IJHE
https://journal.unnes.ac.id/
Indonesian Journal of History Education
2024: 9 (2), 1-20

Enhancing Student Engagement: The Influence of Teachers' Questioning Techniques in History Lessons at Haidian High School

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Abstract

Questions are a tool for teachers to stimulate students' thinking activities and use students' answers to assess their teaching effectiveness. Using the question-answer method, students can play an active role by responding to questions given by the teacher. This study aimed to determine the influence of teachers' skills in asking questions about the learning history activity in Haidian High School. The results showed that grade history teacher skills in asked questions included in the medium criteria with a total score of 8559, the percentage gained an average of 47.02 (49%). Students learning activeness class in Haidian High School about history with a total score of 8057 earned an average of 44.26 (49%) in the medium category. The results of regression calculations obtained Fvalue is 2244.782, as for determining the value of the F table on the degrees of freedom during blah = 1 and free = n-2. The value Ftable by F (5%, 1, 180) = 3.89. These calculations show that the Fvalue greater than Ftable is 2244.782 > 3.89. It can be said that H0 is rejected or that there is a meaningful relationship between the teacher's skills in asking questions about the activity of learning history in class.

Keywords: *Teacher, Questioning Skills, Student Engagement, History Learning*

Introduction

Effective classroom interaction is crucial in enhancing student engagement, particularly in history education, where critical thinking and active participation are essential (Roorda et al., 2017; Havik & Westergard, 2020; Thornberg et al., 2022). In Haidian, People's Republic of China, students demonstrate low engagement during history lessons despite the structured curriculum. This issue may be linked to how teachers frame and present their questions, which can either stimulate or hinder student involvement. Research suggests that the quality of teacher-student interactions, primarily through questioning techniques, significantly impacts students' motivation and active learning (Solheim, 2019; Rabo, 2022). However, there is limited empirical data on how teachers' questioning skills specifically influence student engagement in history classes in this region. Addressing this gap is crucial for developing more effective teaching strategies that foster student participation and enhance learning outcomes in history education.

Skills are activities related to nerves and muscles usually seen in physical activities such as writing, typing, thinking, sports, etc. Although it is motor in nature, the skill has careful

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coordination of movements and high awareness. Thus, students who perform motor movements with low coordination and awareness can be considered lacking or not skilled. (Woolley, 2017; Meesuk et al., 2020; Elmaadaway & Abouelenein, 2023). In addition, according to Isabekov and Sadyrova (2018), skills are the ability to carry out complex and neatly arranged behavior patterns smoothly and according to circumstances to achieve certain results. Skills include not only motor movements but also the improvement of cognitive mental functions. The connotation is also broad when it comes to influencing or utilizing others. This means that people who can use others appropriately are also considered skilled.

The skills of teachers discussed in this study are questioning skills. Asking is a verbal remark that asks for a response from someone who is being charged. The response given can be the form of knowledge to things that are the result fromtion. (Aivelo & Uitto, 2019; Rahm & Heise, 2019). Questioning skills are teaching because, in general, teachers involve/use questions and answers. Questioning skills are skills used to get answers from others. The entire evaluation, measurement, assessment, and testing process is done through questions. (Aivelo & Uitto, 2019; Kurniawati et al., 2022).

Activeness comes from the word active, which means busy. So, active learning is the activity or busyness of students in teaching and learning activities at and outside of school that supports the success of student learning. Active learning is physically and spiritually engaging students in teaching and learning activities in the classroom (Barkley & Major, 2020). Active learning affects the learning outcomes achieved by students because active students can grasp the material taught more optimally (Ningsih, 2018; Hartika & Mariana, 2019). Teachers are one of the elements in the field of education that must actively participate and place themselves as professionals under the demands of an increasingly growing society because teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development (Dirsa et al., 2022). The teacher's task in learning is not limited to delivering information to students. However, under the progress and demands of the times, teachers must have the ability to understand students with their various uniqueness to be able to help them face learning difficulties (Adeoye et al., 2024; Sukirwan et al., 2024). Therefore, teachers must understand various effective learning models to guide students optimally (Elecalde et al., 2024).

In the teaching and learning process, there are things that teachers can do, including delivering material verbally (lectures), demonstrations, discussions, and doing question and answer sessions. In the learning process, teachers are not only required to be good at delivering material, but professional teachers must have other skills, such as asking questions. In making

and asking questions, teachers must have the skill of asking questions so that the questions asked can be a stimulus and direction for students to understand the learning material (Tran et al., 2024). In addition, the questions must be in accordance with the topic or material being studied and in accordance with the learning objectives. As quoted in Popham's book, questions can be a teacher's tool to stimulate students' thinking activities during lectures, demonstrations, and discussions. Teachers can also use student answers to assess the effectiveness of their teaching (Ciriza-Mendívil et al., 2022).

History learning is often done by providing information orally (lectures). The use of the lecturing method is not wrong but must be accompanied by other methods, such as the question-and-answer method. The goal is to help students understand the learning material being studied so that they are not saturated with ongoing learning (Ahmad et al., 2021). The use of the question-and-answer method is especially important because it can help students understand the learning material being studied while focusing students' attention on ongoing learning (Castells, et. al., 2022). To make and ask the right questions, it is necessary to have the teacher's skills in asking questions. Without sufficient skills, it is difficult for teachers to make quality questions that are in accordance with learning objectives. Therefore, the skill of asking questions has become especially important and must be possessed by all teachers (Zulkifli & Hashim, 2019). By using the question-and-answer method, students can play an active role by responding to questions given by the teacher. In this case, students are not only objects, but function as subjects in the learning process. Through this approach, teachers can develop motivation and interest by asking questions that are extremely helpful for students to improve students' critical thinking skills, creativity, and independence so that the atmosphere in learning seems dynamic, lively, vibrant, and developing (Walsh & Sattes, 2015).

In the upcoming school year at Haidian High School will implement a new curriculum. In this curriculum, students are required to be active in participating in the teaching and learning process, but Haidian High School students tend to be passive in following the learning process. Students prefer to sit quietly and listen to the teacher explain the learning material rather than giving a response to the learning material being studied. Thus, the learning objectives have not been achieved. Therefore, teachers must strive to keep students active during learning. One of these efforts is to ask questions (Wahyuni & Supriatna, 2022). The questions asked must be in accordance with the learning objectives, in accordance with the core of learning with the right throwing technique so that skills are needed in asking questions. These skills are the teacher's skills in asking questions. With the questioning skills possessed by teachers, it is hoped that

they will be able to become a reference for students to play an active role in the learning process.

Research conducted by Dos, et al. (2016) emphasizes the importance of varied and planned questioning strategies in the learning process. Teachers who use diverse types of questions and actively interact with students through questions can create a more dynamic and effective learning environment. Furthermore, Jiang (2020) emphasized that effective teacher questioning practices can improve assessment literacy in the context of learning, where factors such as students' language competence, motivation, and other contextual factors affect the success of the application of questioning techniques in the classroom. In line with Dos's research, et al. (2016), another study also found that the type of questions asked by teachers plays a key role in shaping classroom interactions. For example, convergent questions (which lead to specific answers) tend to dominate teaching practice, while divergent questions (which are more open-ended) are used less frequently. However, divergent questions have been shown to be able to create a more psychologically safe atmosphere for students to express their opinions, which can increase engagement and active participation in class discussions (Jiang, 2020).

This study aims to identify the extent to which teachers' questioning skills affect the level of involvement of Haidian High School class X students in history learning, as well as to explore the types of questions that are most effective in increasing student participation and understanding. The contribution of this research lies in its efforts to provide deeper insights into teaching strategies that teachers can use to create a more interactive and inclusive learning environment, especially in the context of history education in China. In addition, this study also seeks to add literature related to effective pedagogical methods, which can be used as a reference for educators in improving the quality of learning and student involvement in various educational contexts.

Research Question

1. How skilled are Haidian High School history teachers at asking questions?
2. How active are Haidian High School students in studying history?
3. Is there an influence of teachers' skills in asking questions on students' activity in learning history?

Method

Research Design

This study uses a quantitative approach with an ex-post facto design, as described by Creswell and Poth (2016), to examine the relationship between teachers' skills in asking questions (independent variables) and students' learning activity (bound variables) in history learning at Haidian High School. The ex-post facto design was chosen because it allows the researcher to trace relationships that have occurred naturally without manipulating the independent variables. In this context, researchers do not control or change teachers' questioning skills but rather observe and analyze how these skills have affected students' level of activity in learning history.

This research collected relevant data from existing learning situations through questionnaires, observations, and documentation. The data analysis aims to identify whether there is a significant correlation between teachers' questioning skills and students' learning activities. Thus, this study is expected to provide empirical evidence on the importance of questioning skills in increasing student activity and inform more effective teaching strategies in schools. The ex-post facto design allows researchers to evaluate the impact of pre-existing conditions and provide a clearer picture of the dynamics of interactions in the history learning environment at Haidian High School.

Data and Data Sources

The data of this study was collected directly from the main respondents, namely class X students and class X history teachers at Haidian High School. Students are asked to provide information about their learning experiences, especially related to the teacher's questioning skills and their influence on their activity in the classroom. Their opinions were collected through validated questionnaires, which covered various aspects related to their perception of teaching methods and involvement in history learning. Meanwhile, history teachers provide insight into the questioning strategies they use, the challenges faced in asking effective questions, and their observations of student participation levels during learning.

In addition to primary data obtained directly from students and teachers, the study also used relevant secondary data to reinforce the findings. This data includes academic reports describing student performance in history subjects, school documents explaining teaching policies and curriculum implemented, and classroom observations that record interactions between teachers and students during the learning process. Literature studies that include related literature are also used to provide theoretical context and broaden understanding of the

practice of history learning in the school. By combining primary and secondary data, this study seeks to provide a comprehensive picture of how teachers' questioning skills affect students' learning activities at Haidian High School.

Participants

The following is a table of the distribution of research participants based on research data.

Table 1. Distribution of Research Participants

Participant Groups	Number of Participants	Information Collected	Data Collection Methods
Class X Students	30	● Learning experiences related to questioning skills possessed by teachers. ● The effect of teachers' questioning skills on students' activity in the classroom ● Perception of history teaching methods	Validated questionnaires
History Teacher Class X	7	● Insights into the questioning strategies used. ● Challenges in asking effective questions. ● Observation of the level of student participation during learning	Interviews or other data collection methods

Source: Primary data, 2022

Data Collection

The data collection technique in this study involves a combination of methods to ensure the completeness and accuracy of the data obtained. The questionnaire is used as the main instrument to measure two important variables: teachers' skills in asking questions and students' learning activities. Each item in the questionnaire has undergone a rigorous validation process to ensure that the questions asked can measure the variables. This questionnaire was distributed to class X students and history teachers at Haidian High School, so that the results can reflect the perceptions of both parties regarding the learning practices that take place in the classroom. In addition to questionnaires, firsthand observation techniques in the classroom are also used to obtain more in-depth data on interactions between teachers and students during history learning. This observation focuses on the teacher's use of questions, students' responses to the questions, and the overall classroom dynamics. With this direct observation, researchers can see concretely how teachers' questioning skills are applied in real situations and how they affect

student activity. The results of these observations were then compared with data from the questionnaire to obtain a more holistic understanding of the teaching practices in the school.

As a complement, documentation data was also collected to strengthen the findings from questionnaires and observations. This documentation includes the student's academic reports, internal school documents, and relevant learning evaluation records. Academic reports provide an overview of student achievement in history subjects. At the same time, internal school documents and evaluation records are used to understand the school's teaching policies and learning approaches. This study provided a more comprehensive analysis of the relationship between teachers' questioning skills and students' learning activity at Haidian High School using various data sources.

Data Validity and Reliability

Two types of validity are used to ensure the validity of the research data: content and construct. The validity of the content ensures that the questionnaire instrument covers all aspects relevant to the teacher's questioning skills and students' learning activities. This means that each item in the questionnaire is designed in such a way as to reflect different dimensions of questioning skills, such as frequency, question types, and questioning techniques, as well as aspects of learning activity, such as student participation, response frequency, and involvement in class discussions. Thus, this instrument has a comprehensive and representative coverage of the measured concepts. Construct validity ensures that the measuring tool measures the concept of questioning skills and learning activity in question, not other irrelevant concepts. The construct validity process involves testing whether the results obtained from this questionnaire are under previous theories and research on questioning skills and learning activity.

Meanwhile, the instrument's reliability was evaluated using Cronbach's Alpha technique to ensure the consistency of the data obtained. This technique measures the extent to which an instrument produces consistent results if measurements are repeated under similar conditions. An instrument is considered dependable if the value of Cronbach's Alpha is greater than 0.70, indicating an elevated internal consistency level. A value above 0.70 indicates that the items in the questionnaire have a strong enough correlation with each other, so the data generated is trustworthy and dependable. By using this method, the research can guarantee that the instruments used are valid and dependable so that the research results reflect the actual circumstances and can be used to draw accurate conclusions.

Data analysis

The data collected in this study was analysed using regression statistical techniques to identify the influence of the free variable, namely the teacher's skill in asking questions, on the bound variable, namely the student's learning activity. The regression technique was chosen because it can better understand how much the free variable affects the bound variable. In this context, teacher questioning skills are considered one of the potential factors affecting student participation and engagement in learning.

The regression test was used to evaluate the hypothesis regarding the relationship between teachers' questioning skills and student activity. In this test, the F value is used as an indicator to determine the statistical significance of the relationship. If the F grade shows meaningful results, it can be interpreted that the teacher's questioning skills really influence students' learning activity. On the other hand, if the results are not significant, then questioning skills may not be the main factor affecting student activity in learning.

In addition to regression analysis, descriptive analysis was also conducted to provide an overview of teachers' questioning skills and students' activeness in the history learning process at Haidian High School. This descriptive analysis involves the calculation of the mean, frequency distribution, and percentage for both variables. The descriptive analysis provides a clearer context regarding how teacher skills and student activity are distributed in the school. It also helps understand patterns before a more in-depth regression analysis is performed.

The results of this quantitative analysis show that there is variation in teachers' skills in asking questions and the level of student activity during history learning. Teachers who are more adept at asking questions tend to create a more interactive learning atmosphere, which can increase student activity. Students become more involved in class discussions, ask back questions more often, and are more active in answering questions given by the teacher.

The conclusion of this analysis shows how teachers' skills in asking questions affect students' learning activity. Based on the regression results, it can be seen whether the relationship between these two variables is strong enough and statistically significant. If it is found that teachers' questioning skills do have a considerable influence, then this has practical implications for efforts to improve the quality of learning through the development of questioning skills among teachers. Thus, this study provides important insights for developing learning strategies in Haidian High School, especially in increasing student activity through improving teachers' questioning skills. These findings could also serve as a basis for further research exploring other factors affecting student learning activity in a broader learning context.

Research Results

History Learning in Haidian High School Students

Haidian High School is still implementing the old curriculum that was in effect before the latest development and will continue to use the curriculum until the end of this academic year. The plan is for this school to implement a new curriculum to improve the learning system and educational achievements in the upcoming school year. Implementing this new curriculum is expected to be a crucial step in updating teaching methods to be more relevant to the times and student needs.

In preparation for implementing the new curriculum, Haidian High School is making various efforts to prepare all elements of the school, ranging from educators and students to educational facilities and infrastructure. This preparation includes training and developing teaching skills for teachers and increasing student activity and participation in the learning process. The main goal is to create a more dynamic, interactive, and effective learning environment to motivate students and achieve optimal learning outcomes.

History learning at Haidian High School, especially in grade X, has shown considerable progress and can be said to have gone well. Teachers who teach this subject have been able to package the subject matter to be more exciting and more accessible for students to understand. They have also shown creativity in creating various learning media based on learning objectives, such as using PowerPoint presentations, videos, short films, images, and photos, all supported by adequate school facilities and infrastructure.

The learning methods used in teaching history in class X are also quite varied and adjusted to the abilities and learning goals to be achieved. The methods often used include lectures, question-and-answer, and small group discussions. This variety of methods allows teachers to tailor their approach to the needs and dynamics of the classroom, as well as provide opportunities for students to participate in the learning process more actively.

Often, in a single learning session, more than one method is used to maintain diverse teaching methods and student interest. For example, lecture methods are often interspersed with question-and-answer methods to prevent boredom and help students understand the material more deeply. Combining these various methods is intended to make learning more exciting and dynamic and accommodate students' various learning styles to make the learning process more effective.

Overall, the preparations made by Haidian High School, both in terms of curriculum and learning methods, show the school's commitment to continue improving the quality of education. By implementing a new curriculum supported by trained educators and various

varied learning methods, it is hoped that Haidian High School will be able to create a learning environment that is conducive, innovative, and oriented towards achieving better learning outcomes for all students.

History Teacher's Skills in Asking Questions

To find out how the teacher's skill in asking questions has been used, a percentage descriptive analysis has been used on variable X. The results of the data research in the questionnaire test of teachers' performance in asking questions obtained an average score of 72.88 with a maximum score of 88, a minimum score of 58, a median of 73.00, a mode of seventy-four and a standard deviation of 5.408. Reviewing the results of each student's data, the results are as presented in the table below.

Table 2. Descriptive of the Results of the Teacher's Skill Test Asking Questions

No	Interval	Category	Frequency	Percentage	Propose
1	> 53 x ≥ 57	Very High	10	5%	0.05
2	> 49 x ≥ 53	Tall	43	24%	0.24
3	> 45 x ≥ 49	Keep	87	49%	0.48
4	> 41 x ≥ 45	Low	32	17%	0.18
5	< 37 x ≥ 41	Exceptionally low	10	5%	0.05
Total			182	100%	1
Average score 47.02 (Moderate)					

Source: Primary data, 2022

Based on the results of the research on teachers' skills in asking questions, data was obtained in Table 1, which states that teachers' skills in asking questions are in the medium category. This can be seen from the average score of 47.2, included in the medium category. This can also be seen from the scores of each category as follows. A total of ten students (5%) rated the teacher's skills in asking questions in the Very High category. Forty-three students (24%) assessed the teacher's skills in asking questions in the High category. Eighty-seven students (49%) assessed the teacher's skills in asking questions in the medium category. Thirty-two students (17%) assessed the teacher's skills in asking questions in the Low category. Ten students (5%) rated teachers' skills in asking questions in the Very low category. For more details, the data has been presented in the frequency distribution diagram of teacher research results skills in asking questions which can be seen in Figure 1.

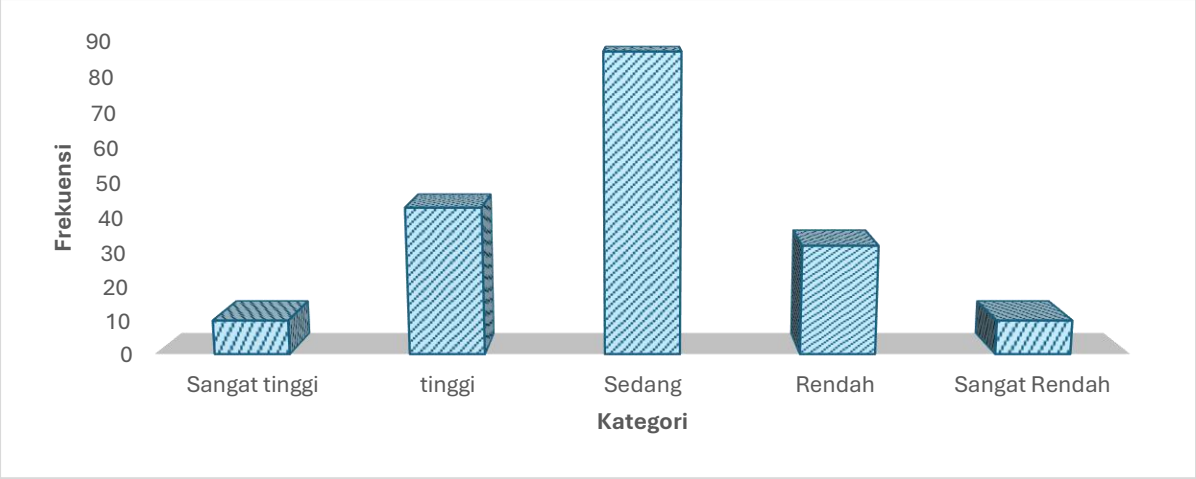

Figure 1. Frequency Distribution Diagram of Teacher Skills Asking Questions

The aspect that is assessed in the teacher's skill in asking questions is the suitability of the questions asked. The learning material being studied, the quality of the questions asked, the logic or not of the order of the questions made, the words used by the teacher in asking questions, whether they are appropriate or not, the teacher's fluency in asking questions, giving time to think, and the use of rotation techniques and question dissemination techniques.

In addition to the things mentioned above, other aspects that are assessed are: the suitability between the questions asked and the learning material being studied, the quality of the questions asked, the logical or not order of the questions made, the words used by the teacher in asking questions whether they are appropriate or not, the fluency of the teacher in asking questions, the giving of time to think, and techniques to encourage communication.

These aspects of questioning skills are packaged into questions in the form of questionnaires answered by students as parties who experience and assess related to the question-asking skills possessed by history subject teachers.

Student Activity in Learning History

A percentage descriptive analysis on the Y variable has been used to determine how active students are in learning history. The results of the research data on the results of the questionnaire test on the activeness of students learning history obtained an average score of 73.15 with a maximum score of 90, a minimum score of 58, a median of 73.00, a mode of seventy-four and a standard deviation of 5,882. Reviewing the results of each student's data, the results are as presented in the table below.

Table 3. Descriptive Results of Student Activity Test for Learning History

No	Interval	Category	Frequency	Percentage	Propose
1	> 51 x ≥ 55	Very High	6	3%	0.03
2	> 47 x ≥ 51	Tall	34	19%	0.19
3	> 43 x ≥ 47	Keep	90	49%	0.50
4	> 39 x ≥ 43	Low	38	21%	0.21
5	< 35 x ≥ 39	Exceptionally low	14	8%	0.07
Total			182	100%	1
Average Score 44.27 (moderate)					

Source: Primary data, 2022

Based on the results of research and data processing, it is known that students' activeness in learning history is in the medium category. As many as six students (3%) are included in the Very High category. Thirty-four students (19%) were included in the High category. A total of ninety students (49%) were included in the medium category. Thirty-eight students (21%) were included in the Low category, and fourteen students (8%) were in the Very Low category. The average percentage score obtained was 44.27, which was in the medium category. For more details, the data has been presented in the frequency distribution diagram of the student's activity in learning history, which can be seen in Figure 2.

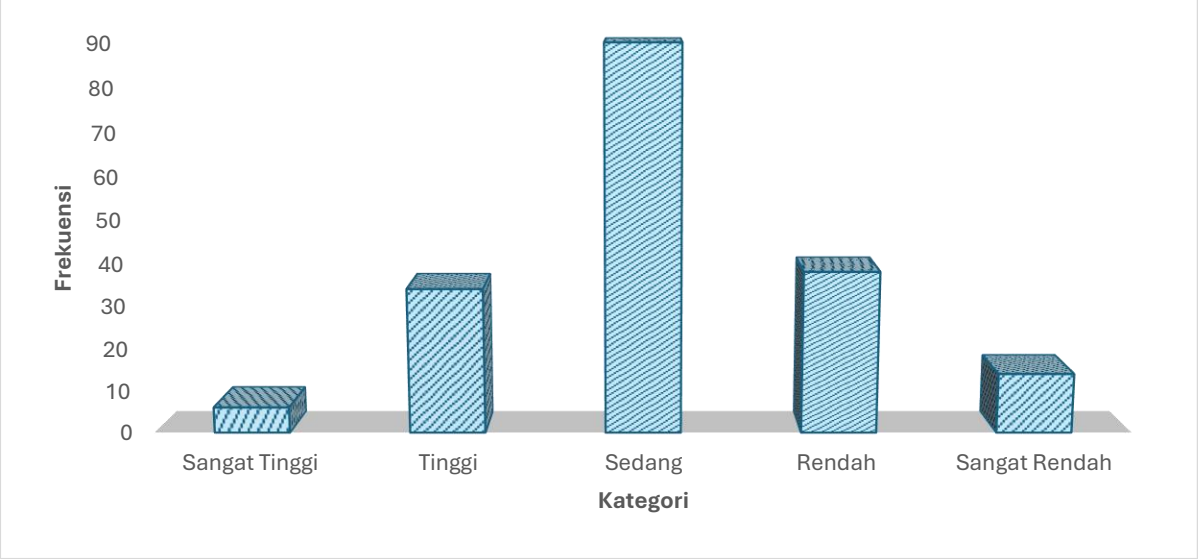

Figure 2. Frequency Distribution Diagram of Student Activity in Learning History

The aspects assessed in the activeness of students learning history include (1) Students' interest in answering questions. Not all students have an interest in answering questions. There are students who tend not to care about the questions asked by the teacher. (2) Students' responses when given questions, the responses given by students vary. Depending on the student's interest

in answering the questions. (3) The courage of students to answer and ask questions. In answering or asking questions, courage is required. Sometimes, students know the answer from the teacher's map but do not dare to say it. (4) Student initiative to answer questions. Some students have the initiative to answer questions from teachers, but there are also those who are waiting to be appointed by their teachers. This is influenced by the courage and confidence that students have.

The Influence of Teachers' Skills in Asking Questions on Students' Activity in Learning History

Simple linear regression analysis determines the basis of the forecast of a data distribution consisting of a criterion variable (Y) and one predictor variable (X) with a linear relationship. The equation formula = a + bX can solve simple linear regression analysis. Through SPSS 23 data processing, a simple linear regression analysis of the data between the variables of teachers' skills in asking questions and the variables of students' activeness in learning history produced $\hat{Y}$ the following outputs.

Table 4. Regression data output

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Mr.
		B	Std. Error	Beta		
1	(Constant)	-3,113	1,614		-1,929	,055
	Teacher skills	1,046	,022	,962	47,379	,000

a. Dependent Variable: Student engagement

Source: Primary Data, 2022.

The table reads that the value (constant) is α-3.113 while the value b (regression direction coefficient) is 1.046. From this, it can be determined that the regression equation is = a + bX = -3.113+1.046X$\hat{Y}$. To find out whether variable X (teachers' skills in asking questions) influences variable Y (students' activity in learning history), a regression significance test was conducted with the following results.

Table 5. Anova Regression Significance

ANOVA						
model		Sum of Squares	Df	Mean Square	F	Mr.
1	Regression	5796,865	1	5796,865	2244,782	,000b
	Residual	464,827	180	2,582		
	total	6261,692	181			
Variable: student engagement						
Predicators (Constant), Teacher skills						

Source: Primary Data, 2022

The Fcal value obtained was 2244,782. Meanwhile, to determine the value of the F table at the free degree dfreg bla = 1 and dfres = n-2, the value of the F table is F (5%, 1, 180) = 3.89. From the calculation, it appears that the value of Fcal is greater than the Ftable, which is 2244,782 > 3.89. It can be said that H0 is rejected, or there is a meaningful relationship between the teacher's skills in asking questions about the activity of learning history in class X students of Haidian High School. To find out how much the X variable (teacher's skill in asking questions) contributes to the Y variable (history learning activity in class X students of Haidian High School), a determination coefficient test (R2) was used with the following results.

Table 6. Results of Determination Coefficient Calculation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,962a	,926	,925	1,607
a. Predictors: (Constant), teacher skills				

Source: Primary data, 2022.

The results of the calculation with SPSS 23 showed that the R square result was 0.926. This means that the variable of teacher skills in asking questions contributes as much as 92.60% to the student's activity in learning history. At the same time, other reasons outside the model explain the remaining 7.40.

To find out how far an individual explanatory or independent variable influences in explaining dependent variations, the researcher used a partial test (t-test) with the following results.

Table 7. Results of the t-test counter

Model		Unstandardized Coefficients		Standardized Coefficients	T	Mr.
		B	Std. Error	Beta		
1	(Constant)	-3,113	1,614		-1,929	,055
	Teacher skills	1,046	,022	,962	47,379	,000

a. Dependent Variable: student engagement

Source: Primary Data, 2022

From the table above, the tcal value is 47,379, meaning that the tcal is greater than the ttable (47,379 > 1.97). This shows that the teacher's skill in asking questions partially significantly affects students' activeness in learning history.

Discussion

The research of Dos et al. (2016) provides essential insights into the practice of questioning teachers at the primary school level in Gaziantep, Türkiye. This study uses a mixed method to analyze teachers' questioning strategies by focusing on question types, namely divergent and convergent questions. The study's findings suggest that practical questioning skills are essential in teaching and should be the focus of pre-service education and in-service training. Teachers tend to use divergent questions to attract student's attention and interest but often ask more about operational knowledge, such as facts and procedures, than metacognitive knowledge, which involves deep reflection and understanding. This study emphasizes the importance of using varied and planned questioning strategies to create a more dynamic and effective learning environment.

In contrast, Jiang's (2020) research examines the practice of asking questions in the classroom by highlighting the role of teacher questions in increasing student engagement. Jiang (2020) found that factors, including students' language competence, motivation, and contextual factors, affect the success of questioning practice. This study shows that convergent questions, which demand already known answers, are more often responded to by students. However, more open-ended divergent questions have created a more psychologically safe atmosphere, encouraged students to express their opinions, and increased cognitive engagement. This shows that while convergent questions are beneficial, divergent questions also play a key role in improving student engagement.

Comparison with the study results at Haidian High School showed differences in the implementation and effectiveness of teachers' questioning skills. At Haidian High School, the teacher's questioning skills are in the medium category, with an average score of 47.02. Although these skills are considered sufficient, there is still room for improvement. This shows that although teachers at Haidian High School have used the questioning strategy, their skills are not fully optimal. This study also noted that students' learning activity in history subjects was in the medium category, with an average score of 44.26, which shows that student activity also needs to be improved.

The findings from Haidian High School indicate that teachers' questioning skills positively affect student activity. However, the results of the study show that these skills must be further improved to achieve better results. This aligns with the findings of Dos et al. (2016) and Jiang (2020), who emphasized the importance of questioning skills in improving student engagement. At Haidian High School, improving teachers' questioning skills is considered especially important considering the implementation of a new curriculum in the upcoming school year.

In Haidian High School, improving teachers' questioning skills can significantly improve students' learning activities. These findings also reinforce previous research that suggests that practical questioning skills can create a more dynamic learning environment and increase student engagement. With a Fcal value of 2244,782, much larger than the Ftabel value of 3.89, this study confirms a significant relationship between teachers' questioning skills and students' learning activity.

Overall, this comparison shows that although previous research has provided a solid basis to the importance of teachers' questioning skills, implementation at Haidian High School needs improvement to achieve higher effectiveness. Therefore, improving teachers' questioning skills is a priority to increase student activity and take advantage of the full potential of existing teaching methods.

Conclusions, Implications, and Limitations

The skills of history teachers in class X of Haidian High School in asking questions were included in the medium criterion. A total percentage score of 8,559 obtained an average of 47.02 (49%). Teachers' skills in asking questions are considered sufficient, but they need to be improved. Improving teachers' skills in asking questions is especially important because the new curriculum will be enacted in the upcoming school year. Therefore, schools need to

improve things related to schools and the learning process, one of which is teachers' skills in teaching.

The learning activity of students in class X of Haidian High School in history subjects with a total score of 8057 was obtained an average of 44.26 (49%), including in the medium category. The student's activeness in learning is quite good, but it must be improved. All students should own active learning, not just a few students. Therefore, teachers need to train students' activeness, one of which is by asking questions or doing question-and-answer activities.

Teachers' skills in asking questions positively affect the activeness of class X students of Haidian High School in history lessons. Thus, teachers' skills in asking questions need to be used by teachers in every history lesson. This is useful for developing students' potential as well as developing the skills of the teachers themselves. The positive influence is evidenced through the calculation results, with a value of F of 2244,782. Meanwhile, to determine the value of the F table at the free degree dfreg bla = 1 and dfres = n-2, the value of the F table is obtained as F(5%, 1, 180) = 3.89 From the calculation, it appears that the value of F's calculation is greater than that of the Ftable, which is 2244,782 > 3.89, it can be said that H0 is rejected or there is a meaningful relationship between teachers' skills in asking questions about the activity of learning history in class X students of Haidian High School.

The limitations of this study lie in the scope of the population and the variables studied. The study only included teachers and students in grade X at Haidian High School, so the results may not be generalized to other populations or to various levels of education. In addition, the variables studied were focused on teachers' skills in asking questions and students' activeness in history lessons, so the influence of other variables, such as different teaching methods, learning environments, or individual characteristics of students, was not explored. The research also relies on quantitative methods that may not capture qualitative aspects such as student motivation or more in-depth classroom dynamics. Changes in the curriculum in the upcoming school year can also affect the results obtained, so these findings are contextual and relevant only in current conditions.

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