

IMPLEMENTATION OF THE EXAMPLES-NOT-EXAMPLES METHOD TO INCREASE STUDENT LEARNING CREATIVITY

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Abstract:

Developing the relationships with students during teaching and learning was by the teaching method. As a result, teaching approaches made a significant contribution to teaching and learning activities. Learning examples that are not examples was one example of a media-based learning methodology. The media in learning was our problem in the teaching and learning process because the media was the component that will give an effect on student learning outcomes because learning messages can be delivered according to the learning objectives through media. To maximize learning and teaching effectiveness, pay attention to how learning messages were arranged so that students were engaged in learning. This research had two objectives: (1) How does the Examples-Non-Examples technique in fiqh at MI Salafiyah Syafi'iyah Sukorejo Banyuputih Situbondo work? (2) Can the Examples-Non-Examples technique be used to boost students' learning creativity in Fiqh at Salafiyah Syafi'iyah, Sukorejo Banyuputih, and Situbondo? The classroom action research approach was used with two cycles to get a good result. Before doing research utilizing the examples-without-examples technique, the researcher conducted an initial test (pre-test) in the pre-cycle, whereas in cycles I and 2, one meeting was held with a time allocation of 1 x 40 minutes. The research findings were acquired in four stages: planning, execution, observation, and reflection. For the findings: (1) The example-non-examples approach was successfully used. This can be observed in the percentage scores of research activities and student activities, which climbed each cycle after adopting the Example-Non-Examples technique in cycle I, which began at 66% and increased to 75%. Student participation in cycle II grew from 62% to 81%. (2) When the Examples-Non-Examples approach was used, student learning creativity rises. This appears in the pre-test, where the proportion of learning completion was 14%, it increased to 45% in the post-test cycle I, and 93% in the post-test cycle II.

Keywords: Implementation, Examples-non-examples, Increase, Student, Learning Creativity

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INTRODUCTION

Article 1 paragraph of Law Number 20 of 2003 Concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process in which students actively develop their potential to have religious and spiritual provisions, self-control, personality, intelligence, and noble

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character, as well as the skills required of him, the community, the nation, and the state.⁴ Given the importance of Islamic religious education in achieving the dreams of every parent and community and contributing to the achievement of national education goals, Islamic religious education should be provided and implemented in schools as soon as feasible.⁵ According to the purposes of national education, education is primarily a means of developing the potential of every human being in varied issues with sportsmanship, openness, and creativity while maintaining one's individuality.⁶

Everyone should receive an education. Education provides a person with significant information, experience, abilities, and insights.⁷ Since it is a very complicated topic, practically every country in the world has a heated argument about what should be taught and how techniques are established in schools. Historical evidence indicates that at the dawn of modern science (around the 16th and 17th centuries AD), there was a schism between religious people and scientists, which was marked by the hard attitude of European religious people (geocentric adherents) toward heliocentric adherents such as Copernicus and Bruno.

Learning media is one of the most important components that might influence student learning outcomes because it allows learning messages to be communicated following the learning objectives. To maximize learning and teaching effectiveness, pay attention to how learning messages are constructed so that students are engaged in the learning of different learning media, it may assist the process of teaching and learning activities, what is critical for every educator to remember is that the use of media does not only consider sophistication, but also the quality of teaching materials.⁸

There are various components in learning that impact the religious education learning process, one of which is the "religious learning approach." Furthermore, there must be disparities in terms of readiness, learning style, moral growth, belief development, cognitive development, social culture, and so on.⁹ A teacher is someone who transmits information to his pupils and is accountable for educating, teaching, leading, directing, assessing, and evaluating his students for them to be helpful in the future. The instructor must be able to make everyone participating in the learning process feel joyful. The teaching method is one of the methods used by the teacher in establishing relationships with students during teaching. Therefore, teaching methods have a very big contribution to teaching and learning activities.¹⁰

The Example-Non-Example technique is an example of a media-based learning methodology. A source included in the teaching and learning process is media in

⁴Undang-Undang tentang SISDIKNAS and Peraturan Pelaksanaannya, '2004,(2004), Jakarta: CV', *Taminta Utama*, 2000.

⁵E Mulyasa, 'Pendidikan Agama Islam Berbasis Kompetensi; Konsep Dan Implementaasi', *Bandung: PT. Raja Grafindo Persada*, 2004.

⁶N S Sukmadinata and E Syaodih, 'Kurikulum Dan Pembelajaran Kompetensi', *Bandung: Refika Aditama*, 2012.

⁷Arfandi Arfandi, Siti Zulaeha, and Kandiri Kandiri, 'Implementasi Strategi Pembelajaran React dalam Meningkatkan Hasil Belajar Pendidikan Agama Islam', *LISAN AL-HAL: Jurnal Pengembangan Pemikiran Dan Kebudayaan*, 16.1 (2022), 125-39.

⁸Arfandi Arfandi, 'Pemanfaatan Media Pembelajaran Dalam Meningkatkan Kualitas Pembelajaran Pai Di Sekolah', *Edupedia: Jurnal Studi Pendidikan Dan Pedagogi Islam*, 5.1 (2020), 65-77.

⁹Arfandi Arfandi, 'Perspektif Islam Tentang Kedudukan Dan Peranan Guru Dalam Pendidikan', *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, 11.2 (2020), 348-65.

¹⁰Monawati Monawati and Fauzi Fauzi, 'Hubungan Kreativitas Mengajar Guru Dengan Prestasi Belajar Siswa', *Jurnal Pesona Dasar*, 6.2 (2018).

learning. As Nur Asmah Djafar's previous research in 2014 on the implementation of example-based, non-example learning approaches to develop critical thinking abilities for Class VIII.K students of SMP Negeri 4 Sungguminasa, Gowa Regency, According to the study findings, the Example-Non-Example technique might help them to enhance their critical thinking abilities.¹¹ The Example-Non-Example learning model has been demonstrated to be capable of enhancing learning activity in the class and being active during learning, according to Agus Miftahus Surur's research on the usage of the SAVI method in the topic of Islamic Religious Education. According to the assessment findings, 77% of students were able to grasp the subject, indicating the teacher's success in teaching was met under the basic criteria.¹²

The results of this research are the examples-non-examples method can improve students' critical thinking skills, so in this research, increasing students' creativity is an addition to problem-solving abilities that are understanding to the philosophical, ethical, or other, this research is different from previous studies. Mundar said that the notion of creativity can be viewed from four aspects, namely: (a) personality: personal creativity reflects the uniqueness of the individual in interaction with his environment, (b) motivation: internal and external conditions that encourage a person to creative behaviour, (c) process: busy oneself in a way that shows fluency, flexibility, and originality in thinking and behaving, (d) product: a work can be said to be creative if it is a new creation or original and meaningful to individuals and the environment.

The activeness of students in class is very necessary because the working process of the memory system is very helpful for the emotional development of students. In Islam, the emphasis on the working process of the memory system on the significance of cognitive function (aqliah aspect) and sensory function (senses) as important tools for learning, is very clear. From the background above, the author chose the title of this theme, namely: "Application of the Examples non Examples Method in Enhancing the Learning Creativity of Grade IV Students in the Subject of Fiqh at MI Salafiyah Syafi'iyah Sukorejo Situbondo for the 2020-2021 Academic Year". With the Examples-non-examples learning method on Fiqh learning material and increasing student learning creativity, the researcher wanted to find out how far the level of student creativity was in learning Fiqh.

Based on this background, the formulation of the problem in this study can be described as follows: Does the application of the Examples-non-examples method increase student learning creativity? From the formulation of the problem above, this study aims to: To find out whether the application of the Examples-non-examples method can increase student learning creativity.

RESEARCH METHODS

The type of research that will be used by researchers is classified as classroom action research according to the chemistry of classroom action research is a form of reflective and collective research conducted by researchers in social situations to

¹¹Ni Putu Sri Wahyuni, Ni Luh Gede Karang Widiastuti, and I Gusti Ngurah Santika, 'Implementasi Metode Examples Non Examples Dalam Pembelajaran Daring Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa SD', *Jurnal Ilmiah Pendidikan Citra Bakti*, 9.1 (2022), 50-61.

¹²Agus Miftakus Surur, 'Manajemen Kelas Dengan Pendekatan Savi Dan Model Examples Non Examples', *Quality*, 9.1 (2021), 57-72.

improve reasoning in social practice.¹³ This is classroom action research where the teacher will deliberately raise a problem by taking action (treatment), observing and analyzing classroom learning.¹⁴ In general, there are two techniques for collecting Classroom action research data, namely qualitatively (based on experience) and quantitatively (based on quantity). There are three Classroom action research data collection techniques, namely observation, interviews and documentation. The data analysis technique used in this study is to use descriptive comparative analysis, namely comparing student learning outcomes in the pre-cycle, cycle I and cycle II.¹⁵

In this study, the authors used a type of Classroom Action Research. Classroom action research comes from English, namely Classroom Action Research, which means Action Research (research with action) conducted in class.¹⁶ Using Classroom action research is expected to increase the professionalism of educators in handling the learning process.

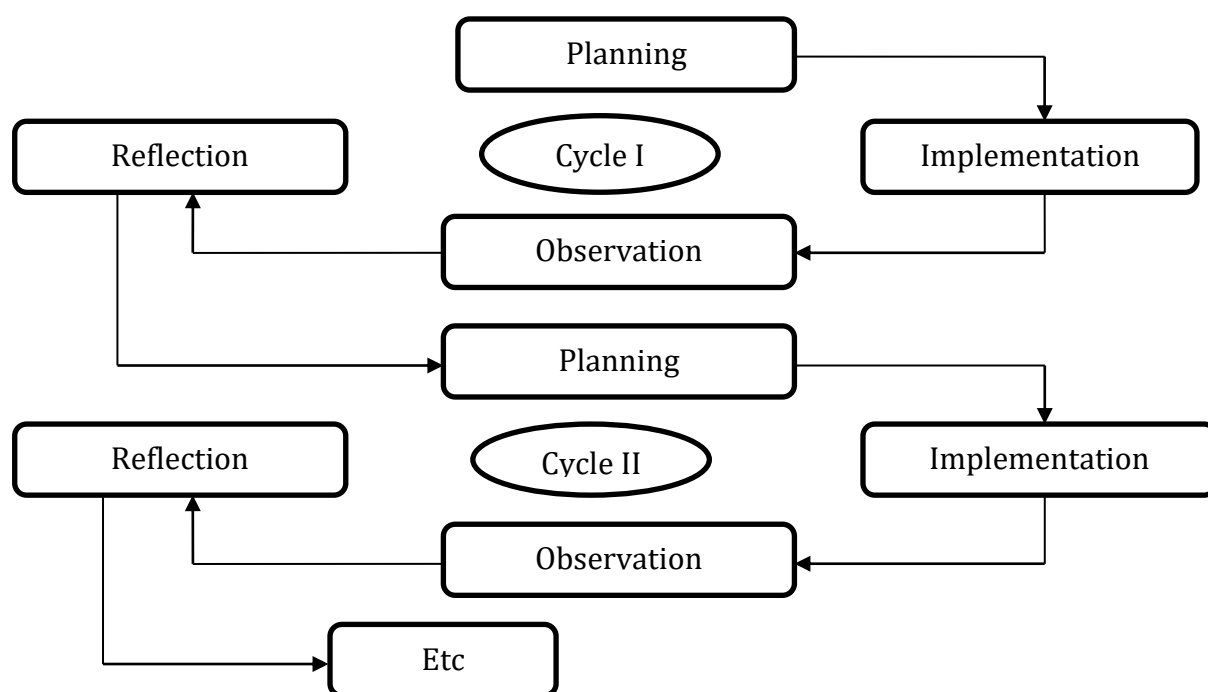


Figure 1. Actions of the Kemmis and Mc Taggart Models¹⁷

Classroom Action Research is research in the context of a class that is carried out by teachers to solve the problems they face and try new things to improve the quality and learning outcomes.¹⁸ Classroom action research is very suitable for this research because research is conducted in the classroom and is more focused on problems that

¹³Fitria Wulandari, 'Penerapan Model Pembelajaran Inkuiri Terbimbing Untuk Meningkatkan Hasil Belajar Ipa Siswa Sekolah Dasar', *PEDAGOGIA: Jurnal Pendidikan*, 5.2 (2016), 267-78.

¹⁴S Azwar, 'Metode Penelitian (Edisi Ke-1)', *Yogyakarta: Pustaka Pelajar*, 2013.

¹⁵Arfandi, Zulaeha, and Kandiri.

¹⁶ William Grabe and Fredericka L Stoller, 'Arikunto, Suharsimi Dkk, Penelitian Tindakan Kelas, Jakarta: PT. Bumi Aksara, 2008 Arikunto, Suharsimi, Prosedur Penelitian: Suatu Pendekatan Praktek, Jakarta: PT. Rineka Cipta, 1998 Brown, H. Douglas, Principles of Language Learning and Teaching, New York'.

¹⁷Dickens and Watkins.

¹⁸Sudarwan Danim, 'Karya Tulis Inovatif', *Bandung: PT. Remaja Rosdakarya*, 2010.

occur in the classroom or on the teaching and learning process and has the aim of improving or improving the quality of learning activities continuously so that it can improve the quality of instructional outcomes, especially student learning outcomes. One cycle consists of four steps, namely: (1) planning (2) action or action (acting), (3) observation (observing), and (4) reflection (reflecting).¹⁹

THEORETICAL FOUNDATION

1. Definition of Examples-Non-Examples Method

Examples-non-examples learning method is a method that teaches concept definition.²⁰ Examples-non-examples are a tactic. can be used to work on concept definitions. Learning Examples-non-examples is one example of a learning model that uses media. Media in learning is a source used in the teaching and learning process.²¹

Examples give an idea of something that is an example of the material being discussed, while non-examples give an idea of something that is not an example of the material being discussed. By deciding students' attention to examples and non-examples, it is expected that students' attention will lead to a deeper understanding of the existing material.²²

2. Learning Steps Examples-Non-Examples Method

- a. The teacher prepares pictures according to the learning objectives.
- b. The teacher pastes the pictures on the board or shows them through the OHP.
- c. The teacher gives instructions and allows students to pay attention or analyze the pictures.
- d. d. Through group discussions of 2-3 students, the discussion results from the image analysis are recorded on paper.
- e. e. Each group was allowed to read the results of their discussion.
- f. f. Starting from the comments or results of student discussions, the teacher begins to explain the material according to the goals to be achieved.
- g. g. Conclusion.²³

3. The Strengths and Weaknesses of the Examples-Non-Examples Method

a. Advantages

- a) Students depart from a definition which is then used to broaden their understanding of the concept in more depth.

¹⁹Linda Dickens and Karen Watkins, 'Action Research: Rethinking Lewin', *Management Learning*, 30.2 (1999), 127-40.

²⁰Jumanta Hamdayama, 'Model Dan Metode Pembelajaran Kreatif Dan Berkarakter', *Bogor: Ghalia Indonesia*, 2.3 (2014).

²¹Riana Susanti, 'Pembelajaran Model Examples Non Examples Berbantuan Powerpoint Untuk Meningkatkan Hasil Belajar IPA', *Jurnal Pendidikan IPA Indonesia*, 3.2 (2014).

²²Nurul Astuty Yensy, 'Penerapan Model Pembelajaran Kooperatif Tipe Examples Non Examples Dengan Menggunakan Alat Peraga Untuk Meningkatkan Hasil Belajar Siswa Di Kelas VIII SMP N 1 Argamakmur', *Exacta*, 10.1 (2012), 24-35.

²³ Matthew A Taylor and others, 'Experimental Analysis of Using Examples and Non-Examples in Safety Training', *Journal of Safety Research*, 59 (2016), 97-104.

- b) Students are involved in a discovery process (girls), which encourages them to construct concepts progressively through experiences from Examples-non-examples.
- c) Students are given something opposite to explore the characteristics of a concept by considering the non-examples section where there may be still several parts which are a character of the concept that has been described in the examples section.²⁴

b. Deficiency

- a) Not all material can be presented in the form of pictures.
- b) It takes a lot of time.

4. Definition of learning creativity

According to Sudarsono learning creativity is the ability to solve problems that are completely new, original and imaginative to problems that are understanding, philosophical, ethical, or other. Mundar said that the notion of creativity can be viewed from four aspects, namely (a) personal creativity reflects the uniqueness of individuals in interactions with their environment, (b) motivation: internal and external conditions that encourage a person to creative behaviour, (c) process: busy oneself which shows fluency, flexibility, and originality in thinking and behaving, (d) product: a work can be said to be creative if it is a new or original creation and is meant for individuals and the environment.²⁵

5. Influencing Factors in Increasing Learning Creativity

a. Internal factors

Motivation to learn will arise from two factors, namely intrinsic factors from within the student, and extrinsic factors, namely factors from outside the student's self.²⁶ Educators are examples of external factors that can trigger student learning inspiration. To increase student learning motivation, teachers need to be creative in this regard. In terms of choosing the right learning method and utilizing good learning media, teachers can channel their creativity into learning activities in class.²⁷

It is a factor that comes from within the child that can influence his creativity, namely:

- 1) Biological factors, namely the development of children's creativity are influenced by genes inherited from both parents. In addition to producing physical similarities, genetics can also produce psychological characteristics such as talent and intelligence. Talent and intelligence are believed to influence children's creativity.

²⁴ Mirnawati Mirnawati, Pramudiyanti Pramudiyanti, and Berti Yolida, 'Pengaruh Model Examples Non Examples Terhadap Hasil Belajar Kognitif Dan Sikap Peduli Lingkungan', *Jurnal Bioterdidik: Wahana Ekspresi Ilmiah*, 2.5 (2014).

²⁵ Mukhlison Effendi, 'Integrasi Pembelajaran Active Learning Dan Internet-Based Learning Dalam Meningkatkan Keaktifan Dan Kreativitas Belajar', *Nadwa: Jurnal Pendidikan Islam*, 7.2 (2016), 283-309.

²⁶ Dindin Komarudin, 'Hubungan Antara Kreativitas Dengan Prestasi Belajar Siswa', *Psymphatic: Jurnal Ilmiah Psikologi*, 4.1 (2011), 278-88.

²⁷ Oktiani, I. (2017). Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Kependidikan*, 5(2), 216-232. <https://doi.org/10.24090/jk.v5i2.1939>

Usually, children who are gifted and have high intelligence will show good creativity compared to children who are not gifted and have low intelligence.²⁸

- 2) Physiological factors. Health influences the development of children's creativity. Healthy and active senses in children will affect their behaviour and mood. This shows that healthy children will show better creativity if children experience poor health and unhealthy conditions caused by illness or accidents can hinder the development of their creativity.²⁹

b. External Factors

External factors are factors originating from the child's environment that can influence the development of his creativity, namely:

- 1) Family environment.

The family environment is the first and foremost environment that has an important role in educating children. The parenting style applied by parents is very influential on the growth and development of children. Authoritarian parenting styles that curb children's freedom to develop themselves as a whole, such as forbidding children to play, limiting everything, and forcing children to obey their parents will make children lack initiative and confidence which can hinder their creativity.³⁰ Conversely, if a child is accustomed to democratic parenting with an open family atmosphere, mutual respect, listening to opinions, and providing wide opportunities for children to carry out activities according to their interests, the child will grow into a creative, open, full of initiative and self-confident.

- 2) School environment.

School is the most important educational environment after the family. The place where children get to know the outside world with a larger scope than their home. The school environment is certainly more diverse and complex.³¹ Everything in the school can influence children's creativity, such as teachers with all their potential, many peers, learning systems, and facilities and infrastructure in schools.

At school, children get many opportunities to learn, play, and interact with their environment, so this process can affect the growth and development of children's creativity.³² The process of education in schools is certainly inseparable from the role of the teacher, so the stimulation provided by the teacher can also affect the development of children's creativity. For example, if the teacher presents interesting and fun activities and provides opportunities for children to carry out activities according to their wishes, then at that time children have the opportunity to express their ideas so that they can cultivate their creative potential.

- 3) Community environment.

Cultural factors, habits, religion, and demographic conditions that exist in society are recognized or do not influence the development of children's creativity. For

²⁸Chu-ying Chien and Anna N N Hui, 'Creativity in Early Childhood Education: Teachers' Perceptions in Three Chinese Societies', *Thinking Skills and Creativity*, 5.2 (2010), 49–60.

²⁹Anne E Berens, Sarah K G Jensen, and Charles A Nelson, 'Biological Embedding of Childhood Adversity: From Physiological Mechanisms to Clinical Implications', *BMC Medicine*, 15.1 (2017), 1–12.

³⁰Susan Sierau and others, 'Effects of Home Visitation on Maternal Competencies, Family Environment, and Child Development: A Randomized Controlled Trial', *Prevention Science*, 17.1 (2016), 40–51.

³¹Judi Kidger and others, 'The Effect of the School Environment on the Emotional Health of Adolescents: A Systematic Review', *Pediatrics*, 129.5 (2012), 925–49.

³²H-S Hsiao and others, 'Development of Children's Creativity and Manual Skills within Digital Game-based Learning Environment', *Journal of Computer Assisted Learning*, 30.4 (2014), 377–95.

example, children who live in cities develop their creativity differently from children who live in villages.³³ Based on the factors above, it turns out that the environment is one of the factors that can influence the development of creativity in children. Children will be able to develop their creativity with support or encouragement from their environment. In this case, the environment in question is the school environment. Through the stimulation provided by the teacher and the provision of facilities and infrastructure, it provides opportunities for children to actively develop themselves as a whole to become creative figures.³⁴

RESULTS AND DISCUSSION

Application of the Examples-non-examples method

1. Pre Cycle

The research was conducted at MI Salafiyah Syafi'iyah Banyuputih, Situbondo, East Java. Before taking action, the researcher makes preparations related to the implementation of the action so that the research can run smoothly and get good results.

On August 12, 2021, the researchers returned to MI Salafiyah Syafi'iyah Sukorejo Banyuputih Situbondo to follow up on research that was previously planned. So that the research schedule for the cycle I was obtained, which was held in one meeting, namely on Sunday, August 15, 2021. Meanwhile, cycle II was held on Sunday, August 21, 2021.

To measure student learning outcomes on the material thaharah, researchers conducted a pre-test (pre-test) before conducting research using the Examples-non-examples method. The researcher conducted an initial test (pre-test) in class IV I with 48 students participating. The pre-test was carried out on August 12, 2021. In this initial test, the researcher gave a total of 10 questions in the form of an essay. The initial test ran smoothly for 15 minutes. To find out the initial test scores of students can be seen in the following table:

Table 1. Pre-cycle pre-test results³⁵

No	Students who achieve grades	Number of students	Percentage
1	Students who achieve grades ≥ 70	7	14%
2	Students who achieve grades <70	41	86%

³³Maizer Said Nahdi and others, 'Struktur Komunitas Tumbuhan Dan Faktor Lingkungan Di Lahan Kritis, Imogiri YOGYAKARTA (Community Structure of Plant and Environmental Factor in Critical Land, Imogiri YOGYAKARTA)', *Jurnal Manusia Dan Lingkungan*, 21.1 (2014), 67-74.

³⁴Kathy Evans and Janek Dubowski, *Art Therapy with Children on the Autistic Spectrum: Beyond Words* (Jessica Kingsley Publishers, 2001).

³⁵The results of the pre test will be carried out on August 12, 2021

Σ Students who complete

Completeness percentage = $X \times 100\%$

Σ Maximum student; 7

Completeness percentage = $x \times 100\% = 14\% ; 48$

Based on the initial test scores on the data above, it can be seen many students score below the KKM that has been determined by the school for fiqh subjects which is 60. Based on the results of the scores above, the percentage of learning completeness is 14% with details of 7 students completing and 41 students did not complete.

2. Cycle I

Research activities in cycle I was carried out in 1 meeting with a time allocation of 1 x 40 minutes. The research results were obtained in four stages carried out in the teaching and learning process in the classroom. These stages are described as follows:

a) Planning stage

At the planning stage the planning activities carried out include:

- 1) Coordinate with class IV I Fiqh teachers.
- 2) Arranging a schedule of activities according to the fiqh subject that applies in class IV I.
- 3) Prepare an RPP (learning implementation plan) which will contain the steps of activities to be carried out in the learning process with the Examples-non-examples method.
- 4) Prepare media, tools and learning resources that will support the implementation of the learning process by using the Examples-non-examples learning model and preparing test kits in the form of essays as post-test I.
- 5) Making observation sheets of teacher activities to see the mastery of the teacher (researcher) in using the Examples-non-examples learning model during the direct learning process.
- 6) Make observation sheets of student activities to see the conditions of student activities during the learning process.
- 7) Design and organize classes according to the needs of the learning process.

There are many students who score below the KKM that has been determined by the school for fiqh subjects which is 60. Based on the results of the scores above, the percentage of learning completeness is 14% with details of 7 students completing and 41 students not completing.

b) Implementation stage

The implementation of the cycle I actions was carried out on Sunday, August 15 2021, carried out in the first hour or 07.45-08.30 WIB at MI Salafiyah Syafi'iyah Sukorejo Banyuputih Situbondo. The researcher who acts as a teacher enters the class with the teacher in the field of Fiqh. Before the implementation of learning begins, the researcher arranges for the students to be ready to receive lessons.

The researcher started the lesson by greeting and being answered in unison by the students, taking attendance, reading the material to be taught, explaining the learning objectives at this meeting and motivating students to actively participate in learning. The researcher also introduced himself and explained to the students that during the next two meetings they would teach in class IV. Next, the researcher explained the

learning model that would be implemented, namely the Examples-non-examples method.

After that the researcher carried out the core stage, namely giving a little introduction about the taharoh material. Then, the researcher prepared several pictures containing several concepts appropriate for the review session, each group got one picture, and each group thought about the answers/questions from the pictures held, and each group discussed (the answers).

The core stage is complete, the researcher repeats the material that has been studied and allows students to ask questions that are still not understood. Then the researcher informed the students that the next meeting would hold a final action test (post-test) regarding the taharoh material used as an evaluation, so students were asked to study well. Before learning was closed the researcher held a final test (Post Test) to measure students' abilities after using the Examples non Examples method. The test was carried out within 15 minutes for 10 questions and was attended by all students of class IV I.

c) Observation stage

At this stage, the researcher was assisted by a class IV I fiqh teacher who acted as an observer. The observer is in charge of observing all the activities of researchers and students during learning. This observation was carried out with the observation guidelines provided by the researcher. From the results of this observation, the researcher will decide on further action. Observational data about the activities of researchers and students as well as student learning outcomes in cycle I can be seen in the Table 2 below.

Table 2. Criteria for Action Success Level³⁶

Level of success	Score	Predicate
86-100 %	A	Excellent
76-85 %	B	Very good
60-75 %	C	good
55-59 %	D	less
≤54 %	E	poor

Based on the results of observations of teacher activity in the implementation of learning cycle 1, namely 80%. So it can be concluded that the teacher's activities in cycle I have achieved the expected learning objectives under the level of success of the action, which is very good. This is following the advantages of the Examples-non-examples method, which are as follows:

- a) Students depart from a definition which is then used to broaden their understanding of the concept in more depth.
- b) Students are involved in a discovery process (girls), which encourages them to construct concepts progressively through experiences from Examples-non-examples.

³⁶ Observation results of student activity during the learning process, on August 15, 202

- c) Students are given something opposite to explore the characteristics of a concept by considering the non-examples section where there may be still several parts which are a character of the concept that has been described in the examples section.

d) Reflection Stage

At the end of each cycle, a reflection is carried out based on the results of observations. Today aims to improve the learning process which will be applied to the next cycle of action. The implementation of teaching and learning activities in cycle I have deficiencies, in both teacher and student activities. The percentage of student learning based on the final test of the cycle I showed an increase compared to the initial test, namely from 14% to 45%.

Based on the activities carried out by researchers during the learning process in cycle I by using the Examples-non-example learning method, several problems were obtained, namely as follows:

Table 3. results of reflection cycle I ³⁷

Problems	Solution planning
1. Some pupils are still perplexed by the examples-without-examples learning technique.	1. Describe the learning approach in further detail. Examples without illustrations.
2. Due to poor scheduling, several students did not listen to the researcher's explanation and did not respond to the researcher's questions.	2. Create a handout (material summary) for the material to be provided, especially Toharoh material.
3. There was a lot of noise during the student presentation, so it was crowded.	3. It is intended that student collaboration would be dynamic.

Based on the description above, in general, cycle I have not shown an increase in maximum learning outcomes according to the specified completeness. Therefore it is necessary to continue in cycle II so that student learning outcomes can be improved.

³⁷At the end of each cycle a reflection is carried out based on the results of observations

Table 4. Completeness of student learning outcomes³⁸ in Cycle 1

No	Students who achieve grades	Number of students	Percentage
1	Students who achieve grades ≥ 70	22	45%
2	Students who achieve grades < 70	26	55%

Σ Students who complete

Completeness percentage = X 100%

Σ Maximum student

Completeness percentage = $22/48 \times 100\% = 45\%$

Based on the results of learning achievement, it can be seen that in the first cycle, class VI I students have not fulfilled the minimum completeness criteria, because, with a learning completeness percentage of 45%, it shows that the percentage of student learning is still below the specified completeness criteria, namely 55%. Thus the next cycle is still needed to prove that learning Examples-no-examples can increase the learning creativity of class VI I students.

3. Cycle II Activities

Research activities in cycle II were carried out in one meeting with a time allocation of 40 minutes. The research results were obtained in four stages carried out in the teaching and learning process in the classroom. These stages are described as follows:

1. Planning Stage

Based on reflections from cycle I, a corrective action plan was prepared for the problems found. This action plan is a preparation for taking action to avoid problems during implementation. At this stage, the researcher carried out several activities, including:

- a. preparing lesson plan
- b. Preparing the observation sheets, which include observation sheets of researcher activities and student observation sheets.
- c. Preparing the learning media in the form of pictures on pieces of paper.
- d. Preparing a test sheet in the form of questions for the Post-Test Cycle II.

2. Implementation Stage

The implementation of cycle II convinced place on Sunday, August 21, 2021, from 07.45 to 08.30 WIB at MI Salafiyah Syafi'iyah. Similar to the prior session, the researcher conditioned the class first during the first activity. The researcher greets, records attendance, and communicates the learning goals once everything is ready. The researcher then presented information on Toharoh. The researcher gave a general

³⁸Completeness of student learning outcomes in Cycle 1

presentation of the subject matter before handing out many papers with images of Toharoh. One image is distributed to each group. The picture that each group is holding is discussed. The findings of the discussions are presented by each group. The image is presented by each group until the time limit is met, at which the points are given.

Furthermore, the researcher repeated the content that had been studied and allowed students to ask questions about the unclear material. Before the conference ended, the researcher reminded the students that there would be a final exam (post-test), give an incentives, and encouraged them to be more engaged in their studies at home. In cycle II, the researcher administered a final exam (post-test) to assess students' skills after utilizing the Examples-Non-Examples approach and evaluate whether or not they had obtained the necessary minimum completeness criteria. The 10-description test has to be completed in 30 minutes.

The researcher also explained that in answering the questions, they must be sure of it. In the evaluation of cycle II, it was seen that students' behaviour changed when working on questions; they looked very enthusiastic and more confident in working on problems, and they preferred to ask researchers when there were questions that were not understood.

Closing activities at this meeting, the researcher allowed students to ask about difficulties in doing the test. After students finished working on the post-test cycle II, the researcher collected it. He also apologized if in the time made some mistakes and he also gave moral messages. Then he closed the lesson by saying Hamdalah together and extending greetings.

3. Observation stage

At this stage, the researcher was assisted by a class IV-I fiqh teacher who acted as an observer. The observer is in charge of observing all the activities of researchers and students during learning. From the results of this observation, the researcher will decide on further action. The following is an observation table regarding the success rate of the action:

Table 5.Criteria³⁹ for Action Success Level

Level of success	Score	Predicate
86-100 %	A	Excellent
76-85 %	B	Very good
60-75 %	C	Good
55-59 %	D	less
≤54 %	E	poor

Based on the results of observing student activity during the implementation of cycle 2, it was 95%. And based on the table of action success rate criteria, the success rate of student activities in learning is in the very good category.

³⁹The observer is in charge of observing all the activities of researchers and students during learning. From the results of this observation the researcher will make a decision for further action

4. Reflection Phase

Based on the activities carried out by researchers and class teachers, the researchers then conducted reflection activities on the results of the post-test and also the results of observations in cycle II. So the following things are obtained:

- a. Student learning creativity based on the results of the second cycle post-test showed a good increase compared to the previous test, meaning that students' understanding of the material has increased. This is proven by the fulfilment of the specified minimum completeness criteria so that it is no longer necessary to repeat the cycle.
- b. The teacher's activity shows the level of success was good. It is because the researcher made improvements from the results of reflection in the first cycle and also because the researcher had consulted with the IV-I fiqh teacher regarding his shortcomings when teaching.
- c. Student activity in cycle II shows the level of success under very good criteria. In cycle II, the researcher explained in more detail the application examples-without-examples method. At the time of cycle II, all students also hold all the material so that they could answer the questions, and students became more enthusiastic and active in following the course of learning.
- d. Learning activities show that are according to plan and show the activeness of students in participating in learning activities. So there is no need to repeat the cycle.

Table 6. Shows the overall student learning results⁴⁰ in Cycle 2

No.	Students who achieve grades	Number of students	Percentage
1	Students who achieve grades ≥ 70	45	93%
2	Students who achieve grades < 70	3	7%

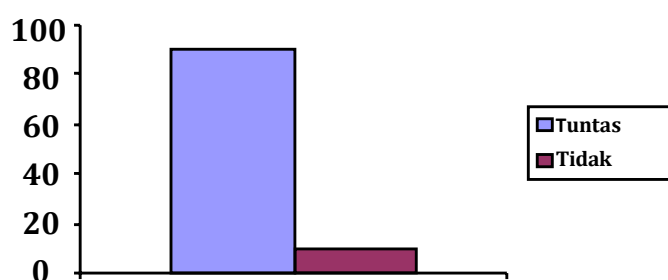


Figure 2. Completeness of student learning outcomes in Cycle 2⁴¹

⁴⁰the researcher conducted a reflection activity on the results of the post test and also the results of observations in cycle II

⁴¹Based on the results of learning completeness it can be seen that in cycle II class IV I students have fulfilled the KKM and with a learning completeness percentage of 93%.

Completeness of learning outcomes Cycle 2

\sum Complete students

Completeness percentage = $X \times 100\%$

\sum Maximum student

Completeness percentage = $45/48 \times 100\% = 93 \%$

Based on the results of learning completeness, it can be seen that in cycle II, class IV I students have fulfilled the minimum completeness criteria with a learning completeness percentage of 93%. This shows that students' learning creativity has increased and has met the predetermined completeness criteria which are 60%. Because researchers frequently conduct training questions for students, student scores can rise. Each meeting is always given practice questions that students must answer either individually or together.

The application of the Examples-non-examples method in increasing student learning creativity in cycle II with the "good" results category and fulfilling the minimum completeness criteria. This research is supported by the results of research conducted by research from Nur Asmah Djafar in 2014 concerning the Application of Examples-Non-Examples Learning Methods to Improve the Critical Thinking Skills of Class VIII.K Students of SMP Negeri 4 Sungguminasa, Gowa Regency. The results of the study stated that the examples-non-examples method could improve critical thinking skills of it. In addition, the results of this study are also supported by the results of research conducted by Moh. Lutfie Ardian in 2013 concerning the Application of the Examples Non-Examples-Method to Improve Students' Learning Outcomes in Class VIIIB. Based on the research conducted, the implementation of the examples-non-examples method in online learning can improve students' critical thinking skills in thematic learning Theme 9 objects around us Sub-theme 1 single object and a mixture of learning 1 to learning 4 in class V SD Dwijendra Denpasar.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research conducted can be concluded that the implementation of the examples-non-examples method in increasing student learning creativity in class IV I MI salafiyah sayfi'iyah Sukorejo Situbondo. Before being given action, student learning creativity was still relatively low, with the data that had been obtained in the pre-cycle and the data became material for initial reflection to improve the learning process in cycle I. In cycle I, there were still obstacles in the learning process, but there was also an increase in student learning creativity, this can be seen from the percentage score of researcher activity and student activity which experienced an increase after using the Examples-non-examples method of research activity in cycle I to 75%. Likewise, learning creativity and student activity in cycle II increased to 93%. Thus, the use of the Examples-non-examples method in increasing student learning creativity is categorized as "good" and under the indicators of success.

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