

The Influence of Learning Models *Questions Students Have* Regarding Students' History Social Studies Learning OutcomesHaning Vinata¹**Abstract**

IPS needs an innovative learning model to improve learning outcomes. This study intends to examine the influence of innovative learning models Have Student Question (QSH) on the learning outcomes of Sejarah students. The study was conducted in class VIII SMPN 1 Kendal. The conclusion of this study is: In the experimental class, the average score was 78, with the highest score of 95 and the lowest score of 65. In the control class, the average score was 69. The highest score was 85, and the lowest score was 60. The difference is insignificant because the question tests have lower difficulty levels. In the post-test, the average of the experimental class was 77.97, and the average grade in the control class was 69.35. There is a correlation between students' good results and the Student's Question Have learning model.

Keywords: *Questions Student Have, Learning Model, Learning Outcomes, IPS History*

Introduction

Schools as formal educational institutions systematically plan various environments, namely educational environments that provide multiple opportunities for students to carry out various learning activities. With these different learning opportunities, the growth and development of students are directed and encouraged toward achieving their desired goals (Wahyuningsih et al., 2013; Sari et al., 2015; Putri et al., 2015). This environment is structured and organized in a curriculum, which in turn is implemented as a learning process (Hamalik, 2008: 3). Therefore, the government ensures equalization and improvement of the quality of education.

Learning can bring about change in essence by acquiring new skills through effort. So, learning will bring a change to the individuals who study (Putra, 2015; Abadi et al., 2015; Nikmawati, 2014). Learning is an activity that requires motivation. Unfortunately, this motivation does not always arise, so some students are enthusiastic, and some are lazy. This is reflected in the learning process at SMP Negeri 1 Kendal. Students do not seem motivated to follow the lessons delivered by the teacher. The teacher concerned has tried to raise students' motivation to participate in learning activities, but the results have not been optimal.

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In the learning process, teachers can choose and use several teaching strategies. There are many types of teaching strategies, each with advantages and disadvantages. The lack of a strategy can be covered with other learning strategies (Basyari, 2013; Prasetyono et al., 2015; Pasaribu, 2015; Fitriana, 2014). The reality often found in school classes so far is teacher-centered learning, which positions the teacher as a provider of knowledge to students, and the method of conveying knowledge tends to be still dominated by the lecture method. The lecture method causes low participation and poor student progress; student attention and interest cannot be monitored, thus making students inactive. Student inactivity during the learning process is one factor that can result in students having difficulty understanding the concept of the material.

If this happens, then the learning results obtained are less than optimal, so it can be said that the learning objectives were not achieved. However, this does not mean the lecture method is unsuitable for social studies learning. One effort that can be made to optimize student learning outcomes is to combine the lecture method with a learning model. In the history of the social studies learning process, a teacher has a vital role in conveying information, training skills, and guiding student learning. Teachers must have specific qualifications and competencies so that the learning process can take place effectively and efficiently (Santosa, 2015; Tanjung, 2015; Hassan, 2012; Rosana, 2014). A high interest in learning and a practical learning approach will make it easy for students to receive and process the material presented.

Inappropriate learning models cause low student learning outcomes and cause students no interest in following them. Inappropriate learning models are caused by learning that takes place in one direction, is passive and rote, and is not linked to students' daily lives. Students feel afraid and anxious to ask questions, so students do not understand the material given by the teacher. Students lack the confidence to ask questions even though they do not understand the lesson. Factors that cause students not to ask questions actively are students who lack the courage to ask even though they already have questions (Safitri et al., 2014; Lan, 2013; Nurhayati et al., 2019; Rahayu, 2012). This passive attitude results in the absence of reciprocal interaction between teachers and students.

Classroom management problems cause this condition. Classroom management aims for everyone in the class to work in an orderly manner so that teaching objectives can be achieved effectively and efficiently (Hakim, 2015). By paying attention to the conditions above, teachers are required to make improvements, namely choosing a learning model that can support the success of the teaching and learning process and increase interest in learning history. The Question Students Have Learning model is one learning model that can improve student learning outcomes. The Questions Students Have learning model emphasizes students being

active in uniting their opinions and measuring the extent to which students understand the lesson through written questions. The Question Students Have learning model requires students to write down questions about the subject matter they do not understand in the form of sheets of paper, then allow other friends to read the existing questions.

If students want to know the answer to the question, students can tick down to the least. In the Question Students Have learning model, it is hoped that it can support learning activities and provide the right situation so that students' potential develops and the goals of education and learning can be achieved (Bahri et al., 2012; Basri, 2015). Based on the description above, the author conducted research entitled "The Influence of the Question Student Have (QSH) Learning Model on History Social Studies Learning Outcomes for Class VIII Semester 2 Students at SMP Negeri 1 Kendal in the 2011/2012 Academic Year" (on the subject of the Japanese occupation and preparation Proclamation of Indonesian Independence).

Based on the background of the problem and problem identification above, the problem formulation that will be reviewed in this research is (1) How is the application of the Question Student Have learning model to class VIII students at SMPN 1 Kendal, (2) What is the effect of the application of the Question Student Have (QSH) learning model) on the history learning outcomes of class VIII students at SMP N 1 Kendal. Based on the abovementioned problems, this thesis aims to (1) determine the application of the Question Student Have learning model to class VIII students at SMP N 1 Kendal. (2) To determine the effect of implementing the Question Student Have Active Learning Model on the history learning outcomes of class VIII students at SMP N 1 Kendal.

Method

The approach used in this research uses a quantitative approach with an experimental type of research. This research was at SMP Negeri 1 Kendal, class VIII, in the 2011-2012 academic year. This research uses two research samples, namely class VIII H as the experimental group, which will apply the Active Learning model of the Question Student Have type, and class VIII G as the control group using the lecture learning model. Before the samples were obtained, the researcher conducted a population homogeneity test to determine which samples would be taken in the research. This sample was obtained using a random sampling technique, namely random sampling. The data collection method uses interviews, documents, and observation methods. To find out the quality of the instrument that has been made, a trial of the instrument is carried out first. Instrument testing was carried out outside the sample. After testing the instrument, it is then analyzed by calculating validity and reliability. In this research,

researchers carried out several stages, namely, the initial observation stage, the experimental preparation stage, the experimental implementation stage, and the evaluation stage. The understanding of this method can be seen in the book by Arikunto (2002; 2006).

Results and Discussion

In the learning process, the ex-trial group learned using the Question Student Have method, while the control group learned using the conventional method (lecture). The results of the final test or post-test data analysis between the experimental and control groups obtained the following post-test results: First, two variant analysis tests. The analysis results of two variances in this case are used to determine whether the experimental group and the control group have the same or different variances. After conducting a variance analysis test, the final ability was obtained: $F_{count} = 1.1756$ with $F_{table} = 1.89$. With $F_{count} < F_{table}$ has no different variants. Second, the results of the data normality test. As with the initial data on students' abilities, before the final abilities are carried out with a t-test, the research data must be tested before the data is analyzed. This is intended to determine whether the data collected meets the analysis requirements. The prerequisite test used is the chi-square normality test.

Third, test the normality of the control group. In the normality test, this data is entered into tabulation, which is then grouped based on the respondent's answers. Based on the normality test using the chi-square formula for the control group, the result was $X^2_{count} = 7.2363$. These results were consulted with the chi-square table with $dk = 6 - 1 = 5$ from a significance level of 5%, the chi-square value $X^2_{table} = 7.8$. Data distribution is expected if the calculated chi-square value exceeds the table chi-square value. Because $<$, it can be concluded that the experimental group's post-test data is usually distributed. Fourth, test the normality of the experimental group. This normality test is included in the tabulation, which is then grouped based on the respondent's answers. The results were obtained based on the normality test using the chi-square formula for the experimental group.

These results are consulted with the chi-square table with $dk = 6 - 1 = 5$ from the 5% significance level to obtain the chi-square value. Data distribution is expected if the calculated chi-square value exceeds the table chi-square value. Because $<$, it can be concluded that the control group post-test data is usually distributed. Let us look at the t-test. This t-test, also called the t-test, is used to determine whether the control and experimental groups have the same abilities, originating from different abilities. Based on the results of the variance analysis, the two pre-test data between the experimental group and the control group have different variances. Hence, the t-test is used to determine if the variances of the two samples are different. Based on the

results of calculations using the t-test using the second method, it can be concluded that the experimental group and the control group have different abilities or the experimental group has higher abilities than the control group. This concludes that learning Social Studies History using the Active Learning Question Student Have method provides more effective results than learning using the lecture method.

Table 1. Homogeneity Test Results

Sources of Variation	Variance	F Count	F Table	Criteria
Experimental Class	45,8841	1,6082	1,88	H0 is accepted
Control Class	73,7898			

Source: 2012 research results

Based on the results of research in the experimental group, the active learning model method was used in learning *Question Student Have*; the t-test results show that the active learning model method used in *Question Student Have* had a better influence on history learning outcomes compared to conventional learning (lectures) in the control group. This is shown by the price $t_{\text{count}} = 4.890$, which is more significant than $t_{\text{table}} = 1.99$, which means H_0 is rejected. From these results, statistically, the research hypothesis reads Experimental use of the active learning model method *Question Student Have* in improving the Learning Outcomes of Class VIII H Semester 2 Students at SMP Negeri 1 Kendal for the 2011/2012 Academic Year, it can be applied in the history learning process. The results of calculating the average difference after treatment can be seen in the following table:

Table 2. Results of the Difference Test of Two Means

Sources of Variation	Rate-Rata	t	t Table	Criteria
Experimental Class	78,0	4,890	1,99	Ha accepted
Control Class	69,4			

Source: 2012 research results

History is defined as a subject that discusses developments and changes occurring in parts of the world that concern people or an era that cannot be separated from the concepts of space and time. So far, learning has tended to be thematic and theoretical, consisting of mere memorization, so many students think that history subjects are easy. The learning process

carried out by the current teaching staff tends to achieve material targets and does not guide students in understanding concepts, especially in learning historical social studies. Classroom learning activities are dominated mainly by teachers using the lecture method, where students sit, take notes, and listen to what they say; there are very few opportunities for students to ask questions. Thus, the learning atmosphere is not conducive, so students become passive. As a result, it impacts less than optimal student learning outcomes. Therefore, a new learning method is needed to increase student activity and learning outcomes.

The problem discussed in this thesis is which learning outcomes are better for students using the active learning model method. *Question Student Have* with students who do not use this method. Based on research results in the experimental group, the active learning model method was used to learn the students' questions. The t-test results show that the use of the method has a better influence on historical and social studies learning outcomes than conventional learning, which does not use the active learning model method. *Question Students Have* in the control group. This is shown in the price count = 4.093, which is more excellent than table = 1.99, which means H_0 is rejected. Rejecting H_0 means that it is accepted, so statistically, the research hypothesis reads as an experimental use of methods *active learning model Question Student Have* in improving history social studies learning outcomes for class VIII students at SMP Negeri 1 Kendal in the 2011/2012 academic year can be proven.

The results of this study show that the average value *post-test* who use the method *active learning model Question Student Have* is higher compared to classes that do not use this method, namely the average result *post-test* with the active learning model method *Question Student Have* amounted to 8.64. In contrast, the class that did not use this method obtained a result of 7.91. This is according to the theory of Hamalik (2008) and Isjoni (2007), which states that the success factor is also one factor influencing student learning outcomes. Learning will be more successful if students feel capable of carrying out the desired activities and feel satisfied with their success in carrying out these activities. In addition to the success of these students. It is also influenced by the performance of teachers who can provide direction and be good facilitators so that students feel motivated to participate in the historical social studies learning process using the *active learning model Question Student Have*.

According to Mursell (2002), an exciting learning process will motivate students and give meaning to students so that the lesson material does not seem rote. The students' responses stated that using the active learning model method, *Question Student Have*, becomes more accessible and transparent for students to understand the presented material. They no longer need to be afraid to ask questions if it is unclear. They are supported by discussion activities so

that students become more active in learning, not just in one direction. This can be seen in the presence of responsibility, teacher assistance for students who experience difficulties, teachers as facilitators, and learning resources.

Conclusion

Application of learning models *Question Student Have* for class VIII students at SMP N 1 Kendal has gone well; this is proven by the many quality questions students ask their teachers and the increased interest in historical and social studies. The teacher's insight and knowledge can answer all the questions students ask. The class becomes more alive in learning. Application of learning models *Question Student Have* (QSH) influences the history learning outcomes of class VIII students at SMP N 1 Kendal regarding the Japanese occupation and preparation for the Proclamation of Indonesian Independence. This can be shown by an increase in student learning outcomes after being given a learning model *Question Student Have*, and there are differences in student learning outcomes given the learning model *Question Student Have* with student learning outcomes given conventional learning models. The results of the hypothesis calculation are $(4.890) > (1.99)$ calculate the $t_{\text{table}_{\text{hit}}} > t_{\text{tab}}$ There is an influence of the use of the Question Student Have learning model on the social studies learning outcomes in the field of history for students who are taught using the learning model *Question Student Have*.

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