

Application of the Hot Seat Method in SKI Learning by MAN 2 Soppeng

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ABSTRACT

This study aims to analyze the application of the hot seat method in learning Islamic Cultural History (SKI) at MAN 2 Soppeng and its contribution to the level of mastery of students' material. The research background departs from the need for learning innovations that are able to increase active participation, conceptual understanding, critical thinking skills, and students' courage in expressing opinions. This study uses a qualitative descriptive approach. Data collection techniques are carried out through observation, in-depth interviews, and documentation. Data are analyzed by data reduction, data presentation, and conclusion drawing techniques. The results of the study show that the Hot Chair method is applied through three stages, namely preparation, implementation, and evaluation. In the implementation stage, students take turns sitting in the "hot seat" to answer questions from teachers and classmates, while teachers act as facilitators and discussion directors. The obstacles faced include embarrassment and lack of confidence in some students at the beginning of the application, limited learning time, and significant differences in abilities between students. The solutions carried out include providing motivation, proportional timing, and class management so that all students get the same opportunity to participate. The contribution of the Hot Chair method to SKI learning can be seen from the increase in the accuracy of answers, the ability to explain material in their own language, analytical skills, and the courage of students to express their opinions. This method also encourages active participation, boosts confidence, and creates an interactive and fun learning atmosphere. These findings indicate that the Hot Chair method is effective in improving mastery of SKI material and is suitable as an alternative to active learning strategies in madrasah.

Keywords: *Hot-Chair method; Material mastery; SKI.*

INTRODUCTION

Education is a process that not only focuses on knowledge transfer, but also on the formation of students' character, values, and social skills. In the context of Islamic education, learning is directed to instill faith, piety, and noble morals, as well as developing critical thinking skills that are relevant to the demands of the times. One of the subjects that has a strategic role in achieving this goal is Islamic Cultural History (SKI). Through SKI, students are expected to be able to understand the journey of Islamic civilization, internalize exemplary values, and make them a guideline in daily life (Aisy et al., 2023). However, the reality in the field shows that SKI learning often takes place with a conventional model that is predominantly lecture (Wulandari, n.d.).

This pattern tends to place students as passive recipients of information, so

that interaction, participation, and mastery of the material are less optimal. At the qualitative level, this condition has an impact on the lack of emotional involvement of students in the learning process, low motivation to dig deeper into the material, and limited opportunities to practice high-level thinking skills (Mustofa et al., 2023).

One of the learning strategies that can overcome these obstacles is the Hot Seat method. This method puts a student in a central position (hot seat) to answer questions from teachers and peers regarding the subject matter. The interaction created is direct, spontaneous, and requires students to organize knowledge, present arguments, and respond quickly (Zidni, 2021). From a qualitative perspective, this method builds a more lively classroom dynamic, fosters the courage to speak, and strengthens confidence (Rahman, 2014). Empirical experience at MAN 2 Soppeng shows that the application of the Hot Chair method is able to change the atmosphere of SKI learning to be more interactive. Students who previously tended to be passive began to dare to ask questions, express opinions, and relate historical material to the current context. This active involvement has an impact on improving conceptual understanding, mastery of event details, and the ability to analyze Islamic historical figures and dynamics (Fatoni et al., 2014).

The Hot Chair method is also closely related to active learning theory which emphasizes the importance of students' direct involvement in the learning process. Silberman stated that effective learning is learning that involves the active participation of students in compiling the meaning of the information obtained. By placing a student in a Hot Chair, they are forced to think fast, connect concepts that have been learned, and convey them clearly to the audience (Riptyawati, 2014). In addition to improving critical thinking skills, this method also plays an important role in developing students' communication skills. When a student is in the Hot Seat, they must be able to come up with logical and argumentative answers in no time. According to research by Walker and Taylor, the communication skills of students who use the Hot Chair method increase by 50% compared to those who use the passive learning method (Rofian et al., 2024).

The Hot Chair Method has several indicators that are benchmarks, which are as follows: *First*, Student Active Participation. *Second*, mastery of the material. *Third*, Social Skills. *Fourth*, the learning atmosphere (Muftianti, 2024). The Hot Chair method carried out by SKI teachers in improving students' mastery of SKI subjects. This success is shown by the fulfillment of several aspects such as: Knowledge, Understanding, Application, Synthesis and Evaluation (Riptyawati, 2014).

Considering the benefits identified through qualitative observation, this study focuses on exploring in depth the application of the Hot Chair method in SKI learning at MAN 2 Soppeng. The focus of the study includes implementation steps, their advantages and disadvantages, and contribution to improving material mastery. This research is expected to provide a comprehensive picture that is not only practically relevant for SKI teachers, but also enriches the treasures of active learning methods in Islamic education.

METHODS

Subject of Research

The methodological framework for this study is qualitative descriptive research, focusing on depicting phenomena through the direct, word-for-word expressions of informants, thereby capturing their opinions as elicited by the researcher's questions. The study employs a dual-pronged theoretical approach: a psychological approach and a sociological approach. The psychological approach is utilized to explore the impact of the Hot Seat method on student comprehension at MAN 2 Soppeng. This perspective offers deep insights into not only individual student behavior but also their interactions within the social environment and the values embedded in the educational context. Complementarily, the sociological approach is adopted to understand the dynamics of interaction between the students and teachers at MAN 2 Soppeng, providing a broader context for the pedagogical process.

The research was conducted at Madrasah Aliyah Negeri (MAN) 2 Soppeng, located in Lalabata District, Soppeng Regency, South Sulawesi Province. This formal Islamic-based secondary educational institution, under the Ministry of Religion, was selected due to its heterogeneous student characteristics and its known application of various innovative and participatory learning methods, including the Hot Seat technique, which is the study's central focus. Primary data sources, serving as the research participants, include the Principal, Educational Staff and Teachers, and students of MAN 2 Soppeng, ensuring a comprehensive view from multiple stakeholders within the institution.

Instrument

The research instruments used to gather comprehensive information consisted of observation, interviews, and documentation. These instruments were applied systematically to collect rich, contextual data on the learning process and the Hot Seat method's implementation.

Data sources were categorized into primary and secondary. The primary data was directly obtained from the participants—the Principal, teachers, and students of MAN 2 Soppeng—through the instruments described above. Secondary data was sourced from various academic and institutional materials, including relevant literature, articles, websites, books, academic journals, and institutional reports pertinent to the study's topic, thereby providing theoretical grounding and contextual information..

Data Collection and Analysis

The process of data collection involved the systematic application of observation to record the implementation of the Hot Seat method and participant interactions, in-

depth interviews to capture the lived experiences and perceptions of the participants in their own words, and documentation review to gather supplementary institutional and contextual records.

The data analysis was carried out using the Miles & Huberman model, a systematic process specifically suited for qualitative data. This model comprises three concurrent flows of activity: data reduction, where the collected data is summarized, focused, and transformed to make it manageable; data display (presentation), which involves organizing and compressing the information to permit conclusion drawing; and conclusion drawing/verification, where the researcher determines what the data means, verifies these conclusions by checking against the raw data, and solidifies the findings.

To ensure the validity and trustworthiness of the data, a strategy of triangulation was employed. This involved source triangulation, comparing information obtained from different types of participants (e.g., students, teachers, and the Principal), and techniques triangulation, comparing the findings gathered through different data collection methods (observation, interview, and documentation). This rigorous approach guarantees that the research results are reliable and accurately represent the actual conditions observed in the field..

RESULTS AND DISCUSSION

Steps for Implementing the Hot Chair Method in Man 2 Soppeng

The application of the Hot Chair method in learning Islamic Cultural History (SKI) at MAN 2 Soppeng takes place systematically and planned. The process starts from the teacher's preparation stage which includes the preparation of a Learning Implementation Plan (RPP) by integrating the Hot Chair method into the learning scenario.

Teachers choose SKI material that is relevant to learning outcomes, such as important events in Islamic history, influential figures, and the development of Islamic civilization, then compile a question instrument that measures mastery of the material from the level of knowledge to analysis. Questions are designed in such a way that they demand not only memorization of facts, but also explanations, relevant examples, and critical analysis. In addition, teachers set up classrooms to support active interaction, by placing a special chair as a "hot seat" in a position that is the center of attention for all students. The following are the steps of the hot chair method, namely:

1. Teacher's Understanding of the Hot Chair Method

The teacher's understanding of the hot chair method greatly determines the success of its application in the learning process. This method requires teachers to not only understand the basic concept of giving students the

opportunity to sit in the Hot Chair and answer questions spontaneously in front of the class but also master the implementation techniques effectively. Teachers need to know the purpose of this method, which is to train the courage to speak, increase student activity, and foster critical thinking skills. This is in line with an interview from Sukardi Mustafa who explained that:

"I explained the purpose of this method in detail before the activity started. In addition, I also explained the role, for example, who would be the questioner, who would sit in the hot seat as an answerer, and who would be an observer. I did this so that there would be no confusion during the activity. By understanding each other's roles, students can prepare better and be better prepared to follow the flow of discussions. It seems very positive. Students become more confident because they know what to do. The classroom atmosphere also becomes more conducive because all students understand their roles. I see them becoming more active and involved in discussions. This initial explanation, in my opinion, is crucial for the success of the hot seat method in learning".

Based on the results of the interview above, it can be concluded that the teacher's understanding also includes the ability to create a supportive classroom atmosphere, so that students feel safe and confident when performing in front of their peers. Without a good understanding, the hot chair method can be a stressful and counterproductive activity, resulting in an inability to achieve the expected learning objectives.

2. Application in learning

The application of the hot chair method in learning is an interactive strategy that puts one student at the center of discussion to answer questions or express opinions related to the subject matter spontaneously. This method is designed to improve students' critical thinking skills, speaking skills, and courage in expressing opinions in public. In its implementation, teachers give certain roles to students and divide discussion groups to create an active and participatory learning atmosphere.

The hot chair method also encourages students to prepare more deeply for the material, so that the understanding of concepts can be more internalized. Thus, this method not only focuses on mastering cognitive material, but also forms the character of students who are communicative, confident, and reflective in the learning process. This is in line with what was explained by Nurul Fadillah that:

"After being explained about the hot chair method, we were immediately asked to practice it right away. Teachers have made various

preparations beforehand, such as preparing a special chair at the front of the classroom as a place for students who will be in the 'hot seat' position, as well as distributing materials to be discussed. Although at first we felt confused because we were not used to this method, over time we began to understand the flow. With the passage of time and repeated practice, we became more confident and able to participate in these activities better. After the explanation of the hot chair method was given, the teacher immediately directed us to practice it right away. Previously, the teacher had prepared everything, from the chairs placed in front of the class to the distribution of the material to be discussed. The implementation is also quite structured; Teachers divide students in turn based on the order of absence, where each session consists of five students sitting in hot seats. Each student was given two questions to answer, then after that they were replaced by the next five students in order of absence. Thus, all students get the same opportunity to participate in the activity. Although we were confused at first, over time we began to understand the mechanism and were able to follow the process better."

Based on the results of the interview above, it can be concluded that after the teacher gave an explanation of the hot chair method, students were immediately directed to practice it at that moment. Previously, teachers had made various preparations, such as preparing a special chair at the front of the class as a place for students who would sit in the hot chair position, as well as distributing materials that would be the focus of the discussion. The implementation of activities is carried out in a structured manner, where teachers divide students' turns based on the order of absence. In each session, five students sit in hot chairs and are each given two questions to answer. After the session was over, the next five students continued the activities in the predetermined order.

3. Class management in hot chair discussions

Classroom management in the application of the hot chair method is essential to create a conducive, active, and directed discussion atmosphere. Teachers need to ensure that all students understand the procedure of the activity, from the appointment of students sitting in the hot seat to the role of other students as questioners or responders. In order for the activity to run smoothly, teachers must set clear rules of the game, such as speaking time, ethics of asking questions, and an attitude of respecting the opinions of others.

Seating arrangements also need to be organized so that the focus is centered on the students in the hot seats without neglecting the participation of other students. In addition, teachers need to be active facilitators, provide

direction, record important points, and keep discussions from deviating from the topic. With good classroom management, the hot chair method can increase student engagement, train critical thinking skills, and build confidence in expressing opinions orally. Nur Fadillah as one of the students of MAN 2 Soppeng explained that:

"The teacher also gave appreciation in the form of applause every time the students answered correctly, so that the classroom atmosphere became more positive and motivated us to participate more actively. To maintain efficiency, teachers also divide the discussion time well so that the activity runs smoothly and all sessions can be completed according to the specified time".

Based on the results of the interview, in the implementation of the hot chair method, the teacher also gave appreciation to students who managed to answer questions correctly, one of which was through applause from the entire class. This simple form of appreciation creates a positive learning atmosphere and encourages student motivation to participate more actively in discussions. In addition, to maintain the efficiency and effectiveness of the activity, teachers manage the allocation of discussion time well.

The implementation stage began with opening activities in the form of greetings, prayers, and learning motivation, followed by perception to connect new material with previous knowledge. The teacher gives a brief explanation as a discussion starter, then students are given about fifteen minutes to observe and read the material in the module or teaching material. After that, the core session begins: a student sits in a hot chair to answer questions asked by the teacher or classmates. The nature of the questions varies, ranging from historical facts, understanding concepts, relationships between events, to analyzing the impact of an event in Islamic history. Students who sit in the hot seat must answer spontaneously without written notes, so they are trained to think quickly, express opinions clearly, and build confidence in public speaking. If students are unable to answer, questions are transferred to their team members, creating active participation and cooperation between students.

The evaluation stage is carried out directly during the learning process. The teacher assigns a score for each answer a full score for a correct answer, a partial score for an incorrect answer, and a score of zero for an incorrect or no answer. This assessment motivates students to make their best efforts in answering questions. After all the question and answer sessions are completed, the teacher validates the answers, corrects misconceptions, and delivers the conclusion of the material. As a form of appreciation, teachers give awards to the best students or teams based on the quality of answers, scores obtained, and

activeness during the activity. Research shows that the application of the Hot Chair method at MAN 2 Soppeng is effective. This success is influenced by the teacher's consistency in carrying out each step in a structured manner, a positive learning atmosphere, and the active involvement of students in all roles, both as questioners, answerers, and listeners. Students show increased public speaking courage, the ability to answer spontaneously, and the ability to analyze material. In addition, the classroom atmosphere becomes more lively and interactive, accompanied by healthy competition between groups. This method has succeeded in changing SKI learning from being passive to dynamic and collaborative, so that it has a direct impact on improving material mastery and student learning motivation.

Advantages and Disadvantages of the Hot Chair Method at MAN 2 Soppeng

The most prominent advantage is the increased active participation of students. Students who previously tended to be passive or reluctant to speak became encouraged to express opinions and answer questions. This happens because of the positive pressure and a healthy competitive atmosphere, where every student has an equal opportunity to perform in the hot seat. The next advantage is the strengthening of critical thinking and oral communication skills. Students are required to provide logical, argumentative, and structured answers in a short time. This activity trains them to process information quickly, connect concepts between historical events, and relate them to the current context.

In addition, this method increases self-confidence. Students who are initially hesitant to speak in public begin to get used to being the center of attention in a safe and supportive atmosphere. Teachers and friends act as a supportive audience, thereby reducing students' anxiety. The classroom atmosphere became more lively and fun. Many students stated that this method makes SKI learning feel like an exciting but still educational "game", thus reducing boredom and monotony.

1. Level of Understanding of SKI Material

The understanding of the Islamic Cultural History (SKI) material reflects the extent to which students are able to master and interpret important events in Islamic history comprehensively. This understanding is not only limited to the ability to memorize facts such as the names of characters, dates, and locations of events, but also includes an understanding of the background, meaning, and impact of these events on the development of Islamic civilization and the life of mankind in general.

Students who have a good understanding of SKI material are able to relate historical values to the context of today's life, as well as demonstrate critical thinking skills through analysis and reflection on various historical dynamics.

Thus, understanding SKI material plays an important role in shaping character, strengthening Islamic identity, and fostering historical awareness in students. This is in line with what Nurul Fadillah said who stated that:

"After participating in the discussion with the hot chair method, I felt that I understood the material discussed better. The interactive discussion atmosphere and the opportunity to hear various opinions from friends made me able to capture the essence of the material more clearly. In fact, I feel more confident to re-explain the content of the material in my own words. To be honest, we didn't really understand the material in depth when following the hot chair method. Most of us only rely on what is written in the book because we have already memorized the material before the SKI lesson schedule starts. So, even though we were able to answer the question, our understanding was more superficial and had not really come to the full mastery of the concept".

Based on the results of the interview, it can be seen that the implementation of the hot chair method makes a positive contribution to improving students' understanding of learning materials. The interactive discussion atmosphere and the opportunity to listen to various opinions from classmates also help students to grasp the core of the material more clearly. In addition, the experience of participating in this activity also increases students' confidence in reinterpreting the content of the material in their own language. However, there is also an acknowledgment from students that their understanding of the material is still superficial.

2. Development of Critical Thinking Skills

The development of critical thinking skills is one of the important goals in the educational process, including in the learning of Islamic Cultural History (SKI). Critical thinking skills include the ability to analyze information, evaluate arguments, make logical decisions, and express opinions rationally and responsibly. In the context of SKI learning, these skills can be developed through activities such as group discussions, question and answer methods, case studies, and reflections on historical figures or events.

Through this approach, students are invited to not only passively receive information, but also assess the truth and relevance of the material, compare various perspectives, and develop an open and analytical attitude. Thus, the development of critical thinking not only deepens the understanding of the material, but also fosters intellectual abilities that are essential for life in a democratic and dynamic society. This is in line with the opinion of Nurul Fadillah who stated that:

"I feel that I have not been able to provide an in-depth argument or

analysis of the material provided. Although I can understand the content of the material in general, when asked to explain more or relate it to a broader context, I still have a hard time. This shows that my understanding of the material is not yet fully in-depth and still needs to be improved through more intensive practice and learning. I feel able to connect the historical events I learned with the current situation. Through discussion methods such as hot chairs, I am encouraged to think more critically and see the relevance between historical material and current social and political conditions. This helped me understand that history is not just a past, but has a strong connection to our lives today."

Based on the results of the interviews, it was found that some students still had difficulties in delivering arguments or conducting in-depth analysis of Islamic Cultural History material. Although they are generally able to understand the content of the material, when asked to explain in detail or relate it to a broader context, some of them still face challenges. This shows that their understanding is not yet fully deep and still needs reinforcement through critical thinking exercises and continuous learning.

3. Improved ability to use historical facts

Improving the ability to use historical facts is an important aspect in learning Islamic Cultural History (SKI), because historical facts are the basis for building a strong understanding and valid arguments. This ability reflects the extent to which students are able to identify, remember, and apply factual information such as the names of characters, times, places, and important events in Islamic history accurately.

More than that, students are also expected to be able to relate these facts to relevant contexts and values, as well as use them as a basis for formulating opinions or solving problems. Through activities such as historical source analysis, text-based discussions, and presentations based on historical data, these skills can be systematically improved. Thus, the use of historical facts not only strengthens students' memory, but also trains them in logical, objective, and responsible thinking in understanding the course of Islamic civilization. This is in accordance with the opinion of Nurul Fadillah who stated that:

"I realize that I have not been fully able to show the historical facts in a strong way in the arguments I present. Even though I have a basic understanding of the material, when asked to formulate an opinion supported by data or historical evidence, I still find it difficult. This shows that I need to learn more in developing critical thinking skills and relating historical information to logical and structured arguments. I feel able to show analytical

skills that are in accordance with the historical context. Through the learning carried out, especially when using discussion methods such as hot chairs, I am encouraged to not only understand events chronologically, but also analyze their background, causes, and impacts. It helped me to look at history more thoroughly and develop a critical mindset towards the events of the past."

Nevertheless, the study also identified some shortcomings. First, time constraints are a challenge. Because the question-and-answer session requires a sufficient duration, not all students get a turn to appear in one meeting. Second, the varied readiness of students makes some students answer less than optimally, especially for those who do not master the material or feel nervous. Third, classroom management needs to be done properly. Teachers must ensure that the discussion remains focused, avoid questions that are too simple or out of context, and keep the atmosphere of the competition from causing excessive stress. Despite the shortcomings, researchers found that these obstacles can be overcome with careful planning, clear direction, and regular application of this method so that students become more accustomed to it.

Contribution of the Hot Chair Method in Improving Student Understanding at MAN 2 Soppeng

The hot chair method makes a real contribution to improving the quality of SKI learning at MAN 2 Soppeng. First, this method improves students' conceptual understanding through hands-on activities. By placing students as active resource persons who answer questions spontaneously, they are encouraged to understand the substance of the material in depth, rearticulate it with their own language, and relate concepts logically.

1. Improving Conceptual Understanding Through Hands-on Activities

When students are able to connect concepts, reexplain material, and express opinions argumentatively, this shows that they have experienced the process of internalizing knowledge. Thus, the hot chair method is not only a means of discussion, but also an effective learning strategy in building conceptual understanding and critical thinking skills simultaneously.

Based on the results of an interview with a student named Muh. Tang and Astrid Ananda, revealed that the application of the hot chair method is able to encourage students to understand the content of the lesson more deeply. Both stated that having to answer questions in person in front of classmates made them more motivated to study seriously. This situation creates positive pressure that demands cognitive and emotional readiness, so that students are encouraged to not only read the material, but also understand it thoroughly. This

process shows that the hot chair method is able to foster a spirit of learning that comes from within the students, or what is known as intrinsic motivation.

2. Train Students' Memory and Focus on the Material

One of the students, Muh. Fitra Asri, revealed that the prohibition of opening books during the implementation of the hot chair method encouraged her to fully rely on her memory and personal understanding of the subject matter. In this condition, students are required to access the information they have learned without the help of notes or written references, so that the learning process shifts from simply remembering information to a deeper conceptual understanding. This strategy stimulates students' cognitive abilities in terms of information retention, as well as tests the extent to which they really understand the content of the lessons that have been delivered beforehand.

This situation also forms more focused and responsible learning habits. When students find out that they can't rely on books during the discussion, they're automatically encouraged to prepare more seriously before the activity begins. This creates a learning environment that emphasizes individual independence and accountability in the learning process. Thus, the application of this rule is not only technical, but also contains strong pedagogical values in forming discipline attitudes, sense of responsibility, and readiness for students to learn in a sustainable manner.

3. Encourage Active Engagement in Learning

Before the implementation of the hot seat activity, teachers generally give students between 5 to 10 minutes to review the learning material. This short time is used as a form of initial preparation, both mentally and cognitively, which aims to help students be more focused and ready to face the question and answer process directly. This opportunity not only provides space for students to recall the important points of the material, but also builds confidence because they feel they have enough provisions before appearing in front of the class.

This exercise has proven to be effective in strengthening students' memory of the subject matter. Knowing that they will be tested in person without being allowed to open the book, students are encouraged to be more serious in understanding and memorizing important information. This situation stimulates medium- and long-term memory work, as students are trained to access the knowledge they have previously learned in the context of active discussion. Therefore, providing preparation time before the hot chair method not only serves as a technical introduction, but also as a pedagogical strategy to optimize students' mastery of the material and academic readiness. Bottom of Form

4. Building Confidence and Oral Communication Skills

Speaking in front of a class is one of the significant challenges faced by many students, especially for those who have a shy character or lack confidence. Activities like these often lead to anxiety, fear of being wrong, and concerns about peer judgment. However, the hot chair method provides a learning space that allows students to face the challenge gradually. With the role of resource persons in class discussions, students are trained to express opinions, answer questions, and express ideas openly in public.

Several students such as Ahmad Fauzhan, Puspa Indah, and Al Fattah Rizqi revealed that although they were nervous at first, they were finally able to appear more confident because they understood the flow of activities and their role in the discussion. This shows that the hot chair method indirectly also trains students' oral communication skills, the ability to convey ideas in a coherent manner, and trains the courage to speak in public.

5. Developing Critical and Responsive Thinking Skills

Hot chair activities encourage students to go beyond the process of passively remembering information, by directing them to critical processing of information. In this method, students are required to respond quickly to questions, formulate logical answers, and express opinions based on pre-built understandings. This process requires students to not only understand the material on the surface, but also to evaluate, connect, and interpret information in depth. Thus, the hot chair method acts as a tool to activate higher order thinking skills, such as analysis and synthesis.

Apart from being an answerer, students are also involved in the role of questioners who must prepare questions relevant to the learning material. This activity trains students to identify key points in the material, formulate meaningful questions, and test classmates' understanding constructively. With this dynamic two-way interaction, the classroom atmosphere becomes more participatory and reflective. The ability of students to respond and structure questions critically is an important indicator that they not only receive information, but are also able to use it in the context of argumentative and cooperative discussions. Furthermore, the hot chair method has been shown to involve the development of higher-order thinking skills (HOTS), such as analysis, synthesis, and evaluation. This competency is particularly relevant to the demands of 21st century education that emphasize the importance of critical thinking, problem-solving, and independent decision-making skills. By facilitating students to answer questions spontaneously and based on understanding, this method helps to form individuals who are not only able to

remember information, but also process, evaluate, and present it in the form of logical and reasoned argumentation.

6. Provide Immediate Feedback and Authentic Evaluations

Teachers usually give a live assessment of the students' answers during the hot seat discussion. This assessment is conducted openly in front of the entire class, thus creating an atmosphere that encourages students to be more serious and focused in answering each question. Knowing that each response will be assessed immediately, students feel compelled to prepare themselves to the maximum and answer more carefully and on target. This mechanism not only improves the quality of students' responses, but also strengthens their sense of responsibility and motivation to learn in an active and competitive learning context.

Bottom of FormAs revealed by Aisyahnur Syakinah, the application of direct assessment in hot seat activities provides psychological encouragement for students to provide appropriate and quality answers. The realization that each response will be evaluated directly by the teacher creates an intrinsic motivation for students to prepare more seriously before participating in the discussion. This real-time evaluation also helps students understand the expected answer standards, as well as form a habit to think before speaking and convey information in a structured manner.

The hands-on assessment applied in the hot seat method not only serves as a measuring tool for material understanding, but also as a form of constructive feedback. Through immediate evaluation, students can find out their strengths and weaknesses in answering, so they have the opportunity to improve themselves continuously. In addition, this system also fosters individual responsibility for learning outcomes, as students are not only assessed based on the final product, but also on the thinking process and communication skills they display during the discussion.

CONCLUSION

The application of the hot chair method at MAN 2 Soppeng is carried out through structured stages, starting from the preparation of lesson plans, the selection of materials, the preparation of question instruments, to the arrangement of classrooms. The implementation began with perception, motivation, a brief explanation of the material, then a spontaneous question and answer session in the hot seat that required students to think quickly, critically, and communicatively without the help of notes. Evaluation is carried out by direct assessment, validation of answers, and awarding, so that all students are actively involved as questioners, answerers, or listeners. This method has advantages such as increasing active

participation, critical thinking skills, verbal communication, confidence, and making the classroom atmosphere more lively. Students find learning more interesting and not monotonous. However, the shortcomings include time constraints, differences in student readiness, and the need for good classroom management. These barriers can be overcome through careful planning, clear direction, and regular implementation. Its contribution to SKI learning includes improving conceptual understanding, strengthening memory and focus, active involvement of all students, developing confidence and communication skills, improving critical and responsive thinking skills, and providing constructive direct feedback. Thus, the hot chair method has proven to be effective in forming active, meaningful, and competency-oriented learning as a whole.

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