

Improving Active Questioning and Learning Outcomes on Social Studies through Make a Match Learning Model in Class IX C SMP N 7 Purwokerto in the First Semester of the Academic Year 2014/2015

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Abstract

This study aims to increase active questioning and learning outcomes of class IX C students by using the Make a Match learning model. This is classroom action research carried out in three cycles. Each cycle has various stages, namely planning, implementation, observation and reflection. The Make a Match learning model has been proven to increase students' active questioning and learning outcomes. It is indicated by the learning outcomes data in the Cycle I with details of the highest score of 100, the lowest score of 49, the average score of 69.65, and the completeness score of 66.67%. In the Cycle II, the learning outcomes data show the highest score is 100, the lowest score is 69, the average score is 92.95, and the completeness score is 82.80%. Furthermore, in Cycle III, the data exemplify that the highest score is 100, the lowest score is 61, the average score is 86.21, and the completeness score is 89.66 %. These points indicate that the use of the Make a Match learning model can improve the active questioning and the learning outcomes of class IX C students of SMP N 7 Purwokerto in the first semester of the academic year 2014/2015.

Keywords

Active Questioning; Learning Outcomes; Make a Match Learning Model

INTRODUCTION

SMP N 7 Purwokerto (State Junior High School 7 of Purwokerto) is one of the state junior high schools in Banyumas Regency. There are 24 study groups, each consisting of 30 students. Social Studies (IPS) subject at the SMP/MTs level incorporates Geography, History, Sociology, and Economics—including at SMP N 7 Purwokerto. Social Studies is one of the subjects having a lot of material. Unfortunately, the teachers are less varied in using the learning model so that students' active questioning and learning outcomes are not satisfactory.

The results of Social Studies subject at SMP N 7 Purwokerto for class IX C for the academic year 2014/2015 show an average ability of 68.33% of students—under the Minimum Completeness Criteria (MCC). Thus, the learning outcomes in this class are once again not yet satisfactory.

The problem faced by Social Studies teachers is the lack of variety in learning methods. They generally used the lecture method as they did not involve students in providing individual practice questions; there was no interaction between students who were smart, moderate, and normal. This is evidenced by the majority of students who complained when invited to

study social studies. If given an assignment, they often did not finish it on time—preferring to play and tell unimportant stories with their classmates. The reason: Social Studies is boring, uninteresting, and not fun. Thus, an activity carried out by the teacher to arouse student learning activity is needed, for example, by guiding them to be directly involved to discover the concept of Social Studies.

Activeness does not only make students involved in academic activities; it is also prominent in determining how far students will learn from a learning activity or how far they absorb the information presented. Students who are actively learning will use higher cognitive processes in learning a material so that they will absorb and precipitate it better. In reference to these conditions, as a Social Studies teacher, the author tries to improve learning by making learning easy, fun, and enjoyable for students. To establish interactive conditions between teachers and students, teacher's creativity is needed. Effort they can do is applying learning models that can improve student learning outcomes even better.

One of the learning models that can put students in a better and active condition is the cooperative learning model, namely Make a Match that basically focuses on looking for a partner (Make a Match), developed by Curran (1994). The advantage of this technique is that students can find partners while learning about a concept or topic in a pleasant atmosphere.

Based on the background, the researcher took the title "Improving Active Questioning and Learning Outcomes on Social Studies through Make a Match Learning Model in Class IX C SMP N 7 Purwokerto in the First Semester of the Academic Year 2014/2015".

LITERATURE REVIEW

Activeness

According to the Great Dictionary of the Indonesian Language (1990: 19), "active" means viable (struggling, working). In the context of learning, it can be defined as things or circumstances in which students are active. Semiawan (1997) proposes the principles that need to be considered in an effort to create learning conditions so that students can optimize their activities in the learning process.

Those principles are:

- a. Principle of motivation;
- b. Principle of setting or context;
- c. Principle of directiveness;
- d. Principle of learning while working;
- e. Principle of individual difference;
- f. Principle of finding;
- g. Principle of problem solving.

Questioning

The habit of questioning is an important part to increase the potential for achieving optimal learning outcomes. Students will be trained to think about the lessons they have received and clarify them by asking questions. The extent to which the student's efforts to condition their selves for the act of learning, to that extent the learning outcomes they will achieve.

The main purpose of questioning in class is to help students develop ways of learning through self-discovery and not to test the extent to which students have memorized the lessons that have been given (Siswoyo, 1997: 13). Kim et al. (1987) state that questioning is one of the teaching techniques that teachers often do. This opinion is supported by Callahan et al. (1988) who say that the question is one of the most important of all teaching techniques (Indrawati, 2010: 22).

According to the Central Java Province Instructor Team (2000: 28), questions are

grouped into two, namely based on the type of question and based on the reasons students ask. Based on the type of question, the questions are divided into three, namely low, medium, and high-level questions. Based on the reasons students ask, the questions are classified into three, namely at the initiative of the students, the teacher's appeal, and responding to other students.

So, questioning is an attempt to ask for an explanation from someone to someone else about something that is less or not clear to make it clearer. By questioning, the thinking intelligence of students will be trained. Students will think and process the lessons received from the teacher in their brains and they will ask questions about lessons they have not understood. By asking, students will be trained to think, develop the information and knowledge they got, and maintain their personality to be strong so that they are always brave and confident.

Learning

Learning is one of the factors that influence and play an important role in personal formation and individual behavior. Sukmadinata (2012) states that most individual development takes place through learning activities.

Here are the meanings of learning according to some experts.

- a. Kingsley (1946) suggests that learning is a process rather than a product—a process in which traits and behavior are generated and changed through practices.
- b. Fontana (2015) focuses on learning in three ways, namely learning is changing behavior, change is the result of experience, and change occurs in individual behavior.
- c. Surya (1997) explains that learning can be interpreted as a process carried out by individuals to obtain new behavior changes as a whole, as a result of the

individual's own experience in interacting with the environment.

Therefore, in essence, learning is all processes or efforts that are performed consciously, intentionally, actively, systematically, and integratively to create changes in themselves towards the perfection of life.

Thinking Framework

The Make a Match type of cooperative learning model is expected to improve students' active questioning and learning outcomes. The explanation of the method can be seen in the figure 1.

Action Hypothesis

Based on the framework, the action hypothesis in this classroom action research is "Can the use of the Make a Match model improve the active questioning and learning outcomes on Social Studies for students of class IX C in the first semester of the academic year 2014/2015?".

RESEARCH METHOD

Research Timeline

This research was conducted in four months from September 26, 2014 to December 31, 2014, with considerations based on the identification of problems faced by researchers and the educational calendar of learning allocations in June–December 2014.

Research Location

This classroom action research was conducted at SMP N 7 Purwokerto class IX C. The selection of class IX C as the research subject was based on the consideration of the researcher who served as a Social Studies teacher—as well as a homeroom teacher at SMP N 7 Purwokerto.

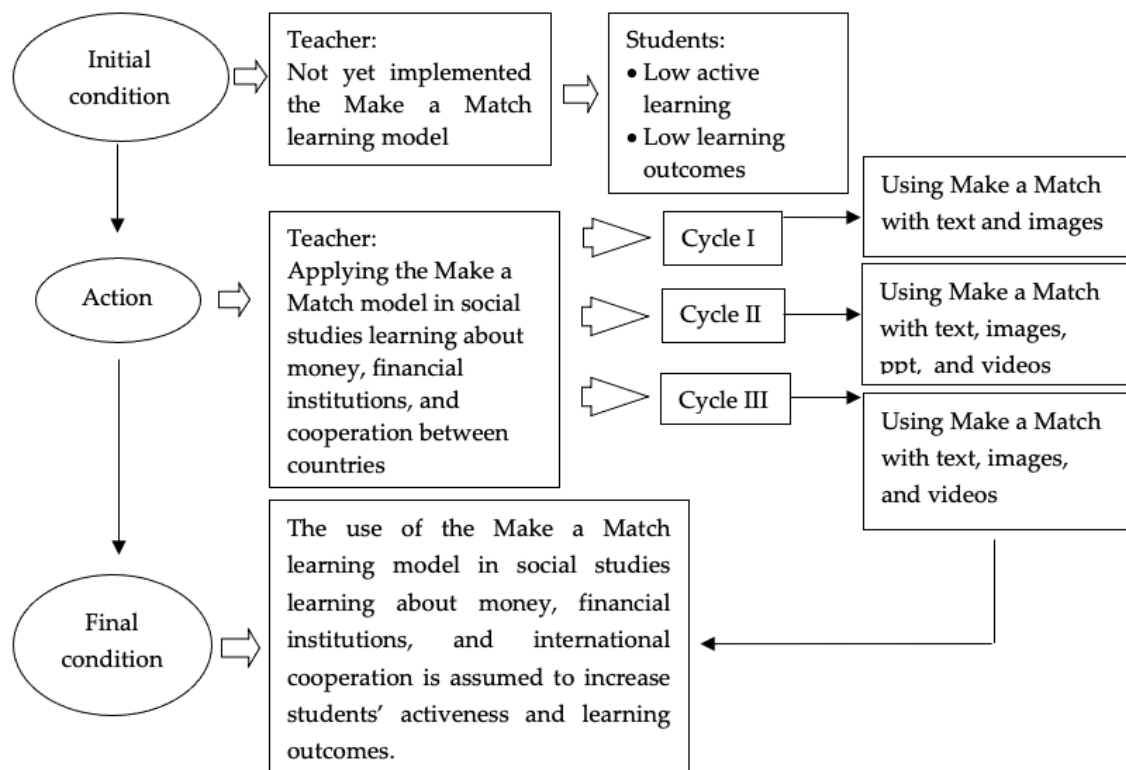


Figure 1. Thinking Framework Scheme.

Research Subject

The subjects in this classroom action research were students of class IX C of SMP N 7 Purwokerto, Banyumas Regency, totaling 30—consisting of 16 boys and 14 girls.

Action Procedure

The research method is a classroom action research method. Three cycles were carried out in this study. Each cycle consisted of at least two meetings (two hours learning for one meeting). Each cycle included the stages of planning, implementation, observation, and reflection.

FINDINGS AND DISCUSSION

Initial Condition Description

In the initial conditions of the study, based on the researcher's observations, the active questioning in Social Studies learning

can be said to be very low. From one face-to-face meeting, there were only three students who asked questions (10%) even though they had been given repeated motivations and appeals to ask questions from the researcher. Students were also less active in learning and some were still chatting or playing alone.

Students' active questioning in class IX C of SMP N 7 Purwokerto in the odd semester of the academic year 2014/2015 is still very low. One of the reasons might be that the use of the learning model applied by researchers is still conventional, namely lectures, questions and answers, and assignments without certain variations so that they are considered less interesting and boring for students. Thus, the students' interest and willingness to ask questions did not increase. The researcher only explained the material while writing the material on the blackboard to then motivate students to

ask questions. It turned out only three students proposed questions. This shows that students' active questioning in Social Studies learning is still very poor.

Description of Students' Social Studies Learning Outcomes

Social Studies learning outcomes for the Efforts to Defend Indonesian Independence session for class IX C students of SMP N 7 Purwokerto in the odd semester of the academic year 2014/2015 are also still low. This can be seen from the results of daily tests conducted by researchers on Tuesday, October 21, 2014—at the initial conditions of the study. Out of 30 students, one person was absent. After analyzing the daily tests referred to as the initial data of the study, it turned out that out of 29 students, only 13 students (44.83%) achieved the Minimum Completeness Criteria (MCC) set by the school—which is 75. 16 students (55.17%) did not reach the MCC (unfinished). The highest score was 90 while the lowest score was 54. The average score was only 69.35—still below the MCC. The number of students who scored above the class average was 14 (48.28%) while the remaining 15 (51.72%) students scored below the class average. This means that many students have problems following the next subject matter.

The results of the daily test at the initial conditions of the study were as follows:

Table 1. Daily Test Scores in Initial Conditions of Research

No.	Category	Score
1	Highest Score	90
2	Lowest Score	54
3	Average Score	68,48
4	Score Range	36
5	Surpassed	12
6	Reached	1
7	Not Yet Reached	16
8	Percentage of Learning Outcomes Completeness	44,83

9	Not Yet Completed	55,17%
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Description of Cycle I Results

Table 2. Number of Students' Questions Based on Types and Reasons of Students to Ask in Cycle I

No.	Description	Total	Average	Percentage
1.	Types of Questions			
	Low Level	35	3,89	12,96
	Medium Level	18	2,00	6,67
	High Level	12	1,33	4,44
	Total	65	7,22	24,07
2.	Students' Reasons to Ask			
	Students' Initiative	42	4,70	15,6
	Teacher's Appeal	11	1,20	4,10
	Responding to Other Students	12	1,30	4,40
	Total	65	7,22	24,07

Table 3. Number of Students' Question in Cycle I

No.	Description	Total
1.	Number of Questions	65
2.	Average	2,41
3.	Percentage	8,02

a. Data of Students' Social Studies Learning Outcomes

The results of the daily test in the Cycle I of the study are as follows:

Table 4. Daily Test Scores in Cycle I

No.	Category	Score
1	Highest Score	100
2	Lowest Score	49
3	Average Score	69,65%
4	Score Range	51
5	Surpassed	19
6	Reached	1
7	Not Yet Reached	10
8	Percentage of Learning Outcomes Completeness	66,67%
9	Not Yet Completed	33,33%

Description of Cycle II Results

a. Data on Students' Courage to Ask

The number of students' questions in Cycle II based on the types of questions and their reasons to ask are as follows:

Table 5. Number of Students' Questions Based on Types and Reasons to Ask in Cycle II

No.	Description	Total	Average	Percentage
1.	Types of Questions			
	Low Level	45	5,00	16,67
	Medium Level	18	2,00	6,67
	High Level	9	1,00	3,33
	Total	72	8,00	26,67
2.	Students' Reasons to Ask			
	Students' Initiative	43	4,80	15,9
	Teacher's Appeal	11	1,20	4,10
	Responding to Other Students	18	2,00	6,70
	Total	72	8,00	26,67

Table 6. Number of Students' Questions in Cycle II

No.	Description	Total
1.	Number of Questions	72
2.	Average	2,67
3.	Percentage	8,89

b. Data of Students' Social Studies Learning Outcomes

The results of the daily test in the Cycle II of the study are as follows:

Table 7. Daily Test Scores in Cycle II

No.	Category	Score
1	Highest Score	100
2	Lowest Score	69
3	Average Score	92,95%
4	Score Range	31
5	Surpassed	24
6	Reached	0
7	Not Yet Reached	5

8	Percentage of Learning Outcomes Completeness	82,8%
9	No Yet Completed	17,2%

Description of Cycle III Results

a. Data on Students' Courage to Ask

The number of students' questions in Cycle III based on the types of questions and their reasons to ask are as follows:

Table 8. Number of Students' Questions Based on Types and Reasons to Ask in Cycle III

No.	Description	Total	Average	Percentage
1.	Types of Questions			
	Low Level	56	6,22	20,74
	Medium Level	25	2,78	9,26
	High Level	12	1,33	4,44
	Total	93	10,33	34,44
2.	Students' Reasons to Ask			
	Students' Initiative	55	6,10	20,4
	Teacher's Appeal	6	0,7	2,2
	Responding to Other Students	32	3,6	11,9
	Total	93	10,33	34,44

Table 9. Number of Students' Questions in Cycle III

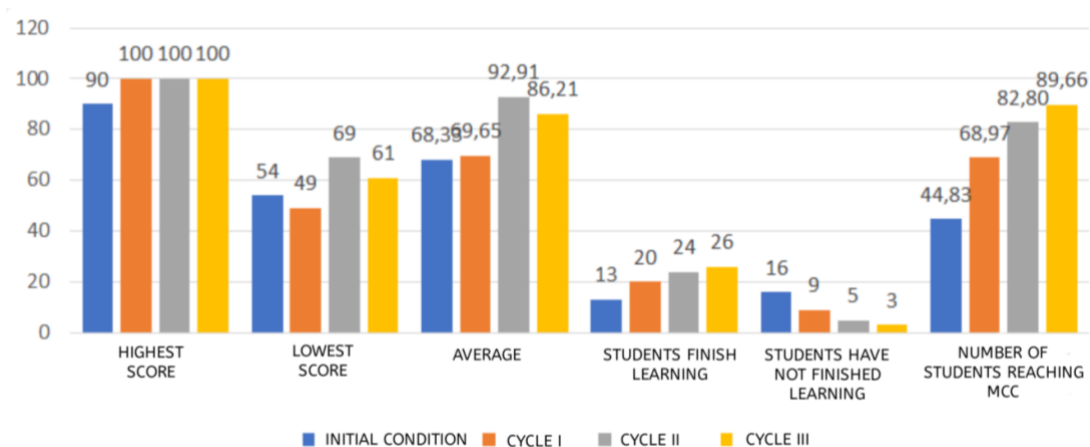
No.	Description	Total
1.	Number of Questions	93
2.	Average	3,44
3.	Percentage	11,48

b. Data of Students' Social Studies Learning Outcomes

The results of the daily test in the cycle III of the study can be presented in the form of table as follows:

Table 10. Daily Test Scores in Cycle III

No.	Category	Score
1	Highest Score	100
2	Lowest Score	61

Chart 1. Daily Tests Results in Initial Condition, Cycle I, Cycle II, and Cycle III

3	Average Score	86,21%
4	Range Score	39
5	Surpassed	23
6	Reached	3
7	Not Yet Reached	3
8	Percentage of Learning Outcomes Completeness	89,66%
9	Not Yet Completed	10,34%

c. The learning process using the Make a Match type of cooperative learning model applied in Social Studies learning can escalate students' active questioning and learning outcomes in class IX C of SMP N 7 Purwokerto in the first semester of the academic year 2014/2015.

Based on the description above, the researcher can explain that the use of the Make a Match method can improve students' active questioning and learning outcomes in the learning process.

CONCLUSION

Several conclusions drawn from this study are:

- a. The learning process using the Make a Match type of cooperative learning model applied in Social Studies learning can improve students' active questioning in class IX C of SMP N 7 Purwokerto in the first semester of the academic year 2014/2015.
- b. The learning process using the Make a Match type of cooperative learning model applied in Social Studies learning can escalate students' learning outcomes in class IX C of SMP N 7 Purwokerto in the first semester of the academic year 2014/2015.

Suggestion

The suggestions that can be given from the results of this classroom action research are as follows:

- a. For Students
 - Students can increase their active questioning and learning outcomes in Social Studies learning.
- b. For Partners or Peers
 - This study can be used as a reference material for using the Make a Match learning model in Social Studies learning.
 - Teachers can conduct further research using a more varied learning model.
- c. For Schools
 - Schools should be more helpful in providing facilities in the form of tools and materials for the learning process using the Make a Match cooperative learning model or others.

d. For Libraries

This research adds to the library reference collection and adds to the collection of classroom action research (CAR) reports.

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