



Typology of Questions from Indonesian Language Teachers Participating in Professional Education Teachers (PPG) in Position according to the Characteristics of 21st Century Learning

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Abstract

The characteristics of 21st century learning are marked by the implementation of the Independent Learning Curriculum which gives teachers the freedom to improve their students' critical thinking, creative thinking, communication, and collaboration skills. Teacher Professional Education (PPG) is a government program, one of the goals of which is to improve teacher professional competence. In relation to this, the purpose of this study is to describe the typology of questions from Indonesian language teachers participating in PPG in the initial, core, and final learning activities according to the characteristics of 21st century learning. This study uses a qualitative approach with a descriptive method. The research data were analyzed using a design that presented by A. Michael Huberman and Matthew B. Miles. The data analysis model used is the flow model of analysis whose process is carried out with the following steps: (1) data selection, (2) data presentation, (3) data reduction, and (4) drawing conclusions. Based on the results of the study and discussion, it was concluded that the typology of questions from Indonesian language teachers participating in PPG in Service is in accordance with the characteristics of 2nd century learning: 1) the type of question uses question words, what, whether, how, why, how many, why, and which, does not use words but with question intonation, for example already?, do you think it is important to discuss?, okay the third one? 2) in the initial learning activities, teacher questions are more dominant in improving students' communication skills compared to critical, creative, and collaborative skills, 3) in the core learning activities, teacher questions are more dominant in improving critical and creative thinking skills compared to collaboration and communication skills, 4) in the final learning activities, teacher questions are more dominant in improving critical and communicative thinking skills compared to creative and collaborative skills.

Keywords: *Typology; Teacher Questions; Characteristics; 21st Century Learning; Higher Order Thinking Skills*

Introduction

The development of teacher professionalism in accordance with the demands of innovative learning is focused on: 1) learning orientation on the characteristics of 21st century learning, such as

critical thinking and problem solving, communication, collaboration, creativity, and innovation; 2) characteristics of integrative, holistic, scientific, contextual, thematic, effective, collaborative, and student-centered learning; 3) strategies, models, methods, or learning approaches that can train 21st century innovative skills (1). The implementation of the Independent Learning Curriculum gives teachers the freedom to design innovative and creative learning, thus enabling students to develop 4C skills (critical thinking, communication, collaboration, and creativity)(2).

The Teacher Professional Education Program (PPG) in Indonesia is one of the solutions to improve teacher competence professionally in the form of innovative and creative learning design. Through PPG, teachers can improve their ability to choose and master teaching materials, as well as plan, develop, and actualize productive teaching and learning processes in accordance with professional competency standards (3). In reality, not all teachers in Indonesia have the ability to manage classes well. Teacher questioning strategies and feedback strategies are part of classroom management that can provide simple guidance and direction to students in improving their skills (4).

Questioning skills, one of the important skills that must be mastered by teachers. This skill is the key to improving the quality and meaning of learning as a whole. By mastering questioning skills, teachers can create an effective and enjoyable learning atmosphere. This skill is very important to apply during the learning process, especially when teachers ask quality questions to assess the level of student understanding (5). Empirically, the questions asked by teachers are more than the questions asked by students.

Based on the results of observations in the field, the questions asked by teachers are still at the Lower Order Thinking Skills (LOTS) level and appear more often in preliminary activities than in core activities. In addition, there are still questions from teachers that do not meet the criteria as good questions (6). Coherence and the use of cohesion markers in teacher questions cause students to tend to give short answers and think at a low level. This is due to the type of teacher questions that usually ask for brief information using cohesion markers such as question words what and where, which tend to only require a low level of thinking to answer them (7).

The Teacher Professional Education Program (PPG) is a government program to prepare professional teachers and is one of the government's policies to improve the quality of educators. This is important because one of the main factors in the progress of education in Indonesia is the existence of good and professional teachers (8).

There are several studies that focus on teacher activities in schools in order to improve the quality of student attitudes, cognitive, and skills. However, previous studies do not describe how teacher questions are able to develop students' high-level skills, for example, analysis of several teacher questioning strategies in asking questions to students (9), analysis of types of teacher questions in the English learning process (10), analysis of types of Indonesian teacher questions in teaching and learning interactions, cognitive levels of teacher questions, and functions of teacher questions (11).

This research is different from previous research. The novelty of this research is the discovery of a model or typology of questions from Indonesian language teachers can foster high-level skills of students including creative thinking skills, critical thinking and problem solving, communication, and collaboration. Unlike previous studies that only focused on the typology of questions in Indonesian language learning, this study is expected to contribute to the success of the PPG program for Indonesian language subjects in improving teacher professionalism. Related to this phenomenon, this study aims to describe the typology of questions from Indonesian language teachers participating in PPG in the initial, core, and final activities learning that reflects the characteristics of 21st century learning in improving critical thinking, creative thinking, collaboration, and communication skills.

Method

The descriptive research design used in this study will explore in depth the typology of Indonesian language teachers' questions. PPG participants in learning Indonesian language material according to the characteristics of 21st century learning. The approach used in this study is a qualitative approach. In a qualitative research approach, the data obtained is in the form of speech or questions collected through qualitative data collection methods. Qualitative research is descriptive and is analyzed in depth. The main focus of qualitative research is the discovery and in-depth understanding of the phenomenon of the types of teacher questions studied (14). The implementation of this approach in this study was known through observations of interactions in the classroom to see how Indonesian language teachers participating in PPG asked questions aimed at developing 21st century learning skills.

The research data are in the form of questions asked by 14 Indonesian language teachers participating in PPG who teach in Junior High Schools (SMP) from 14 cities in Indonesia. Data were collected through recording and observation techniques of teacher learning practices and interviews with teachers in improving their skills. Documentation and detailed explanation of how questions are used in teaching Indonesian.

The data collection techniques used are 1) recording techniques, 2) recording techniques, and 3) documentary techniques. The data collection technique for this study was through two stages, namely observation and documentation (14 Indonesian language learning videos). The data collection technique through documentation was carried out by researchers by transcribing 14 Indonesian language teacher learning videos of PPG participants.

The collected data was then analyzed using the data analysis design presented by A. Michael Huberman and Matthew B. Miles (in Dezin, 1994:429). The data analysis model used was the flow model of analysis, the process of which was carried out in the following steps: (1) data selection, (2) data presentation and (3) drawing conclusions.

The collected data were then analyzed descriptively to identify the typology of questions used by teachers in the learning process at the beginning, core, and end. Analysis of teacher questions to students related to improving four student skills was used to identify common patterns in the use of teacher question typologies. The findings will provide an overview of the most common question typologies used by teachers in learning in the PPG Study Program.

Results and Discussion

Typology of Indonesian Language Teacher Questions in Initial Learning Activities

Initial learning activities carried out by teachers in accordance with the Independent Curriculum, aim to build students' learning readiness, foster motivation, and relate the material to their experiences. Teacher activities include: a) greeting students and building connections, b) conducting reflection and apperception, c) encouraging students' learning motivation and relating the material to students' real lives, d) setting learning objectives, and e) conduct ice breaking (optional). The typology of questions from Indonesian language teachers participating in PPG in the initial learning activities is in accordance with the characteristics of 21st century learning, as follows.

1) How are you today? (Bagaimana kabar kalian hari ini?) (V1/KOM/KA/01.40)

Data (1) is a type of teacher question using the question word how which is spoken by the teacher at the beginning of the lesson. The activity carried out by the teacher in this activity is to find out information about student attendance. This type of question encourages students to convey

information clearly, honestly and confirmatively. This question is asked by the teacher in order to ask for information on the student's condition before the learning process takes place. This type is used by teachers to improve students' communication skills.

2) *Good, thank God, if everyone is healthy, are there any children who are absent today?*

(Bagus alhamdulillah kalau semuanya sehat, apakah hari ini ada yang tidak masuk anak anak?)
(V1/KOM/KA/01.45)

Data (2) is a type of teacher question using the question word whether. This question is said by the teacher to ensure that students are ready to follow the Indonesian language lesson on fantasy story text material. This type of question can encourage students to convey information clearly and honestly. This question is asked by the teacher in order to ask for information on the presence of friends before the learning takes place. This type is used by teachers to improve students' communication skills.

3) *Now, who still remembers the structure of a fantasy story text? Raise your hand. Mention the name of the NBS and the attendance number!*

(Nah siapa yang masih ingat struktur teks cerita fantasi coba angkat tangan. Sebutkan nama NBS dan nomor absen!) (V1/KOM/KA/02.17)

Data (3) shows the type of teacher's questions using the question word who is spoken by the teacher when conducting apperception activities to explore students' knowledge about fantasy stories. The teacher orders students to tell the fantasy story text. This type of question can encourage students to improve their ability to collaborate in communication. This question is asked by the teacher in order to ask for students' opinions about the structure of the fantasy story text.

4) *Done? Thank you Arifa for reading the text entitled the magic pencil. Ardi, sit down well, what lessons can we take from the story?*

(Sudah? Terimakasih Arifa sudah membacakan teks yang berjudul pensil ajaib. Ardi duduknya yang baiklah dari cerita tadi pembelajaran apa yang bisa kita ambil.) (V1/ KOM/KA /08.10)

Data (4) is a type of question asked to students without using question words, the desired answer is confirmatory. The skill that is to be improved is the student's communicative skill. Another type of question using the question word what is this is said by the teacher when he wants to ensure whether the student who is appointed has read the story in its entirety in the problem orientation activity.

5) *I will distribute this worksheet (LKPD) already sitting according to the group, yes, if there is anything you want to ask about the LKPD that I gave, please ask. Your LKPD will be examined first. Okay? Does anyone have any questions?*

(Saya akan membagikan LKPD ini sudah duduk sesuai dengan kelompok ya, jika ada yang ingin ditanyakan mengenai LKPD yang saya berikan silahkan bertanya. LKPD Ibu segera dicermati terlebih dahulu. Sudah? Adakah yang ingin bertanya?) (V1/KOM/KA/10.45)

Data (5) is a type of teacher question. This type of teacher question does not use question words. This question is used by teachers to improve communication skills. by providing information about the completion of tasks in the LKPD. The teacher said that after giving the LKPD, the teacher gave all students the opportunity to ask questions about what they did not understand regarding the LKPD that had been distributed to the students.

- 6) *Okay, let's compare the first two pictures, there are two pictures, there is class A and class B, try to compare the atmosphere in the two classes, what is the difference?*

(Oke dua gambar kita bandingkan gambar yang pertama, ada dua gambar, ada kelas A dan kelas B, coba bandingkan suasana di dua kelas tersebut, bedanya apa ya?) (V3/KRI/KA/14.07)

Data (6) is the type of teacher question using the question word *what*.

This question is said by the teacher when conducting apperception activities to explore students' knowledge about the differences in images. The teacher encourages students to express their opinions or ideas clearly and in a structured manner regarding the differences in media presented by the teacher in the apperception activity. This type of question can improve students' critical skills. The questions asked by the teacher are in order to ask for students' opinions about the differences in images. This question is said by the teacher when he wants to find out the understanding students in apperception activities. This question is asked by the teacher so that students' critical thinking can be improved.

- 7) *Our learning this morning through audio visual media displays we can examine the structure of fables. Children, have you ever heard of a fable story?*

(Pembelajaran kita pada pagi hari ini melalui tayangan media audio visual kita dapat menelaah struktur fabel. Anak anak pernahkah kalian mendengar cerita fabel?) (V7/KRE/KA/02:45)

Data (7) is a type of teacher question that is marked by the use of the word *ever* and is spoken by the teacher during the initial learning activity. In this apperception activity, the teacher explores students' information about the fable story. This teacher's question aims to improve students' creative skills. Indicators of creative skills are 1) students are invited to imagine new situations or ideas, 2) students are invited to explore their opinions about the fable story, and 3) students are invited to open up the possibility of various answers or solutions.

- 8) *Yes, the second question is what makes the story unique?*

(Iya, pertanyaan ke dua apa yang membuat cerita itu pada unik?) (V7/KRE/KA/03:38)

Data (8) is a question uttered by the teacher when exploring deeper into students' understanding of the fable story. The type of question the teacher uses is the question word *what* is uttered by the teacher when conducting apperception activities to explore students' understanding of the fable story. The teacher encourages students to express their opinions or ideas clearly and in a structured manner regarding the theme studied in the previous meeting. This type of question can improve students' critical skills. The question posed by the teacher is in order to ask for students' opinions regarding the interestingness of the story. The creative skills expected by teachers include: 1) students are invited to explore new opinions or ideas, 2) students are invited to explore their opinions about fable stories, and 3) students are invited to open up the possibility of various answers or solutions.

- 9) *Okay, before that, in a discussion text, do you think discussion is important or not?*

(Oke sebelumnya, dalam sebuah teks diskusi menurut kamu penting tidak diskusi?) (V10/KRI/KA/02.18)

Data (9) is a type of question that the teacher asks that does not use question words, but the questions asked can improve students' critical thinking skills. This question is spoken by the teacher during the apperception activity. The teacher gives a trigger question regarding the learning that will be done about the discussion text. The indicator of critical thinking questions is a question that asks

students to assess the importance or unimportance of understanding the discussion text accompanied by evidence or arguments.

10) *Yesterday, Mrs. Nisa sent the procedural text material to the WA Group. Have you read it yet?*

(Anak-anak kemarin Bu Nisa sudah mengirimkan materi teks prosedur di WA Grup, sudah dibaca belum?) (V11/KOM/KA/5:12)

Data (10) is a type of teacher's question that does not use question words, but the questions asked can improve students' communication skills. This question is spoken by the teacher during apperception activities, the teacher gives a trigger question regarding the learning that will be carried out about the discussion text. The indicator of a communicative question is a question that encourages students to express their opinions. The questions spoken by this teacher are confirmatory about the procedure text.

11) *Look back...do you understand? (Lihat kembali... apakah kalian sudah paham?) (V12/KOM/KA/07:25)*

Data (11) is the type of question the teacher uses the question word whether.

which is spoken when checking the final understanding of the observation report text. The questions asked are confirmatory of students' understanding of the observation report. Confirmatory questions are the type of questions used to ensure or confirm the truth of information. The teacher's purpose in using this question is to obtain certainty or clarification of the answers given by students.

12) *Our material today as displayed in front is about descriptive text, my question is what is descriptive text?*

(Materi kita hari ini seperti yang terpampang di depan yaitu tentang teks deskripsi, pertanyaan saya apakah teks deskripsi itu?) (V13/KRE/KA/2.11)

Data (12) is the type of question the teacher uses the question word whether.

which is said when checking the final understanding of the descriptive text.

The questions asked aim to improve students' creative thinking skills. The teacher's goal in using these questions is for students to be able to explore their ideas or other answers about descriptive texts. Creative thinking that is improved by teachers is the ability to produce new, innovative, and original ideas in answering teacher questions about descriptive texts. Creative thinking involves flexible, imaginative thinking, and the ability to see something, especially descriptive texts from different student perspectives.

13) *Mrs. Puput will show a learning video first, okay? Please watch it. Any comments? Please, any comments?
What was that about?*

(Bu Puput akan menayangkan sebuah video pembelajaran terlebih dahulu, ya. Silakan kalian simak. Ada komentar apa? Silakan, ada komentar apa? Tentang apa itu tadi?) (V14/KRI/KA/05:10)

Based on the presentation of the research results is concluded: 1) the type of questions from Indonesian language teachers in the initial learning activities are in accordance with 21st century learning using question words how, whether, who, is there, what is the difference, ever, and what. 2) it was also found that the type of Indonesian language questions did not use question words, because in their speech

they had shown question intonation, and 3) the questions spoken by teachers in the initial activities were more dominant in improving students' communication skills compared to critical and creative thinking skills. As explained by Faizah D, Utomo P, Arifin M. (2019) in their research, questioning skills are very useful for every individual to have. Asking is one of the activities used every day. A good teacher will instill his knowledge to students so that they are good at interacting, one of which is by asking questions. Asking questions will also arouse interest, develop thinking patterns, active learning methods and students' curiosity about a problem being discussed. Asking is a verbal utterance that asks for a response from someone who is known, the response given can be in the form of knowledge to things like effective stimulation that encourages thinking skills.

Typology of Indonesian Language Teacher Questions in Core Learning Activities

The core learning activities carried out by teachers according to the Independent Curriculum are designed to be more flexible, student-centered, and experience-based. Teachers act as facilitators who help students explore, think critically, and understand concepts in depth. The core activities carried out by teachers can be: a) exploring concepts, b) holding discussions and collaborations, c) implementing project-based learning, d) determining learning strategies according to students' understanding needs, and e) conducting reflections and feedback. The typology of questions from Indonesian language teachers participating in PPG in core learning activities is in accordance with the characteristics of 21st century learning, as follows.

14) *Second question: what fantasy stories do you like? (Pertanyaan kedua cerita fantasi apa yang kalian sukai?)* (V1/KRE/KI/03.41)

Data (14) is a type of teacher question that is marked by the use of the question word *what*. This question is said by the teacher to dig up information about fantasy stories that are liked by students. This teacher's question aims to improve students' creative skills. Indicators of creative skills are 1) students are invited to imagine new situations or ideas, 2) students are invited to explore their opinions about fantasy stories, and 3) students are invited to open up the possibility of various answers or solutions about fantasy stories.

15) *So, when a text is created or a story is created, will it be good in that way? (Nah apakah ketika sebuah teks diciptakan atau sebuah cerita diciptakan itu akan bagus sedemikian rupa?)* (V1/KRI/KI/08.40)

Data (15) is the type of question this teacher uses the question word *what*. Questions asked by the teacher during core activities and aimed at exploring students' understanding of the videos they watch and listen to. Student comments come from questions asked by the teacher. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to analyze information, data, or statements and comments given by students regarding video displays. Questions are asked by the teacher to explore information about students' understanding of something related to making a story.

16) *Why did there come a problem? (Kenapa kok sampai bisa ada kesulitannya?)* (V1/KRI/KI/09.05)

Data (16) is a type of teacher question that uses the question word *why*. Questions asked by the teacher to dig deeper into students' understanding using problem-oriented texts. Teachers' questions are used to dig deeper into students' understanding of a story. Students' comments come from questions asked by the teacher. Through this type of question, the teacher wants to improve students' critical thinking skills. Improving students' critical thinking in understanding problem-oriented texts means helping them analyze, evaluate, and find solutions to a problem presented in the text.

17) *The legend of Batok, where was it located? (Batok itu legendanya, itu ada di sekitar mana itu tadi?)* (V1/KRE/KI/16.50)

Data (17) is a type of teacher question marked by the use of the word *mana* spoken by the teacher when giving a detailed explanation of how to work on the LKPD while also provoking student understanding related to the text given by asking several things. This teacher's question aims to improve students' creative skills. Indicators of creative skills are 1) students are invited to imagine new situations or ideas about the legend of Mount Batok, 2) students are invited to explore their opinions about the fable story, and 3) students are invited to open up the possibility of various answers or solutions about the story's setting.

18) *Introduction, complications of the problem and then what is the resolution?*

(Pengenalan, komplikasi permasalahan kemudian resolusinya apa?) (V1/KRI/KI/21.11)

Data (18) This type of teacher's question uses the question word *what*. Questions spoken by the teacher in core activities and aim to explore students' understanding of the stages or storyline. Through this type of question, the teacher wants to improve students' critical thinking skills. The questions asked are the teacher's strategy in improving students' creative thinking in understanding and developing the storyline, meaning helping them explore new ideas, create interesting plots, and think outside the box.

19) *From the video above, what can you convey? Or what message is there here, in the video above?*

(Dari video tadi, apa yang bisa kalian sampaikan? atau pesan apasih yang ada disini, di video tadi?) (V3/KRI/KI/12.10)

Data (19) is a type of teacher question that uses the question word *what*. Questions are given by the teacher during the core activity to find out students' understanding of the thematic material on cleanliness through video displays. After the video display activity, the teacher asks students to explain the message contained. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to convey new messages or ideas about the video display.

20) *Disaster, raise your hand again dear? How is the condition of the school environment?*

(Musibah, angkat tangannya lagi sayang? Bagaimana keadaan lingkungan sekolahnya?) (V3/KRI/KI/12.22)

Data (20) his type of teacher's question uses the question word *how*. Questions are given by the teacher during the core activity to determine students' understanding of the thematic material on cleanliness through video displays. After the video display activity, the teacher asks students to explain the message contained. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to convey new messages or ideas about video displays.

21) *Well, i have a question. Can anyone please answer it?*

(Nah ibu memiliki pertanyaan, ada yang bisa silahkan menjawab ya. Apakah kalian pernah melihat video cerita fantasi?) (V5/ KRI/KI/10:02)

Data (21) s a type of teacher question that uses the question word *whether*. Questions are spoken by the teacher when exploring students' information about fantasy story

videos. Students' comments come from questions asked by the teacher. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to analyze information, data, or statements and comments given by students regarding video displays.

22) *Second question, what fantasy stories do you like? (Pertanyaan kedua, apa cerita fantasi yang kalian sukai?)* (V5/KRE/KI/13:43)

Data (22) is a type of teacher question characterized by the use of the word *what* and spoken by the teacher during core learning activities. This question is for digging up students' information about fantasy stories. This teacher's question is classified as a question that can improve students' creative skills. Indicators of creative skills are 1) students are invited to imagine new situations or ideas, 2) students are invited to explore their opinions about fable stories, and 3) students are invited to open up the possibility of various answers or solutions.

23) There is a video that I show about the structure of fable text, please watch the video. *I ask about what you watch in this video, do you understand, children?*

(Ada satu video yang ibu tayangkan mengenai struktur teks fabel silakan kali nonton videonya. Ibu bertanya tentang apa yang kalian tonton di video ini paham anak-anak?) (V7/KRI/KI/05:38)

Data (23) This type of teacher's question uses the question word *what*. Questions spoken by the teacher in the core activity and aim to explore students' understanding of the videos watched and heard. Students' comments come from questions asked by the teacher. Through this type of question, the teacher wants to improve students' critical thinking skills. Improving students' critical thinking about fable texts means helping them analyze meaning, understand moral messages, and evaluate the contents of the story more deeply.

24) *Okay, the second mother asked about complications, are there several steps in complications?*

(Okey yang kedua ibu bertanya komplikasi, komplikasi ada beberapa langkah?) (V7/KRI/KI/07:42)

Data (24) *How many* types of teacher questions use question words? Questions are spoken by the teacher when exploring students' understanding of the text structure. In the core activity, the teacher wants to improve students' critical thinking about the steps of complication. Through this type of question, the teacher wants to improve students' critical thinking skills. Teacher strategy Using this type of question to improve students' critical thinking about the steps of complication in a narrative text means helping them understand, analyze, and evaluate the conflict that occurs and its impact on the development of the story.

25) *Then this, the meaning of monologue, what exactly is a monologue?*

(Kemudian ini, pengertian monolog, apa sebenarnya monolog?) (V8/KRI/KI/10:01)

Data (25) This type of teacher's question uses the question word *what*. The question is uttered by the teacher when exploring students' understanding of the material being taught, namely about monologues. Students' comments come from questions asked by the teacher. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to analyze information, data, or statements and comments given by students regarding monologues.

26) *What is the message of the story? (Apa amanat dari cerita tersebut?)*

(V8/ KRI/KI /32.19)

Data (26) is a type of teacher question that uses the question word *what*. Questions asked by teachers when exploring students' understanding of the material being taught, namely about the message of the story. Through this type of question, teachers try to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to analyze information, data, or statements and comments given by students regarding the message of the story they read or heard.

27) *Okay the third one? (Oke yang ketiga?)* (V9/ KRE/KI /7.53)

Data (27) is a type of teacher question that does not use question words, but is simply marked by question intonation. This question is spoken in the core activity of learning monologue material. This teacher's question aims to improve students' creative skills by exploring other answers from students. Indicators of creative skills are 1) students are invited to explore other answers, 2) students are invited to explore their opinions about the monologue material, and 3) students are invited to open up the possibility of various answers or solutions.

28) *Then for the other groups, did anyone ask any questions? there is?*

(Kemudian untuk kelompok lain apakah ada yang mengajukan pertanyaan, ada?) (V10/KOL/KI/30.59)

Data (28) is a type of teacher question using the question word *whether* this is said by the teacher when carrying out core activities to confirm or give the discussion group the opportunity to ask questions. The teacher encourages students to be able to express their opinions or ideas clearly and in a structured manner regarding the material being studied. This type of question can encourage students to improve their communication skills. Questions are asked by the teacher when giving other groups the opportunity to ask questions to the presenting group.

29) *Second question, well in your daily life, have you ever done this? use and do things according to existing procedures?*

(Pertanyaan ke-2, nah dalam kehidupan sehari-hari sudahkah kalian menggunakan dan melakukan sesuatu sesuai dengan prosedur yang ada?) (V11/KRI/KI/6:46)

Data (29) is a type of teacher question that uses the question word *sudahkah*. Questions spoken by the teacher in core activities and aim to explore students' understanding of procedural texts. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to analyze information, data, or statements and comments given by students regarding video displays.

This question is asked by the teacher when he wants to know the students' understanding and experience through question and answer activities about procedural texts.

Based on the presentation of the research results is concluded: 1) the type of questions from Indonesian language teachers in core learning activities in accordance with 21st century learning is characterized by the use of question words *how, whether, why, how many, and which*. 2) it was also found that the type of questions from Indonesian language teachers did not use question words, because in their speech they had shown question intonation, for example, *okay, the third one?* and 3) questions

spoken by teachers in core activities were more dominant in improving students' critical and creative thinking skills compared to collaborative and communication skills.

Regarding critical and creative thinking in Indonesian language learning, Fajarini (2018) argues that although it is generally accepted that critical and creative thinking has a central role in education, the main goal of Indonesian language learning is not to promote critical development and creative thinking. A conducive atmosphere for the development of important skills. However, integration is very important for thinking with the four macro skills which are important steps in student development, not only as language but also as language learners. In agreement with Faizah's opinion (2019) that the characteristics of a good question are questions that have short and clear sentences.

The goal is clear, not too general and broad. Each question is only for one problem. Encourage children to think (unless the goal is just to practice remembering facts). The expected answer is not just "yes" or "no". The language in the question is well known by students. Does not cause double interpretations. The existence of good question characteristics will make it easier for teachers and students to ask questions.

Typology of Indonesian Language Teacher Questions in Closing/End of Learning Activities

The final learning activities carried out by teachers in accordance with the Independent Curriculum aim to help students reflect on what has been learned, strengthen understanding, and provide an overview for further learning. The final/closing activities carried out by teachers can be: a) conducting learning reflections, b) summarizing or concluding important points in learning, c) providing feedback, d) conducting a brief evaluation, and e) delivering material to be studied at the next meeting. The typology of questions from Indonesian language teachers participating in PPG in the final learning activities is in accordance with the characteristics of 21st century learning, as follows.

30) *Is our learning today enjoyable enough?*

(Cukup cukup sudah apakah pembelajaran kita hari ini menyenangkan?) (V1/KOM/KP/34:27)

Data (30) is a type of teacher question using the question word whether this is said by the teacher when concluding through a question whether the learning activities that have taken place have met the teacher's targets or not. At the end of the learning process, the teacher confirms the learning outcomes that have been carried out. The teacher encourages students to express their opinions or ideas clearly and in a structured manner regarding the meeting that has been carried out. This type of question can encourage students to improve their communication skills. The questions asked by the teacher are in order to ask for students' opinions on the implementation of learning carried out by the teacher and students.

31) *Is the use of PPT media and animated videos useful? you guys?*

(Apakah dengan adanya media PPT, video animasi itu bermanfaat untuk kalian?) (V5/KRI/KP/34:48)

Data (31) is a type of teacher question that uses the question word whether. Questions asked by the teacher in the final activity and aimed to explore students' understanding of the benefits of the videos watched and heard. Students' comments come from questions asked by the teacher. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to analyze information, data, or statements and comments given by students regarding the video display. Questions are submitted by the teacher during the closing activity, the teacher checks students' opinions regarding the learning techniques and strategies that have been carried out.

32) *Does this media help you to solve problems in writing fantasy story texts?*

(Apakah dengan media ini kalian terbantu untuk menyelesaikan permasalahan dalam menulis teks cerita fantasi?) (V5/KRI/KP/35:05)

Data (32) is a type of teacher question that uses the question word *whether*. Questions spoken by the teacher when responding to who the people are in the context being discussed. Questions spoken by the teacher when in the closing activity the teacher wants to know the students' opinions regarding the media used in the learning that has been done. Student comments come from questions asked by the teacher. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to analyze information, data, or statements and comments given by students regarding the media used by the teacher.

33) *What is the end of the story?*

(Apa akhir dari cerita tersebut?) (V7/KRI/KP/23:11)

Data (33) is a type of teacher question using the question word *what*. Questions spoken by the teacher in the final activity and aimed to explore students' understanding of the videos watched and heard. Students' comments come from questions asked by the teacher. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to analyze information, data, or statements and comments given by students regarding the video display. Spoken by the teacher when responding to who the people are in the context being discussed. Spoken by the teacher when in a presentation activity, other groups provide responses to the results of other groups' presentations, in the form of the group's understanding of the text structure.

34) *So today's material is about monologues that you can take, the first is about monologues. Actually, what is a monologue? Monologue is, what?*

(Jadi materi hari ini tentang monolog yang bisa kalian ambil, yang pertama tentang monolog. Sebenarnya monolog itu apa? Monolog adalah, apa?) (V8/KRI/KP/36:33)

Data (34) is a type of teacher question using the question word *what*. Questions are spoken by the teacher when conducting reflection at the end of learning about monologues. The activities carried out by the teacher are to explore students' understanding of the message and mandate in the monologue story. Students' comments come from questions asked by the teacher. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking is characterized by questions that encourage students to analyze information, data, or statements and comments given by students regarding the concept of monologue.

35) *For all of class 7A, how are you, happy or not? today's lesson?*

(Untuk semua kelas 7 A ini bagaimana kalian senang tidak dengan pembelajaran hari ini?) (V13/KRI/KP/33:21)

Data (35) is a type of teacher question using the question word *how*. Questions spoken by the teacher when responding to who the people are in the context being discussed. Questions spoken by the teacher when giving praise on today's learning, and asking class 7 A about the learning that has been carried out. Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking type questions are questions that encourage students to analyze, evaluate, and interpret information in depth before providing an answer. This question not only

asks for facts, but also demands a deeper understanding, logic, and strong arguments from students.

36) What are your impressions after taking part in today's lesson? how do you feel?

(Bagaimana kesan anda setelah mengikuti pembelajaran hari ini kesan perasaan anda?)
(V13/KRI/KP/32.59)

Data (36) is a type of teacher question that uses the question word how. Questions are spoken by teachers when responding to who the people are in the context being discussed. Questions are spoken by teachers when they want to get students' impressions of the learning that has been carried out.

Through this type of question, the teacher wants to improve students' critical thinking skills. Critical thinking type questions are questions that encourage students to give impressions or comments about the implementation of learning. This question not only asks for opinions, but also demands a deeper understanding and strong arguments from students.

Based on the results of the presentation is concluded that: 1) the type of questions from Indonesian language teachers in core learning activities in accordance with 21st century learning, some use question words, for example how, is, what, and whether, 2) There are questions from teachers who do not use question words, for example, this is our material and after the presentation, is there anyone who wants to ask? 3) questions spoken by teachers in core activities are more dominant in improving students' critical and communicative thinking skills compared to creative and collaborative thinking skills.

Related to the research findings of the type of teacher questions in the final learning activities, Melani and Gani (2023) explained that at the end of the learning the teacher will conduct a learning evaluation. Evaluation activities are carried out to determine the results of the learning that has been done. Evaluation is done by measuring the level of success in the teaching and learning process. At the end of the Indonesian language learning, the teacher asks students to express their opinions regarding the conclusions of the learning material that has been discussed. After that, the teacher closes the lesson by conveying the material that will be studied in the next meeting.

Conclusion

First, the type of questions from Indonesian language teachers in the initial learning activities are in accordance with 21st century learning using question words how, whether, who, is there, what is the difference, ever, and what. In addition, it was found that the type of teacher's questions did not use question words, because in their speech they had shown question intonation. The questions spoken by teachers in the initial activities were more dominant in improving students' communication skills compared to critical and creative thinking skills. Communication skills are more dominant because teachers must provide a clear picture of the learning activities to be carried out. If at the opening stage a teacher is unable to provide a clear initial picture, then at the next stage he will find it difficult.

Second, the type of questions asked by Indonesian language teachers in core learning activities in accordance with 21st century learning is characterized by the use of question words how, whether, why, how many, and which. There are also types of questions from Indonesian language teachers that do not use question words, because in their speech they have shown question intonation, for example, okay the third one? The teacher's questions in core activities are more dominant in improving students' critical and creative thinking skills compared to collaborative and communication skills. Critical and creative skills are more dominant because in this activity the teacher tries his best by inviting students to actively discuss

finding a problem and finding a solution to solve it, and after that the students present the results of their discussion learning.

Third, the type of questions from Indonesian language teachers in core learning activities in accordance with 21st century learning, some use question words, for example how, is, what, and whether. There are questions from teachers that do not use question words, for example, so our material and after presentation, is there anyone who wants to ask? The questions asked by the teacher in the final activity are more dominant in improving students' critical and communicative thinking skills compared to creative and collaborative thinking skills. In the final learning activity, the teacher will conduct a learning evaluation. Evaluation activities are carried out to determine the results of the learning that has been carried out. Evaluation is carried out by measuring the level of success in the teaching and learning process. Therefore, critical and communicative thinking skills are more dominantly used by teachers.

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