

## THE EFFECT OF USING THE STUDENT HAVE QUESTION METHOD ON THE ABILITY TO UNDERSTAND THE MATERIAL

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### NOTES ABSTRACT

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This research aims to test differences in students' ability to understand material when they receive treatment compared to when they do not receive treatment using the Question Student Have method in social studies subjects. This research is a pre-experimental type of quantitative research with a One-Group Pretest-Posttest design. The population in this study were all students of class V MIN 1 Makassar for the 2022/2023 academic year, totaling 96 people with a total sample of 26 students. The data collection technique is using a test sheet. The data analysis used is the paired sample t-test analysis technique. The results of the descriptive analysis show that the average score for the ability to understand social studies material when not treated with the Question Student Have method is 59.96 and when receiving treatment using the Question Student Have method the students' average score was 87.73. The results of the inferential analysis or T test show that there is an influence of using the Question Student Have method on students' ability to understand the material in the social studies subject Class V at MIN 1 Makassar. The implication of this research is that it is able to motivate students to improve their ability to understand students' material by using the Question Student Have method in social studies lessons and adding references to improve and increase the quality of learning as well as joint study materials in order to improve school quality. The results of the inferential analysis or T test show that there is an influence of using the Question Student Have method on students' ability to understand the material in the social studies subject Class V at MIN 1 Makassar. The implication of this research is that it is able to motivate students to improve their ability to understand students' material by using the Question Student Have method in social studies lessons and adding references to improve and increase the quality of learning as well as joint study materials in order to improve school quality. The results of the inferential analysis or T test show that there is an influence of using the Question Student Have method on students' ability to understand the material in the social studies subject Class V at MIN 1 Makassar. The implication of this research is that it is able to motivate students to improve their ability to understand students' material by using the Question Student Have method in social studies lessons and adding references to improve and increase the quality of learning as well as joint study materials in order to improve school quality.

**Keywords:** Ability to Understand; Questions Students Have

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## 1. INTRODUCTION

Education is defined as a human effort to shape a personality in accordance with the values and culture that exist in society (Wiyani & Barnawi, 2012). Education is able to shape humans to create various kinds of progress and color civilization in life. It is carried out with one fundamental goal, namely to create humans who are highly efficient, creative and innovative. This goal will be achieved if education and its components are arranged systematically (Rusdydie, 2012). Education is a conscious effort that aims to develop human qualities as an activity that is conscious of purpose (Djamarah, 2005).

Education is not only determined by a teacher who can deliver learning material to students, but educators must have other abilities, teachers are required to be able to overcome various obstacles while meeting the various needs of students. In relation to the implementation of the 2013 Curriculum, educators are not only the spearhead of education and learning, but are the key to the success of the Curriculum as a whole. The teacher's success in delivering material is very dependent on the smoothness of communication which has an impact on the message given by the teacher (Usman, 2002). Teachers are the spearhead of education, because teachers directly influence individual behavior, due to interactions with their environment in the context of classroom learning. This interaction occurs between individuals and the classroom environment in the context of creating an environment that allows learning interactions to occur (Slameto, 1988).

In learning activities, there are several components including: objectives, learning materials, assessment, methods, and methods. These four components are the main components that must be fulfilled in the learning process. These components do not stand alone, but are related and influence each other (interrelation)(Sudjana, 1991). The concept of social studies learning in elementary schools focuses more on the role of students as social creatures so that they become good citizens. The main objective of social studies education is to help the younger generation develop the ability to make rational decisions in the public interest as citizens of a multicular, democratic society in an interconnected world.(Rivai & Wulandari, 2018). There are many learning methods that can be used by teachers to maximize the process and ability to understand students' material in each subject presented, but all of them must still be based on certain considerations such as the state of students' development, the subject matter presented (theoretical or applied). and so forth.

In the learning context, question and answer is one of the most important learning methods and is often used in class. Questioning (Questioning) has an important role in teaching and learning activities, well-formulated questions with appropriate throwing techniques will increase student

participation in teaching and learning, as well as increase students' curiosity about the material being presented.

One of the factors that causes the lack of student participation in asking questions is that students really do not understand the material being taught, so appropriate methods are needed so that students' understanding of concepts in the learning process increases. Steps taken to overcome this problem were through the use of the Question Student Have (QSH) learning method.

The Question Student Have (QSH) method is a learning method that encourages students to put their questions in writing on paper that has been provided by the teacher. This QSH method is a learning method that facilitates students to write questions formulated by the students themselves. Students choose important questions to answer, then these questions are discussed in groups, in this process there will be interactions exchanging ideas between students and between students and the teacher.

Based on the results of initial observations conducted by researchers at MIN 1 Makassar, researchers found that there were still students who did not understand the social studies learning material. This is due to educators not making good use of learning methods, which makes students bored in the learning process. Factors and conditions like this require learning methods and strategies that can involve all students actively in learning so that they can learn from each other through exchanging thoughts, experiences and ideas. One alternative that can be chosen in order to produce quality learning is learning through appropriate methods and media. Learning methods can stimulate attention, interest, thoughts, and make students active in learning.

## **2. RESEARCH METHOD**

This type of research is quantitative experimental research with a pre-experimental design. Pre-experimental designs used in the form of one group pretest-posttest design. This research was carried out in one group or one class, the group was given an initial test first, before being given a treatment, and then the group was given a treatment using a method that the researcher chose, namely the Question Student Have method and giving behavior then given a final test so that can compare the situation before being given treatment. This research was conducted on class V MIN 1 Makassar students with a sample of 26 students. Data was collected using tests and observation sheets. Tests are given to measure the ability to understand the material given before and after treatment. This instrument is valid and reliable so it can be used in research. The collected data was then tested using the paired sample t-test.

### 3. RESULTS AND DISCUSSION

Research results and discussion cover 60% of the body length of the article. Research results are the core part of scientific articles consisting of the results of data analysis and hypothesis testing. To explain the results of analysis/research, charts, images, tables and/or graphs must be provided. The discussion section presents logical findings and is linked to relevant references.

The maximum score for the ability to understand Social Sciences material for class V MIN 1 Makassar students before applying the Question Student Have method obtained a maximum score of 73 and a minimum score of 47 with an average value of 59.96 and a standard deviation of 10,367 with a sample of 26 students. Furthermore, the categorization analysis of the ability to understand Social Sciences material in class V MIN 1 Makassar students before implementing the Question Student Have method is presented in the following table:

Intervals	Frequency	Category	Percentage (%)
0-34	0	Very low	0
35-54	12	Low	46
55-64	3	Currently	12
65-84	11	Tall	42
85-100	0	Very high	0
Amount	26	Currently	100

Table 1. Pretest Categorization

The maximum score for the ability to understand Social Science material for class V MIN 1 Makassar students after applying the Question Student Have method obtained a maximum score of 100 and a minimum score of 73 with an average value of 87.73 and a standard deviation of 6,926 with a sample of 26 students. Furthermore, the categorization analysis of the ability to understand Social Sciences material in class V MIN 1 Makassar students after applying the Question Student Have method is presented in the following table:

Intervals	Frequency	Category	Percentage (%)
0-34	0	Very low	0
35-54	0	Low	0
55-64	0	Currently	0
65-84	7	Tall	27
85-100	19	Very high	73
Amount	26	Currently	100

Table 2. Posttest Categorization

To determine the increase in students' ability to understand material in the social studies subject class V MIN 1 Makassar when they did not receive treatment and when they received treatment using the Question Student Have method, an N-gain test was carried out. The results of the N-gain test show that the average pretest value is 59.96 and the average posttest value is 87.73 so that the normalized gain result or average normalized gain is 0.66.

For more details, the categorization of improving students' understanding abilities can be seen in the following table.

N-gain value	Category	Frequency	Percentage (%)
$g > 0,7$	Tall	15	58
$0,3 \leq g \leq 0,7$	Currently	9	35
$g < 0,3$	Low	2	8
Total		26	100

Table 3. Categorization of Improvement with N-Gain Score

If the average n-gain value of students is 0.66 converted into the 3 categorizations above, then the average n-gain value is in the interval, meaning that the increase in students' ability to understand social studies material using the Question Student Have method is generally in the "Currently". The average n-gain value is 0.66, which means it is in the medium categorization or n-gain value, so it can be concluded that the increase in students' ability to understand social studies material meets the criteria for success.  $0,3 \leq g \leq 0,7 \geq 0,3$

To test the effect of Question Student Have, a paired sample t-test was carried out after ensuring the data was normally distributed. The normality test results before using the Question Student Have method were 0.04 and the normality test results after using the Question Student Have method were 0.012. The significant value obtained indicates that the posttest score after using the Question Student Have method on the ability to understand Social Science material in class V MIN 1 Makassar students is normally distributed.

The results of the Paired Sample T-Test obtained a significance value of 0.01. The significance value obtained is smaller than  $\alpha$ , so it can be concluded that there is a significant difference in the data on the ability to understand the pretest and posttest material of class V students at MIN 1 Makassar. The results of the inferential analysis or T test using Paired Sample T-Test using SPSS show  $T_{it} = 13,107$  with  $T_{Table} = 10,803$ , so it can be concluded that there is an influence of using the Question Student Have method on students' ability to understand material in social studies class V at MIN 1 Makassar. ( $0,01 < 0,05$ )

Several studies have also shown that the student question method has a positive influence on student learning outcomes (Harahap & Sujarwo, 2022; Nawangsih & Andriani, 2019; Nurdiansyah, 2019; Oktaviana et al., 2022). This method can make students motivated in the learning process and makes it easier for students to receive and understand the material because of the interaction between the teacher and students (Bachtiar & Ahmad, 2019). The application of this method also makes students think more broadly, actively, creatively and systematically so that students can understand the lesson (Aryansyah, 2021). Apart from that, this method makes students active in expressing opinions and answering questions from teachers and other students (Ramli & Akram, 2021). Teachers as facilitators also play a role in increasing student

interaction (Wiliawanto et al., 2019). With this method, each student gets the opportunity to convey ideas and questions from the material being studied (Zusnani & Murfi, 2020).

#### 4. CONCLUSION

Students' ability to understand material when they did not receive treatment using the Question Student Have method in class V social studies learning at MIN 1 Makassar was proven to be in the "medium" category. Meanwhile, students' ability to understand material when treated with the Question Student Have method in class V social studies learning at MIN 1 Makassar was proven to be in the "very high" category.

The results of the analysis show that students' ability to understand social studies material when they did not receive treatment using the Question Student Have method was in the "medium" category, whereas when they received treatment using the Question Student Have method it was in the "very high" category. Based on the results of the Paired Sample T-Test, it can be concluded that there is a significant difference in the pretest-posttest data on the ability to understand the material for class V students at MIN 1 Makassar. The results of the analysis also show that there is an influence of using the Question Student Have method on students' ability to understand material in social studies class V at MIN 1 Makassar.

Further research can be carried out using other learning methods in teaching social sciences at different levels considering the differences in student characteristics based on age.

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