
**IMPLEMENTATION OF POSTER COMMENT STRATEGIES TO
IMPROVE STUDENTS LEARNING OUTCOMES FIQIH STUDYING OF
GRADE X STUDENTS ALIYAH MANSYAU ULUM PASIR PALEMBANG**

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Abstract

The application of various kinds of learning methods in schools is very important to improve student learning outcomes, but the problem that occurs is that currently there are many schools whose learning tends to be dominated by the lecture method, so that the learning outcomes obtained are not optimal. In this study, researchers will introduce poster comment research, one of the various types of methods that exist in learning. This method can be applied to learn. This method was chosen because it can bring up the ideas contained in an image in the hope of training students' abilities to come up with ideas.

As for the implementation of the poster comment strategy, namely planning the implementation of the strategy by arranging the implementation of learning plans and various other competencies, the student learning outcomes after implementing this strategy have an increase in each cycle, starting from the pre-cycle, the first cycle, to the second cycle with the same value. very satisfactory.

Keywords: *Implementation, Poster Comment Strategy, Learning Outcomes.*

A. Introduction

It is important to apply various methods and strategies in learning, including teaching with picture, which was carried out by Rasulullah S.A.W. in providing teachings to his people. In this research, researchers will apply the poster comment strategy, which is one of the various types of methods available in learning. This method can be applied to learning Fiqh.

This method was chosen because it can generate ideas about what is contained in an image in the hope of training students' abilities by generating ideas contained in an image. Better use naturally is really liked by students because it is more challenging. The picture is of course appropriate to the material. If students' memory and understanding of the material have improved and students can master the material, then the learning targets and objectives will be easier to achieve. Furthermore, the role of the teacher is of course very important in education, including the learning and teaching process, teachers don't just come, sit down and deliver the material, but the teacher's job is to control the

class in various ways to create an active learning atmosphere that is liked by all students, so The things that teachers need to learn are not only learning materials, but teachers also have to master the nature and character of students, the aim is so that teachers know what students really need in learning (Hamzah B Uno 2012: 42).

The position of teacher is a professional position that requires teachers to work professionally. Teachers must work professionally. Professionals are experts in their field. Professional teachers are teachers who are experts in their field of teaching. A professional teacher is required to have various competencies. as mandated in Republic of Indonesia Law no. 14 of 2005 concerning Teachers and Lecturers, that teachers as initiators of change in society, are required to master pedagogical competencies. personality, social and professional competencies obtained through professional education. Based on that, all teachers, in their mastery of pedagogy related to the ability to learn and teach in the classroom, teachers must have strategies for good and efficient learning methods. Everyone knows that in all aspects of education teachers have a key role, in addition to other factors such as infrastructure, costs, curriculum, management systems and the students themselves. (Udin Syaefudin Saud 2009: 116)

In essence, teachers are leaders in learning and teaching activities in the classroom. A teacher decides whether or not a learning activity is successful. Teachers As learning leaders in the classroom, teachers are required to make the learning atmosphere in the classroom focused and in accordance with the learning objectives. So, based on the problems above, the researcher took action to improve the learning process at MA Mansyaul Ulum by applying the poster comment method with the aim of creating effective learning, not causing drowsiness, creating an enthusiastic class atmosphere and of course improving existing grades.

Based on this, various strategies need to be implemented. The author wrote the title: Implementation of the Poster comment Strategy to Improve Student Learning Outcomes in Class X Fiqh Learning Aliyah Mansyaul Ulum, Pasir Palembang Village, Tekam Baru Hamlet. With this research, it is hoped that a

variety of learning strategies will be created and will make it easier to achieve learning objectives.

B. Research Methods

In this research the author used a descriptive-qualitative approach. According to Boghdan and Taylor, as quoted by Lexy Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Laxy J. Moleong 2012: 4).

The type of research is classroom action research CAR. CAR is research where the root of the problem arises in the classroom and is felt directly by the teacher concerned, so it is difficult to justify the assumption that the problems in classroom action are obtained from the daydreams of a researcher (Suharsimi Arikunto 104).

C. Discussion

1. Definition of Application

According to the Big Indonesian Dictionary (KBBI), the definition of application is the act of applying, whereas according to some experts, application is the act of putting into practice a theory, method and other things to achieve certain goals and for an interest desired by a group or group that has planned and arranged in advance. According to Setiawan, implementation is an expansion of activities that mutually adjust the process of interaction between goals and actions to achieve them and requires a network of implementers and an effective bureaucracy (Nurdin 2022).

Based on these definitions, it can be concluded that the word implementation leads to activities, actions, actions or mechanisms of a system. The phrase mechanism means that application (implementation) is not just an activity, but an activity that is planned and carried out seriously based on certain norm references to achieve the activity's objectives.

The benefits of this implementation are as follows:

- a. Creating a permanent design while analyzing and researching. In this case, implementation requires a process of analysis and observation in a system. This process is necessary so that the system can work properly.

- b. Make trials for regulations that will be implemented. This trial is useful to see the suitability of the system.
- c. Improving the agreed system.
- d. Predict user needs for the system being created.

In other sources, it is stated that the purpose of implementation is to implement and realize a plan that has been prepared so that it can become a real reality. Apart from that, technically implementation also aims to implement a policy that is in the plan (Gina Suwarni 2022).

2. Understanding Poster Comments

The poster comment strategy is one of the strategies in learning. This strategy is included in the active learning model. Active learning is a learning process with the aim of empowering students to learn using various methods/strategies actively (A. Fatah Yasin 2008: 183).

The poster comment strategy (commenting on an image) is a strategy used by educators with the aim of inviting students to come up with ideas about what is contained in an image. This image is of course related to the achievement of a competency in learning. Steps for implementation (A. Fatah Yasin 2008: 183):

- a. Educators provide pieces of images that are connected to the discussion material.
- b. Don't have any writing on the picture.
- c. Students are asked to comment freely, taking turns, about what ideas they come up with after seeing the picture.
- d. Students are allowed to express different opinions, because human thoughts are also different.
- e. Educators have prepared the correct answer formulation regarding the picture, so that students feel they have received an explanation and can also see the picture. Researchers can modify the use of this poster comment strategy according to the existing situation and conditions. For example, in the implementation steps, researchers can replace them with images provided on PowerPoint slides, because the images displayed can be large.

3. Benefits of Poster Comments

Function of posters in this learning process (Hamzah 2022).

- a. Develop ideas and creativity.
- b. Explain a concept or process.
- c. Describe new objects and vocabulary.
- d. Tools to generate motivation
- e. Describe a timeline.
- f. Convey messages and ideas.
- g. Notifying a particular activity, agenda or schedule.

4. Advantages and Disadvantages of Poster Comments

- a. Excess
 - 1) Its concrete nature is more realistic in showing the main problem than purely verbal media.
 - 2) Poster images can overcome the problem of space and time constraints.
 - 3) Posters can convey events that happened in the past, yesterday or even minutes ago, sometimes they cannot be seen as they really are.
 - 4) Poster media can overcome the limitations of our observation, such as seeing cells or cross-sections of leaves that we cannot possibly see with the naked eye. Can clarify a problem, in any field and for certain age levels, so that it can prevent or correct misunderstandings.
 - 5) This learning media can last a long time and teachers can use this media many times for subsequent meetings.
- b. Lack
 - 1) Only displays eye sense perception, its size is limited and can only be seen by a group of students.
 - 2) Presenting images in a very small size, so they are less effective in learning because posters are two dimensional, so it is difficult to actually depict them.
 - 3) Not all material is easily conveyed through posters.

5. Understanding Learning Outcomes

Learning outcomes are often used as a measure to find out how far someone has mastered the material that has been taught. To actualize these learning outcomes, a series of measurements using good and qualified evaluation tools are required. Such measurements are possible because measurement is a scientific activity that can be applied in various fields including education (Purwanto 2009: 44).

Learning outcomes can be explained by understanding the two words that form them, namely "results" and "learning". The definition of result (product) refers to an acquisition resulting from carrying out an activity or process which results in functional changes in input. Production results are gains obtained due to activities of changing raw materials into finished goods. The same thing applies to providing boundaries for the terms harvest results, sales results, development results, including learning results. In the input-process-result cycle, results can be clearly distinguished from input resulting from changes by the process. Likewise, in teaching and learning activities, after experiencing learning, students change their behavior compared to before (Purwanto 2009: 44).

6. Benefits of Learning Results

Education and teaching are said to be successful if the changes seen in students are the result of the teaching and learning process they experience, namely the process they undertake through programs and activities designed and implemented by the teacher in the teaching process, in this case based on student learning outcomes, abilities can be identified. and development as well as the level of educational success. Learning outcomes are essentially changes in a person's behavior which includes cognitive, effective and psychomotor abilities after following a teaching and learning process. Learning outcomes (Sudirman 2007: 19)

Must show a change in circumstances for the better, so that it is useful for: (Nina Sudjana 2022) Learning outcomes can also be viewed from two sides, namely the student's side and the teacher's side, learning outcomes are a better level of mental development compared to when they had not yet

studied (Oemar Hamalik 2005: 22). The benefits of learning outcomes include:

- a. Increase knowledge.
- b. Better understand something that was not understood before.
- c. Further develop skills.
- d. Having a new view on something.
- e. Appreciate things more than before. It can be concluded that the term learning outcomes is a change in students so that there are changes in terms of knowledge, attitudes and skills.
- f. Characteristics of Individuals who have High Performance Learning Outcomes. The characteristics that students must possess are that they must have a great sense of responsibility and a desire to achieve well. Showing the characteristics as stated by Sardiman A.M, there are the following motivational characteristics:
 - 1) Persevere in facing tasks (can work continuously for a long time, not stopping before completion).
 - 2) Resilient in facing difficulties (not giving up easily)
 - 3) Does not require external encouragement to achieve
 - 4) Want to deepen the material/field given
 - 5) Always try to achieve as best as possible (don't give up quickly on your achievements
 - 6) Show interest in various "adult" issues (for example, development, corruption, justice and so on).
 - 7) Diligent in studying with enthusiasm, quickly gets bored with routine tasks
 - 8) Can defend his opinions (if he is sure).

7. How to Apply the Poster Strategy Comment on MA Aliyah Mansyaul Ulum

In this section the researcher will explain how the poster comment method is implemented in MA Mansyaul Ulum class X. This research uses two cycles, namely cycle I and cycle II. However, before carrying out the first and second cycles, the researcher first carried out the Pre-PTK or Pre-Cycle

stages, then carried out observations to determine the initial conditions of students' activities and learning outcomes.

To find out students' learning outcomes in learning fiqh, especially in the part of the material taught (Dead Care), the researcher used several stages of action implementation, including: planning, action, observation and reflection stages. The actions that have been carried out in two cycles or the researchers will describe them as follows:

a. Pre-Cycle

Before carrying out the action, the researcher carried out pre-cycle activities in order to find out the real learning conditions of class X MA AliyahMansyaulUlum students. At this stage the researcher made observations on the implementation of the teaching and learning process before taking action on Fiqh learning. Data obtained from observations is data to answer research problems.

The teaching and learning process activities begin on: Monday, July 18 at 07.00 WIB, namely in the first hour with the material "The Process of Managing Bodies". The initial activity begins by opening the lesson by saying hello, taking attendance and presenting the lesson material that will be taught. The teacher explains the lesson material and occasionally asks students whether they understand the material that has been presented. When the teacher explains, students are expected to listen carefully, although in practice there are still students who are not yet active, are engrossed in themselves and are not listening to the teacher's explanation. After explaining the material, the teacher gives students the opportunity to ask questions about the material explained. Several students looked enthusiastic and paid attention, then asked questions related to the material. The teacher tries to activate the class by involving other students, then giving other students the opportunity to answer their friends' questions. This process continues for a while, until then the teacher takes over the discussion and provides guidance on students' questions with better explanations. The teacher also asks several

questions about the material by means of a written test. The written test questions are as follows.

Then the teacher gives a score as a result of individual student learning, based on predetermined assessment indicators, as a Pre-Test score for the student's ability to learn Islamic jurisprudence, following the table below.

Table 4.5
Pre-Cycle / Pre-PTK Assessment Indicators and Pre-Test Results for Fiqih Subjects for Class Students XMA Mansyaul Ulum

Material: Process of Managing Bodies

No	Name	Result
1	AM	71
2	AH	61
3	DM	57
4	FT	64
5	HB	73
6	HR	64
7	HF	65
8	MT	67
9	MS	60
10	MH	70
11	RD	60
12	RS	76
13	RH	73
Total		861
Average		60

From the table above it can be explained that the lowest score obtained by students was 57 and the highest score was 76 with the class average score being 60. In the pre-cycle, only five students achieved the completion standard, namely with a score of 70. This means that only a few percent of students reach the standard of completion in this lesson.

b. Cycle I

1) *Planning*

This stage begins with preparing all the tools needed to carry out the action, namely in the form of a learning design using the poster comment method.

In making a learning implementation plan, researchers collect the necessary tools such as: learning implementation plans (RPP), teaching materials (lesson materials) and learning implementation procedures using the poster comment method and the teacher prepares the learning plan.

2) *Acting*

Researchers carried out activities according to what had been previously planned. In this activity, the researcher held the first meeting with students on Monday 25 July 2022. This meeting took place from the 1st to the 2nd hour, to be precise, 07:00 – 09:00. At this meeting the researcher prepared a strategy to be used in class, the strategy was Poster Comment or it could also be called a strategy for commenting on pictures that had been provided by the researcher (Teacher). Next, the image is displayed using Microsoft Power Point, this media was chosen because of the availability of laptops and projectors and is easier for students to understand and demonstrate. The material that will be presented is about the Management of Bodies in CHAPTER II and the sub-section about Bathing Bodies. The steps for implementation are as follows:

- a) The researcher displays the image on a power point slide
- b) here is no writing contained in the image
- c) Students ask students to comment on the picture in turn, with their own ideas.
- d) Students are allowed to express different opinions as long as they do not run away from the material.
- e) The teacher has prepared the right answers and formulations about the picture so that students really understand it when the

teacher explains it later.

In the process of implementing this action, the teacher carries out a final learning evaluation (posttest) as an evaluation of the students' ability to understand the material that has been presented. In this case, we will explain some of the processes as follows:

- (1) The final evaluation of learning (posttest) is carried out orally, namely by asking students to go to class one by one and explain the contents of the picture.
- (2) Other students summarize what their friends have said in a notebook with their own views and opinions.
- (3) As for student learning outcomes in the Fiqh subject, of the 13 students whose scores did not reach the KKM (70), there were 5 students, with the lowest score being 62 and the highest score being 80. Meanwhile, those who got a score greater than or equal to the KKM (70) there are 8 students, with an average class score of 76, and the percentage of students who achieve complete learning outcomes is 70%.

Table 4.6
Cycle I Assessment Indicators and Post-Test Results for Fiqih
Studying for Class Students X MA Mansyaul Ulum

Material: Bathing the Body

No	Student Name	Cycle I Test Results
1	AM	80
2	AH	65
3	DM	62
4	FT	76
5	HB	79
6	HR	67
7	HN	74
8	MT	76
9	MS	69
10	MH	78
11	RD	60
12	RS	80
13	RH	76
Total		942
Rata-rata		76

3) *Observing*

In this observation, the researcher monitors and records what the researcher sees, hears and feels. Using Poster comment as the method in learning Fiqih process as the data collection instruments, namely by using observation sheets/guidelines accompanied by notes on achievement indicators and field notes so that a set of data regarding the implementation of actions is obtained. The researcher carried out the observation process by sitting with the students in the class, observing the entire learning process using the poster comment strategy during the learning process in the first cycle stage.

a. **Cycle II**

In general, all learning plans have been fully implemented. However, there are several things that need to be thought about again for the next lesson, in order to achieve better effectiveness.

In teaching and learning activities in the classroom, namely when providing motivation or encouragement to students, researchers found that students still need to give emphasis so that students are more serious in the learning process, so that students really realize the importance of learning.

In the implementation of apperception it is not in accordance with the planning and the teacher does not explain the learning objectives that will be conveyed. Because students' activities and learning outcomes in class have shown much better results than before, in the next cycle the researcher does not need to make a new learning plan. However, in the implementation, improvements must really be made, such as teacher activities to always provide motivation to students so that they are more serious in learning, have the courage to ask and ask questions, respond to questions from their friends and add to their friends' answers, and are able to explain and understand the material he has studied.

1) *Planning*

Just like in the previous implementation stage, the researcher first prepared all the tools needed to carry out the next action, namely in the form of a learning design using a poster comment strategy, observation format and teaching materials. Apart from that, the observation format in the second cycle was no different from the first cycle, and the researcher also created a learning plan.

The results of reflection from previous actions become a reference for researchers in determining the next learning design. Then the researchers applied the results of the learning design again in delivering learning.

2) *Acting*

This second action was carried out on Monday 1 August 2022, namely at 07.00-09.00 WIB.

As in the initial learning process, namely the teacher prepares all the needs as explained in the first cycle, the teacher always starts by saying hello and the students answer it together. The lesson then

begins with reading Basmalah and is followed together by the students, then continues with reading Du'a. After that the teacher took attendance of the students, all of whom were present that day.

The next stage, the teacher announces the material to be studied and asks all students whether anyone has studied the material about "How to shroud a corpse" before at home. Students provide answers, and the teacher appreciates the students. After that, the teacher asked about the relationship of the material to everyday life. After finishing, the teacher informs the students that at that time they will explain the material and present material related to the theme/material being studied, namely the procedure for shrouding the deceased.

After the explanation is finished, the teacher asks the students whether they understand or not. And to find out students' understanding and abilities of the material and verses that have been presented, the teacher gives students assignments as was done in the first cycle, namely commenting on the picture in front of them in turns and with their own understanding.

For the next stage, when students take turns explaining, the teacher assesses students' abilities based on predetermined indicators.

In the process of implementing this action, the teacher carries out a final learning evaluation (posttest) as an evaluation of the students' ability to explain the contents of the picture. The process is described as follows:

- a) The final evaluation of learning (posttest) is carried out individually or by an oral test, namely explaining the content contained in the picture one by one in turn. The implementation of the teacher test was completely in accordance with the plan, this posttest was carried out individually.
- b) Other students summarize what their friends have said in a notebook with their own views and opinions.

- c) The teacher monitors all student activities by really paying attention to student deficiencies in the first cycle so that no more mistakes occur.
- d) As for student learning outcomes in the Fiqh subject, in cycle 2, overall students have reached the KKM, namely 70. This means that students who achieve completeness in learning are 100%, with the lowest score being 73 and the highest score being 92, and with The class average is 85.

Table 4.7
Cycle II Assessment Indicators and Post-Test Results for Fiqih
Subjects for Students of GradeX MA Aliyah Mansyaul Ulum

Material: Shrouding the body

No	Student Name	Cycle II Test Results
1	AH	92
2	AH	85
3	DM	78
4	FT	85
5	HB	80
6	HR	76
7	HF	80
8	MT	85
9	MS	75
10	MH	85
11	RD	73
12	RS	80
13	RH	85
Total		1059
Rata-rata		85

3) *Observing*

At this observation stage, the researcher monitors and records what the researcher sees, hears, and feels. In this case, it is a Fiqh learning process using the poster comment method, using predetermined data collection instruments, namely remove bservation sheets/guidelines accompanied by achievement indicator notes and field notes so that a set of data regarding the

implementation of actions is obtained. The researcher carried out the observation process by removed with the students in the class, observing the entire learning process using the poster comment method, in this case the learning process in the second cycle stage.

4) *Reflecting*

In general, all learning plans have been fully implemented. Several things that have been designed and agreed upon previously by researcher for learning at the next stage have been implemented well, so that the effectiveness of the teaching and learning process can be achieved well.

Judging from the students' activities both in terms of their activeness and their enthusiasm and earning in class, and when the teacher provides motivation and encouragement to students and emphasizes that students are more serious and enthusiastic in the learning process, it can be seen that students really realize the importance of learning, so they said that this method is very successful. In implementing the teacher's perception, it is in accordance with the planning and explains the learning objectives well.

In cycle II, student activities and learning outcomes in class showed very good changes from the previous process. So it can be said that the implementation of the poster comment method in cycle I and remove II can provide significant changes in the abilities of class X MA MansyaulUlum students.

D. Conclusion

Based on the result of the reasearch that have been presented over two cycles, the results of all discussions, and the analysis that has been obtained, it is concluded that:

1. The process of learning fiqih for class X MA Mansyaul Ulum students before implementing the Poster Comment strategy was to use the old classical model more. This old model is like a lecture. The weakness that occurs when using the lecture method is that if the teacher cannot manage words well, students

will become bored. In fact, many students are bored and sleepy when learning takes place. Conditions like this can make learning less effective and learning outcomes also decrease. The learning results of class X MA Mansyaul Ulum students before implementing the poster comment strategy were as follows: The learning results of class The results of the Pre-CAR are that the majority of students have not achieved learning completeness. Learning completeness is characterized by minimum completeness criteria (KKM). The KKM which is a benchmark for the learning completeness of class This result is certainly not satisfactory and there must be improvements in learning.

2. Planning for implementing the poster comment strategy, namely planning the implementation of the strategy in a learning implementation plan (RPP). This RPP refers to and is based on the 2013 curriculum which contains core competencies, basic competencies, learning materials, media, and assessments. The RPP is very helpful for implementing learning strategies to improve the learning outcomes of class X MA Mansyaul Ulum students. The implementation of the poster comment strategy in class X Aliyah in the fiqh subject was carried out by students commenting on pictures provided by the researcher. The image can be displayed on paper or Power Point slides. Based on the findings, using PowerPoint slides is clearer and easier to obtain, compared to paper. Next, students are invited to take turns commenting on the picture. After the students have finished commenting, the teacher formulates appropriate answers to the meaning of the picture. In implementing this strategy, it is carried out in 3 cycles, in which each cycle there is an improvement, namely in the form of positive behavioral changes towards the teaching and learning process.
3. The learning outcomes of class X Aliyah Mansyaul Ulum students after implementing the poster comment strategy have increased in each research cycle. Initially, the researchers looked at student learning outcomes in the pre-cycle results in fiqh lessons, the class average was 60. This result, out of 13 students, only 5 students managed to get a score above the minimum completeness criteria (KKM). After observing the learning outcomes and previous learning processes, the researcher tried to improve them through

implementing the first poster comment strategy. The results of the first cycle evaluation increased slightly to 75, and 9 students scored above the KKM. by means of classroom action research (PTK), researchers continue to make improvements after improvements, starting from pre-cycle, first cycle to second cycle. In the end, namely the results of the second cycle evaluation, a significant improvement occurred, namely the class average increased to 100%. These results are for students who get a score above the KKM. With these results, it can be concluded that implementing the poster comment strategy can significantly improve student learning outcomes.

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