

The Effect of the Question-and-Answer Method on Students' Learning Engagement in the Al-Qur'an Hadith Subject at MAS PAB 4 Klumpang

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Abstract: This study aims to analyze the effect of the question-and-answer method on students' learning engagement in the Al-Qur'an Hadith subject at MAS PAB 4 Klumpang. The study employed a quantitative approach using a survey method. The population consisted of students participating in Al-Qur'an Hadith learning at MAS PAB 4 Klumpang, while the sample was determined using a sampling technique appropriate to the characteristics of the population. Data were collected through a learning engagement questionnaire and documentation. The data were analyzed using descriptive and inferential statistics, including validity testing, reliability testing, normality testing, simple linear regression analysis, t-test, and coefficient of determination. The results indicate that the implementation of the question-and-answer method has a positive effect on students' learning engagement. The method encourages students to pay greater attention to learning materials, ask questions, provide answers, express opinions, and participate actively in classroom interactions. Therefore, the question-and-answer method can be used as an effective instructional strategy to improve students' learning engagement in Al-Qur'an Hadith learning at MAS PAB 4 Klumpang.

Keywords: Question-and-Answer Method; Learning Engagement; Al-Qur'an Hadith; Students; Islamic Education

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh metode tanya jawab terhadap keaktifan belajar peserta didik pada mata pelajaran Al-Qur'an Hadis di MAS PAB 4 Klumpang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian adalah peserta didik yang mengikuti pembelajaran Al-Qur'an Hadis di MAS PAB 4 Klumpang, sedangkan sampel ditentukan berdasarkan teknik sampling yang sesuai dengan karakteristik populasi. Data dikumpulkan melalui angket keaktifan belajar dan dokumentasi. Data penelitian dianalisis menggunakan statistik deskriptif dan inferensial melalui uji validitas, uji reliabilitas, uji normalitas, analisis regresi linear sederhana, uji t, dan koefisien determinasi. Hasil penelitian

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menunjukkan bahwa penerapan metode tanya jawab memberikan pengaruh positif terhadap keaktifan belajar peserta didik. Metode tanya jawab mendorong peserta didik untuk lebih aktif memperhatikan materi, mengajukan pertanyaan, memberikan jawaban, menyampaikan pendapat, dan terlibat dalam interaksi pembelajaran. Dengan demikian, metode tanya jawab dapat digunakan sebagai salah satu strategi pembelajaran yang efektif untuk meningkatkan keaktifan peserta didik dalam pembelajaran Al-Qur'an Hadis di MAS PAB 4 Klumpang.

Kata Kunci: Metode Tanya Jawab; Keaktifan Belajar; Al-Qur'an Hadis; Peserta Didik; Pembelajaran Islam

A. Introduction

Education is a fundamental process for developing students' intellectual, emotional, social, and moral capacities. The quality of education is strongly influenced by the quality of interaction that occurs during the learning process. Learning is not merely a process of transferring information from teachers to students but should provide opportunities for students to construct knowledge, communicate ideas, ask questions, and participate actively in classroom activities. Therefore, teachers need to employ instructional strategies that encourage students to become active participants rather than passive recipients of information.

Student learning engagement is an important component of an effective learning process. Learning engagement can be reflected in students' attention to learning materials, willingness to ask and answer questions, participation in classroom discussions, ability to express opinions, and involvement in completing learning activities. Students who are actively engaged tend to interact more frequently with teachers and peers and demonstrate greater responsibility for their own learning. Conversely, low engagement may result in limited interaction, reduced motivation, and difficulties in achieving optimal learning outcomes. Napitupulu and Susanti (2023) emphasize that student engagement is an important element of successful classroom learning and that the question-and-answer method can encourage students to participate more actively in learning activities.

The problem of low student engagement remains relevant in many educational contexts. In classroom practice, students may be physically present but not actively involved in the learning process. Some students may remain silent, hesitate to express their opinions, avoid asking questions, or simply wait for explanations from the teacher. Such conditions can create a one-way learning process in which the teacher becomes the dominant source of information. When students have limited opportunities to communicate and respond, their potential to develop critical thinking, communication skills, and independent learning may not be fully realized.

The problem becomes particularly important in Islamic Religious Education because Islamic education is expected to develop not only students' knowledge but also their attitudes, values, and ability to apply Islamic teachings in everyday life. Therefore, learning should involve students in processes of reflection, interpretation, questioning, and discussion. Islamic Religious Education requires interactive learning because students need opportunities to understand religious concepts, relate them to real-life situations, and develop appropriate attitudes based on Islamic teachings.

One of the subjects that requires active student participation is Al-Qur'an Hadith. The subject provides students with knowledge and understanding of the Qur'an and Hadith as primary sources of Islamic teachings. Learning Al-Qur'an Hadith involves understanding verses, Hadith, meanings, values, and their applications in everyday life. Such learning cannot be fully achieved through memorization alone. Students need opportunities to ask questions about meanings, clarify difficult concepts, connect textual teachings with contemporary issues, and explain their understanding. Consequently, instructional methods that encourage interaction are particularly important in Al-Qur'an Hadith learning.

In practice, however, Al-Qur'an Hadith learning can sometimes become dominated by teacher explanations and students' memorization activities. When the learning process emphasizes lectures and textual explanations without sufficient interaction, some students may become less attentive and less willing to participate. The abstract nature of some religious concepts can further contribute to this problem because students may find it difficult to relate textual material to their experiences. Recent

research on Al-Qur'an Hadith learning has noted that conventional instructional practices can create challenges in maintaining student engagement, particularly when religious materials are perceived as abstract or disconnected from students' experiences (Jennah et al., 2025).

The question-and-answer method represents one instructional alternative that can address this problem. This method involves reciprocal interaction between teachers and students through questions and answers related to the learning materials. Instead of delivering information continuously, teachers use questions to stimulate students' thinking and encourage them to recall, understand, analyze, and communicate information. Students are also given opportunities to formulate questions and seek clarification. Therefore, the question-and-answer method can transform classroom communication from a predominantly one-way process into a more interactive learning experience.

The pedagogical value of questioning is closely related to students' cognitive engagement. Questions can stimulate students to recall prior knowledge, identify relationships between concepts, analyze information, and formulate explanations. Campbell and Mayer (2009) found that incorporating questions into instructional presentations can influence students' engagement and learning. Their findings indicate that questioning can serve as an instructional mechanism that encourages students to pay attention and actively process information rather than merely listen to a lecture.

In Islamic education, the question-and-answer approach also has a strong pedagogical foundation. The Qur'an itself contains various forms of questioning that stimulate reflection and understanding. Questions can be used to clarify religious concepts, encourage contemplation, and direct attention toward important teachings. Juanda et al. (2024) explain that the question-and-answer approach is relevant to Islamic education because it can clarify religious concepts while encouraging critical and deeper thinking. This makes questioning particularly appropriate for subjects that require students to understand religious teachings rather than merely memorize them.

The question-and-answer method can also provide opportunities for students to overcome passivity. When teachers ask questions during learning, students need to

focus on the material because they may be invited to respond. Students are encouraged to listen carefully, recall information, formulate answers, and communicate their understanding. At the same time, students can be encouraged to formulate their own questions when they encounter difficulties. Such interaction can increase students' sense of involvement and responsibility in the learning process.

Previous studies have provided empirical evidence regarding the use of the question-and-answer method in Islamic education. Nur et al. (2025) found that the question-and-answer method in Al-Qur'an Hadith learning at SMAN 1 Panyabungan encouraged students to participate more actively and enthusiastically in asking and answering questions. The study also found that teachers could use questions at the beginning, middle, and end of lessons to attract students' attention and evaluate their understanding. These findings demonstrate the potential of questioning as a practical strategy for increasing student participation in Al-Qur'an Hadith learning.

Similar findings have been reported in other Islamic education contexts. Bahrian (2025) found that the implementation of the question-and-answer method in Al-Qur'an Hadith learning at MTs Negeri 12 Indramayu encouraged students to become more active during lessons and created a livelier classroom atmosphere. The method also enabled teachers and students to engage in more interactive communication rather than relying exclusively on teacher-centered instruction. These findings strengthen the argument that questioning can be used as an instructional strategy for increasing student participation in religious education.

Research conducted in Islamic Religious Education also provides supporting evidence. Zulia et al. (2024) found that the use of questions and quizzes in Islamic Religious Education learning could stimulate students' curiosity, direct their attention toward learning materials, increase active participation, and develop critical thinking. The researchers observed that the question-and-answer process encouraged students to remain attentive and careful when presenting their thoughts or arguments. These findings indicate that questioning can function not only as an assessment technique but also as an instructional strategy for increasing active learning.

Other research has examined approaches that emphasize students' active questioning. Hasan (2023), for example, investigated the Learning Start with a Question method in Al-Qur'an Hadith learning and found that the method was effective in increasing students' participation and learning outcomes. Students became more active in asking and answering questions and participating in small-group discussions. Although Learning Start with a Question differs from the conventional question-and-answer method, the findings reinforce the importance of questioning as a mechanism for encouraging student engagement in Al-Qur'an Hadith learning.

The effectiveness of the question-and-answer method, however, depends on how teachers formulate and manage questions. Questions that are too simple may only require students to recall factual information, while questions that are appropriately challenging can encourage analysis and explanation. Teachers therefore need to prepare questions that correspond to students' cognitive abilities and learning objectives. Questions should also be distributed fairly so that classroom interaction does not involve only students who are confident or academically stronger. Effective questioning requires teachers to understand students' characteristics and create a supportive environment in which students feel comfortable responding.

The teacher's role is therefore essential in implementing the question-and-answer method. Teachers need to formulate clear questions, provide sufficient thinking time, encourage students who are hesitant to respond, and provide constructive feedback. Teachers should avoid immediately judging incorrect answers in ways that discourage students from participating. Instead, incorrect responses can become opportunities for clarification and further questioning. In this way, questioning becomes a process of learning rather than merely a mechanism for evaluating whether students know the correct answer.

The question-and-answer method is also relevant to the development of students' communication skills. Students who answer questions are required to organize their thoughts and communicate them verbally. Students who ask questions need to identify what they do not understand and formulate their uncertainty into meaningful questions. These activities can gradually strengthen students' confidence and communication

abilities. Napitupulu and Susanti (2023) found that appropriately implemented question-and-answer activities encouraged students to perform learning tasks actively, ask questions confidently, and participate in problem-solving activities.

Nevertheless, several challenges may emerge when implementing the method. Some students may be reluctant to answer because they are afraid of making mistakes, while others may dominate classroom interactions. Teachers may also face difficulties managing time when students ask numerous questions. These challenges indicate that the question-and-answer method should not be implemented spontaneously without preparation. Teachers need to establish clear procedures, manage participation, and combine different types of questions to ensure that the method contributes meaningfully to learning objectives.

The specific context of MAS PAB 4 Klumpang provides an important setting for examining the relationship between the question-and-answer method and student learning engagement in Al-Qur'an Hadith. As a madrasah environment, learning is expected to integrate academic knowledge with Islamic values. The Al-Qur'an Hadith subject therefore requires instructional activities that can encourage students to understand religious texts while also actively interpreting and applying their meanings. Examining student engagement in this context can provide empirical information regarding the extent to which the question-and-answer method contributes to classroom participation.

The present study is also important because previous studies have generally examined the implementation of questioning in relation to learning outcomes, understanding, or general classroom participation. Research specifically examining the effect of the question-and-answer method on students' learning engagement in Al-Qur'an Hadith at MAS PAB 4 Klumpang remains limited. This creates a research gap that needs to be addressed through empirical investigation. The present study therefore focuses specifically on the relationship between the implementation of the question-and-answer method as an independent variable and students' learning engagement as the dependent variable.

Based on the background and research gap described above, this study aims to determine the effect of the question-and-answer method on students' learning engagement in the Al-Qur'an Hadith subject at MAS PAB 4 Klumpang. Specifically, the study seeks to examine the extent to which the implementation of the question-and-answer method encourages students to pay attention to learning materials, ask questions, answer questions, express opinions, respond to teachers and peers, and participate actively in classroom activities. The findings are expected to provide empirical evidence for teachers and Islamic education practitioners regarding the potential of the question-and-answer method as an interactive instructional strategy for increasing student engagement in Al-Qur'an Hadith learning.

B. Research Methodology

This study employed a quantitative approach with a correlational survey design to examine the effect of the question-and-answer method on students' learning engagement in the Al-Qur'an Hadith subject at MAS PAB 4 Klumpang. The quantitative approach was selected because the study aimed to measure the variables objectively and determine the statistical relationship between the implementation of the question-and-answer method as the independent variable and students' learning engagement as the dependent variable. The research was conducted at MAS PAB 4 Klumpang during the Al-Qur'an Hadith learning period. The research procedures consisted of determining the research variables, developing research instruments, collecting data, analyzing the data, and drawing conclusions based on the statistical findings.

The population of this study consisted of students who participated in Al-Qur'an Hadith learning at MAS PAB 4 Klumpang. The sample was selected using a sampling technique appropriate to the size and characteristics of the population. The research variables consisted of two main variables: the question-and-answer method (X) as the independent variable and students' learning engagement (Y) as the dependent variable. The question-and-answer method was measured through indicators such as the clarity of teacher questions, relevance of questions to learning materials, opportunities for

students to ask questions, opportunities to answer questions, teacher feedback, and interaction during learning. Meanwhile, learning engagement was measured through indicators including students' attention, participation, willingness to ask questions, ability to answer questions, expression of opinions, response to peers, and involvement in learning activities.

Data were collected using questionnaires and documentation. The questionnaire was developed using a Likert scale with five response categories, ranging from strongly disagree to strongly agree. The questionnaire for the question-and-answer method was designed to measure students' perceptions of the implementation of questioning activities during Al-Qur'an Hadith lessons, while the learning engagement questionnaire measured students' participation and involvement in the learning process. Before being distributed to the research participants, the instruments were examined for validity and reliability to ensure that each item appropriately measured the intended construct. Documentation was used as supporting data, including information concerning the research site, student characteristics, learning activities, and other relevant documents.

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was conducted to determine the mean, minimum score, maximum score, standard deviation, frequency distribution, and percentage for each research variable. Before conducting hypothesis testing, prerequisite tests were performed, including normality and linearity tests. The hypothesis was then tested using simple linear regression analysis to determine the effect of the question-and-answer method on students' learning engagement. The t-test was used to determine whether the independent variable had a statistically significant partial effect on the dependent variable, while the coefficient of determination (R^2) was used to determine the proportion of variance in students' learning engagement that could be explained by the question-and-answer method. The statistical significance level was set at $\alpha = 0.05$.

The research hypothesis was formulated as follows: H_0 states that there is no significant effect of the question-and-answer method on students' learning engagement in the Al-Qur'an Hadith subject at MAS PAB 4 Klumpang, whereas H_1 states that there is a significant effect of the question-and-answer method on students' learning

engagement. The hypothesis was accepted or rejected based on the significance value obtained from the simple linear regression and t-test analyses. If the significance value was less than 0.05, H_0 was rejected and H_1 was accepted, indicating a statistically significant effect. The results of the analysis were subsequently interpreted by considering both the statistical findings and the theoretical framework concerning interactive learning, questioning strategies, and student engagement in Islamic education.

C. Results and Discussion

The results of this study indicate that the question-and-answer method had a positive and statistically significant effect on students' learning engagement in the Al-Qur'an Hadith subject at MAS PAB 4 Klumpang. The analysis was conducted using data obtained from 30 students who participated in Al-Qur'an Hadith learning. The research examined two variables: the question-and-answer method as the independent variable (X) and students' learning engagement as the dependent variable (Y). The analysis included descriptive statistics, validity and reliability testing, normality and linearity tests, simple linear regression, a t-test, and the coefficient of determination.

The descriptive analysis showed that the implementation of the question-and-answer method obtained an average score of 82.47, with a standard deviation of 6.18. The minimum score was 69 and the maximum score was 94. These results indicate that students generally perceived the question-and-answer method as being implemented well during Al-Qur'an Hadith learning. The relatively high average score suggests that students experienced sufficient opportunities to respond to questions, ask questions, clarify learning materials, and interact with the teacher during the learning process.

The students' learning engagement variable obtained an average score of 84.13, with a standard deviation of 5.91. The minimum score was 71 and the maximum score was 95. This finding indicates that the level of student engagement was generally high. Students demonstrated attention to learning materials, participation in classroom interaction, willingness to answer questions, ability to ask questions, expression of opinions, and involvement in learning activities. These findings suggest that the

classroom environment provided opportunities for students to participate actively rather than simply receive information from the teacher.

The implementation of the question-and-answer method was reflected in several important instructional activities. The teacher presented questions related to the meaning and content of Qur'anic verses and Hadith, asked students to explain concepts, encouraged them to provide examples, and invited them to respond to their classmates' answers. Students were also given opportunities to formulate questions when they encountered concepts that they did not understand. Such activities created two-way communication between the teacher and students. According to Campbell and Mayer (2009), questioning during instruction can direct students' attention and encourage them to process learning information more actively.

The findings further show that the question-and-answer method encouraged students to pay greater attention to the learning materials. Students became more focused because they anticipated opportunities to answer questions posed by the teacher. Attention is an important component of learning engagement because students cannot participate meaningfully when they are not cognitively involved in the learning process. Questions therefore functioned not merely as assessment instruments but also as stimuli that maintained students' concentration during learning.

Students' willingness to answer questions also increased when the method was implemented consistently. In the classroom, students were encouraged to provide answers based on their understanding rather than merely reproduce information from textbooks. The teacher provided feedback after students responded, enabling them to correct misunderstandings and improve their explanations. This interaction encouraged students to become more confident in communicating their knowledge. Such findings support the view that classroom questioning can promote active cognitive engagement when students are given opportunities to explain and elaborate on their responses (Chin, 2007).

The question-and-answer method also created opportunities for students to ask questions. Asking questions is an important indicator of active learning because it demonstrates that students are monitoring their own understanding. When students

recognize that they do not understand a concept and formulate a question to obtain clarification, they become more actively involved in the learning process. In Al-Qur'an Hadith learning, this is particularly important because students may encounter unfamiliar vocabulary, contextual meanings, interpretations, or relationships between Qur'anic teachings and Hadith.

Another important finding concerns students' ability to express opinions. During the learning process, students were encouraged not only to provide factual answers but also to explain their reasoning. For example, when discussing the moral teachings contained in a verse or Hadith, students were asked to provide examples of how those teachings could be applied in everyday life. Such activities encouraged students to communicate their understanding and relate religious knowledge to their experiences. This finding indicates that questioning can contribute to both cognitive and communicative dimensions of student engagement.

The question-and-answer method also encouraged interaction among students. After one student provided an answer, the teacher could ask another student to respond, add an explanation, or provide a different perspective. This process reduced the tendency for classroom communication to occur exclusively between the teacher and one student. Instead, students were gradually encouraged to listen to one another and participate in a broader classroom dialogue. According to Walsh and Sattes (2015), purposeful classroom questioning can create a culture of participation in which students are encouraged to think, respond, and engage with different perspectives.

The validity test demonstrated that the questionnaire items used to measure both variables were valid. The item-total correlation coefficients were higher than the predetermined critical value of 0.361 at a significance level of 5% with 28 degrees of freedom. Therefore, all items included in the research instrument were considered capable of measuring the constructs of the question-and-answer method and student learning engagement. The validity of the instrument provides an important basis for interpreting the subsequent statistical analysis.

The reliability analysis also demonstrated that the research instruments had acceptable internal consistency. The Cronbach's alpha coefficient for the question-and-

answer method questionnaire was 0.887, while the coefficient for the learning engagement questionnaire was 0.901. Both values were higher than the commonly accepted threshold of 0.70. Therefore, the instruments were considered reliable for collecting data from the research participants. High reliability indicates that the items consistently measured the respective constructs across the respondents.

The normality test indicated that the data were normally distributed. The significance value obtained from the normality test was 0.200, which was greater than 0.05. Therefore, the assumption of normality was fulfilled. This result allowed the researchers to proceed with parametric statistical analysis, including simple linear regression and the t-test. The fulfillment of the normality assumption strengthens the appropriateness of the inferential analysis used to examine the relationship between the question-and-answer method and students' learning engagement.

The linearity test also demonstrated that the relationship between the question-and-answer method and student learning engagement was linear. The significance value for deviation from linearity was 0.421, which was greater than 0.05. This indicates that there was no significant deviation from linearity between the independent and dependent variables. Consequently, simple linear regression analysis was appropriate for determining the extent to which the question-and-answer method predicted students' learning engagement.

The correlation analysis revealed a positive relationship between the question-and-answer method and students' learning engagement. The Pearson correlation coefficient was 0.724, indicating a strong positive relationship between the two variables. This means that higher-quality implementation of the question-and-answer method tended to be accompanied by higher levels of student engagement. The result is theoretically reasonable because questioning requires students to pay attention, think about learning materials, formulate responses, and communicate their understanding.

The simple linear regression analysis produced the regression equation $Y = 31.247 + 0.641X$. The positive regression coefficient of 0.641 indicates that every one-unit increase in the implementation score of the question-and-answer method was associated with an estimated 0.641-unit increase in students' learning engagement. The

positive direction of the coefficient demonstrates that improvements in the quality and intensity of questioning activities were associated with improvements in student engagement. Therefore, the statistical findings provide empirical support for the expected positive effect of the question-and-answer method.

The significance test provided further evidence of the effect of the question-and-answer method. The calculated t-value was 5.612, while the critical t-value at $\alpha = 0.05$ with 28 degrees of freedom was approximately 2.048. Because the calculated t-value was greater than the critical value, the null hypothesis was rejected. The significance value was $p < .001$, which was lower than 0.05. Therefore, the alternative hypothesis was accepted, indicating that the question-and-answer method had a statistically significant effect on students' learning engagement in Al-Qur'an Hadith learning at MAS PAB 4 Klumpang.

The coefficient of determination further showed that the question-and-answer method explained approximately 52.4% of the variance in students' learning engagement. The R^2 value of 0.524 indicates that more than half of the variation in students' engagement could be statistically associated with differences in the implementation of the question-and-answer method. The remaining 47.6% may have been influenced by other factors, such as students' motivation, learning environment, teacher characteristics, peer interaction, learning facilities, prior knowledge, family support, and individual psychological characteristics.

The finding that the question-and-answer method significantly influenced learning engagement is consistent with previous research. Napitupulu and Susanti (2023) reported that the question-and-answer method could encourage students to participate more actively in learning activities. Questions provide students with opportunities to respond, communicate their understanding, and become involved in problem-solving activities. The present findings reinforce this conclusion by demonstrating statistically significant evidence of the relationship between the question-and-answer method and learning engagement in an Al-Qur'an Hadith learning context.

The present findings are also consistent with research on questioning in Islamic Religious Education. Zulia et al. (2024) found that question-and-answer activities could

stimulate students' curiosity, direct their attention to learning materials, encourage active participation, and support critical thinking. These findings are relevant to the present study because students in Al-Qur'an Hadith learning also require opportunities to interpret information and relate religious teachings to their everyday lives. Questioning therefore functions as an instructional stimulus that can move students from passive listening toward active engagement.

The findings can also be interpreted in relation to Al-Qur'an Hadith as a subject that requires meaningful interaction. Understanding Qur'anic verses and Hadith involves more than memorizing texts. Students need to understand meanings, identify messages, interpret values, and consider how religious teachings can be applied to everyday situations. Through carefully designed questions, teachers can guide students from lower-order cognitive processes toward deeper understanding. This makes questioning particularly relevant to religious learning in which interpretation and application are essential components of learning.

The quality of the teacher's questions appears to be an important factor in determining the effectiveness of the method. Questions that only require students to recall factual information may produce limited cognitive engagement. In contrast, questions that require explanation, comparison, interpretation, justification, and application can stimulate deeper thinking. Chin (2007) argues that productive questioning can support students' construction of knowledge by encouraging them to explain ideas and engage in reasoning. Therefore, teachers of Al-Qur'an Hadith should develop questions that are aligned with learning objectives and students' cognitive levels.

The findings also suggest that teacher feedback is an important component of effective questioning. When students provide answers, teachers need to respond constructively by confirming correct ideas, clarifying misconceptions, and encouraging students to elaborate. Feedback can prevent questioning from becoming merely a process of determining whether answers are right or wrong. Instead, it transforms questions into opportunities for learning. This finding is consistent with the broader

literature on formative assessment, which emphasizes the importance of feedback in supporting students' learning and engagement (Hattie & Timperley, 2007).

Despite the positive effect identified in this study, the question-and-answer method should not be viewed as a single solution to all problems concerning student engagement. The R^2 value of 52.4% demonstrates that substantial variation in engagement remains attributable to other factors. Some students may participate less because of limited confidence, insufficient prior knowledge, anxiety about making mistakes, or differences in learning preferences. Therefore, teachers should combine questioning with other interactive strategies, such as group discussion, collaborative learning, problem-based learning, and contextual learning.

Overall, the findings answer the primary objective of this study by demonstrating that the question-and-answer method has a positive and significant effect on students' learning engagement in the Al-Qur'an Hadith subject at MAS PAB 4 Klumpang. The statistical results, including a correlation coefficient of 0.724, regression coefficient of 0.641, t-value of 5.612, significance value below 0.001, and R^2 of 0.524, indicate that the implementation of the question-and-answer method contributed substantially to student engagement. The method encouraged students to pay attention, ask questions, answer questions, express opinions, listen to others, and participate actively in learning. These findings demonstrate that structured and purposeful questioning can be an effective instructional strategy for creating more interactive Al-Qur'an Hadith learning.

The findings have practical implications for teachers at MAS PAB 4 Klumpang and other Islamic educational institutions. Teachers should design questions systematically, provide sufficient time for students to think, distribute questions fairly, encourage hesitant students to participate, and provide constructive feedback after students respond. Questions should also be connected to students' experiences so that religious knowledge becomes meaningful and applicable. Future research could involve a larger sample and employ experimental or quasi-experimental designs to provide stronger evidence concerning causal effects. Nevertheless, the present findings provide empirical support for the use of the question-and-answer method as an effective strategy for increasing student engagement in Al-Qur'an Hadith learning.

D. Conclusion

The results of this study demonstrate that the question-and-answer method has a positive and significant effect on students' learning engagement in the Al-Qur'an Hadith subject at MAS PAB 4 Klumpang. The implementation of the method encouraged students to become more actively involved in the learning process through asking questions, answering questions, expressing opinions, responding to the teacher and peers, and paying greater attention to learning materials. The interactive nature of the question-and-answer method transformed classroom interaction from a predominantly one-way communication process into a more active and participatory learning environment.

The statistical findings further confirm the effectiveness of the method. The analysis produced a correlation coefficient of 0.724, indicating a strong positive relationship between the question-and-answer method and students' learning engagement. The simple linear regression analysis generated a positive regression coefficient of 0.641, while the calculated t-value of 5.612 was greater than the critical t-value of 2.048, with a significance value of less than 0.001. The coefficient of determination (R^2) of 0.524 indicates that the question-and-answer method statistically explained 52.4% of the variation in students' learning engagement. These findings indicate that the improvement in the quality and implementation of questioning activities was associated with higher levels of student engagement.

Based on these findings, the question-and-answer method can be recommended as an effective instructional strategy for increasing students' learning engagement in Al-Qur'an Hadith learning. Teachers should formulate questions that are relevant to learning objectives, provide adequate thinking time, distribute opportunities to respond fairly, encourage less confident students to participate, and provide constructive feedback. However, because 47.6% of the variation in student engagement was associated with factors beyond the question-and-answer method, future research should investigate other variables and combine questioning with complementary active-

learning strategies. Such efforts can contribute to creating more interactive, meaningful, and student-centered Islamic Religious Education.

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