Effect of Learning Models: Giving Questions and Getting Answers on the Student Achievement in Unsyiah Aceh-Indonesia

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Abstract

The purpose of this study was to determine the history of learning achievement by using the Giving Question and Getting Answer learning model which was then compared with the conventional method of history education study program students,Unsyiah. This research was an experimental research using a quantitative approach. Populations in this study were all third semester students, academic year 2019/2020, which were 107 students. The sample in this study was the regular class 1 as the control class and the regular class 2 as the experimental class where each class consisted of 20 students. Data collection techniques were done through the provision of tests (post-test). Meanwhile, data processing and analysis techniques were carried out using the product moment correlation formula which was further processed using the T test formula. The results showed that: (1) the acquisition of student learning outcomes in the experimental class was higher than that of the control class, (2) Calculations correlation (r) to look for the effect of variables X and Y showed a very high correlation value, so it can be said that it affects the student learning outcomes. These results indicate that Ha was accepted and Ho was rejected. From the results of the study, the conclusion obtained was that the learning model of Giving Question and Getting Answer has a significant impact on the students' learning outcomes of the history in Unsyiah Aceh-Indonesia.

Keywords: *Giving Question and Getting Answer Learning Model; Learning Achievement*

Introduction

As an integral part of community life, education in the global era must be able to emphasize the achievement of educational goals themselves which consist of cognitive, affective, and psychomotor dimensions so that integrated learning outcomes of the totality of students' personalities can be achieved. Achievement of the thing intended is dependent on the professionalism and devotion of teachers to the personality values of students at school.

Universities as educational institutions and miniature communities need to develop learning that is held therein according to the demands of the global era. One effort that can be developed by schools, in this case universities is active learning, innovative, creative, effective, and fun. The potential of human

resources is a national asset as well as a basic capital for national development. This potential can only be explored, developed, and fostered effectively through directed and integrated education and learning strategies, which are managed in a harmonious and balanced manner by taking into account the development of the potential of students who have exceptional abilities and intelligence, namely by organizing programs learning that is able to develop these advantages, both excellence in terms of intellectual potential and special talents that are skills (Hamzah, 2009).

Dimyati and Mujiono (2006: 3) suggest that the learning process is "an interaction activity between lecturers and students which ends with the process of evaluating learning outcomes". Learning is something done by students where learning is basically an effort of educators to help students in conducting learning activities with the aim of learning that is to realize the efficiency and effectiveness of learning activities undertaken by students (Isjoni, 2010: 11).

Various problems continue to arise in the world of education, such as the lack of professional professionals in the field of education as well as the low learning interest of students which in turn has an impact on the quality of Human Resources (HR) produced by related educational institutions. Many people are of the opinion that the problems faced by the Indonesian people are caused by the low quality of Indonesian human resources. The low quality of human resources, both academically and non-academically, causes the Indonesian people to not fully participate in contributing their potential, both physical and non-physical potential in the implementation of development in accordance with their skills and fields. Therefore, community participation in development is very important and necessary. That is because the success of development can only be achieved if the community actively participates in all development activities. In this case, only with good quality human resources, the problems of the Indonesian people will gradually be resolved well.

Efforts made by the government through educational institutions are to improve educational facilities and infrastructure, as well as to create various appropriate learning methods. One of them is the cooperative learning method. The method aims to improve character education for students where students are trained to have an attitude of responsibility, leadership and social care. This cooperative learning can be applied to motivate students to be brave to express their opinions, respect the opinions of friends, and exchange opinions. In addition, students are usually faced with exercises or problem solving in the learning process, which is why cooperative learning is very good to carry out because students can work together and help each other in working on the task. But in reality, the activity shown by students in learning at university is still relatively low. In general, students tend to be passive and just accept what is said by the lecturer, and cannot express their own opinions, ask questions, or answer the lecturers' questions. Some lecturers complained about these problems, namely about the low motivation and creativity of students in the learning process so that very few students who ask questions and express their opinions. They prefer to be good listeners and take not all the information given by the lecturer. Even some students are not interested in the learning strategies given by lecturers / teachers where they tend to show negative behavior, such as disturbing friends and sleeping, making the classroom atmosphere noisy. The Giving Question and Getting Answer type of cooperative learning model is an interesting and fun learning model that can increase student interest in history lessons and students' understanding of historical material delivered by lecturers.

Based on the description above, researcher was interested to find out what the influence of the Giving Question and Getting Answer learning model on learning achievement. Therefore, the title of this study is **"The Effect of Giving Question and Getting Answer Cooperative Learning Model on students' achievement at unsyiah, Aceh Indonesia"**

Problem Statement

Based on the background of the problem above, the problem statements in this study is as follows.

1. How much the Giving Question and Getting Answer type of learning model application affects the learning achievement of third semester students in the history education study program, Syiah Kuala University, 2019-2020 school year?

2. How do historical learning achievements compare using the conventional model and the Giving Question and Getting Answer model for third semester students in the history education study program, Syiah Kuala University, 2019-2020 school year?

Research Theory

Learning model is something that is used as a guide in planning learning in class and when doing tutorials. According to Arends (in Agus Suprijono, 2012: 46), the learning model refers to the approach to be used which includes learning objectives, stages in learning activities, learning environment, and classroom management. The learning model can be defined as a conceptual framework that describes systematic procedures in organizing learning experiences to achieve learning goals. The Giving Question and Getting Answer learning model is a learning model developed to train students to always be active in the learning process and have the ability and skills to ask and answer questions. The steps of the Giving Question and Getting Answer learning model according to Suprijono, (2012: 107/108) include: distributing two pieces of paper to students, asking students to write on the card the words of (1) Asking Cards, (2) Answering Cards. The next step is starting learning process by asking questions, which questions can come from both students and teachers. If the questions come from students, then these students must submit a card that reads "asking card". After the questions have been asked, ask other students to give answers. Every student who wants to answer a question is required to hand over a card that says "answer card" (need to remember, every student who wants to answer or ask questions must submit the cards to the teacher). If until the end of the session there are students who still have 2 pieces of paper, namely question and answer paper or still have one of these pieces of paper, then they are asked to make a resume or question and answer process that has been carried out that day where this decision must be agreed from the beginning in advance before the learning is started (Suprijono, 2012).

Methodology

This research used a quantitative approach, which is a process of finding knowledge that uses data in the form of numbers as a means of finding information about what we want to know, which aims to explain or describe the phenomena of field findings according to the focus of the problem under study and based on facts in the field. According to Margono (2010: 107), quantitative methods are based very strongly on data collection in the form of measurement results. Therefore, the data collected must be processed statistically so that it can be interpreted properly. This study also used field research and experimental methods. Field research is carried out by conducting direct observations to obtain the information needed. Meanwhile, experimental research according to Sugiyono (2012: 72) is research that is used to look for the effect of certain treatments on others under controlled conditions, or in other words, experimental research tries to examine whether there is a causal relationship. The process is to compare one or more experimental groups that were treated with one or more comparison groups that were not treated.

Population is defined as a generalization area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and in the end drawn conclusions.

While the sample is part of the population (Sugiyono, 2010: 297). The population in this study were all students in the third semester of the 2019/2020 school year in the history education study program, Syiah Kuala University. The students consisted of 5 classes consisting of 107 students. The sample in this study was semester 3 students, which was 20 students as a control class and 20 students as an experimental class. Sampling in this study was carried out by using a purposive sampling technique.

Research Results and Discussion

The process of collecting data is done with the aim of getting accurate data so that the desired results can be achieved. In this case, the writer's team conducted research in the history education program at Syiah Kuala University. The data obtained were based on the results of evaluations in the regular class 1 consisting of 20 students who were taught using conventional methods as a control class and the results of the evaluation in the regular class 2 consisting of 20 students who were taught using the cooperative learning model type Giving Question and Getting Answer. To facilitate data processing for researchers, the experimental class is denoted by X and the control class is denoted by Y.

Based on the results of data processing, the average value obtained from group Y as a control class that was taught using conventional methods was 67.75 and the average value obtained from group X as an experimental class that was taught using the Giving Question and Getting Answer learning model was 83 .5 The average value is obtained from the results of evaluations conducted after learning using conventional methods and the Giving Question and Getting Answer learning model is conducted.

a. The Average value (mean) of group Y (MY)

$$MY = \frac{\sum fy}{ny}$$
$$= \frac{1355}{20}$$
$$= 67,75$$

a. The Average Value (mean) of group X (MX)

$$MX = \frac{\sum fx}{nx}$$
$$= \frac{1670}{20}$$
$$= 83,5$$

Next, the data values of Giving Question and Getting Answer (X) and conventional values (Y) are written in the following columns:

1. Column serial number (subject of research)
2. Column X is for student achievement scores using the Giving Question and Getting Answer learning model
3. Column Y is for achievement scores using conventional methods
4. Column X^2 is for the achievement scores of the Giving Question and Getting Answer learning model which is squared
5. Column Y^2 is for conventional scores squared achievement value.
6. Column XY is for the result of the multiplication of the Giving Question and Getting Answer achievement scores and conventional.

Data Analysis

To obtain the coefficient, it was used the production moment correlation formula proposed by (Suprijono, 2011: 206) as follows

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{40(113550) - (1670)(1355)}{\sqrt{\{40(141050) - (1670)^2\}\{40(95225) - (1355)^2\}}}$$

$$r_{xy} = \frac{4542000 - 2262850}{\sqrt{(5642000 - 2788900)(3809000 - 1836025)}}$$

$$r_{xy} = \frac{2279150}{\sqrt{(2853100)(1972975)}}$$

$$r_{xy} = \frac{2279150}{\sqrt{5629094972500}}$$

$$r_{xy} = \frac{2279150}{2372571,3840683}$$

$$r_{xy} = 0,96$$

In determining the product moment correlation in this study, the obtained coefficient correlation value was (r = 0.96) which was included in the high correlation value. This positive correlation coefficient value showed that the relationship between the use of the Giving Question and Getting Answer learning model on student learning outcomes in History study program is good.

Hypothesis Testing

In hypothesis testing, the student test formula (t test) was used to determine the significance of the correlation coefficient (Sudjana 2005: 377). The hypothesis that becomes the basic assumption for researchers is that the Giving Question and Getting Answer learning model can improve the learning outcomes of the students in the history education study program. This can be compared using conventional methods that have a significant effect or have a positive effect on student learning outcomes so that they can improve their learning outcomes.

The steps of testing the hypothesis are as follows:

If $t_{count} > t_{table}$ then it is siginificanct
If $t_{count} \leq t_{table}$ then it is not siginificanct
Thus it is obtained as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,96\sqrt{40-2}}{\sqrt{1-(0,96)^2}}$$

$$t = \frac{0,96(6,16)}{\sqrt{1-(0,9216)}}$$

$$t = \frac{5,9136}{\sqrt{0,0784}}$$

$$t = \frac{5,9136}{0,28} t = 21,12$$

For the level of a = 0.95, with the degree of freedom (dk) = n-2 = 38, the value of ttable is 1.68. Because tcount is greater than tcount 21.12> 1.68, then the correlation or effect is significant, which means H1 is accepted. Thus, it can be concluded that there is a significant influence on the use of the

Giving Question and Getting Answer learning model on student achievement in historical subjects. Through data processing and hypothesis testing it is proven that the basis of this study was accepted. In other words, there is a comparison between the use of the Giving Question and Getting Answer type of learning models with conventional learning models in the history education program in Syiah Kuala University. The comparison of learning outcomes is known from the value of the contribution of the Giving Question and Getting Answer learning model on the history learning outcomes that was 50% which is included in the very good criteria and 10% on the use of conventional methods which is included in the poor criteria.

Based on the results of the study above, obtained $t_{count} = 21.12$ and t_{table} (a = 0.95, dk = 38, with the opportunity 1 - a). Because the value of t_{count} is greater than t_{table} (t> t table or 21.12> 1.68), the correlation or effect is significant, which means that H_a is accepted. Thus it can be concluded that the use of the Getting Question and Getting Answer learning model has a significant effect on student learning outcomes in the Unsyiah Historical Education Study Program. The results of observations made at the time of this research were researchers or writers found that there were several obstacles faced by students in learning that resulted in student scores being low. Constraints in the teaching and learning process include a less pleasant learning atmosphere so students feel bored because the lecturer is too focused on the material. In addition, the history lesson schedule is often during the last lecture hours, where the stamina of students has been drained for these lessons. Therefore, a lecturer / teacher should use various methods or learning models that are in accordance with the material taught so that the learning process is not boring but can still attract the attention and enthusiasm of students.

Psychological factors or factors in a person, namely talent and intelligence also determine a person's ability to achieve learning success. If a student is gifted in History and has high intelligence, it can be expected that the student will have high abilities. Conversely, if a student does not have high talent and intelligence, then he will experience delays in the teaching and learning process. Likewise, in terms of internal factors such as intelligence intelligence, ways of learning, talent, asking, and motivation also determine a person's ability to achieve success. Furthermore, there are external factors that also affect learning achievement, including family or the way parents educate, relationships between family members, home atmosphere, family economic situation, understanding of parents, cultural background, school factors (teaching methods, curriculum, relations between lecturers and students) community, student activities in the community, and associates (Slameto 2003: 54).

This study was conducted to analyze the effect of implementing the Giving Question and Getting Answer learning model in the history education program at Syiah Kuala University. Based on the results of data processing, namely by comparing the control class test scores with the experimental class, obtained $t_{count} = 21.12$ and $t_{table} = 1.68$ so that $t_{count} > t_{table}$. This showed that alternative hypotheses (H_a) can be accepted, which means that Giving Question and Getting Answer learning has a positive effect on students in the history education study program in Syiah Kuala University, Banda Aceh so that it can improve their learning outcomes. This research is supported by correlation research that links qanun understanding and tolerance (Azis et al. 2018).

The study was also conducted with the aim of finding out whether there was a difference between the Giving Question and Getting Answer learning model and the conventional method. To analyze the differences between the two models, data processing was performed using the t_{test} (different test). Based on the results of data processing obtained using the t_{test} (different test), the Giving Question and Getting Answer learning model and the conventional method obtained t_{count} 21.12 and 1.68 t_{table} with a significant level of 0.95. Therefore, it can be concluded that H_1 is accepted and H_0 is rejected or 21.12 is greater than 1.68 which means there is a difference between the Giving Question and Getting Answer model and the conventional method, which is equal to 21.12. This value is a high difference when viewed from a significant level of 0.95 so that it can be concluded that the Giving Question and Getting Answer learning

model can be applied and can be accepted because it can improve the historical learning outcomes of students in the history education study program in third semester, compared to students who use the conventional learning method which is less effective in improving student learning outcomes in third semester at the history education study program in Syiah Kuala University.

This is in accordance with Freire's opinion (in the comparison of learning models) which states that such teaching (conventional) is like a bank-style education (banking concept of education). The implementation of education is only seen as an information-giving activity that must be swallowed by students, which must be remembered and memorized, where such learning processes are more dominated by lecturers / teachers as the role of transferring knowledge, while students as recipients of knowledge will tend to be more passive.

Conclusion

Based on research conducted on the effect of the Giving Question and Getting Answer learning model on history learning outcomes of history education study program students in Unsyiah, the following conclusions can be drawn: (1) Giving Question and Getting Answer learning model can improve the history learning outcomes on students where it is proven by analyzing product moment data which obtained a correlation coefficient of ($r = 0.96$) means that the value is included in the high correlation. While for the value of ($t_{count} = 21.12$) and ($t_{table} = 1.68$) so it can be said that the Giving Question and Getting Answer learning model has a significant effect on the learning outcomes of history education study program students in Syiah Kuala University. (2) The difference in learning achievement of students in the history education study program in Syiah Kuala University using the Giving Question And Getting Answer learning model with covesional methods, known from the t_{count} and t_{table} obtained, respectively 21.12 and 1.68 with a significant level of 0, 95. This value indicates that H_a is accepted and H_0 is rejected or in other words 21.12 is greater than 0.95, so it can be concluded that there is a high influence of the use of the Giving Question and Getting Aswer learning model because in hypothesis testing, obtained t_{count} $21.12 \geq t_{table} 1.68$ or in other words have significant results.

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