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Implementation of The Active *Giving Questions and Getting Answers Strategy* to Increase The Learning Activities Students of SMA Negeri 5 Kendari

AUTHORS INFO

Maluddin Hamid
Ummushabri Boarding School
udinhamid563@gmail.com
+6285342790240

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Abstract

Learning activities are very important in determining student success in learning. The Giving Questions and Getting Answers learning strategy can help students to be active in learning. This classroom action research aims to increase the learning activities of class XI IPA3 students of SMA Negeri 5 Kendari through active learning strategies of asking questions and getting answers. The subjects of this study were all students enrolled in the even semester of the 2013/2014 academic year class XI IPA3 SMA Negeri 5 Kendari with a total of 42 students, consisting of 11 male students and 31 female students. The initial data collection technique was carried out through interviews and observation. The data source for this research was observation sheets of student learning activities in Cycle I, cycle II, and Cycle III. The data obtained were analyzed using descriptive data. The results of this study concluded that there was an increase in student activity from cycle I to cycle II and to cycle III, where the average student activity increased from cycle I to cycle II, namely 0.13, and from cycle II to cycle III, by 0.41.

Keywords: Giving questions and getting answers, Learning activity

A. Introduction

A teacher is required to always improve the quality of learning. Teacher quality can be viewed from two aspects, namely in terms of process and terms of results. The teacher is said to be successful if he can involve students to be active in learning. The teacher is also said to be successful if the learning he provides can change the behaviour of most students towards better mastery of basic competencies (Kusuma & Aisyah, 2012).

The teacher's role in the learning process is no longer as a lecturer who provides knowledge to students but also acts as a facilitator and mediator to guide students to gain knowledge. Very professional teachers are synonymous with educational roles such as guiding, fostering, nurturing, or Teacher (Semaranatha et al, 2016).

Based on the results of initial observations that were made in class XI IPA_3 SMA Negeri 5 Kendari, there were problems such as some students being noisy and not paying attention to the teacher when the teacher was explaining the material, students did not dare to ask questions to the teacher if they did not understand the material that had been presented. From the observation results it is also known that the use of learning models is not by the material being

taught, namely the teacher only uses the lecture method without involving students in the learning process and the lack of student interest in receiving lessons. The use of lecture learning models causes students to be passive and lack confidence in learning activities. This indicates that student learning activity is low.

One way that can be done to increase student learning activities is the application of interesting and fun learning strategies. A learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. The learning strategy is a set of learning materials and procedures that are used together to produce learning outcomes for students. One strategy that can be used as an effort to increase learning activities is the Giving Questions and Getting Answers strategy.

The Giving Questions and Getting Answers strategy (asking questions and getting answers) is a learning strategy that can create an active learning atmosphere. This strategy requires students to ask and answer questions raised by their friends. This strategy can involve active student participation from the beginning of learning (Laili, 2015). Furthermore, the Multilevel strategy is learning in small groups by increasing maximum cooperation through learning activities by friends themselves to achieve basic competencies (Anomsari, 2011).

Sihombing's research (2020), shows that the application of the learning model cooperative Giving Questions and Getting Answers can improve student learning activities. Observation results Cycle I obtained data that there were 30 people (83.33%) students for the criteria of being quite active, and 6 people (16.66%) active students. While in cycle II the increase in data from observations of student activities shows 6 people (16.66%) students for quite active criteria, 27 people (75%) students for active criteria, and 3 people (8.33%) students for very active criteria.

Based on the background of the problems above, the authors wish to conduct research with the title " Implementation of Active *Giving Questions and Getting Answers Strategies* to Increase the Learning Activities Students of SMAN 5 Kendari".

B. Literature Review

1. Giving Question and Getting Answer Strategy

Giving Question and Getting Strategy Answer was invented by Spencer Kagan, a Swiss national in 1963 is a learning method that can stimulate, provoke and invite students to participate actively. This learning method was developed to train students to have the ability and skills to ask and answer questions. this method can also be used as a benchmark to determine the level of knowledge of every student in a class (Suprijono, 2012).

The Giving Questions and Getting Answers (GQGA) strategy is learning that uses two cards in the form of question cards and answer cards where each card has only one chance to be used. The Giving Questions and Getting Answers (GQGA) strategy according to Suprijono (2015) was developed to train students to have the ability and skills to ask and answer questions. The Giving Questions and Getting Answers (GQGA) strategy begins by giving two cards to each student in the form of question cards used to write questions and answer cards to write answers to questions. Each student is required to ask and answer questions.

Papers that already contain questions are collected by the teacher, after the cards are collected the teacher gives the question cards randomly the teacher appoints one of the groups to read the question cards obtained. The teacher gives instructions to students who can answer or the teacher can appoint one of the groups to answer the questions read. Students are required to write down answers to questions that students answer on answer cards then two question cards and answer cards are handed over to the teacher. If in the implementation of learning, students experience confusion in answering existing questions, the teacher is in charge of guiding and directing students to ask or answer questions (Syafitri, 2017).

2. Learning Activity

To change behaviour through action is the principle of learning. Whether or not there is learning is reflected in the presence or absence of activity. Without activity, learning is not possible. So that in teaching and learning interactions activity is an important principle (Sardiman, 2011).

The use of methods, teaching and learning approaches and learning orientation causes the learning activities of each student to be different. The dissimilarity of student learning activities gives birth to levels of learning activities that move from low learning activities to high learning activities (Djamarah, 2010).

Learning activities sharpen all individual potential so that certain behavioural changes will occur in learning, in terms of these students need to get the opportunity to do activities. Learning activity is all series of activities or activities aware of what someone is doing resulting in changes in himself, in the form of changes in knowledge or skills (Ariaten et al, 2019).

Activities or learning activities can be done in class or outside of class. Taking advantage of the surrounding environment and inviting children to observe the environment is improve balance in activities learning, meaning that learning does not only happen in the classroom (Hermaliza et al, 2019). (Sakinah, 2020), states activities student learning, both inside and outside the classroom class is in principle a means of self-development.

C. Methodology

1. Research Design

This research was conducted in the even semester of the 2013/2014 academic year at SMAN 5 Kendari. The subjects of this study were all students of class XI IPA_3 at SMA Negeri 5 Kendari with a total of 42 students, consisting of 11 male students and 31 female students. This research is a class action research (CAR) which was carried out in three cycles. Each cycle consists of planning, action, observation and reflection stages.

2. Instruments

The instruments used in this study are divided into two types, namely instruments related to the implementation of learning and instruments to measure learning activities and outcomes. The first type of instrument is a learning tool consisting of an active *Giving Questions and Getting Answer strategy RPP in the Direct Instruction* learning model and an active *Giving Questions and Getting Answer strategy worksheet* in the *Direct Instruction learning model*. While the second instrument is an evaluation tool that consists of a learning outcome assessment rubric.

3. The Technique of Data Analysis

The data obtained in this study were analyzed using descriptive statistics which were intended to provide an overview of the increased learning outcomes of students who were taught using the active *Giving Questions and Getting Answers* strategy, while the value of student activity and teacher activity during learning was obtained using observation sheets. during learning.

The steps in analyzing student learning outcomes and learning activities are as follows:

1. Make tabulations of data in the form of scores of learning outcomes for each question item in the appendix.
2. Calculating the average value of student learning activities and outcomes with the formula:

$$\bar{X} = \frac{\sum_{i=1}^{n} X_i}{n}$$

Information :

$\bar{X}$= average value obtained by students

n = total number of students

X_i = value obtained by each student (Sudjana, 1996)

3. Classify the average student activity score as follows:

$1 \leq Xi < 2$: less

$2 \leq Xi < 3$: Enough

$3 \leq Xi < 4$: Good

Xi = 4: very good (Ramli, 2006)

D. Findings and Discussions

1. Findings

Data regarding the activities of class XI IPA3 SMA Negeri 5 Kendari during learning takes place with active learning strategies Giving Questions and Getting Answers in the Direct Instruction learning model are taken using observation sheets by giving a score to each aspect of the activity carried out by students with predetermined criteria.

An overview of the description of the average value of each aspect of student activity with the active learning strategy *of Giving Questions and Getting The answers* to the *Direct Instruction* learning model from cycles I, II, and III can be seen in the graph below :

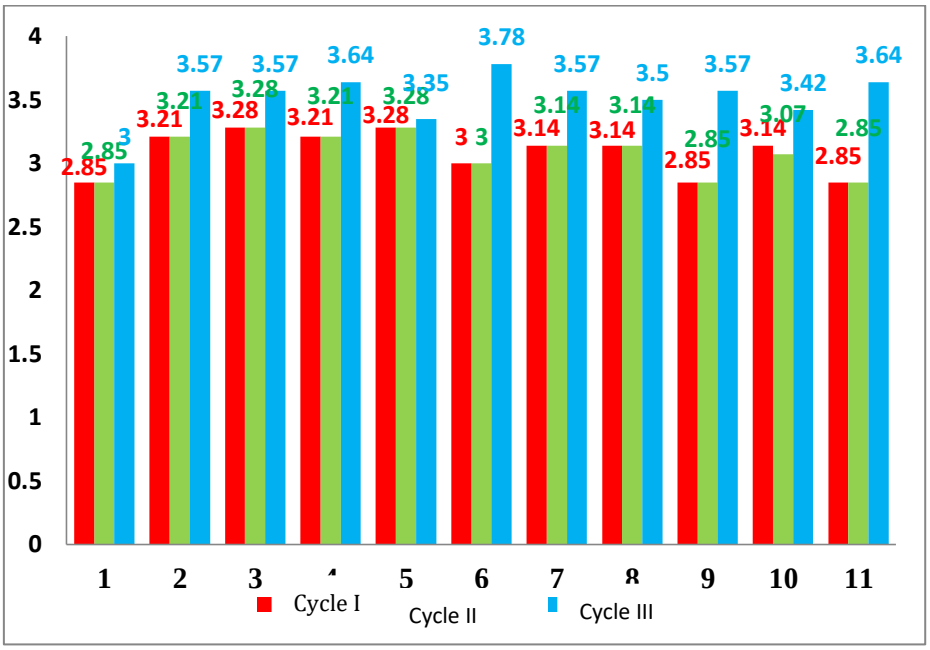

Figure 1 Graph of student activity development cycles I, II, and III during the learning process.

From the graph above it can be seen that the average student activity in cycles I, II, and III is different and there is always an increase. From the research conducted where there were 11 components observed for activity, which of each of these components was the steps of the learning strategy used in this study? The components observed were students paying attention and recording learning objectives, students paying attention to the explanation of the material explained by the teacher, students doing training, students receiving learning tools distributed by the teacher, students listening to the teacher's directions about the strategies used, students filling out identities into the paper which are distributed and students write on paper about things that have not been and have been understood, students work in groups and each group chooses two cards, the first card is for asking and the second card is for answering, which is used later during class discussions, students conduct discussion sessions, students pay attention to the reinforcement carried out by the teacher, students carry out feedback, and students and teachers conclude learning objectives.

Based on the graph above, it can be seen that the lowest average student activity in cycle I am in the first aspect (students pay attention and record learning objectives), ninth aspect (students pay attention to reinforcement carried out by the teacher) and last aspect (students and teachers conclude learning objectives). For the highest activity, namely the third aspect (students conducting training) and the fifth aspect (students listening to the teacher's directions about the strategies used).

Student activity in cycle II shows that every aspect is the same as in cycle I. where the lowest average student activity is in the first aspect (students pay attention and record learning objectives), ninth aspect (students pay attention to the reinforcement carried out by the teacher) and the last aspect (students and teachers conclude learning objectives). For the highest activity, namely the third aspect (students conducting training) and the fifth aspect (students listening to the teacher's directions about the strategies used).

In cycle III student activity, every aspect experienced an increase from cycle I and cycle II. It can be seen in the graph, the lowest aspect in cycle III is the first aspect (students pay attention and record learning objectives), while the highest aspect is the sixth aspect (students fill out their identities on the paper distributed and write on the paper about the things that not yet understood).

This can also be seen in Figure 2 which shows an increase from cycle I, cycle II and cycle III. A description of the increase in the average score of student activity from cycle I to cycle II and cycle III

Based on the graph above, it can be seen that there was an increase in student activity from cycle I to cycle II and to cycle III, where the average student activity increased from cycle I to cycle II, which was 0.13, and from cycle II to cycle III, 0.41.

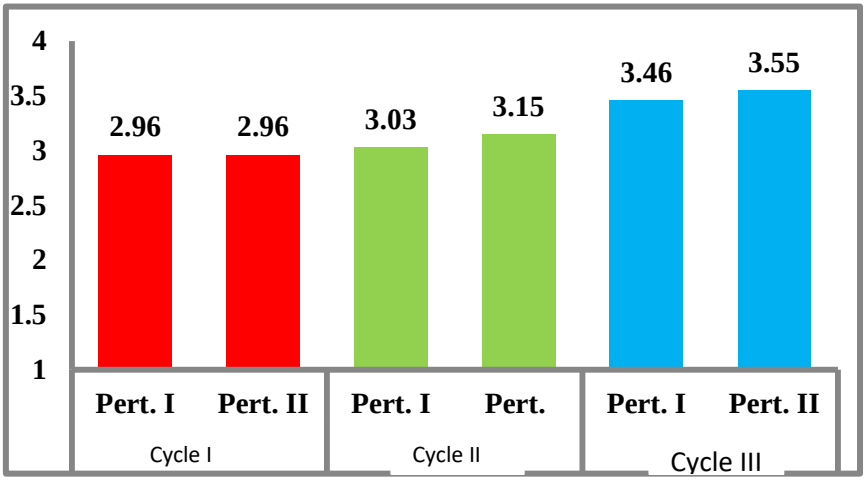

Figure 2. Graph of the average development of student activities in cycles I, II, and III during the learning process.

2. Discussion

This research is a classroom action research conducted to achieve mastery of learning and student activities using active learning strategies *Giving Questions and Getting Answers* on the *Direct Instruction* learning model, on the subject of the human respiratory system. This research was conducted in three cycles, each of which consisted of two meetings with research procedures.

Based on the results of observations in cycle I show that the application of active learning strategies *Giving Questions and Getting Answers* in the *Direct Instruction* learning model still have deficiencies, for example, there are still some students who are still hesitant to ask questions if they don't understand the material being taught. This relates to the seriousness of students in following the lesson which is very influential on the activities and student learning outcomes

Success in the learning process is focused on students and teachers, where students must be able to increase readiness and seriousness in the learning process to achieve the expected learning achievements and teachers as educators can deliver their students to the goals that have been set. Student activities during the learning process and the way the teacher delivers the subject matter affect the achievement of student learning outcomes because the success of the learning process is the success of students in forming competencies and achieving the expected goals and the success of teachers in guiding students. The teacher must also motivate students so that they can maintain students attention ready to study the material expected to be learned.

Some of these deficiencies are then reflected and corrected for the implementation of actions at the next meeting so that at the next meeting the learning process can run better and there is an increase in activity in learning both teacher activities and student activities

For student activity in cycle II has increased, from the previous meeting. Based on the results of observations of student activities, the most common obstacles that occur in learning are in terms of students where not all students from group representatives respond to problems given by the teacher related to the concepts that have been taught. Before taking action in cycle III, reflection was carried out to correct the weaknesses in cycle II, as there were still many students who were still hesitant to express knowledge or opinions about things they had not understood.

Furthermore, in cycle III, improvements were made to student activities. Based on the results of observations in cycle III, shows that teachers have been able to carry out learning scenarios well, where teachers have been able to activate monitoring and guidance of students in groups so that no groups are neglected, and teachers implementing active learning strategies Giving Questions and *Getting Answer,* it is good and shows teaching that is by the implementation criteria.

Based on the results of observations from the initial activities to cycle III there was a change in student activity, namely, students became more active in learning and more courageous in expressing their opinions or understanding. This can be seen, in the first cycle students paid less attention to the subject matter provided by the teacher, and after the third cycle students were more focused on paying attention to the material provided by the teacher, students had a high

enthusiasm for learning, initially students only used to work together with their peers, after When this learning is applied, students begin to enjoy working in groups.

Chasanah, et al (2012) said that the learning strategy of Giving Questions and Getting Answers (GQGA) is one Active Learning learning strategy implementing of the strategy constructivist learning that places students as subjects in learning developed to train students to have the ability and question and answer skills because basically, the model is a modification of the question and answer. With the use of the Giving learning model Question and Getting Answer (GQGA) students' ability to increase, learning activities increase and of course learning outcomes increase. Results of Ahmad's research (2021), Implementation of active learning strategies of the type of Giving Questions and Getting Answers in MTs Private Jam'iyah Mahmudiyah Tanjung Pura greatly influences the activeness of the current student learning process takes place.

E. Conclusion

Based on the results of the research conducted, there was an increase in student activity from cycle I to cycle II and to cycle III, where the average student activity increased from cycle I to cycle II, namely 0.13, and from cycle II to cycle III, by 0.41. It was concluded that the application of the active strategy *of Giving Questions and Getting Answers* to the *Direct Instruction learning model* can increase student activity and learning outcomes in the material of the respiratory system Class XI IPA $_3$ SMA Negeri 5 Kendari, the academic year 2013/2014.

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