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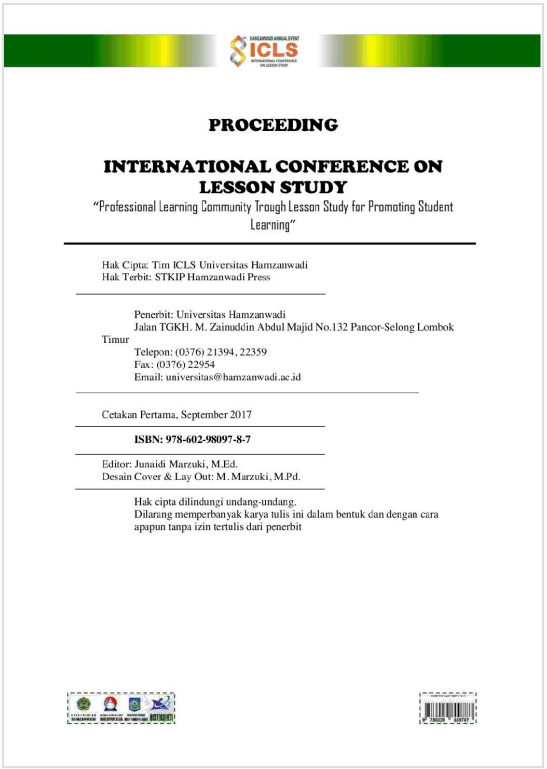

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Effects of Thinking Empowerment Strategy Through Questioning on Students' Thinking Activity and Ability in Economic Subject X Class in Islamic Senior High School (MA Al-Ijtihad Danger Masbagik Sub D

by Muh Fahrurrozi

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Effects of Thinking Empowerment Strategy Through Questioning on Students' Thinking Activity and Ability in Economic Subject X Class in Islamic Senior High School (MA Al-Ijtihad Danger Masbagik Sub District)

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Abstrack

This research aims to know the effects of strategy PBMP to activity and ability of thinking of student at economic subject of X class in MA Al-Ijtihad Danger in the school year of 2015 / 2016. This research uses experiment research as design group control nonequivalent pretest-posttest. The research sampels were taken with random sampling technique. The data collection technique used observation for the thinking activity and test for the ability. The data analysis techniques were data normality, and data homogeneity testhypothesis. Result of the research indicate that the mean score of learningactivity in the experiment class is 3,50 (active category) and in the control class is 2,46 (less active category) while storeylevel of implement strategy PBMP to result of ability of thinking of student at experiment class that is 76,06 and SDi 6,6 and class control that is 62,81 and SDi 5,84. From result of this research, it is obtained by value of t arithmetic/calculate equal to 5,39, while value of t the tables of equal to 1,69 at level of signifikan 5% and dk = n1+n2-2. Thereby can be concluded that the application of PBMP strategy provide positive and significant effects on the thinking activity and ability by the studentsin the economic subject of X class in MA Al-Ijtihad Danger.

Keyword:*activity, ability of thinking , PBMPstrategy*

A. Introduction

Education is an aware and planned effort to realize studying situation and learning process so that learners can actively develop their potentials to have spiritual, religious acquisitions, self-control, personality, intelligences, noble characters as well as any required skills for themselves, society, nation and arithmeticry (Act of National Education System, 2011: 03).

Results of the observation and interview conducted by the researchers in MA Al-Ijtihad Danger on the date of 27 February 2016 obtain the information that: there are less active students; this can be seen from less students asking for questions at the teaching and learning process as well as the questions are categorized as not high level questions; at the time the teacher using interview method at the teaching and learning process, the students seldom answer for the questions; they just give simple answers because they still hardly understand the economic concepts, particularly in the materials having calculations which are necessary for more thinking ability.

There are not only the problems, there is also a problem related to low ability of students in problem solving related to the issues; this can be seen from the mean of daily test by the students in X class that is still low and cannot meet the applicable Minimum Completeness Criteria in MA Al-ijtihad Danger in the learning indicators requiring the students to have more thinking ability particularly in the calculation materials. Carefully seeing at these problems above, then the researchers want to apply a learning method so that it can condition the students to be more actively involved in the learning process, they can build more cooperative situation, as well as they can train their thinking ability, think critically, and have problem solving ability. Therefore, the learning is applied in the form of thinking empowerment strategy through questioning (PBMP).

The PBMP strategy is an informative learning, overall conducted through a series or set of designed questions in written forms so that it can obtain feedback or stimulation on the students' thinking process. One of the approaches is requiring teacher's role as the creative facilitator and mediator in the learning process at class.

Based on the above description, in order to improve learning outcomes, especially on the economic subject, it is necessary to conduct a research entitled "The Effect of Thinking Empowering Strategy Through Questioning on Students' Thinking Activities and Ability in Economy Subject of X Class MA Al-ijtihad Danger Masbagik Subdistrict Lesson Year of 2015/2016 ".

The purposes of this research are 1) To determine the effect of thinking empowerment strategy through questioning on students' learning activities on the economic subject of X class in MA Al-ijtihad Danger lesson year of 2015/2016. 2) To determine the effects of thinking empowerment strategy through questioning on students' thinking ability on economy subject of X class in MA Al-ijtihad Danger lesson year of 2015/2016. 3) To determine the effect of thinking empowerment strategy through questioning on students' thinking activity and ability on the economic subject of X class in MA Al-ijtihad Danger lesson year of 2015/2016.

According to Gulo (Jamil, 2013: 148) Learning strategy is teaching plan and procedure so that all basic principles can be accomplished and all teaching objectives can be achieved in an effective manner.

PBMP was introduced by Corebima as one of the efforts to empower students' thinking capability through questions. The question efforts on the PBMP sheets are as students' feedback or stimulation of thinking processes. According to Corebima (2007), the Thinking Empowerment by Questioning Strategy (PBMP) or TEQ (Thinking Empowerment by Questioning) is a learning pattern implemented without any informative learning process, entirely it is implemented through a series or set of questions that have been designed in a written manner in the PBMP Sheets, on the learning supported by practicum activities, it is also necessary for technical commands.

Learning activities are activities undertaken by a person as behavioral change process as a result of individual interaction with the environment (Ali, 2010: 22).

The thinking capability is to connect the ability with the word proficiency. Every individual has different skills in performing an action. This proficiency influences on any existing potentials within the individual. Learning process requires students to optimize all skills that they possessed. (Sriyanto, 2006: 3).

B. Research Method

The type of research in this study is experimental research. Experiment is a research trying to find out any effects of certain variables on other variables under controlled conditions. This research uses *Quasi Experimental Design* in the form of *Nonequivalent Control Group Design*. (Sugiyono, 2014: 116).

The population in this study is the entire students of MA Al-ijtihad Danger Lesson Year of 2015/2016 which are distributed in 3 classes, X-1 class by 31 students, X-2 class by 33 students and X-3 class by 22 students.

The first step in the sampling is the random sampling technique of sample member collection from the population by making lot of names of each population class, then it is randomized so that there are two classes that can be used as the temporary samples; the second step, then the two classes are given pretest to determine the students' early ability whether homogeneous or not. Such way is applied when the samples are considered homogeneous then it is used as the research samples; the third step, the two classes are selected using the lots of names, then the X-1 class is selected to be the experimental class (Sugiyono, 2013: 120). The sample in this research is the X-1 class chosen as the experiment class and the X-2 class is as the control class, MA Al-ijtihad Danger Lesson Year of 2015/2016 with there are 64 students.

Data collection technique in this study is using observation to determine students' activities and tests on the students' thinking skills. The instrument tests are using validity, reliability, difficulty and differentiation.

Technical data analysis uses data description, students' learning activity analysis and prerequisite test with data normality test, homogeneity test and hypothesis test.

C. Results and Discussion

Result

Description of Research Data

The obtained data are described using descriptive statistic. According to Nurkancana and Sunarta (1992:100) observation results of students' activity are analyzed using descriptive statistic. The statistic calculation is conducted with a purpose to obtain criteria from the mean score of students' learning activity.

a. Observation Result Data of Students' Learning Activity

The results obtained concerning the students' activity are as follow:

Table.1
Observation Results of Experiment Class Activities

Class	Number of students	Meeting	Number of items	Total score	Mean	Category
Experiment	31	1	8	647	2,60	Quite active
	31	2	8	655	2,64	Quite active
	31	3	8	859	3,50	Active

Table.2
Observation Results of Control Class Activities

Class	Number of students	Meeting	Number of items	Total score	Mean	Category
Control	33	1	8	613	2,32	Less active
	33	2	8	634	2,40	Less active
	33	3	8	651	2,46	Less active

b. Result Data of Students' Thinking Capability Test On Experiment Class

From the data analysis results using thinking empowerment strategy through questioning, it is obtained the pretest score in the experiment class with the highest score by 8 and the lowest score by 30. The mean is 55,90 with deviation standard by 8,33.Results of post tes score in experiment class obtain the highest score by 90 and the lowest score by 50. The mean for the experiment class is 76,06 with the deviation standard by 6,67.

Table.3
Summary of Simple Statistic Calculation for Experiment Class

Information	Experiment Class	
Number of Samples	30	
Assessment	Pre-test	Post-test
Maximum value	80	90
Minimum value	30	50
Mean	55,90	76,06
Deviation Standard	8,33	6,67

c. Result Data of Students' Thinking Ability test of Control Class

From the data analysis results using lecturing method, it is obtained the pretest score in the control class with the highest score by 85 and the lowest score by 30. For the mean is 58,43 with the deviation standard by 9,16. Results of post tes score in the control class obtain the highest score by 85 and the lowest score by 50. For the mean in the control class, it is 62,81 with the deviation standard by 5,84.

Table.4
Summary of Simple Statistic Calculation for Control Class

Information	Control Class	
Number of Samples	30	
Assessment	Pre-test	Post-test
Maximum value	85	85
Minimum value	30	50
Mean	58,43	62,81
Deviation Standard	9,16	5,84

DataAnalysis

a. Data Normality Test

Verification of data normality is conducted to test whether the scores in the studied variables are distributed normally or not. For the data analysis, it is used chi square (x^2) formula.

Calculation results (x^2) are then compared to the (x^2) table value with the significance level by 5% and degrees of freedom (n-1), in which n is the number of students and criteria used are as follow:if $x^2_{arithmetic} < x^2_{table}$ then the studied data are distributed normally. Contrary, if $x^2_{arithmetic} > x^2_{table}$ then the studied data are not distributed normally. In the data normality testing, the researchers use Microsoft Office Excel program. The calculation results of normality test analysis for the experiment class and control class are as follow:

Table.5
Normality Test Results

Groups	Statistics		
	x^2 arithmetic	x^2 Table	Information
Experiment	-102,9	11,07	Normal
Control	3,74	11,07	Normal

b. Homogeneity Test

Data homogeneity testing in this research is conducted to determine whether variance of both groups is homogenous or not. For the data homogeneity testing, it is obtained the results as follow:

Table.6
Homogeneity Test Results

No	Class	N	V	F_{hitung}	F_{tabel}	Criteria
1	Experiment	31	84,51			
				1,03	2,38	Homogenous
2	Control	33	81,78			

With the decision criteria $F_{arithmetic} < F_{table}$, it means that the data is homogenous. In the significance level of 5% with 31as the denominator and 28as the numerator, then it can be concluded that $F_{arithmetic}$ 1,03< F_{table} is2,38, then the data is homogenous.

c. Hypothesis Test

Based on the hypotheses in this research, there are two ways to test the hypotheses, namely partially and simultaneously.

1) Partial Test

Table.7
Partial test of Students' Learning Activity in Experiment Class

No	Class	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r_{xy}
1.	Experiment	2358	2,60	181980	6,67	6105,8	45,43
	T arithmetic						5,39
	T table						1,697

Based on the partial test results for the students' learning activity variable, it is obtained $t_{arithmetic}$ 5,39 > t_{table} 1,697, then the zero hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. So, it can be concluded that the use of thinking empowerment strategy through questioning **influences positively**on the students' learning activity in Economic subject in X class in MA Al-ijtihad Danger.

Table.8
Partial Test of Students' Thinking Ability in Experiment Class

No.	Class	∑X	∑Y	$\sum X^2$	$\sum Y^2$	∑XY	r_{xy}
1.	Experiment	2358	1733	181980	101209	133710	0,561
	T arithmetic						3,651
	T table						1,697

Based on the partial test results for the students' thinking ability variable, it is obtained $t_{arithmetic}$ 3,651> t_{table} 1,697, then the zerohypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. So, it can be concluded that the use of thinking empowerment strategy through questioning **influences positively**on the students' thinking ability in Economic subject in X class in MA Al-ijtihad Danger.

2) Simultaneous test

Table .9
Simultaneous test of Students' Thinking Activity and Ability in Experiment Class

Information		rx_1y	rx_2y	rx_1x_2	Rx_1x_2y	$F_{arithmetic}$	F_{table}
Pretest	1733	5,50	5,45	0,98	5,45	14,49	2,53
Posttest	2358						
Activity	2,60						

Based on the simultaneous test results for the students' thinking activity and ability variable, it is obtained $F_{arithmetic}$ 14,49> F_{table}2,53then the zero hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted.So, it can be concluded that the use of thinking empowerment strategy through questioning influences positively on the students' thinking activity and ability in Economic subject in X class in MA Al-ijtihad Danger.

Discussion

Experiment Class

Strategi Pemberdayaan Berpikir Melalui Pertanyaan (PBMP) or TEQ (*Thinking Empowerment by Questioning*) is a learning pattern that is implemented without informative learning process, all of which are implemented through a series or set of questions that have been designed in a written manner in the PBMP sheets, on the learning supported by practical activities, it is also necessary for technical orders.

The purpose of the thinking empowerment strategy through questioning is as one of the very appropriate learning models used to train students to be used to critical thinking and analysis, to train courage and sense of students' responsibility in facing any life problems in the community, and to determine students'acquisition on certain subject materials as not only a matter of arithmeticing.

The advantages of using the thinking empowerment strategy through questioningare that to train students' thinking ability in solving problems found in their lives; students are better prepared to face any problems presented by teachers; students are prioritized to be more actively involved in the learning process; they are given freedom to explore their abilities through various media. (Corebima, A. D. 2007: 28). Because the students are accustomed to face any problems in the learning process in the class, then, there will be definitely students' confidence. So that later, the students can mingle into the community; students can face their lives with confidence and objectives;without any sense of burden in facing any problems in the community.

Application of thinking empowerment strategy in the learning process is started by giving information and motivation. The teacher explains the problems faced with the background problem and invites the active learners to contribute their thoughts. It means that before the learning, firstly the teacher provides information about the materials to be conveyed as well as explains the learning objectives and provides motivation for the students about the importances of learning. At this stage, learners are invited to contribute as much suggestions as possible, since the increasing number of ideas leads to greater possibilities for better ideas;it is not necessary to correct all those ideas;any correction on the ideasthat are delivered in advance will just inhibit students' spontaneity in expressing their ideas. Learners do not have to hesitate to express their ideas or opinions, and do not need to feel bound. Though, if there are similar ideas, at the assessment stage ,they can express any ideas.

Subsequent stage is the group formation. At this stage, students are divided into 6 groups; in each group will be given each question as many as 5 questions in the form of esay. In the next stage, the teacher guides the group to work and learn. At this stage , the teacher provides direction to each group to work on the problem that has been given withinpredetermined limited time; at this stage, the teacher will also lead to interviews between groups, by choosing representatives of each group to answer any questions that has been asked by another group in front of the teacher; the teacher will also provide questions to be answered by the individual by directing to answer directly on the blackboard. Group leaders and other participants try to make conclusion on the approved alternative problem-solving points. After all satisfied, then, there will be final agreement on how to solve the problem as considered the most appropriate one.

Before and after the treatment, the researchers provide tests (pre-test and post-test) to all students. Furthermore, if it is seen from the learning activities in the class, learners that are provided the learning by using thinking empowerment strategy through questioningare more

actively involved in learning activities, because students are given opportunity to participate actively in expressing all ideas / opinions.

Based on the results of the research, it is known that the learning activities by students usingthinking empowerment strategy through questioning are more active, than the learning activity by students only using the lecturing method; for the class experiment at each meeting, it is more active with the mean score at the first meeting is 2.60 (The category is quite active), the second meeting is 2.64 (the category is quite active) and at the third meeting is 3.50 (the category is active). Similarly, the results of students' thinking ability is more improved; this can be seen from the results of students' pretest and posttest test, namely students'pretest obtains mean score of 55.90 with the standard deviation by 8.3, while the students' posttest score is 76.06 with the standard deviation by 6.6.

Class Control

Lecturing method can be said to be traditional method, since it has been used for ages as oral communication tool between teachers and students in the teaching and learning process. Djamarah (2010:97) said that the lecturing method is one of the learning presentation manners conducted by teachers by oral description or explanation directly to learners.According to Wina Sanjaya (2006), there are advantages of lecturing method, such as it can present broad subject materials; lecturing can provide prioritized material principles; through lecturing, teachers can control class condition since it is the teacher's responsibility to lecture as well as by using the lecturing method, class organization can be regulated in simple manner. This method requires more teachers' activeness than learners, so that learners provide fewer chances to express their opinions. It means that the learning activity at class tends to be passive and can cause boredom for students because of teacher centred learning process. The students have no more chances in expressing their opinions, so that students' activeness is obstructed.

The learning step using the lecturing method is started by preparation. At this stage, the teacher explains to the students about the purpose of the lesson and the issues to be discussed during the lesson. In addition, teachers also reproduce apperception materials to assist students so that they can understand the lessons to be presented.

The subsequent step is the implementation. At this stage, the teacher presents any material related to the subject matters to be studied. Also, the teacher explains on the subjects in details and clear, then after the teacher explains all the materials then, the students discuss the issues based on the materials that have been taught, if there are any unclear materials then, the students are asked to ask the teacher.

And in the following step is the closing. At this stage, the teacher provides conclusions about the subjects that have been studied with the purpose that the materials can be understood and mastered by the students and all of which won't be easily forgotten. But before the conclusion, the teacher makes questions and answers about the materials that have been studied, with the purpose

to find out whether students are already familiar with what they have been learned or not. Then, the teacher provides reinforcement before the learning ends.

Based on the results of data analysis in the control group using the lecturing method from the first to the final meeting, it is obtained the mean score of students' learning activity at the first meeting by 2.32 (the category is less active), the second meeting by 2.40 (the category is less active) and on the third meeting by 2.46 (less active the category is less active); based on the observation result on the activity using the lecturing method, it does not affect on the students' activity because the one serving many roles in this method is the teacher and the students serve only as the listeners. Similarly, the students' learning outcomes in the control group using the lecturing method obtain the mean score on the pretest by 58.42 with the standard deviation by 9.16 and the posttest by 62.81 with the standard deviation by 5.84.

Based on the results of partial tests for students' learning activity variable, it is obtained $t_{arithmetic\ by}$ 5,39 dan $t_{table}$by 1.697, because $t_{arithmetic}$ is greater than t_{table}namely (5.39> 1.697) then the zero hypothesis (Ho) proposed is rejected, or in other words the alternative hypothesis (Ha) is accepted. The alternative Hypothesis (Ha) is accepted meaning that the thinking empowerment strategy through questioning affects on the students' learning activities on the economic subject of X class MA Al-ijtihad Danger Lesson year of 2015/2016. The conclusion is that there is a significant relationship between X variable and variable Y because the value of t arithmetic> value t table namely (5.39> 1.697).

And the result of partial test for students' thinking ability variable is obtained $t_{arithmetic}$ by 3,651 and $t_{table}$by 1,697, because $t_{arithmetic}$ is greater than t_{table} namely (3,651> 1,697) then the zero hypothesis (Ho) proposed is rejected or in other words the alternative hypothesis (Ha) is accepted. It means that the thinking empowerment strategy through questioning affects on the students' thinking ability on the economic subject of X class MA Al-ijtihad Danger Lesson year of 2015/2016. The conclusion is that there is a significant relationship between X variable and variable Y because the value of t arithmetic> value t table namely (3.651> 1.697).

The simultaneous test is used to determine the relation or effects simultaneously from the independent variables on the dependent variables, namely by comparing critical value F (F table) with F arithmetic value with significance level by 5%.

Based on the simultaneous test results, it is obtained that the $F_{arithmetic}$ value is 14.49 and F_{table} value is 2.53 because the value of $F_{arithmetic}$> F_{table} (14,49> 2,53) then the zero hypothesis (Ho) is rejected and the hypothesis (Ha) is accepted; meaning that the thinking empowerment through questioning has positive and significant effects on students' thinking activities and on the economic subject of X class MA Al-ijtihad Danger Lesson year of 2015/2016.

Empirically, theoretical study above is reinforced by a research conducted by Zuhriah (2010) entitled "Increasing learning activity and achievement on the economic subject by implementing the thinking empowerment strategy through questioning for students of class X Ma

Muallimat NW Pancor. The Percentage of learning activity in the first cycle was 2.5 (less active) and on cycle II was 3.1 (quite active) which means that there was an increase. While for the learning completeness in cycle I was 62,8% and there was an increase in cycle II to be 88,8%. This means that learning with PBMP strategy is effective to improve students' economic activity and achievement.

A research by Lisnatul Hamidah (2009) with the title "Application of thinking empowerment through questioning (PBMP) with combination of numbered heads together (NHT) method to improve social science (IPS) learning achievement by integrated students of State Junior High School 6 Malang. As for post test result of cycle I, after the application of Thinking Empowerment Pattern Through Questioning combined with Numbered Heads Together method, it was obtained the mean score by 78 with the lowest value by 60 and the highest one by 93, percentage of the learning mastery was 56%. In the post test result of cycle II, there was an increase in the mean score by 89, with the lowest score by 73 and the highest score by 100. Percentage of the mastery learning was 94%.

A research by Yulia Windawati (2010) who examined the "Application of Learning on PBMP (Thinking Empowerment Through Questioning With TPS (Think Pair Share) Model). To Improve Students' Learning Outcomes and Activity of X Class AK 2 SMK PGRI 3 Nganjuk on Acarithmeticing Cycle Subject". In the research, it was using class action research with the research subjects was the students of X class AK 2 SMK PGRI 3 Nganjuk while the research analysis used is data reduction, data presentation, conclusion. Percentage of learning outcome improvement and student activeness in I cycle was 2.5 (Less active) and on the second cycle was 3.1 (quite active) while for the learning completeness in the first cycle, it was 62.8% and there was an increase in the second cycle by 88.8% Based on the research results using PBMP strategy is effective on the students' learning outcome and activeness improvement.

According to Corebima (2007) the application of thinking empowerment strategy through questioning can improve student's thinking and students' ability because thinking ability can be developed through various activities, such as by making questions that require students to play more active roles in following learning. Thus, the thinking empowerment strategy through questioning can assist students to understand any materials being taught because students freely express their opinions, ideas and ideas; they can determine about any taught materials, so that they can create their schemata, and it will be easier in understanding any taught materials.

D. Conclusion

Based on the results of research and discussion it can be concluded as follows:

The of thinking empowerment strategy through questioning has positive and significant effects on students' learning activity on the economic subject of X class MA Al-ijtihad Danger Lesson Year of 2015/2016, with mean score of class experiment activity namely at first meeting is

2,6; it is including in the active category. Hypothesis test analysis using partial test, it is obtained $t_{arithmetic}$ by 5,39 and t_{table} 1,697, then $t_{arithmetic}$ is bigger than t_{table} so that result of decision is that Ha is accepted, it means that with the thinking empowerment strategy through questioning has positive and significant effects on students' learning activity; that the learning with the empowerment strategy thinking through questioning has positive and significant effects on students' thinking ability on the economic subject of X class MA Al-ijtihad Danger Lesson year of 2015/2016. It can be seen from the mean score of experiment class by 76.06 and the standard deviation by 6.60, while the learning using the lecturing method obtains the mean score by 62.81 and the standard deviation by 5.84. the analysis hypothesis testing by using partial test obtained $t_{arithmetic}$ by 3,651 and t_{table} by 1.697 then $t_{arithmetic}$ is greater than t_{table} so that the decision is that Ho is rejected and Ha hypothesis is accepted; meaning that with the thinking empowerment strategy through questioning has positive and significant effects on students' thinking ability.

The thinking empowerment strategy through questioning has positive and significant effects on the students' thinking activity and ability on the economic subject of X class MA Al-ijtihad Danger Lesson year of 2015/2016. The analysis test by using simultaneous test, it is obtained $F_{arithmetic}$ by 14,49 and F_{table} by 2,53, value of $F_{arithmetic}$ is 14,49 and F_{table} is 2,53 and value of $F_{arithmetic}$ is 14,49 and F_{table} is 2,53. In this case, there is an application of provision that the $F_{arithmetic}$ is more than the F_{table} then, the multiple correlation coefficient tested is significant, namely it can be applied to the entire populations. From the calculation results showing that $t_{arithmetic} > t_{table}$ (14,49> 2,53), it can be stated that the multiple correlation is significant and can be applied where the samples are taken.

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