayasa et al., 2021). To find out learning outcomes can be done by conducting tests and measurements. Tests and measurements require tools as data collectors called learning outcomes assessment instruments (Supena et al., 2021). Hamalik argues that the learning outcomes obtained can be measured through the progress obtained by students after studying seriously. Learning outcomes appear to be changed behavior in students that can be observed and measured through changes in attitudes and skills (Prasetya & Hartanto, 2020).

Islamic religious education is a subject that plays a role in developing students' potential in instilling the values of faith, piety, and noble character, as stated in Law No. 20 of 2003. Therefore, the importance of designing learning methods by teachers is to teach Islamic religious education subjects effectively to achieve qualified student learning outcomes (Suntoro & Widoro, 2020). Learning Islamic religious education aims to develop human potential towards noble human beings, who are civilized, intelligent, healthy, and have adequate skills (Latif, 2021).

When the learning process of Islamic religious education takes place, the methods used by teachers significantly affect student learning outcomes (Panjaitan et al., 2020). Martinis Yamin argues that student activities in the learning process can stimulate and develop their talents. Learning begins with encouragement, enthusiasm, and effort within the student, learning activities that familiarize them with their behavior to increase their potential. In this case, learning is an attitude of self-improvement through the process of changing behavior. Based on this explanation, learning can be interpreted as an adjustment of behavior through a series of activities such as reading, imitating, and listening ability to express words and others (Kamza et al., 2021).

Teachers have a critical role in the success of the learning process. A teacher's success in the learning process can be seen by achieving learning objectives. One of the achievements of learning objectives is that students can understand and master the material the teacher conveys. In the entire educational process at school, teaching and learning activities are the most important activities (Hasna et al., 2021). The achievement of educational goals is mainly determined by how the teaching and learning process is experienced by students. Students who learn will certainly experience a change in knowledge, understanding, skills, values, and attitudes. Teachers who are considered to be able to transfer knowledge to students are expected to carry out their duties professionally in their disciplines (Simpol et al., 2022).

During the preliminary study on March 15, 2022, the phenomenon that occurred in the learning process of Islamic religious education was the existence of several fundamental problems including the teaching method, which was the lecture

method. According to data obtained from the teacher, the student learning outcomes of Islamic religious education are still low, indicated by the results of daily tests, there are 45% of students whose scores did not reach the minimum completeness criteria (KKM) set by the school, namely 75.

Djamarah said that the lecture method is a method that is conventional because since long ago this method has been applied as a means of communication between teachers and students in the teaching and learning process. The lecture method, which is used too often in teaching and learning activities, can be disadvantageous for students because learning is more teacher-centered, so students tend to be passive, feel bored, and sleepy during the learning process, which causes learning outcomes less than optimal (Sumarsih & Wirdati, 2022).

The method is one aspect that affects the results in learning Islamic religious education. However, sometimes, in reality, the learning methods used by teachers are not appropriate, causing low student learning outcomes (Priyono & Fathoni, 2019). The lucky day! if you lucky method is a method with media in the form of games. It both provides knowledge and is also fun. Besides learning, this media offers treats in the form of games for students, allowing students to have fun in every game because in this media, there are prizes for those who can answer the questions this media there are prizes for those who can answer correctly (Mukrimah, 2014).

One of the learning methods that can solve this problem is the lucky day! if you are a lucky method, which is a game-based method (Mukrimah, 2014). Previous research conducted by Duni Rahmawati entitled "Application of the lucky day! if you lucky learning method as an effort to increase student activeness in history learning class XI IPS 1 (Classroom Action Research at Pasundan 2 Bandung High School)" (Rahmawati, 2020) explained that the application of the lucky day! if you lucky method can be an alternative to increase student activeness in learning history, as evidenced by students looking active by providing information to each other and arguing during discussions (Rahmawati, 2020).

The above research attracts the researcher' attention to how much influence lucky day! if you lucky method has an impact on Islamic religious education learning outcomes. In this article, the researcher presents the results of research based on student's knowledge along with different subjects, objects, dependent variables, and research methodologies.

B. Literature Review

The lucky day! if you lucky method is a learning strategy that contains games carried out by the teacher dividing students into several groups. Group representatives take the questions provided; then the teacher gives time to answer the questions. After that, all groups are combined to discuss the answers obtained and draw conclusions from each answer. Last, each group gives each other the answers obtained (Mukrimah, 2014).

According to previous research, Lucky day! if you lucky method is a learning method that can increase the student's activeness of learning history in class XI Senior High School students. The increase in learning activeness is evidenced by several indicators in the learning process using the lucky day! if you lucky method, namely when exchanging opinions and checking the correctness of answers between groups (Rahmawati, 2020).

Learning methods are an important aspect of learning Islamic religious education because they determine the achievement of the expected learning

outcomes. Islamic religious education is one of the subjects in elementary schools to form the morals and ethics of students. Success in learning Islamic religious education cannot be separated from the method, because realizing a goal of success cannot stand alone, but there are other elements supporting for its existence. Thus, the fundamental object of the success of an Islamic religious education learning process, one of which is the qualified Islamic religious education learning outcomes, can essentially be seen in how the method is applied (Asror, 2022).

Islamic religious education learning outcomes are the abilities that students have after receiving Islamic religious education learning experiences. All student learning outcomes are a process of learning interactions, and every student certainly wants to achieve success in learning. To be able to achieve success, many ways can be taken. The purpose of implementing the Islamic religious education learning process is to obtain good Islamic religious education learning outcomes (Ali, 2021).

C. Method

This study used both quantitative and qualitative approaches. The type of research was true experimental, which is experimental research carried out in earnest where the researcher can control all external variables that affect the course of the experiment. The research design is a posttest-only control design. The quantitative data is supported by qualitative data obtained from the unstructured interview, direct observation, and documentation.

The population is all subjects in research (Sunaryo, 2021). In this study, the population is all students of Primary School 01 Belinyu in the 2021/2022 school year, totaling 299 students consisting of 1- VI classes. The sampling technique in this study used purposive sampling, namely the selection of samples with certain considerations (Sugiyono, 2016). From the purposive sampling technique, the selected sample was class IV students of State Elementary School 01 Belinyu, totaling 52 students consisting of class IV A and IV B, which are divided into 26 students of class IV A as the experimental class and 26 students of class IV B as the control class. This was because the learning outcomes of IV A class students in Islamic religious education subjects are lower than other classes.

The research instrument was a written test on the learning material of Islamic religious education on theme VII of believing in the Messengers of Allah. Before the research was carried out, the instrument was tested for validity and reliability first, after which the research was carried out. From the data obtained, the prerequisite test was carried out in the independent sample t-test model using normality and homogeneity tests. The data analysis used the parametric statistical test independent sample t-test, which is a different test that aims to determine whether there is a difference in the average (mean) of two free or unrelated groups with each other whose data is on a ratio/interval scale (Bina & Rahmawati, 2021).

D. Findings

The application of the lucky day! if you lucky method of learning Islamic religious education was carried out in class IV A of State Elementary School 01 Belinyu on March 22, 2022, for 50 minutes of class time with material in the theme VII of believing in the Messengers of Allah. The lesson started with the teacher greeting the students first, asking how they were doing, and checking attendance to determine the number of students present. All students were present. Next, the teacher explained the learning steps. The teacher divided the students into several

groups and ordered the representatives of each group to take the questions containing the material of faith in the Messengers of Allah that had been provided on the table. The teacher gave 20 minutes to answer the questions that were taken. After that, all groups were combined to discuss the answers that had been obtained. Then all students concluded and highlighted the strengths of each answer, and then each group began to share the answers they had obtained.

During the learning process, students seemed active and worked together to solve questions from the problems given by the teacher and confidently put forward answers to questions in front of their friends. Students also suggested that at the next meeting during the learning process, the same learning method could be applied, this is because they enjoyed learning using the lucky day! if you lucky method. After that, the teacher gave a posttest to the experimental group and the control group. However, in the learning process, the class became crowded because students shared their opinions in solving the questions from the teachers.

After the implementation of the lucky day! if you lucky method, the researcher interviewed teachers and students regarding their opinions about the application of the method in learning Islamic religious education. The results of the interview show positive responses toward the implementation of the method.

Mrs. Ida Rusmidah, the fourth-grade Islamic religious education teacher of State Elementary School 01, said that so far, the lucky day! if you lucky method is the best method that makes students active and not monotonous in attending the learning process of Islamic religious education. This is because of the dynamic interaction between teachers and students and students with students. Students feel the real learning process. The student also said that they also felt happy to follow the learning process because they enjoyed the games and the challenges they faced in solving problems. They also suggested that at the next meeting during the learning process, the same learning method could be applied.

This research data was obtained from test instruments using multiple-choice questions. Before the test was distributed to students, the test instrument was tested for validity and reliability. Suharsimi Arikunto argues that a good instrument is an instrument that is tested for validity and reliability (Sugiyono, 2016). The following are the results of the validity, reliability tests, and data analysis:

1. Validity Test

The validity test is used to provide an understanding of whether the research instrument measures precisely the situation to be measured (Lee & Song, 2021). This study's validity test consists of content, construct, and empirical. Content validity aims to determine the validity of the test content and construct by knowing the construction of the items, both of which are validated by an Islamic religious education expert, Mrs. Ida Rusmidah. Then the empirical validity test was carried out by testing the items on students who were not included in the sample in the study, which amounted to 30 people. The empirical validity test uses the Karl Pearson product-moment formula with the criteria if $r_{\text{count}} < r_{\text{table}}$, then the test is said to be valid (Supardi, 2017). From the table below, it can be seen that the results of the validity test are fifteen valid items, as evidenced by the value of $r_{\text{count}} > r_{\text{table}}$ and five invalid items ($r_{\text{count}} < r_{\text{table}}$).

Table 1. Validity Test

Number of Test Items	Valid	Invalid
20	15	5

2. Reliability Test

Then a reliability test is carried out, which aims to determine whether the question is reliable or not using the Cronbach alpha formula with the Cronbach alpha value >0.6. The instrument is reliable (Avisseña & Ayriza, 2019). The results of this study indicate that the Cronbach alpha value is .559, so it can be concluded that the value is more than 0.06, and the data is reliable (trustworthy) as described in the table below:

Table 2. Reliability Test

Cronbach's Alpha	N of Items
.559	15

3. Research Data Analysis

The descriptive statistical test in this study aims to provide an overview obtained from the post-test results of the experimental and control groups by looking at the mean (average) and standard deviation of each variable (Prasittichok & Klaykaew, 2022). The results are as follows:

Table 3. Descriptive Statistical Test

	Group	N	Mean	SD	SE
Learning Outcomes	Experimental	26	86.919	21.338	1.265
	Control	26	86.919	11.747	3.116

Based on the data description table above, it can be seen that the acquisition of the average value of the learning outcomes of the experimental group is 86,919, and the control group is 65,835. It can be concluded that the value of the learning outcomes of the experimental group that was given the treatment is higher than that of the control group.

The prerequisite tests for data analysis in this study are normality and homogeneity tests. A normality test is used to determine whether the data is normally distributed or not. The normality test is calculated using the help of JASP software with the provisions that if the p-value >0.05, then the data is not normally distributed, but if the value < 0.05, then the data is normally distributed (Novitasari & Pustikaningsih, 2019). The following are the results of the normality test:

Table 4. Test of Normality (Shapiro-Wilk)

	Group	W	p
Learning Outcomes	Experimental	0.841	.001
	Control	0.932	.000

The table above explains the results of the p-value of the experimental class learning outcomes, which is .001, and the control class is .000, so it is concluded

that $.001 < 0.05$ and $.000 < 0.05$, and the data is normally distributed. Furthermore, a homogeneity test is carried out, which aims to determine whether the data is homogeneous or not, which is seen from the $p\text{-value} > 0.05$, then the data is homogeneous; if the $p\text{-value} < 0.05$, then the data is not homogeneous (Simpol et al., 2022). The results obtained from the homogeneity test are as follows:

Table 5. Test of Homogeneity

	F	df	p
Learning Outcomes	6.675	1	0.045

From the above statement, the $p\text{-value}$ is 0.045, so it is concluded that the $p\text{-value}$ is > 0.05 , and all data have the same variant (homogeneous). From the above statement, all data meets the criteria, so the next stage is hypothesis testing.

Hypothesis testing is helpful in knowing the effect of the test, which will then be concluded (Masruroh et al., 2019). This study used an independent sample t-test with decision-making criteria. If the $p\text{-value} > 0.05$, then there is no influence, but the criteria if the $p\text{-value}$ is < 0.05 , then there is an influence between variables x on y (Tusiime et al., 2019). The following are the results of the statistical tests:

Table 6. Independent Samples T-Test

	t	df	p
Learning Outcomes	5.346	52	.000 ^a

The above table explains the acquisition of a $p\text{-value}$ of .001 so that it can be concluded that $.001 < 0.05$, so H_a (hypothesis alternative) is accepted and H_0 (hypothesis zero) is rejected, indicating that there is an effect of lucky day! if you lucky method on the learning outcomes of Islamic religious education in class fourth-grade students of State Elementary 01 Belinyu.

E. Discussion

This research was conducted on fourth-grade students of State Elementary School 01 Belinyu on the subject of Islamic religious education with the material of theme VII of believing in the Messengers of Allah. This research gives treatment to the experimental group using the lucky day! if your lucky method.

During the learning process, students seemed active. They cooperated to solve questions from the problems given by the teacher and confidently put forward answers to questions in front of their friends. Students also suggested that at the next meeting during the learning process, the same learning method could be applied because they enjoyed learning using the lucky day! if you lucky method. In the learning process, the class became crowded because students shared their opinions in solving the questions from the teachers. According to Kanza et al. (2020), the activeness of student learning is observed when the learning process takes place in student activity. Activeness in learning lies in two aspects, namely active nature of action and active thinking. Students will become active when connecting new knowledge with their initial understanding (Fauzi & Setianingsih, 2021). The

learning strategy to engage students in the learning process actively is by using a suitable learning method. Jannah (2019) found that one of the indicators of student activeness in learning is shown from the affective aspect, namely noble attitudes that can be generated through the learning methods applied, namely respecting each other's opinions, respecting each other even though they have different views, tolerating each other, working together, accepting gracefully if it turns out that their opinion is wrong, admitting their own mistakes and admitting the better argument from other groups or the teacher.

Mrs. Ida Rusmidah, the fourth-grade Islamic religious education teacher of State Elementary School 01 said the method of lucky day! if you lucky makes students active and not monotonous in the learning process of Islamic religious education because of the dynamic interaction between teachers and students and students with students. Sopingi (2021) found in his research that student activeness in learning is one of the goals in applying learning methods because through student activeness, a teacher achieves the development of learning so that students and teachers can achieve the learning objectives that have been set. Interaction or relationship between teacher and student is the main requirement for learning interaction in the teaching and learning process; it has a broad meaning, not only the relationship between teacher and students but also students with other students in the form of educational interaction (Zaifullah et al., 2021).

After the implementation of the method of the lucky day! if you lucky, the students also said that they felt happy because games and challenges they faced in solving problems during the learning process and suggested that at the next meeting, the same learning method could be applied. Based on the results of the posttest given to students in both experimental and control groups, it appears that the method has an influence on the student learning outcomes. The results of the post-test score for the experimental group who received treatment using the method were higher than the control group who were not given treatment using the lecture method, which is a method often used by teachers during the learning process of Islamic religious education. Therefore, the lucky day! if you lucky method is very instrumental and has a positive effect in improving the learning outcomes of Islamic religious education of fourth-grade students of State Elementary School 01 Belinyu.

Fadil et al. (2021) stated that the method is said to be effective when it can increase students' understanding of the subject matter, make students challenged, and build student curiosity. In addition, research by Muminin et al. (2021) shows that mastering and using suitable learning methods and techniques can help students achieve their goals, students have pride and love to learn, always use every opportunity to learn, and realize that time for learning is an investment as the primary key to the advancement of themselves and their environment investment.

This study examines the effect of the lucky day! if you lucky method on Islamic religious education learning outcomes in students of State Elementary School 01 Belinyu. The results of this study show that the lucky day! if you lucky method has an influence in improving the learning outcomes of Islamic religious education of fourth-grade students of State Elementary School 01 Belinyu as evidenced by the results of hypothesis testing. Iswandi (2023) stated that the success of applying a method in learning is seen from the positive influence produced by the value of student learning outcomes. Retnosari & Fithriyah (2020) stated that the effectiveness of learning methods in achieving the desired learning objectives is seen from the student learning outcomes after attending the learning process with the

methods used. Wibowo (2019) stated that learning outcomes are seen from changes in students in cognitive, affective, and psychomotor aspects, manifested in changes in attitudes and behavior that are good and positive in nature and beneficial to others.

F. Conclusion

Based on the description above, it is concluded that the lucky day! if you lucky method affects the learning outcomes of Islamic religious education of fourth-grade students of State Elementary School 01 Belinyu, as evidenced by the results of the p-value $000 < 0.05$, meaning that H_0 is rejected and H_a is accepted. In addition, there are differences in the learning outcomes of Islamic religious education of fourth-grade students of State Elementary School 01 Belinyu. The learning outcomes of Islamic religious education of experimental class students were higher than those of control class students. The results of this study provide recommendations for further researchers to investigate the lucky day! if you lucky method in learning Islamic religious education using different approaches and add to the scientific repertoire regarding the learning process of Islamic religious education. Teachers are expected to be able to design learning using the lucky day! if you lucky method well. The lucky day! if you lucky learning method can be used as a reference for teachers in the teaching and learning process.

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