



## Prompting Probing Learning Method: Active, Innovative, and Encouraging Students to Understand Fikih Material Quickly

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### ARTICLE INFO

*Keywords:* Probing  
Prompting  
Learning Method  
with Media Images,  
Learning Activeness

*Received :* 5 December

*Revised :* 18 December

*Accepted:* 20 January

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### ABSTRACT

Activeness of students in the learning process is very important to achieve the learning process, talent in speaking in front of the class. Therefore this research is motivated by several problems that occur in MI Al - Muhajirin Plered Purwakarta in learning Islamic Religious Education, one of the problems that occurs is the low student learning activity which is motivated by monotonous learning so that students feel bored in the learning process cause students are not active in the learning process. To solve the following problems, it is assumed to use the Probing Prompting method with media images, where this application is implemented in class III by paying attention to the learning curriculum that has been set in educational units such as lesson plans and syllabus. This study uses Classroom Action Research, which is conducted in 2 cycles. The research was conducted in class III with 29 students. The results obtained in this study increased the activeness of student learning. Cycle 1 results of observations of student learning activeness obtained a percentage of 73.28% categorized as active reinforced by the results of a questionnaire on student learning activeness with a percentage of 76.19% categorized as active. Cycle II, the results of observing student learning activeness obtained a percentage of 86.78%, categorized as very active, reinforced by the results of a questionnaire on student learning activeness, with a percentage 84.41%

## INTRODUCTION

School is also an educational institution that can carry out Islamic religious education by making it a subject in the school curriculum (Tabroni, 2019). The learning of Islamic religious education as one of the subjects that contains content of Islamic teachings and the order of values of Islamic life and life (Tabroni et al., 2021).

Education is a learning process that is given by a teacher to students (N. & H.B., 1973), (Domina et al., 2019). Good education will give birth to a good generation but education is not only oriented towards learning in general, such as learning physics, learning mathematics or learning Indonesian, but education can also be in the form of general education character (Tabroni & Purnamasari, 2022).

Education is also a container or means in developing the potential of human resources (Ryckman, 2012). Therefore education really needs to get good attention and management from the government, the surrounding environment, the community and the family (Tabroni & Dodi, 2022).

School is a means or facility for the learning and teaching process, to achieve a good and effective learning process, good learning methods are needed so that learning does not seem monotonous so that students feel bored in learning which results in students having difficulty understanding the material conveyed by the teacher (Subudhi & Sinha, 2022). One of the lessons that can build or increase student learning activity must be realized by each teacher through the teacher's creativity in motivating students to be directly and actively involved in the learning process (Tabroni, n.d.). Because this is one aspect that determines the success of learning achievement and the smooth learning process (Winfred F.Hill, 2012).

For Muslims, Islamic Education is very important because learning Islam is not only beneficial in this world, but also in the hereafter because in this learning there is learning that improves the quality of faith and piety to Allah SWT such as learning to pray and monotheism as stated in the learning syllabus (Nurjanah & Tabroni, 2022).

Table. 1. Islamic Education Syllabus

1.2 Menyadari bahwa shalat harus dikerjakan dalam kondisi apapun.	nilai-nilai positif yang terkandung dalam <i>shalat</i> dalam segala kondisi	<i>shalat</i> dalam segala kondisi di dalam kehidupan sehari-hari
2.2 Membiasakan perilaku istiqamah dalam ibadah sebagai implementasi dari pemahaman terhadap ketentuan shalat <i>jama'</i> dan <i>qashar</i> .	Pembiasaan sikap perilaku istiqamah dalam ibadah sebagai implementasi dari pemahaman terhadap ketentuan shalat <i>jama'</i> dan <i>qashar</i> .	Membimbing kepemilikan perilaku istiqamah dalam ibadah sebagai implementasi dari pemahaman terhadap ketentuan shalat <i>jama'</i> dan <i>qashar</i> .

Based on the results of a survey at MI Al-Muhajirin Plered Purwakarta in the learning process in class III there is information that student learning activity still tends to be low. Interaction with students in the question and answer process so that some students are just silent, chatting and playing during the learning process.

This is what causes many students to think that the learning process of Fiqh is something that is boring, too much to memorize, not varied and various other complaints. As contained in Law no. 2 of 1989 concerning the National Education System, Article 35 which states that "Every school education unit, whether organized by the government or the community, must provide learning resources". So education cannot be carried out properly if the education staff and students are not supported by the learning resources needed for the implementation of the teaching and learning activities concerned.

To overcome these problems, a good and interesting learning process is needed so that it can create a pleasant learning atmosphere. One of the lessons that is used as an alternative to increase student learning activeness in Fiqh subjects is to use the probing prompting learning method with media images.

Efforts that can increase the activeness of student learning one of them by using the probing prompting learning method (Hill, 1990). The probing prompting learning method according to the meaning of the word, probing is investigation and examination, while prompting is encouraging or guiding (Prasetya, n.d.). Probing prompting learning is learning by presenting a series of questions that guide and explore students' ideas so that they can improve critical and innovative thinking processes so that students are able to associate their knowledge and experiences (Sadapotto, A., 2021).

The question and answer process in learning is carried out by appointing students randomly so that each student inevitably has to participate actively (Kidman & Hanrahan, 2010). Students cannot avoid the learning process, because at any time he can be involved in the question and answer process (Habibati, 2017). Thus this learning method requires students to be more active in the learning process because the teacher will randomly appoint students to answer the questions posed so that inevitably students must continue to participate and cannot avoid the learning process (N. & H.B., 1973).

The process of applying the probing prompting learning method is accompanied by media images (Rahmawati & Jayanti, 2019). Because when the teacher applies the probing prompting method through questions related to the problems in the media images, it will make it easier for students to answer questions from the teacher (Theriana, 2020). It can make students interested in being actively involved in the learning process. Then the learning process will be more student-centered and student learning activeness in Fiqh subjects will increase (Imam Tabroni et al., 2021).

Learning is the process of imparting knowledge from a teacher to students where a teacher will design, plan and evaluate the learning process to determine the level of student abilities. Active learning is a learning process that involves students to play a role in the learning process such as question and answer. Probing Prompting in line with rice is carrying out investigations and guidance so that students can play an active role in presenting their scientific insights (Pratiwi, 2017). Image method is a learning process accompanied by pictures such as prayer movements with visual images.

Learning with media images is very important in improving the learning process and student activity, because learning with media images is very easy to

remind (Manoppo et al., 2022). Therefore, the author tries to apply the probing prompting learning method with media images in Islamic Jurisprudence subjects, with the assumption that by implementing this method accompanied by learning media, the learning process in Islamic Jurisprudence subjects will be more interesting so that it can increase students' active learning in participating in the learning process (Khasanah, 2022). The method used in this research is to use classroom action research methods.

## **METHOD**

The steps in this study were: Cycle I At the beginning of this cycle, a pretest was held to determine the level of students' abilities before the probing-prompting learning model was implemented. Cycle II Cycle II was carried out after seeing the results of reflection in cycle I and the results of further reflection can be used as guidelines for making improvements in the next cycle if necessary. Observations are used to observe activities during the learning process and are processed in a quantitative descriptive manner using a rating scale. To conclude the results of the assessment, namely by using ms.excel where the calculation formula is as follows;

$$t = f/n \times 100$$

t : Percentage

f : Frequency of each questionnaire answer

n : Number of respondents

Where the assessment criteria consist of 5 questions with the highest score per question, namely 20 scores.

## **RESULT AND DISCUSSION**

Probing is an investigation or examination. Investigations or examinations are carried out by the teacher through a series of questions posed to students who answer the questions correctly but the possibility of the answers not being strong enough because the answers are less understandable or less in-depth. In this case, it is important for the teacher to ask students to provide additional answers to ensure that the answers are sufficiently comprehensive and thorough.

While the word prompting means pushing or guiding. That is, a teacher helps students find the correct answer through questions that involve the use of cues or hints, which are used to help students answer correctly if students initially give wrong temporary answers to the questions posed by the teacher. The probing-prompting learning method is learning by presenting a series of questions that are guiding and exploring students' ideas so that they can jump-start the thinking process which is able to link students' knowledge and experience with the new knowledge being learned.

Probing-prompting learning is closely related to questions. The questions raised during this lesson are called probing questions. Probing questions are questions that are digging to get deeper answers from students who intend to develop the quality of answers, so that subsequent answers are clearer, more accurate, and justified.

In addition to probing questions, in the learning process there are also guiding questions or also called prompting questions. Prompting questions are

questions asked to give direction to students in their thinking processes. This aims to guide students to be able to find a more correct answer.

So, it can be understood that the probing prompting learning method is a series of questions given by the teacher to students to guide and explore students' thinking processes by linking the knowledge and experience students have learned in order to get the right answers. So that during the learning process students are actively involved in carrying out their learning assignments in an active way in solving problems in the form of questions posed by the teacher.

The steps of the probing prompting learning method used when learning Fiqh in class III MI Al-Muhajirin Plered Purwakarta, are as follows:

1. The teacher exposes students to new situations by paying attention to pictures that contain problems.
2. Wait a few moments to give students the opportunity to formulate answers or carry out small discussions in formulating them.
3. The teacher poses questions to students that are in accordance with specific learning objectives (TPK) or indicators to all students.
4. Wait a few moments to give students the opportunity to formulate answers or carry out small discussions in formulating them.
5. Appoint one of the students to answer the question.
6. Questions are asked to several different students so that all students are involved in all probing prompting activities.
7. The teacher asks final questions to different students to further emphasize that the indicators have really been understood by all students.

Learning is a relatively sedentary stage of change in all individual behavior as a result of experience and interaction with the environment which involves cognitive processes. Learning is a business process carried out by a person to obtain a new change as a result of his own experience in interaction with his environment.

Thus, from the understanding that has been explained above, namely from the notion of activeness and learning, an understanding can be drawn that the notion of active learning is an activity that can produce in the individual both in the process of psychological development, attitudes, interests and self-adjustment in active learning ways. Indicators of student learning activeness:

1. Participate in carrying out learning assignments.
2. Engage in problem solving.
3. Ask other students or the teacher if they don't understand the problem they are facing.
4. Trying to find various information needed to solve the problem.
5. Carry out group discussions according to the teacher's instructions.
6. Assessing his ability and the results obtained.
7. Train yourself in solving problems or similar problems.
8. Opportunity to use or apply what has been obtained in completing the task or problem it faces.

The results of the study showed that the activeness of student learning in the subject of Fiqh after the application of the probing prompting learning method with media images increased. These results can be seen from the acquisition of the percentage of observation sheets which are reinforced by the results of the student learning activeness questionnaire which has increased in each cycle. The results of the observation sheet are as follows

Table 2. Results of the Observation

Description	Cycle 1	Cycle 2
Active Learning	73,28 %	86,78%.
Learning Activity Questionnaire	76,19 %	84,41%

Thus the learning activity of class III students at MI Al - Muhajirin Plered Purwakarta which was initially quite sufficient after the action became very active. The application of the probing prompting learning method with media images in cycle 1 ran smoothly, students could also take an active role in the learning process. It is also known from the increase in the results of the observation sheet of students' learning activeness which obtained a percentage 73.28% in the active category which was reinforced by the results of the student learning activeness questionnaire which obtained a percentage of 76.19% in the active category. However, based on the results of observations of the learning process in cycle 1 there are still deficiencies, namely students still seem hesitant both in asking the teacher if there is something they don't understand or answering questions or problems raised by the teacher.

While the shortage of teachers in cycle 1 can be seen from the observation sheet on teacher activities which obtained a percentage of 85%, the shortcomings were in the preliminary activity stage, namely the teacher had not held proper apperception and the teacher did not convey learning indicators. Furthermore, there is a deficiency in the core activity stage, namely the teacher in explaining the material is not sequential. And the shortcomings in the final activity stage are that the teacher has not reflected on the learning process.

From the results of observations and questionnaires regarding the implementation of actions in cycle 1 there were still some deficiencies in terms of both teachers and students. Therefore, researchers and teachers discuss finding solutions by planning cycle II.

The learning process in the second cycle of students looks more active. Students who were previously shy about expressing opinions now have the courage to ask questions and express their opinions. It is also known from the increase in the results of the student learning activity observation sheet which obtained a percentage of 86.78% in the very active category which was reinforced by the results of the student learning activeness questionnaire which obtained a percentage of 84.41% in the very active category.

Then the results of the observation sheet on teacher activities also increased with a percentage of 95%. In cycle II the teacher has started to be fluent in applying the probing prompting learning method with media images. The drawback is in the final activity stage, namely the teacher has not reflected on the

learning process. So that the teacher must be more prepared when carrying out the learning process.

In cycle II some of the problems that occurred in cycle I have begun to be overcome. So the researchers and teachers decided to end this research in cycle II because they had enough from the observations that had been made during the research. In cycles I and II, an overview of the results of observations of teacher activity obtained a percentage of 85% in cycle I and increased in cycle II by 95%. Furthermore, observations regarding the results of observing student learning activeness obtained a percentage of 73.28 % in cycle I and increased in cycle II by 86.78%. Observations regarding the results of observations of student learning activeness were strengthened by a questionnaire on student learning activeness which obtained a percentage of 76.19% in cycle I and increased in cycle II by 84.41%.



Figure 1. Experimentation Process

Based on the results of observations and student questionnaires, it can be concluded that the application of the probing prompting learning method with media images can increase student learning activeness in Fiqh subjects by increasing the results of observing student learning activeness in cycle II by 86.78% and reinforced by a questionnaire on student learning activeness in cycle II of 84.41%. That way the results of observations and questionnaires on student learning activity in cycle II can be categorized as very active

Based on the explanation above, in more detail regarding increasing student learning activeness can be seen in the following table

Table 3. Increasing Active Student Learning Every Cycle

No.	Nama Siswa	Siklus I		Siklus II	
		Observasi	Angket	Observasi	Angket
1.	Alldy Raffazaidan	70%	84%	80%	85,33%
2.	Alysha Oktavia Maulani	65%	58,66%	77,5%	85,33%
3.	Arfhi Junian	72,5%	74,66%	87,5%	85,33%
4.	Asna Azzahra Munawar	72,5%	77,33%	80%	85,33%
5.	Azka Darizki Septian	70%	86,66%	82,5%	85,33%
6.	Bilal Meyrizki	67,5%	77,33%	82,5%	76%
7.	Deliva Ainun Khofifah	87,5%	73,33%	90%	78,66%
8.	Diah Ayu Fitaloka	65%	93,33%	85%	92%
9.	Dzakiya Asyila Rahma	72,5%	81,33%	90%	89,33%
10.	Exel Putra Pratama	65%	78,66%	85%	80%
11.	Farida Sofwatul Muna	77,5%	73,33%	82,5%	85,33%
12.	Hadan Iliyya Ardiyansyah	70%	73,33%	85%	86,66%
13.	Hamzah Nasrudin	72,5%	82,66%	87,5%	88%
14.	Khanza Aqila Ramdanis	70%	61,33%	87,5%	85,33%
15.	Muhamad Fickry Fajari	80%	74,66%	90%	85,33%
16.	Muhammad Alwi Al Ghazali	87,5%	84%	92,5%	85,33%
17.	Muhammad Ghazali Al Ghifari	70%	73,33%	80%	84%
18.	Nabil Fachrial Susanto	77,5%	74,66%	80%	89,33%
19.	Nafisah Azwa Adzana	82,5%	73,33%	92,5%	77,33%
20.	Naila Saidah Putri	75%	70,66%	92,5%	78,66%
21.	Nanda Aqila Zanuba	75%	77,33%	92,5%	92%
22.	Nada Khalisa	87,5%	77,33%	92,5%	90,66%
23.	Naufal Dzakwan Syakir	62,5%	72%	85%	78,66%
24.	Raissa Afiqa Zayani	75%	68%	87,5%	89,33%
25.	Rhio Pratama Putra	77,5%	74,66%	87,5%	89,33%
26.	Ririn Shalsa Nurandriani	67,5%	72%	85%	82,66%
27.	Salsa Nur Ramadhani	70%	82,66%	80%	73,33%
28.	Sima Nopianti	77,5%	82,66%	90%	85,33%
29.	Tiara Nuraqila Cesuna	62,5%	73,33%	87,50%	82,66%

## CONCLUSION

Based on the results of research regarding the application of the probing prompting learning method with media images to increase student learning activeness in the subject of Fiqh in class III MI Al-Muhajirin Plered Purwakarta, it was concluded that student learning activeness in Islamic religious education lessons before using the probing prompting learning method with media images still quite enough. The observation results show that the activeness of student learning before using the probing prompting learning method with media images is 59.28%. The activeness of student learning in the process of applying the probing prompting learning method with media images is divided into two cycles. Cycle I shows that the activeness of student learning is classified as active with the observation results of 73.28%. This is reinforced by the results of the student learning activity questionnaire which is classified as active with a result of 76.19%. So based on these results the activeness of student learning in cycle one is included in the active category. Whereas in cycle II it shows that students' learning activity is classified as very active with the observation results of 86.78%. This is also reinforced by the results of the student learning activity questionnaire which is classified as active with a result of 84.41%. Based on these results the activeness of student learning in cycle II is included in the very active category. The increase in the learning activity of class III students MI Al - Muhajirin Plered Purwakarta can be seen from the results of research in cycle I of 73.28% which was reinforced by the results of a questionnaire of 76.19%. And the results of the second cycle of research amounted to 86.78% which was also reinforced by the results of a questionnaire of 84.41%.

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