



Application of Giving Question and Getting Answer Learning Model to Student Learning Outcomes at Class VII Christian Religious Education Lessons of SMP Pembangunan Galang

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ABSTRACT

The purpose of this research is to see how the Giving Question and Getting Answer Learning Model is applied to student learning outcomes in Class VII Christian Religious Education Lessons at Pembangunan Galang Middle School. This type of research is classroom action research with the research population being all class VII students at Galang Development Middle School. Where in this research used cycle I and cycle II. Based on the results of research and observations carried out by researchers, it can be concluded that the application of the GQGA learning model in improving student learning outcomes in class VII religion lessons at SMP Pembangunan Galang is said to be successful. The results of the research stated that the application of the GQGA learning model showed an increase in student activity from the learning outcome value data in cycle I. The number of students who completed their studies was 11 people (45.8%) while in cycle II the number of students who completed their studies was 19 students (88.33%) increased learning outcomes from cycles I and II by 41.6%.

Keywords: *Learning Model, Giving Questions and Getting Answers, Student Learning Outcomes*

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INTRODUCTION

According to Suprijono, 2012 and Ali, 2002 in (Azis et al. 2023) Education is one of the most basic identifications in human resource development. In the context of education in our country, education is expected to produce superior human resources. Education should improve intellectual, social and individual abilities. These three abilities are not solely based on comparing two quantities and logical reasoning, but also involve other aspects, such as inspiration, creativity, morality, intuition and spirituality. If studied more deeply, the teaching and learning process is a central component in the educational process because it involves interactions between different teaching components. These components are grouped into three main categories; teachers, content or lesson materials, and students. The interaction between these three main components includes facilities and infrastructure, such as methods, media, and learning environment settings. All of this is done to create a learning process environment that enables the achievement of previously set goals.

Education is a human need. From the book Introduction to Education, V. R. Taneja quotes Prop Lodge's view which says that *life is education and education is life*. This means that talking about humans is always in line with education and vice versa

(Saputra et al. 2021).

Education is an effort to prepare a person through guidance, teaching and training so that a person can carry out their role in the future. Therefore, the implementation of education in schools must be carried out by professionals in their fields in order to produce quality students. Education can also be said to be a human effort to develop their personality in accordance with the culture and values that exist within the scope of society, so that students can utilize, train and develop their potential to become intelligent people, with good and noble behavior and quality and are also responsible for society, nation and state (Muharani 2015).

In our own country, Indonesia, education has become the most important tool in national life. The Preamble to the 1945 Constitution clearly states that "education is for the life of the nation". This is reflected in various educational laws and regulations. Law Number 20 of 2003 concerning the national education system in CHAPTER I Article 1 states: "Education is a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential and equip themselves with religious, cultural, spiritual powers, self-control, individuality, intelligence, good morals and skills needed by individuals, society, nation and state." It can be seen that education seeks to maximize the potential of students and be able to realize their full personality. The world of education has high hopes for students to get the best quality of life.

According to Jamaludin, 2015 and Mudjiono, 2009 in (Syihab 2019) learning is a process experienced by a person through activities carried out to achieve certain goals, thereby allowing for changes in knowledge, attitudes, skills, habits, experiences, interests, appreciation and self-adjustment. Learning is the interconnected actions and behavior of students. As an action, learning can only be experienced by the students themselves. Students are the main factor in determining the learning process. The learning process occurs because students gain something from the surrounding environment.

The definition of learning can also be interpreted as all psychological activities carried out by each individual so that their behavior is different before and after learning. Changes in behavior or responses, due to new experiences, having intelligence/knowledge after learning, and practicing activities. The meaning of learning is a process of changing a person's personality where the change is in the form of improving the quality of behavior, such as increasing knowledge, skills, thinking power, understanding, attitudes and various other abilities (Ahdar Djamiluddin and Wardana 2019).

According to Purwanto, 2014 in (Syihab 2019) Learning is a unique and continuous process. This is unique because learning outcomes only occur in the individual who studies and do not occur in other people. Apart from that, each person's learning behavior is different. Learning outcomes are very important during the learning process because they can measure students' intelligence and change their behavior. Students have characteristics that teachers must pay attention to during the learning process, such as overcoming their strengths, weaknesses, interests and concerns to achieve optimal learning outcomes. Learning is the process of student interaction with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastery, skills and habits, as well as the formation of attitudes and beliefs in students can occur (E. Siregar, Widyaningrum, and Siregar 2015).

Learning outcomes according to Winkel, 1996 in (Azis et al. 2023) are a process

consisting of results and actions. Students have to learn, but many things influence their success. Learning in humans requires active interaction with the world around them. Cognitive, affective and psychomotor changes are caused by mental activity. Changes in behavior that occur after the learning process is completed in accordance with educational objectives are referred to as learning outcomes. In Christian Religious Education (PAK), what must be achieved during the learning process is increasing good results or values in students' faith, character, cognitive, affective and psychomotor skills.

Christian Religious Education focuses on the study of people's faith, conveying the Gospel of Jesus Christ about the salvation of sinful mankind, and making the Gospel accepted and experienced in students' hearts. The subject of Christian Religious Education is one of the most important subjects in education. Christian Religious Education lessons are generally theoretical. This means that teachers usually only provide explanations, or what might be called a lecture approach/method. This lecture method makes students bored, sleepy, unfocused, and may not want to accept the material or even consider it trivial. This method also makes students inactive, uncreative, and lazy to learn more about the material. As a result, these students do not have extensive knowledge.

The teacher is a mentor or facilitator, which means he must meet students' needs by identifying and understanding the learning model used by students as a whole. One component that influences learning is the learning model. So, teachers must be active and as innovative as possible. To solve problems that arise during the learning process, active and innovative teachers will use innovative and unique learning models (Muhammad Khoiruzzadi and Tiyas Prasetya). Teacher professionalism is a condition, direction, value, goal and quality of expertise and authority in the field of education and learning related to a person's work which is their livelihood (Siregar 2014).

However, at the Galang Development Private Middle School, this has not been implemented. Galang Development Private Middle School is one of the junior high schools of the Galang Development College Foundation. This foundation has 4 levels including; Middle School, High School, Vocational School 1, and Vocational School 2. Each of these levels has a different principal or school leader. This foundation is located in Galang subdistrict, Deli Serdang district. From the results of researchers' observations during Community Service (PkM) there, learning methods, active and innovative teachers, and a pleasant learning atmosphere there have not been implemented.

During one month of conducting PkM, the researcher saw directly and observed that during the learning activities, especially in Christian Religious Education subjects, there were still many students there who were still unfocused, felt bored or bored, sleepy, not enthusiastic, took things for granted. or trivial in Christian Religious Education subjects, there are even those who don't want to accept the material from these lessons. Christian Religious Education Teachers as teachers must carry out learning which is their main task, namely helping developing children by conveying a certain amount of knowledge about the Christian faith. Christian Religious Education Teachers as mentors must know what students already know in accordance with the background abilities of each student, as well as what competencies are needed to achieve the goals of Christian Religious Education (Nurliani Siregar 2010). If this goal can be achieved, it is necessary to play the role of Christian Religious Education and at the same time determine the educational goals to be achieved (Siregar et al. 2023). This

is due to many factors, such as examples of the learning methods used being less interesting, learning also tends to be monotonous, learning is still tied to teachers who only explain, sometimes pupils and girls feel bored and fed up because they are often given the task of taking notes continuously, The learning atmosphere is quiet and empty, there is no interaction between friends. However, this can of course be overcome by using appropriate learning models or methods that are interesting, unique and creative.

Learning models or methods are the basic foundation in learning, therefore the learning process depends on the teacher whose role is to create a learning model that is centered on increasing the seriousness of student involvement in the learning process. One of the goals of developing an appropriate learning model is to ensure that students are in an active and enjoyable learning condition so that they can achieve the expected learning outcomes. Achieving learning outcomes is not only choosing the right learning model or method that is needed, but there are also additional resources that can help students to learn more effectively, for example using and searching for media which will also influence the teaching and learning process (Witra Wiliani 2022).

Learning methods are the methods or approaches used by teachers to present material in a more interesting way in order to arouse interest in the subject and thus increase students' understanding of the material. A learning model or method is a conceptual framework that describes systematic procedures for coordinating learning experiences to help students achieve certain educational goals and functions as a mentor for teachers (Witra Wiliani 2022). To improve learning outcomes in the Christian Religious Education (PAK) subject, the author chose a learning method *giving question and getting answer* (asking questions and receiving answers).

Giving Question and Getting Answer (GQGA) was discovered by Spencer Kagan, a Swiss national in 1963. GQGA was developed to train students to have the ability and skills to ask and answer questions (Ning Tias Prima Wilinda). This model or method places students as the subject, which makes students more active and can build interactions with their fellow students. Djamarah, 2011 in (Putri, Rahmi, and Edriati 2019) stated that GQGA has many advantages, including; Learning activates students more, students get the opportunity both individually and in groups to express things they don't understand, teachers can find out students' mastery of the material presented, develop students' courage and students' skills in answering and expressing opinions. This method, abbreviated as GQGA, provides students with the opportunity to ask questions and respond to lesson material. Learning that takes place will feel more enjoyable and improve the student learning atmosphere and encourage more participation in class and be more effective and efficient

METHOD

The type of research method is closely related to the method used in the research. The type of research that will be used in this research is Class Action Research (PTK). According to Suyanto in (H.Mahmud and Tedi Priatna 2008) Classroom Action Research (PTK) can be interpreted as a form of research that is reflective in nature by carrying out certain actions in order to improve or increase learning practices in the classroom in a more professional manner. In English language literature, PTK is known by the term *classroom action research*, which is abbreviated as CAR.

PTK is a research activity that can be carried out individually or

collaboratively. Individual PTK is research where a teacher conducts research in his or her class or another teacher's class. Meanwhile, collaborative PTK is research where several teachers conduct research synergistically in their class and other members visit the class to observe activities (Ani Widayati 2008).

Research Location and Time

The location of this research was at the Galang Development Private Middle School in Alley Spg, Sungei Putih, Kec. Galang, Deli Serdang Regency, North Sumatra in the even semester of the 2023/2024 academic year. The reasons for choosing the research location are:

1. The research location is the place where the author carries out Community Service (PkM). In this way, the author more or less knows the situation of this school, especially in Christian religion lessons, so it will be easier to get accurate data.
2. From the information obtained from the teachers, this research location has never been carried out in relation to the title of the research to be carried out by the researcher.

Research Subjects and Objects

Subjectstudy This is student class VII JUNIOR HIGH SCHOOL Galang Development Private. In this research, the object is the application of the GQGA learning model to student learning outcomes in class VII Christian religious education lessons at the Galang Development Private Middle School.

Population and Sample

The population is the entire research object in which there are a number of objects that can be used as data sources, which are expected to provide the data needed by the researcher. The population in this study were all class VII students at Galang Development Private Middle School, totaling 24 students.

A sample is a part of a population that is considered to represent the population to be used as a source of data or information in a study. This type of research is experimental research. Where the research is intended to find out whether or not there are consequences of something imposed on students. The sample that will be used for research is all 24 class VII students

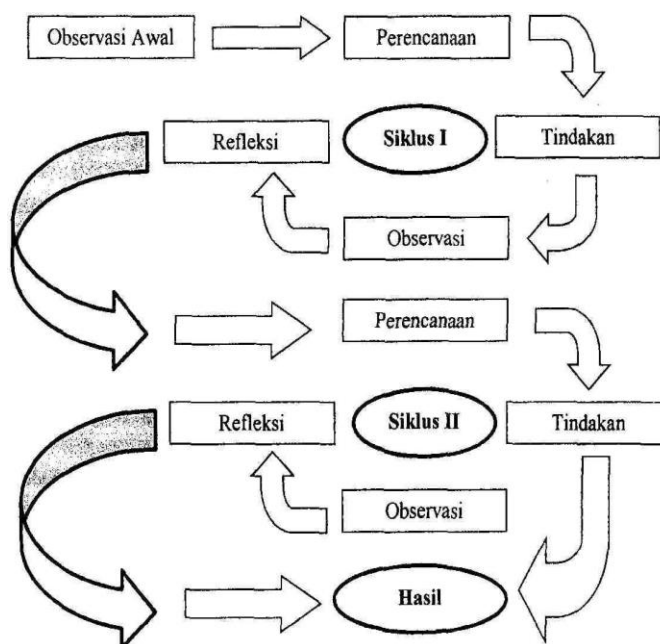


Figure 1. Classroom Action Research Cycle (Kemmis and McTaggart)

1. Planning

According to Arikunto in (Khoiriyah, Hidayat, and Fadhilaturrahmi 2021) stated that action planning is the step taken by the teacher when starting the action. The steps in action planning are:

- a. Prepare teaching materials
- b. Prepare student observation sheets
- c. Prepare a Learning Implementation Plan (RPP)
- d. Compose test questions.

2. Implementation

After the action planning is carried out well, the next stage is implementing the action. The implementation of the actions are:

- a) Carry out a pre-test on sample classes to determine students' abilities before being given lessons.
- b) Carry out the learning process in class.
- c) Carrying out post-tests to determine student learning outcomes after learning in each class. The experimental class uses a learning model *Giving Question and Getting Answer*.

3. Observation

The purpose of the observation is to see the students' abilities after being given a stimulus, so that it is useful as an improvement in the next cycle. The existing stages are:

- a) Collect student data.
- b) Analyzing research data.
- c) Interesting conclusion.

4. Reflection

The reflection of action at this stage is carrying out an evaluation.

Research Instrument

The research instrument used by researchers to collect data in this research is learning outcomes using pre-test and post-test in the form of multiple choice questions to measure students' learning outcomes after learning. The instrument used is 50 multiple choice questions. Where in multiple choice questions there are four answer choices which are limited to cognitive levels including knowledge, understanding and application.

Data Analysis Techniques

The data analysis techniques used are descriptive qualitative and quantitative data analysis techniques. Qualitative data analysis was obtained through observation of teacher and student activities during the learning process. Then, the results of student learning in the sub-theme of life of faith and hope using the GQGA learning model were obtained in cycle I and cycle II which were analyzed descriptively quantitatively to be able to find out the average value and percentage of student learning success through the application of the GQGA learning model. Student learning outcomes can be said to be successful if 75% of the total number of students achieve KKM ≥ 76 on the theme of a life of faith and hope using the GQGA learning model in cycles I and II

RESULTS AND DISCUSSION

1. Cycle 1 Research Results

- 1) Planning: Observation, Preliminary Activities
- 2) Implementation: Core activity, Giving pre-test questions to students regarding the material to be studied with the aim of seeing the extent of understanding of the material to be studied.
- 3) Observation: From the results of activity observations, 5 students obtained data on students who fulfill the role of very high students, 6 students with high criteria, 9 students with sufficient criteria, 4 students with low criteria. After the action process is complete, the students' completed post-test results are calculated. 11 students (45.8%) completed and 13 students (54.1%) failed. The results of these calculations have not yet reached the completeness criteria applied by the school
- 4) Reflection: From the data obtained during the pre-test, the number of students who completed the study was around 5 people (20.83%) while in post-test I the number of students who completed the study was 11 people (45.8%) which seems still far from what was expected. and must be improved further.

2. Cycle II Research Results

- 1) Planning: Preliminary Activities. In accordance with the results of reflection in cycle I, the researcher re-plans the implementation of the lesson to overcome this problem: the researcher gets closer to the students, often mentions the names of students with low abilities to provide opinions or questions about the material so that students are more confident, more active and gives plus points to students who want to express themselves.
- 2) Implementation: Core activity, application of the GQGA learning model, provides 50 multiple choice questions.
- 3) Observation: Based on the results of observing student activities in cycle II, data was obtained on students who met the very high criteria, 5 students (20.83%), students with high criteria, 6 students (25%), then sufficient criteria, 9 students (37.5%) and then low criteria 4 students (16.6%). From these results, student activity has shown an increase and teacher observations have increased with an average of 4.1 (quality). Judging from the increase in student learning outcomes, activities also have a big influence in improving student learning outcomes. After the action process is complete, the students' post-test results are calculated. Where 19 students (79.1%) completed and 5 students did not complete. With a score of >76, it shows that the target standard score of 75% with a score of >76 has been achieved. This means it can be said that the research has been successful.
- 4) Reflection: In the results of post-test II, the average student learning outcome was 88.33%. The score obtained by students in cycle I was only 11 students (45.8%) and cycle II increased by 19 students (88.33%). This shows an increase in student completeness from cycle I to cycle II with the successful implementation of the learning model *giving question and getting answer* can improve religious learning outcomes

DISCUSSION

This is known as a whole in this research, namely looking at how student learning outcomes improve by implementing the learning model *giving question and getting answer*. Increasing student learning outcomes can be seen in the learning steps and increasing learning outcomes can be seen from the learning outcomes in each cycle. Based on the research results, the first cycle data showed that there were 5 students whose active role was very high, 6 students were the highest active, 9 students were moderately active and 4 students had a low active role. The presentation of classical completeness of religious learning results for 11 students was around 45.8% and the percentage of classical completeness illustrates that the implementation of cycle I was not successful.

This is because when the teacher conveys the material the students are not concentrated, the students lack confidence to give their opinions regarding the learning material, because students are used to conventional learning models so that when researchers apply the GQGA learning model students are not used to this learning. Where students begin to feel challenged or motivated to answer questions from researchers, and teachers do not encourage students to investigate and analyze problems.

In cycle II, 19 students obtained classical completeness, 88.33% of all difficulties experienced in cycle I were corrected. In the implementation of cycle II, it was seen that students' learning results achieved classical challenges. This shows that classical has been achieved according to the completeness criteria, 75% of students achieved a score of >76.

From observations of learning activities included in the criteria for good student learning activities in cycle I, there were 5 students with an active role, 6 students with a very high role, 9 students with a moderate active role and 4 students with a low active role. This shows that the category of student learning activities in the first cycle is still considered sufficient. For this reason, researchers continue cycle II to improve student learning outcomes as expected.

In cycle II, the results of observing students' learning activities obtained a very high category of 7, 10 students whose learning activities were high, 5 students whose learning activities were sufficient and 2 students whose learning activities were low. This shows that the results of the second cycle of students' learning activities had increased from the first cycle. and can be categorized as high learning activity. Because the learning outcomes were greater than the minimum completeness criteria, it was decided that the implementation in cycle II was said to be successful.

Based on the results of research and observations carried out by researchers, it can be concluded that the application of the GQGA learning model in improving student learning outcomes in class VII religion lessons at SMP Pembangunan Galang is said to be successful. The results of the research stated that the application of the GQGA learning model showed an increase in student activity from the learning outcome value data in cycle I. The number of students who completed their learning was 11 people (45.8%) while in cycle II the number of students who completed their studies was 19 students (88.33%), the increase in learning outcomes from cycles I and II was 41.6%.

CONCLUSION

Based on classroom action research and discussions that have been carried out, it can be concluded that religious learning is done by applying models *Giving Question and Getting Answer* are as follows : The results of learning about Christianity for class VII students at SMP Pembangunan Galang have increased after implementing the learning model *giving question and getting answer*. This can be seen from the average obtained by students. In the pre-test cycle I, the score obtained by students was 43.83%. In the post-test cycle I, the average score obtained by students was 68.25% and in the pre-test cycle II the score obtained was 72.08%. In the post-test cycle II, the average score obtained by students was 88.33%, which means that the average score for Christian Religion subjects had increased. Overall student learning outcomes have increased. dImana completeness of student learning outcomes in cycle I pre-test 23.80% and in post-test I student learning outcomes 45.8% and in pre-test cycle II student learning outcomes reached 37.5% and post-test cycle II 88.33%. The increase in learning outcomes from cycles I and II was 41.6%. So the researcher stopped in cycle II because completion had reached the predetermined average value.

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