



Usage Bingo Review in History Learning to Improve Student Learning Outcomes

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Abstract

The teachers at Wustho Islamic Boarding School Darut Thalib, Solok City still use the lecture method in learning. The learning method was monotonous. The students only listen and do not play an active role in learning. It makes students less enthusiastic, bored, sleepy, and less interested in participating in learning. As a result, the students learning outcomes do not meet the Minimum Completeness Criteria (KKM) which is 75. The researcher interested in trying out the bingo review in improving learning outcomes in the Date subject. The purpose of this research was to determine the effectiveness of the bingo review on student learning outcomes in the Date subject in class VIII Wustho Pesantren Darut Thalib, Solok City. This research was an experimental study, with a Randomized Control Group Post-test Only Design. Samples were selected using the purposive sampling. The research was conducted on October 11 to November 11, 2021. The research made class VIII A as the experimental class and class VIII B as the control class. The instrument used was a test. To test the hypothesis, the researcher used the t-test formula. The results of this research indicated that number of t-count is 2.194 and table is 2.019. Figures showed that the bingo review effective in improving student learning outcomes than not using the bingo review or only using the lecture method on Date subjects

INTRODUCTION

Education is one of the most important components in life. Education is needed by humans to support life. The better the education a person has, the better the level of well-being in the life they live. According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. himself to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills that are needed by himself, society, nation and state (Hadi, 2013; Hidayat, 2017; Lestari, 2018).

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The learning process in order to obtain education that must be undertaken by Indonesian citizens can be obtained in learning activities at school. Schools as educational institutions will provide teaching staff to provide knowledge to students. As an educator, one must have an interesting strategy so that students can absorb the knowledge conveyed by the educators. In development of learning strategies, learning strategies are not only delivered through the lecture method. There are many new learning strategies that educators can use to deliver material that is more interesting and makes students more actively involved in learning. One learning strategy that can increase students' enthusiasm is learning strategies *bingo review* (Jf, & Latif, 2020; Mariana, & Helmi, 2022)

Strategy *bingo review* is an active learning strategy that helps strengthen the terms that have been learned in the subject by students, it uses a game format *bingo*. In practice, this method invites students to play, where in the game process students have indirectly reinforced the material they have received previously. Good or optimal reinforcement can improve students' understanding (Anida, & Siregar, 2022; Derfi et al., 2023).

The learning outcomes scores for class VIII Wustho Darut Thalib Solok students were obtained, only 8 of the 24 students achieved the KKM score in the end of semester assessment for the Tarikh subject. According to Mrs. Novrianti, S.Pd, in delivering the material she only used a lecture model learning strategy, the teacher only explained the material from beginning to end, and only listened and did not play an active role. He further explained that during the learning process students were less enthusiastic. This is evident from the absence of students asking questions during learning. Therefore, a temporary hypothesis can be drawn that the learning method using the lecture system has a great influence on student learning outcomes. In this case, the solution to the problem proposed by the researcher is by implementing a strategy *bingo review*.

METHODS

Data analysis Normality test

The normality test aims to find out whether the data is normally distributed or not, the distribution of the data used in the research. This prerequisite test is carried out using the SPSS computer program (Emmanuel et al., 2020; Khatun, 2021).

To determine the normality of data distribution, in this case a test is used *Kolmogorov Smirnov* (k-s test), by determining the significant tare. The research results can be seen in the following table:

Table 1. Normality test

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Eksperimen	.124	24	.200*	.938	24	.145
Kontrol	.209	24	.008	.935	24	.124

The results of the table above show the data normality test, which has been previously tested using SPSS testing based on the test *Kolmogorov-Smirnov*. Thus, normality is met if the test results are not significant for a certain level of significance (usually = 0.05 or = 0.01). Conversely, if the test results are significant then data normality is not met.

In the test results above, a significant value of 200 can be obtained so that $p >$, meaning the sample has a normal distribution, the sample comes from a population with a normal distribution.

Homogeneity test

The homogeneity test is a test carried out to find out whether the data has the same variance or not. The calculation results are based on values *Sayin* the table *Test of Homogeneity of Variances* In summary, the homogeneity test is obtained as follows.

Table 2. Homogeneity test

Test of Homogeneity of Variance					
	Levene Statistic	df1	df2	Sig.	
	Based on Mean	2.690	1	46	.108
	Based on Median	2.810	1	46	.100
	Based on Median and with adjusted df	2.810	1	39.468	.102
	Based on trimmed mean	2.670	1	46	.109

Based on the data above, it shows a significance value of $0.108 > 0.05$, so it can be said that the data variance between groups is homogeneous.

Hypothesis testing

Research hypothesis testing aims to find out whether the hypothesis is accepted or rejected. To test the hypothesis, the homogeneity of variance test was used, then the hypothesis was tested using the t-test on both sample classes (Marwah, et al., 2021). To test the hypothesis, the SPSS program is used as follows.

Table 3. Hypothesis testing

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
UH Test Results	Equal variances assumed	2.690	.108	2.194	46	.033	7.667	3.494	.634	14.700	
	Equal variances not assumed			2.194	40.002	.034	7.667	3.494	.605	14.728	

Based on the SPSS calculation results, it shows that the calculated t value is $2.194 > 2.012$, meaning that there is a difference between the average UH test results for the experimental class and the average UH test results for the control class. In table *group statistics* looks average (*mean*) for the UH test results for the experimental class was 84.13 and for the UH test results for the control class it was 76.46, meaning that the average UH test results for the

experimental class were higher than the average UH test results for the control class.

RESULT AND DISCUSSION

The Darut Talib Islamic Boarding School was founded in 2017 by Mr. Suardi and his family, with the appointment of Septia, S. H. I., M. H as Chair of the Foundation. Don't forget the support from coaches like DR. Dr. Etriyel MYH, Sp. U is also a complete teacher for the founder of Darut Talib, so the leadership of Darut Talib has entrusted Ustadz Boby Gustiadi to carry out the Vision and Mission of the Darut Talib Islamic Boarding School in the future. The strong spiritual connection of Asy'ariyah practice is also a supporting factor in the establishment of the Darut Talib Islamic Boarding School with the permission of Allah. *Subhānahu Wata'ālā* to educate and produce mursyid-mursyid who will educate this people to know God *Subhānahu Wata'ālā* perfectly, by practicing the 3 pillars of religion (Cahaya, 2023).

This Islamic boarding school was founded based on the historical fact that correctional institutions are increasingly overcrowded, meaning crime is increasing day by day because these people do not know the Shari'a well.

Table 4. Research schedule

No	Activity	Information
1	Preparation and division of groups	October 11, 2021
2	Implementation of the learning process using strategies <i>bingo review</i> in class VIII A (experiment)	18 October, 25 October, then 1 November 2021
3	Implementation of the learning process in class VIIIB (control)	21 October, 28 October, then 24 November 2021
4	Try out class questions for class VIII C	October 21, 2021
5	Final test in class VIIIA (experiment)	8 November 2021
6	Final test in class VIIIB (Control)	11 November 2021

Table 5. Research Class

No	Research Class	Class	The number of students
1	Experimental class	VIIIA	24
2	Control class	VIIIB	24
3	Trial class	VIIIC	21
Number of all samples			69

Information :

Group A: the class was given learning strategy treatment *bingo review* on learning outcomes.

Groups B and C: classes not given learning strategy treatment *bingo review* on learning outcomes.

Research Framework

In carrying out the planning there are several things that need to be prepared, including: Preparing the material to be taught; Prepare RPP. Date learning scenarios include:

The first meeting

The researcher entered the class then read the greetings and asked one of the students to lead the prayer. Researchers checked student attendance and

asked students' readiness to participate in learning. After all students were assessed as ready to take part in the lesson, the researcher explained the strategy *bingo review* taking place. Next, the researchers divided 24 students into 4 groups (Zendrato, 2016; Muhammad et al., 2021).

Then the researcher distributed the material to all groups, the researcher divided the material that each group had to master and the students immediately confirmed their own material and asked the researcher if there were any mistakes. Researchers distributed Bingo plates or lists of information to students. Students are asked to look for information in the matrix with their friends. Students are asked to write the name of the information provider. After students get information from their friends, collect the 3-5 fastest results (answers). The researcher clarified the answers. Students are asked to summarize the material they have studied. The researcher would like to thank the students for their good cooperation and participation. The researcher closed the class by reading a prayer which the students participated in and finally reading greetings (Amran, & Tropy, 2022; Dwisa, & Maryono, 2022).

Second meeting

The researcher entered the class then read the greetings and asked one of the students to lead the prayer. Researchers checked student attendance and asked students' readiness to participate in learning. The researcher repeated the previous lesson. After all students are assessed as ready to take part in learning. The researcher asked students to sit according to the groups that had been distributed at the first meeting.

Then the researcher distributed the material to all groups, the researcher divided the material that each group had to master and the students immediately confirmed their own material and asked the researcher if there were any mistakes. Researchers distributed *platesbingo* or list of information to students. Students are asked to look for the information in the matrix with their friends. Students are asked to write the name of the information provider. After students get information from their friends, collect the 3-5 fastest results (answers). The researcher clarified the answers. Students are asked to summarize the material they have studied. The researcher would like to thank the students for their good cooperation and participation. The researcher closed the class by reading a prayer which the students participated in and finally reading greetings.

Third meeting

The researcher entered the class then read the greetings and asked one of the students to lead the prayer. Researchers checked student attendance and asked students' readiness to participate in learning. The researcher briefly reviewed the previous lesson. After all students are assessed as ready to take part in learning. The researcher asked students to sit according to the groups that had been distributed at the first meeting.

Then the researcher distributed the material to all groups, the researcher divided the material that each group had to master and the students immediately confirmed their own material and asked the teacher if there were any mistakes. Researchers distributed *platesbingo* or list of information to students. Students are asked to look for information in the matrix with their friends. Students are asked to write the name of the information provider. After students get information from their friends, collect the 3-5 fastest results (answers). The researcher clarified the answers. Students are asked to summarize the material they have studied. The researcher would like to thank the students for their good cooperation and participation. The researcher

closed the class by reading a prayer which the students participated in and finally reading greetings.

Fourth meeting

A final test or what is known as a daily exam (UH) is held regarding the material that has been studied. Meanwhile, the control class was not given any treatment during the learning process.

Experimental class student learning outcomes

The learning results of class VIII A Wustho Darut Talib students in Solok City are the scores obtained after being given the final test. The final test was carried out by students in classes VIII A and VIII B in the experimental class and control class. Data on student learning outcomes by applying strategies *Bingo Review* can be seen in the following table:

Table 6. Experimental class final test results

No	Name	UH value
1	Aliffa hidayatullah	80
2	Aulia miftahul Jannah	75
3	Ayrin saputri	85
4	Chairatunisa	80
5	Fatimah Zahra	95
6	Indah purnama syari	70
7	Kayla delta marsya	75
8	Kessy mulyani	100
9	Khailila al jannah	100
10	Mike aulia putri	85
11	Mutia enjelika putri	75
12	Mutia feбри anita	70
13	Nayra hayatun nisa	87
14	Neisya juniati	100
15	Putri nayla indriani	85
16	Rahmi anjulia	90
17	Salsabila elindra dirgahayu	87
18	Shafira	95
19	Tania alvianor putri	85
20	Ulfa ratasya	70
21	Widi nikma	85
22	Chelsea	90
23	Zaskila Watini	80
24	Suci Anjani	80
Score		2019
Mean		84,13

Based on table 6, the results of the experimental class VIII A were obtained. There were 24 students in each experimental class. So learning outcomes are obtained by using strategies *bingo review* in the experimental class, the highest score was 100. So the overall score was 2019 with an average of 84.13, thus the learning outcomes of experimental class students can be concluded at a good level.

Control class student learning outcomes

The learning results of class VIII B Wustho Darut Talib students in Solok City are the scores obtained after being given the final test. Control class student learning outcomes data can be seen in the following table:

Table 7. Control class final test results

No	Name	UH value
1	Anggela Sajuhase Delfaira	85
2	Azizah Oktavia	75
3	Chelsea Irensi	90
4	Daratul Ilmi Islamiah	90
5	Dewi Maharani	85
6	Indah Febria Efendi	75
7	Intan Ozora Ningrum	55
8	Iwik	75
9	Keisia Ramadhani	95
10	Khyarah Halimah	80
11	Neza Dwi Nofita	100
12	Nur Aisyah	95
13	Olivia Maulani	50
14	Rahmi Yunita	85
15	Rosviana Aulya	75
16	Salma Putri Ilahi	65
17	Salsa Nabila	75
18	Salsabila	55
19	Serlinda Itrita Putri	85
20	Sifa Azizah	80
21	Syelvi Maharani	50
22	Tasya Ramadhani	75
23	Yuraisa Uswatul Aqsa	80
24	Faiza Kula Azmina	60
Score		1335
Mean		76.46

Based on table 7, the results of the control class VIII B were obtained. There were 24 students in each control class. So the learning outcomes obtained do not use strategy *bingo review* in the control class, the highest score was 100, and the lowest was 50. So the total score was 1335 with an average of 76.46.

Table 8. Calculation results of the final test for the experimental class and control class

Class	Number of students	Class average
Eksperimen	24	84,13
Kontrol	24	76,46

The results of the final test in this study showed that the scores obtained by the experimental class were higher than the control class. This can be proven by using strategy *bingo review* in the experimental class on the subject Date of the life of Rasulullah SAW is much more effective than not using strategies *bingo review*. This is further confirmed by hypothesis testing which states that $t_{count} > t_{table}$ so that the null hypothesis is rejected and the α hypothesis is accepted that using the strategy *bingo review* on the subject of Islamic Dates to improve the learning outcomes of Wustho Darut Talib students in Solok City effectively. This is due to:

First, Strategy *bingo review* This is good to use in order to randomly increase students' thinking power, making it easier for students to understand teaching material, because they are invited to actively look for answers to their

friends. Second, With this learning strategy, students are more enthusiastic about participating in the learning process and learning outcomes increase. Third, Avoiding children's boredom in learning, because of the effectiveness of not making children bored and bored in following lessons. Fourth, It can make it easier for students to master the teaching material, because students are directed to master the subject matter. Fifth, Implementation of learning with strategy *bingo review* runs well and has an influence on learning outcomes. This is caused by direct observation and responses by students who have learned to use the strategy *bingo review* this is approximately 1 month. The result is that these students feel more fun. Sixth, Learning using strategies *bingo review* It can be said to be effective, this is proven by the achievement of learning outcomes obtained by the experimental group. The average learning outcomes of the group were much better than the average learning outcomes of the control group.

CONCLUSION

Based on the data, it can be concluded that in general the learning outcomes of the Tarikh subject in class VIII A Wustho Pesantren Darut Thalib after the strategic learning strategy *bingo review* satisfactory, this can be seen from the average test result for the experimental group which was 84.13 and the control group which was only 76.46. This strengthens the assumption that the use of appropriate learning strategies will support optimal learning outcomes. Hypothesis testing using SPSS shows that the calculated t value is $2.194 > 2.012$, meaning that there is a difference between the average UH test results for the experimental class and the average UH test results for the control class. Then look at the average (*mean*) for the UH test results for the experimental class was 84.13 and for the UH test results for the control class it was 76.46, meaning that the average UH test results for the experimental class were higher than the average UH test results for the control class

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