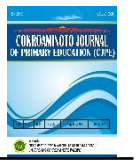
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Improving Student Learning Outcomes and Classroom Activity through Probing Prompting in Elementary School Islamic Religious Education

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Abstract*. This study describes instructional improvement through Probing Prompting and changes in learning outcomes and student activity in Islamic Religious Education. Classroom action research followed the Kemmis and McTaggart model over two cycles of planning, action, observation, and reflection. Participants were 21 students in class V.C at SD Negeri 5 Salamae in Palopo City. Data comprised pre-cycle and end-of-cycle test scores, observations of instructional implementation and student activity, and instructional documents. Descriptive analysis examined class achievement, individual progress, mastery transitions, and activity indicators. Cycle I reflection informed varied probing and prompting questions, expanded response opportunities, requests for reasons and examples, and student support. Mean scores increased from 72.52 to 75.81 and 79.81, while class mastery rates rose from 42.86% to 66.67% and 80.95%. All students improved from Cycle I to Cycle II; compared with the pre-cycle stage, 20 improved and one declined. Four students scored 74, below the minimum mastery criterion of 75. Active participation and attention reached a score of 4 in the final observation, while answering and summarizing remained at 3 throughout Cycle II. The findings show that reflection-based refinement was followed by varied changes in achievement and activity, providing a practical basis for improving questions and tailoring support to students' needs.*

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Introduction

Islamic Religious Education in elementary schools helps students understand religious teachings and relate them to everyday life. Instruction requires opportunities for students to explain concepts, provide examples, and discuss the meaning of the material they study. These activities allow teachers to identify the understanding students have developed and the areas where they still need support. Improving instruction therefore requires attention to both learning outcomes and students' participation in the learning process. Test scores provide information about subject knowledge, while classroom activity helps teachers examine how learning opportunities are used and what support students need. This need became a concern in Islamic Religious Education in class

V.C at SD Negeri 5 Salamae in Palopo City. The pre-cycle results showed that nine of the 21 students met the minimum mastery criterion (Kriteria Ketuntasan Minimal, KKM) of 75, while 12 had not achieved mastery. The class mean was 72.52, and the class mastery rate was 42.86%. These results indicated the need to improve instruction for most students. However, the initial scores did not directly identify the source of each student's difficulties. The teacher needed to consider achievement information alongside evidence from the learning process when determining instructional actions and examining subsequent progress.

The study focused on belief in the Last Day. The content covered its meaning, types and signs, the names used for the Last Day, the lessons of believing in it, and examples of attitudes associated with this belief. Teaching this material requires accurate conceptual explanations and opportunities for students to relate the content to understandable examples. An answer that correctly names a term does not necessarily demonstrate complete understanding. Teachers therefore need to explore answers through questions that request explanations, reasons, or examples, and provide support when students' responses do not yet meet the learning objectives.

Questions serve an important function in this process because they allow teachers to obtain information while instruction is taking place. Students' responses can reveal the concepts they understand, emerging misconceptions, or a need for additional guidance. Subsequent questions can then be adjusted accordingly. However, the number of questions alone does not establish the quality of interaction. Attention is also needed to the purpose of each question, students' opportunities to respond, and the teacher's follow-up. Improving questioning practice therefore requires consideration of the relationship between questions, responses, and instructional decisions. The literature on dialogic education provides a foundation for understanding this relationship (Cui & Teo, 2021; Vrikki et al., 2019). These studies help situate classroom talk within the development of understanding. When instruction allows students to develop their responses, they have opportunities to explain and respond to others. Teachers maintain the direction of the discussion so that students' contributions remain relevant to the content and learning objectives.

The relationship between dialogue and learning outcomes was examined by investigating teacher–student dialogue during classroom instruction (Howe et al., 2019; Šeďová et al., 2019). This literature provides a rationale for attending to opportunities to contribute during lessons. Nevertheless, participation and subject knowledge require distinct interpretations. Students who speak actively may not yet provide complete explanations, while students who contribute less may need support in expressing their understanding. Analysis of instruction should consider the activities and outcomes actually recorded. Regarding teacher practice, questioning in dialogic lessons has been examined (Vrikki & Evagorou, 2023). Their study is relevant to the functions of questions and teachers' follow-up to student responses. A broader context for the relationship between interaction and learning outcomes has also been provided through a meta-analysis of teacher talk and academic achievement (Tao & Chen, 2024). Both studies help explain the importance of questions that invite ideas and responses to students' contributions. In classroom research, this relationship needs to be translated into clearly described instructional actions and traceable evidence of progress.

Probing Prompting offers an instructional questioning approach that combines probing questions with prompting questions. Probing questions ask students to extend

their answers, explain their reasoning, or provide examples. Prompting questions help students formulate responses when their answers are inaccurate or incomplete. Students' responses guide the choice of follow-up questions. In lessons on belief in the Last Day, questions can address conceptual understanding and connections with everyday examples. Questioning thus provides opportunities to check understanding and help students develop explanations.

Prompting questions are also conceptually related to instructional support, or scaffolding, as reviewed in K-12 education and teacher guidance during collaborative learning (Dominguez & Svihla, 2023; van Leeuwen & Janssen, 2019). This literature provides a basis for considering how well support matches students' needs. In Probing Prompting, cues should help students move towards understanding while leaving them opportunities to formulate their own answers. Differences between previous research contexts remain relevant, particularly when guidance in collaborative learning is used to interpret classroom questioning.

Opportunities to ask questions also need to be considered alongside students' opportunities to participate in classroom talk (Stokhof et al., 2017). In this study, expanding opportunities to respond to peers' answers formed part of the instructional improvement. Such opportunities can help teachers obtain more responses on the same content. Their benefits nevertheless need to be examined through recorded activity, rather than assuming that opportunities to contribute were distributed equally simply because the lesson plan provided for them. Research on dialogic programs also highlights the importance of implementation context (Amodia-Bidakowska et al., 2023; Muhonen et al., 2018; Xie & Lin, 2025). These studies provide a basis for developing classroom interaction, but application to Islamic Religious Education still requires an account of the content, types of questions, and indicators of progress. Conceptual connections with classroom dialogue need to be accompanied by descriptions of actions appropriate to the research context.

Using responses to determine support is related to formative assessment (Black & Wiliam, 2018; Lee et al., 2020). This perspective treats learning information as a basis for subsequent decisions. In classroom action research, test results can identify students who have not achieved mastery, while observations help identify activities requiring improvement. Such information becomes more useful when followed by adjustments to questioning, participation opportunities, or student support. Teacher prerequisites for implementing formative assessment have been reviewed to emphasize the need to interpret information and translate it into instructional action (Schildkamp et al., 2020). Reflection should go beyond stating that scores or activity have improved. Teachers need to determine what to retain, what to improve, and which students still need support. Reporting classroom action research should therefore show the connections between evidence, interpretation, and decisions. Making these connections explicit allows readers to understand why instructional actions were changed in the next cycle.

The classroom action research framework provides stages for developing these connections through planning, action, observation, and reflection (Kemmis et al., 2014). In this study, Cycle I implemented Probing Prompting and generated evidence about learning. Its results informed adjustments in Cycle II. Improvements included varied questions, opportunities to respond, requests for reasons and examples, and student support. Instructional action was thus understood as practice refined using information obtained during lessons. Assessing progress requires clear indicators and coding schemes

in dialogic teaching research (Laird-Gentle et al., 2023; Tao & Chen, 2023). Both studies help explain how indicator selection shapes the conclusions that can be drawn. In this study, attention, active participation, and answering and summarizing responses were interpreted as observed classroom activities. Test scores described learning outcomes for the taught content. Each source of evidence was used within its scope.

Differences between indicators also matter when changes in participation are discussed alongside response quality (Böheim et al., 2021; Rapanta & Felton, 2022; van der Veen et al., 2017). This literature broadens attention to interaction processes. In the present classroom action research, requests for reasons and examples were treated as instructional actions that create opportunities to develop answers, while assessment of progress remained grounded in the available instruments. In addition to clear indicators, learning outcomes need to be examined at both class and individual levels. An increase in the mean can occur alongside unchanged or declining scores for some students. Students can also make progress without meeting the KKM. Mastery analysis therefore needs to be accompanied by examination of score changes and transitions in mastery status. Such reporting allows reflection to address differing needs. Class summaries provide an overall picture, while individual progress identifies students requiring further attention and helps assess whether progress is evenly distributed.

The reviewed literature provides a foundation for dialogue, questioning practices, instructional support, and assessment use. However, this foundation does not itself explain how Probing Prompting was refined in the Islamic Religious Education classroom studied here. The issue requiring explanation is the relationship between Cycle I evidence, adjustment decisions, and progress in Cycle II. The article addresses the need for a traceable account of instructional improvement, accompanied by analysis of individual achievement and classroom activity. This focus extends beyond reporting differences in mean scores as the sole evidence of progress. The article contributes such an account in the context of belief in the Last Day. Improvements to questioning and student support are examined alongside changes in mastery, individual score patterns, and each activity indicator. This presentation enables readers to assess the basis for reflection and understand the outcomes accompanying instructional adjustments. Its practical contribution is information for refining questioning and determining subsequent support. This contribution is grounded in the process and evidence of the classroom studied, rather than treating the use of Probing Prompting in a different location as a novelty in itself.

Accordingly, this study aims to describe instructional improvement through Probing Prompting and changes in learning outcomes and classroom activity in class V.C at SD Negeri 5 Salamae in Palopo City. Specifically, it examines implementation and adjustments between cycles, changes in achievement and mastery, and developments in activity indicators. Test results, observations, and instructional documents are used to explain how reflection informed improvement decisions. These objectives position evidence about processes and outcomes as the basis for assessing instructional progress and identifying follow-up needs.

Methods

Research Design and Study Participants

The study used classroom action research (CAR), following the planning, action, observation, and reflection stages of the Kemmis and McTaggart model. This framework

supports improvement of instructional practice through actions examined and refined on the basis of learning evidence. As explained by Kemmis et al. (2014), action and reflection are interconnected aspects of practice development. The research comprised two cycles focused on implementing Probing Prompting and examining changes in learning outcomes and classroom activity in Islamic Religious Education.

The study took place in class V.C at SD Negeri 5 Salamae in Palopo City during May–June 2026. Participants were all 21 students in the class, comprising 14 girls and seven boys. The instructional actions were implemented in the same class so that progress could be examined continuously from the pre-cycle stage to the end of Cycle II. The lessons focused on belief in the Last Day. Content included the meaning of this belief, the types and signs of the Last Day, its names, the lessons of believing in it, and examples of related attitudes in everyday life. This material provided opportunities for students to explain concepts, present examples, and connect knowledge with situations they understood.

The pre-cycle learning outcomes formed the basis for implementing the action. Of the 21 students, nine met the minimum mastery criterion (Kriteria Ketuntasan Minimal, KKM) of 75, while 12 had not achieved mastery. These results informed instructional improvement through probing and prompting questions and monitoring of individual achievement and classroom activity. The researcher implemented the instructional action. The subject teacher, Irfan Ridwan, served as the collaborator, observing instructional implementation and student activity. Preparatory collaboration included coordinating the schedule and instructional content. During implementation, the collaborator's records were used to review the action and determine improvements for the next cycle.

Planning and Implementation of the Instructional Action

The instructional action used Probing Prompting through probing and prompting questions. Probing questions were intended to extend students' answers, request explanations, and encourage reasons and examples. Prompting questions helped students correct or complete their answers through more focused follow-up questions. Students' responses guided the teacher's choice of subsequent questions. The pre-cycle stage established a baseline of learning outcomes before the action was introduced. Students' scores were examined to determine individual achievement, the class mean, and the number meeting the KKM. This information provided the starting point for examining learning progress over the two cycles.

In planning Cycle I, the researcher reviewed the competencies and instructional content, developed the teaching module, prepared learning resources and questions, and provided observation forms and achievement tests. Preparation sought alignment between learning objectives, content coverage, questioning activities, and the evidence to be collected. Lessons began with greetings, prayer, checks of attendance and students' readiness, and an introduction to the content. The teacher explained the rules for Probing Prompting so that students understood that the lesson would involve opportunities to answer and respond to questions. The introduction connected prior knowledge with the material to be studied.

During the main activities, the teacher explained the material and posed questions related to the learning objectives. Students had time to think before the teacher selected someone to respond. The teaching module specified random selection of students to create opportunities to answer. When an answer was inaccurate or incomplete, the

teacher asked follow-up questions to bring the student back to the main issue. Other students could add to the answer or provide examples supporting the preceding explanation. The teacher then reinforced the response to clarify the concept.

Closing activities included summarizing the content with students, offering encouragement, and closing the lesson. The instructional materials specified an allocation of 3 × 35 minutes. During Cycle I, the collaborator recorded instructional implementation and student activity. Observation results and the end-of-cycle test were reviewed to determine aspects of the action requiring refinement. Reflection addressed participation opportunities, questioning, answer development, and support for students who had not achieved mastery. Planning for Cycle II used this reflection as the basis for improvement. Adjustments included varying probing and prompting questions, expanding opportunities to respond to answers, requesting reasons and examples, and supporting students experiencing difficulty. Observation was conducted again during implementation, after which test and observation results were reviewed in the final reflection.

Data Sources and Instruments

The research data comprised test scores, observations of instructional implementation, observations of student activity, and instructional documents. Each source served a different purpose. Tests described learning outcomes, observations described the learning process, and documents informed examination of the design and form of the action. Learning outcome data consisted of pre-cycle, end-of-Cycle I, and end-of-Cycle II scores for the 21 students. The test instrument included in the appendix contained seven constructed-response questions. These covered the meaning of belief in the Last Day, reasons for believing, everyday applications, signs of the end times, the lessons of belief, attitudes towards difficulties, and the names of the Last Day.

Constructed-response questions allowed students to explain their answers in their own words. The available scores were used as indicators of achievement in the relevant content. Test scores were not treated as a specific measure of critical thinking, because that interpretation would require an appropriate scoring basis. The completed observation form for instructional implementation contained 11 items. Observed aspects included opening activities, content delivery and management of questioning, student involvement, summarizing, encouragement, and closing activities. Scores used the categories 1 = poor, 2 = fair, 3 = good, and 4 = very good. With 11 completed items, the maximum score used in the analysis was 44.

The completed student activity observation form contained nine items using the same scoring categories, with a maximum score of 36. Its aspects included readiness to learn, attention to instructions and content, active participation, answering and summarizing, and closing activities. These scores recorded activity at the class level and were therefore not used to determine changes in each individual student's activity. Supporting documents included the teaching module, student activity sheets, test materials, and observation forms. Document review examined the connections between learning objectives, planned activities, observation indicators, and refinements to the action between cycles.

Data Analysis and Basis for Evaluating the Action

Descriptive analysis maintained the connections between achievement, instructional processes, and decisions to improve the action. Individual scores formed the basis for calculating class summaries of learning outcomes. The summaries included the mean, minimum and maximum scores, numbers of students meeting and not meeting the mastery criterion, and the class mastery rate at each stage. Individual progress was examined by comparing pre-cycle scores with Cycle I, Cycle I with Cycle II, and the pre-cycle stage with Cycle II. These comparisons identified students whose scores increased, remained unchanged, or decreased. Mastery status was examined separately because a score increase did not necessarily mean that a student had met the KKM.

Observation analysis used the scores for each completed item. These were summed again and presented as percentages of the maximum score for the instrument analyzed. Recording columns were labeled Observation 1, Observation 2, and Observation 3 in their original sequence. In addition to total scores, progress was examined by indicator to identify uneven changes. Comparisons between cycles considered the correspondence between indicator content. Matching student activity indicators were used to examine changes directly. For instructional implementation, differences in the wording of some indicators were considered so that score changes were not interpreted as comparisons of fully equivalent activities.

Individual mastery was determined using the KKM of 75. Evaluation of the action considered increases in the number of students meeting the KKM, changes in individual achievement, recorded classroom activity, and implementation of reflection-based improvements. The class mastery rate described achievement at each stage. Tests, observations, and documents were examined alongside one another. Tests indicated achievement at the end of each stage, observations showed the accompanying instructional processes, and documents clarified the form of the action. This reading across sources was used to connect Cycle I findings, improvement needs, adjustments in Cycle II, and the progress recorded afterwards.

Data Checks and Ethical Reporting

For this article, learning outcome summaries were calculated from individual scores, while observation summaries were calculated from scores for each completed item. Checks covered the completeness of scores for all 21 students at the three stages, calculation of score totals and means, and determination of mastery status using the KKM. Reporting used calculations traceable to the individual data. Observation checks involved summing each completed item and comparing the result with the total recorded on the observation form. The number of items actually completed determined the maximum score. This procedure ensured a consistent basis for observation summaries and percentages.

Document review distinguished between blank instrument templates, completed observation forms, and descriptions of results in the report. Analysis used completed forms to describe observation scores and instructional documents to explain the action design. Each source was used according to its function and the level of evidence available. Research permission was granted through letter number 500.16.7.2/2026.0398/IP/DPMPTSP, dated 21 April 2026. In the article, students' identities were replaced with anonymous codes. Individual scores were presented in the appendix to clarify progress across stages without disclosing students' names.

Result and Discussion

Result

Baseline Conditions and Changes in Class Achievement

The pre-cycle results showed that most students had not met the minimum mastery criterion (Kriteria Ketuntasan Minimal, KKM) of 75. Of the 21 students, nine achieved mastery and 12 did not. The class mean was 72.52, with scores ranging from 65 to 85. These results formed the basis for implementing Probing Prompting and monitoring progress in the following two cycles. Learning outcomes showed an increase in the mean and in the number of students meeting the KKM. In Cycle I, the mean rose to 75.81, and 14 students achieved mastery. In Cycle II, the mean reached 79.81, with 17 students achieving mastery. Table 1 summarizes these changes.

Table 1. *Learning outcomes at the pre-cycle stage and in Cycles I and II*

Measure	Pre-cycle	Cycle I	Cycle II
Number of students	21	21	21
Total score	1,523	1,592	1,676
Mean score	72.52	75.81	79.81
Minimum score	65	70	74
Maximum score	85	85	87
Students meeting the KKM	9	14	17
Students below the KKM	12	7	4
Class mastery rate	**42.86%**	**66.67%**	**80.95%**

The class mean increased by 3.29 points from the pre-cycle stage to Cycle I and by 4.00 points from Cycle I to Cycle II. The overall increase was 7.29 points. The class mastery rate increased by 38.10 percentage points from the pre-cycle stage to Cycle II, calculated before rounding. Progress was also evident at the lower end of the score range. The minimum increased from 65 to 70 and then to 74. The maximum rose from 85 to 87 in Cycle II. Changes in class achievement thus occurred alongside gains among students with lower initial scores. Individual patterns still require attention because class summaries do not capture all differences in students' progress.

Changes in Individual Scores and Mastery Status

Individual score changes showed that progress in Cycle I was uneven. Compared with the pre-cycle stage, 16 students improved, four had unchanged scores, and one had a lower score. In Cycle II, every student scored higher than in Cycle I. However, one student's final score remained below the pre-cycle score. Four students obtained final scores of 74 and therefore did not meet the KKM of 75. The individual score matrix using anonymous codes is presented in Appendix 1.

Table 2. *Summary of individual score changes across stages*

Comparison	Increased	Unchanged	Decreased
Pre-cycle to Cycle I	16	4	1
Cycle I to Cycle II	21	0	0
Pre-cycle to Cycle II	20	0	1

S03 recorded the largest increase from the pre-cycle stage to Cycle II, at 13 points, followed by S20 at 12 points. Both moved from not meeting to meeting the mastery criterion. S03 achieved mastery in Cycle II, while S20 had already achieved it in Cycle I. The four students with unchanged scores in Cycle I were S08, S09, S12, and S13. All had met the KKM at the pre-cycle stage and recorded higher scores in Cycle II. Meanwhile,

S19's score fell from 75 at the pre-cycle stage to 72 in Cycle I, then rose to 74 in Cycle II. Although this represented progress from Cycle I, the final score remained one point below the pre-cycle score and below the KKM. Changes in mastery status showed a different pattern from score increases alone. Between the pre-cycle stage and Cycle I, six students who had not previously achieved mastery met the KKM, but one student who had previously achieved mastery fell below it. Between Cycles I and II, three additional students achieved mastery, while all students who had already achieved it retained that status.

Table 3. *Changes in mastery status across stages*

Mastery transition	Pre-cycle to Cycle I	Cycle I to Cycle II
Meeting to meeting the KKM	8	14
Meeting to below the KKM	1	0
Below to meeting the KKM	6	3
Below to below the KKM	6	4
Number of students	21	21

At the end of Cycle II, S07, S10, S19, and S21 scored 74. Three had improved from the pre-cycle stage, while S19 had not regained the initial score. These findings show that learning progress and achievement of mastery need to be interpreted separately.

Instructional Implementation and Student Activity

Observations of instructional implementation showed increasing scores across the observation sequence within each cycle. In Cycle I, scores increased from 31 to 33 and 35. In Cycle II, the recorded scores were 35, 40, and 43. Table 4 summarizes the observations.

Table 4. *Summary of observations of instructional implementation and student activity*

Aspect	I–O1	I–O2	I–O3	II–O1	II–O2	II–O3
Instructional implementation score	31	33	35	35	40	43
Instructional implementation percentage	70.45%	75.00%	79.55%	79.55%	90.91%	97.73%
Student activity score	25	27	29	28	30	33
Student activity percentage	69.44%	75.00%	80.56%	77.78%	83.33%	91.67%

Note: I and II denote the cycles; O1–O3 denote the observation sequence. Percentages use maximum scores of 44 for instructional implementation and 36 for student activity. In Cycle I, changes in instructional implementation were evident in the teacher's checks of students' readiness, questioning, student involvement, and use of similar questions to clarify the concluding answer. In the final observation of Cycle II, nine of the 11 items received a score of 4. The remaining two items received a score of 3: checking students' readiness and actively involving students. Some instructional implementation indicators were worded differently between cycles. Total scores were therefore used to summarize implementation within each cycle, while explanations of improvement considered the content of the observed activities.

Student activity scores increased within each cycle, although the first observation in Cycle II scored lower than the final observation in Cycle I (28 compared with 29). Indicator-level changes were uneven. Active participation and attention reached a score of 4 in the final Cycle II observation, while answering questions and summarizing responses remained at 3 throughout that cycle. Readiness, attention to instructions, and understanding of the teacher's summary also reached 4 in the final observation. Listening to the teacher's encouragement remained at 3, whereas closing activity declined from 4

to 3 in the final observation. The complete scores for all nine activity indicators are presented in Appendix 2.

Cycle I Reflection and Refinements to the Cycle II Action

Cycle I reflection used learning outcomes and observations to determine improvement needs. Seven students had not met the KKM at the end of Cycle I. In the activity observations, active participation received scores of 2, 2, and 3, while answering and summarizing received scores of 2, 3, and 3. These findings informed efforts to expand participation opportunities and support students in developing their answers.m Cycle II improvements included varying probing and prompting questions, creating opportunities to respond to answers, requesting reasons and examples, and supporting students experiencing difficulty. Table 5 presents the connections between the evidence used in reflection, the improvements, and subsequent progress.

Table 5. *Reflection-based instructional refinements and progress in Cycle II*

Cycle I evidence	Reflection focus	Cycle II refinement	Recorded progress
Active participation scores of 2, 2, and 3	Expanding participation opportunities	Opportunities to respond and express opinions	Scores of 2, 3, and 4
Answering and summarizing scores of 2, 3, and 3	Supporting answer development	Requests for reasons, examples, and additions to answers	Scores of 3, 3, and 3
Attention scores of 2, 3, and 3	Maintaining attention	Varied questions and activity management	Scores of 3, 3, and 4
Seven students below the KKM	Targeting instructional support	Prompting questions and student support	Three additional students meeting the KKM; four below it

Cycle II progress differed according to the focus of improvement. Active participation and attention reached higher scores in the final observation, whereas answering and summarizing remained at 3. Improved participation opportunities were thus accompanied by greater involvement, but answer development remained an area requiring follow-up attention. In terms of learning outcomes, S03, S06, and S14 moved from not meeting the mastery criterion in Cycle I to meeting it in Cycle II. All students recorded higher scores than in Cycle I. This progress was recorded during implementation of the refined action; the available data did not isolate the contribution of each improvement to score changes.

Final Reflection and Follow-up Needs

Final reflection identified improved class achievement, higher scores for all students compared with Cycle I, and progress in several activity indicators. The class mastery rate reached 80.95%, with 17 students scoring at least 75. Nine of the 12 students who had not achieved mastery at the pre-cycle stage had achieved it by the end of Cycle II. This progress needs to be considered alongside individual patterns. Four students still scored 74, although all had improved from Cycle I. S19 showed a different pattern because the final score remained below the pre-cycle score. Final reflection therefore continued to provide a basis for determining support for students who had not met the KKM.

In classroom activity, active participation and attention reached a score of 4 in the final observation. However, answering questions and summarizing responses remained at 3 throughout Cycle II. This finding indicates that expanded participation needs to be followed by attention to the completeness and accuracy of answers. The recommended

follow-up is to review the test responses of the four students who had not achieved mastery to identify content requiring reinforcement. Subsequent support can use prompting questions and explanation exercises tailored to the identified needs. This recommendation arises from the final reflection; its implementation falls outside the two reported cycles. Overall, the results show that reflection-based refinement of Probing Prompting was followed by changes in achievement and student activity. Individual scores and observation indicators clarify the diversity of these changes, indicating that instructional decisions need to consider both class achievement and students' individual needs.

Discussion

Improving Questioning Practice through Reflection on Action

The findings show that Probing Prompting developed through adjustments informed by the preceding cycle. Cycle II improvements included varied probing and prompting questions, expanded opportunities to respond, requests for reasons and examples, and student support. These changes illustrate reflection as a basis for instructional decisions. Within classroom action research, test and observation results inform which aspects of the action to retain or improve, consistent with the relationship between action and reflection discussed in a prior study (Kemmis et al., 2014).

Probing and prompting questions have complementary functions. Probing questions create opportunities for students to extend explanations, while prompting questions help them formulate responses when answers are inaccurate or incomplete. The quality of Probing Prompting therefore depends on how teachers use students' answers to determine subsequent questions. The study of questioning in dialogic lessons provides a basis for attending to question functions and follow-up to student contributions (Vrikki & Evagorou, 2023). The refinements in this study can be interpreted as attempts to make instructional support more responsive. When students could not explain a concept, follow-up questions provided direction for completing the answer. When students had offered an initial answer, requests for reasons or examples created opportunities to develop understanding. This interpretation relates to a review of scaffolding, which situates teacher assistance within support for the learning process (Dominguez & Svihla, 2023).

Providing support nevertheless requires balance. Overly direct cues may produce answers that mainly follow the teacher's guidance, while overly broad questions may make it difficult for students to identify the direction of an explanation. In this study, question variation should be understood as adjustment to responses and learning objectives. This conceptual relationship is also relevant to a review of teacher guidance, although its collaborative learning context differs from the action reported here (van Leeuwen & Janssen, 2019). Expanded opportunities to respond added a dimension of peer interaction to questioning. Students could listen to classmates' answers and contribute additional ideas. The dialogic education perspective and the classroom practices examined in previous research help explain the importance of opportunities to develop ideas through instructional conversation (Cui & Teo, 2021; Vrikki et al., 2019).

Probing Prompting in this study connects with that perspective through follow-up questions and responses, while its implementation is described in terms of the specific actions recorded. Increasing instructional implementation scores within each cycle show

that the observed activities received higher ratings in subsequent observations. This finding supports interpreting the action as a process refined during implementation. Attention to the development of dialogic teaching also helps position changes in questioning practice within instructional development, rather than merely the use of one technique on a single occasion (Alexander, 2018).

Changes in Learning Outcomes and Differing Student Needs

The mean increased from 72.52 at the pre-cycle stage to 79.81 in Cycle II, alongside an increase from nine to 17 students achieving mastery. These measures provide different information. The mean describes changes in class achievement, while mastery indicates the number meeting the learning standard. Considering both shows that progress involved students moving towards mastery as well as an increase in the summary score. In Cycle I, six students who had not previously achieved mastery met the KKM, but one who had previously achieved it fell below the criterion. In Cycle II, three additional students achieved mastery, and all students who had already achieved it retained their status. This pattern clarifies the value of individual analysis in classroom action research: overall class progress can coexist with differing changes in student achievement.

The classroom dialogue literature provides context for interpreting this progress. Research has examined teacher–student dialogue and learning outcomes, alongside syntheses of the relationship between teacher talk and academic achievement (Howe et al., 2019; Tao & Chen, 2024). Both provide reasons to attend to how teachers invite contributions and respond to answers. In this study, varied questions, requests for examples, and opportunities to respond were relevant actions. Score changes were interpreted as achievement during the action process, without separating the influence of each refinement. A meta-analysis of dialogic teaching-and-learning programs in pre-primary and primary schools provides a broader comparison (Xie & Lin, 2025). It helps situate classroom interaction among concerns in instructional development. However, progress in this classroom action research was measured through scores and mastery in the class studied, and was not equated with effect sizes reported in other research.

The four students with final scores of 74 show that score increases do not always produce mastery. Three had final scores above their pre-cycle scores. Their progress was therefore recorded, but their need for support remained. The fourth improved from Cycle I but had not regained the pre-cycle score. These differences emphasize the need to determine follow-up from individual patterns. Using scores to determine support relates to formative assessment. Discussions have covered classroom assessment and pedagogy, as well as formative assessment features and effectiveness in K–12 education (Black & Wiliam, 2018; Lee et al., 2020). In this classroom action research, scores became more useful when translated into instructional decisions. Students scoring 74, for example, need their responses reviewed to identify content requiring reinforcement; final scores alone do not explain the sources of their difficulties. Perspectives on teacher prerequisites for formative assessment are also relevant to using this information (Schildkamp et al., 2020). Productive reflection requires the ability to interpret achievement and determine appropriate support. The practical contribution of learning outcome analysis therefore lies in decisions that can be drawn from the data, including attention to students who have progressed but have not yet met the KKM.

Changes in Participation and the Quality of Student Responses

Observations showed that active participation and attention reached a score of 4 in the final Cycle II observation. By contrast, answering questions and summarizing responses remained at 3 throughout Cycle II. This difference is an important finding because it shows that activity has several dimensions. Opportunities to participate in classroom talk and the ability to produce adequate answers each require attention. Expanded opportunities to respond can be interpreted as an action that opens space for participation. Students could supplement classmates' answers rather than only wait to answer the initial question. Studies of student classroom talk and achievement provide a basis for attending to participation (Šeďová et al., 2019). In the present study, this relationship is discussed at class level because observations did not record each student's individual activity.

Answering and summarizing scores remaining in the good category indicate that greater participation was not followed by a category change for that indicator. This does not mean that responses showed no progress at all. The observation scale only indicates that the rating remained in the same category. Follow-up therefore needs to consider answer completeness, conceptual accuracy, and the ability to provide reasons or examples, using available response evidence. Research has discussed learning to argue through dialogue (Rapanta & Felton, 2022). This review helps explain the pedagogical value of requests for reasons, but its application here is restricted to the form of teacher action. Requesting reasons provides an opportunity to develop explanations; its presence does not establish that students' argumentation or critical thinking improved. Investigations into productive classroom talk and metacommunication also show that communicative competence and subject knowledge can be distinct instructional goals (van der Veen et al., 2017).

In this classroom action research, tests and observations offered two perspectives: tests described subject achievement, while observations described recorded activity. Increases in both do not automatically indicate that the students with the largest activity gains also had the largest score gains. Studies have examined changes in dialogic discourse practice in relation to activation, motivation, and cognitive engagement (Böheim et al., 2021). This literature broadens understanding of instructional interaction, but the present indicators remain interpreted within their scope. Attention scores describe observed attention, and participation scores describe classroom participation. This distinction maintains an appropriate connection between evidence and interpretation. Declines in some scores also informed reflection. Participation at the beginning of Cycle II scored lower than in the final observation of Cycle I, while closing activity declined in the final Cycle II observation. Changes in total scores therefore need to be read alongside indicator details. Attention to analytic indicators in dialogic teaching supports reporting that makes these patterns visible (Tao & Chen, 2023).

Contribution of Classroom Action Research and Implications for Islamic Religious Education

The study contributes an explanation of the relationship between learning evidence, reflection, and refinement of action. It shows how Cycle I results informed varied questions, expanded participation, and student support in Cycle II. Individual scores and detailed activity indicators clarify the progress accompanying this process.cIn Islamic Religious Education, questions need to help students understand concepts and connect

them with appropriate examples. Belief in the Last Day involves knowledge of the belief and explanations of attitudes in everyday life. Probing questions can request reasons or examples, while prompting questions help clarify concepts students do not yet understand. Content accuracy remains the basis for reinforcing responses.

Research has examined dialogue and learning outcomes across elementary school subjects (Amodia-Bidakowska et al., 2023). Their work provides a foundation for considering disciplinary context when using dialogue. In this study, questioning was relevant through its alignment with Islamic Religious Education objectives and content; changes in religious behavior outside the classroom were not measured outcomes. The implication for teachers is to prepare questions with clear functions and use student responses to determine follow-up. Initial questions can check conceptual understanding, probing questions can request explanations, and prompting questions can provide direction when students experience difficulty. Feedback should clarify which parts of an answer are correct and which require improvement. Reviews of educational feedback provide context for the importance of information that supports learning in this way (Wisniewski et al., 2020). Reflection also needs to consider participation and achievement together. Activity scores help teachers examine students' opportunities to participate, while individual scores help identify support needs. Reviews of dialogic pedagogy show the diversity of approaches and measures in this field (Laird-Gentle et al., 2023). In classroom action research, clearly defined actions and indicators enable the information collected to inform improvements in practice.

The collaborator's role enabled the process to be recorded while the researcher implemented the action. Observation results can be used to compare plans with implementation and examine activities requiring refinement. Studies of systematic reflection in teacher professional development provide a conceptual comparison concerning the usefulness of examining evidence of practice, although the present study used tests and observation forms as the basis for reflection (Gröschner et al., 2018). Follow-up for the four students who had not achieved mastery should begin with their answers and then address content reinforcement and appropriate support. At class level, the next focus is to improve response completeness while maintaining participation opportunities. Perspectives on the social implications of dialogic learning situate opportunities to contribute within a broader pedagogical concern (García-Carrión et al., 2020). Here, these implications are formulated as directions for developing practice, rather than as measured social outcomes.

Conclusion

This classroom action research aimed to describe instructional improvement through Probing Prompting and its impact on learning outcomes and classroom activity in Islamic Religious Education at SD Negeri 5 Salamae, Palopo City. The findings reveal that cyclical reflections successfully guided pedagogical adjustments, raising the class mean score from 72.52 pre-cycle to 79.81 in Cycle II, while class mastery increased from 42.86% to 80.95%. Furthermore, active participation reached optimal levels, demonstrating how structured questioning and formative assessment inform effective teaching decisions and enhance conceptual understanding. Nevertheless, the study has limitations, including its class-level observation approach, a narrow focus on a single topic, and the exclusion of long-term behavioral tracking outside the classroom. Additionally, four students remained just below the mastery criterion with scores of 74,

indicating ongoing support needs. Future researchers are recommended to implement individual-level participation tracking, expand investigations across diverse subjects, and explore longitudinal impacts on student development.

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