
The Effect of the Giving Question and Getting Answer (GQGA) Type Active Learning Strategy on the Critical Thinking Ability of Grade V Elementary School Students

Nurul Rohmayani Amalia^{1(*)}, Yustia Suntari², Evita Adnan³

^{1,2,3} Elementary School Teacher Education Study Program. Faculty of Education, Universitas Negeri Jakarta

Abstract

This research aims to determine the effect of applying the Active Learning Strategy type Giving Question and Getting Answer (GQGA) on the critical thinking skills of Social Science Subject. This research is an experimental quantitative study with a Posttest - Only Control Group Design research design. The sampling technique that used in this research was Simple Random Sampling hence, there are randomly selected Pondok Kelapa Elementary School 05 Pagi. Class VA is the experimental class and class VC is the control class, each class has 32 students. The technique of data collection used a test in the form of a description item. The collected data were analyzed using t-test (t student) with a significant level (α) = 0.05. The results showed that the t-test value of 5.65 > 2.01 table, means that H1 was accepted and H0 was rejected. The implementation of an active learning strategy type Giving Question and Getting Answer can have a positive influence on the ability to think critically on Social Science subject for the fifth grade student at SDN Kelurahan Pondok Kelapa, East Jakarta.

Keyword: Learning Strategies, Active Giving Question And Getting Answer Type (GQGA), Critical Thinking,

(*) Corresponding Author: Nramalia12.na@gmail.com

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INTRODUCTION

A country can be said to be a developed country if its people have a prosperous life. Education is one of the tools that encourages society to be more advanced so that they can get a prosperous life. Quality education can be achieved in many ways, namely by developing the curriculum, providing teacher competency training and completing school facilities and infrastructure. In order to achieve this goal, the government developed the curriculum into the 2013 curriculum. The 2013 curriculum uses a scientific approach

The selection of the use of a scientific approach in the 2013 curriculum is so that every learning follows the scientific stage, and so that there is an empowerment of students' ability to think at a higher level (HOTS). The ability of students to think at a higher level or *High Order Thinking Skill* (HOTS) is a complex thinking process and has a higher cognitive level (Widdy Sukma, 2018) The ability to think at a higher level has several aspects including problem-solving skills, creative thinking skills, critical thinking, and the ability to think at a higher level. argue, and decision-making skills

The abilities possessed by children are not the same and abilities can affect the high or low learning achievement in certain fields of study (Eveline and Hartini, 2010). It can be said that each individual has different abilities in doing a job. So that the ability cannot be

equalized, such as the ability to think (Stephen and Timothy, 2015). Thinking can be said to be a process that is more than remembering and understanding because if you have the ability to think, it can be followed by the ability to think and understand (Wina Sanjaya, 2013). If thinking is part of the activity that the brain always does to organize information to achieve a goal, then critical thinking is part of the thinking activity that the brain also does

Critical thinking skills are expected to develop from elementary school. Critical thinking is the use of cognitive knowledge in solving problems, formulating conclusions and making decisions (Halpern, 2014). Critical thinking requires effort, taste Care about accuracy, willpower, and an attitude of not giving up easily when faced with difficult tasks. Similarly, from this critical thinker, an attitude of openness to new ideas is needed (Ahmatika, 2016). According to Ridwan Abdullah Sani, critical thinking is a convergent thinking pattern, which is meant by a convergent mindset, which is processing information from various points of view, which is then made into a conclusion (Ridwan Abdullah, 2019).

Critical thinking skills have stages to be trained, as follows: (1) Analytical Skills (2) Synthesis Skills (3) Recognizing and Solving Problems (4) Skills Conclude (5) Evaluating or Assessing Skills (Ahmad Susanto, 2013). Critical thinking can be developed by conducting learning that requires students to be active in seeking information. In social studies learning, students are asked to study actively and be able to argue with each other.

Social Sciences (IPS), which in English is called *social science*, is one of the learning contents in elementary schools. Social sciences have been included in integrated thematic learning. In elementary school science Social knowledge is one of the important learning contents to be applied. Social sciences are organized in a *broad field curriculum* (Wahidmurni, 2017). This means that social sciences are a combination of other social sciences, which are united in one subject. Social studies is a learning content that relates students to the real world, namely how to respond to an event that has occurred and an event that is happening (Lif Khoiru Ahmadi and Sofan Amri, 2011)

Social studies learning aims to improve students' ability to be sensitive to social problems (Ida Bagus, 2017). Social studies learning is an approach Interdisciplinary which combines the various branches of the social sciences and humanities such as citizenship, history, geography, economics, sociology, anthropology, education (Edi Surahman, 2017). Critical thinking skills can be applied to various fields of study, one of which is Social Sciences (IPS). Social sciences study the relationship between humans and their environment, besides that social studies also study social problems. In the content of social studies, students are expected to be able to solve social problems in everyday life. Humans have different characteristics at each stage of their development. Therefore, each individual has various differences, ranging from physical differences, cognitive, talent, language skills, and motor skills (Sunarto, 2013). In elementary schools, it is divided into two class groups, namely early classes (classes 1,2,3) and advanced classes (classes 4,5,6). According to Piaget in Sri Esti, at the early class stage, it enters the concrete operational thinking category. Where students are not yet able to think abstractly. While in advanced classes, it enters the formal operational thinking category, namely students are able to analyze problems scientifically and find solutions (Sri Esti, 2002). then it can be synthesized that the thinking ability of fifth grade elementary school students is already able to think operationally.

At this stage, teachers can develop the critical thinking skills possessed by students. The way that can be done to develop these skills is by providing problems in daily life and

using the right learning strategies. Strategy There are many types of learning, one of which is the active learning strategy. According to Silberman, it is learning that involves the role of students in learning. Because by participating in students, they can gain knowledge and skills (Suyadi, 2013). The *Active Learning* strategy can be a strategy that is a place to stimulate children's thinking skills. The results of research conducted by Iriana Wulan on social studies learning in class V of Elementary School Klumpit, Sawahan District, Madiun Regency show that existing social studies teachers are more of the main actors. This resulted in the critical thinking skills of grade V students of SDN Klumpit, Sawahan District, Madiun Regency. (Iriana Wulan, 2016).

Efforts that can be made in the learning process are using an active learning strategy of the *giving question and getting answer (GQGA)* type. Active learning aims to empower all the potentials possessed by students so that students are able to achieve satisfactory learning outcomes according to the characteristics they have. By using Strategy *Active Learning* can make students' attention centered on the learning process (Sinar, 2018). Strategy *GQGA* demanding students to dominate activities Learning. Learning strategies *Giving Question and Getting Answers (GQGA)* It is an implementation of a constructive learning strategy that places students as subjects in learning. This means that students are able to construct their own knowledge while teachers are only facilitators (Muhamad Afriza Irawan, 2018). 1)

Based on the description above, the researcher wants to carry out a study entitled "The Effect of *Giving Question and Getting Answer (GQGA)* Type Active Learning Strategies on the Critical Thinking Ability of Social Studies Students of Class V SDN Pondok Kelapa Village, East Jakarta"

METHODS

The method used in this study is quantitative (experimental) with a *Posttest - Only Control Group Design* research design. The sampling technique used is *Simple Random Sampling* so that SDN Pondok Kelapa 05 Morning is randomly selected. The VA class as an experimental class uses active learning strategies of the *GQGA* type and VC classes as control classes using expository learning strategies, each of which amounted to 32 students. The data collection technique uses a description question test.

RESULTS & DISCUSSION

Result

This research involved two classes from SDN Pondok Kelapa 05 Pagi. The VA class is an experimental class and the VC class is a control class. In order for researchers to find out the results of critical thinking skills in social studies content, a test was carried out by filling out a question test after being given treatment. The results of data analysis in the experimental class and control class are as follows:

Table 1. Posttest Results of Critical Thinking Skills in Experimental Classes

Information	Experimental Classes
N	25
Mean	22,48
Median	21
Mood	21
Variant	15,84
Standard Junction	3,98
Maximum Score	31
Minimum Score	17
By	data Table 1 Known

The average learning independence score of the experimental class was 22.48. With a minimum score of 17 and a maximum score of 31. The posttest result data on the control class is presented in the following table:

Table 2. Results of the Control Class Critical Thinking Ability Posttest

Information	Control Classes
N	25
Mean	15,12
Median	14
Mood	14
Variant	12,61
Standard Junction	3,55
Maximum Score	26
Minimum Score	10

Based on the data from table 2, it is known that the average score of critical thinking ability in the control class is 15.12. With a minimum score of 10 and a maximum score of 26. In addition, the results of the calculation analysis show that the normality calculation has been carried out using *the liliefors test*. The results of the calculation of the normality test of learning independence can be seen in the following table:

Table 3. Normality Test Results

Class	L_o Hitung	L^t Tabel
Experiment Post-test	0.165	0,173
Control Post-test	0.153	0.173

Based on the data of table 5, the results were obtained that the data from the experimental class and the control class had a normal data distribution, because the score calculation was smaller than the table L. In the *posttest* data of the experimental class, the calculation was smaller than the L_{table} ($0.165 < 0.173$) and in the *control class posttest* data, the L count was smaller than the L_{table} ($0.153 < 0.173$). Next, data homogeneity testing was carried out using *the Fisher* test. Based on the results of the homogeneity calculation using the Fisher test, F_{was} was calculated as 1.25. The F_{table} for the significance level of $\alpha = 0.05$ is 1.98. Based on this, it can be concluded that the class has homogeneous data because the magnitude of F_{is} calculated $<$ the table is $1.25 < 1.98$. After testing the analysis requirements, hypothesis testing is carried out to find out whether the hypothesis given is rejected or accepted. Based on the results of the analysis requirements test, it is known that the two data groups are normally distributed and have homogeneous variances, so they are eligible to continue the hypothesis test with the t-test. The results of the t-test calculation can be seen in the following table:

Table 4. Hypothesis Test Results

T^{hitung}	T^{tabel}	Status
5,65	2,01	Ho rejected
		H1 accepted

Based on the results of the calculation above, H_0 was rejected and H_1 was accepted with the results of data analysis showing that the number of calculations was $5.65 > t_{table}$ 2.01. Thus "The use of active learning strategies of *the giving question and getting answer* type can have a positive influence on the critical thinking skills of class V students in social studies learning at SDN Pondok Kelapa 05 Pagi, Pondok Kelapa Village, East Jakarta".

DISCUSSION

Based on the results of the hypothesis test, it can be concluded that "The use of active learning strategies of *the giving question and getting answer* type can have a positive influence on the critical thinking ability of class V students in social studies learning. This is because H_0 was rejected and H_1 was accepted with the results of data analysis showing that the number of t_{counts} (5.65) $>$ t_{table} (2.01). In addition, it can also be seen from the average results of *posttest* scores in the experimental class (22.48) and the control class (15.12). It can be seen from the average score that the experimental class has a larger average than the control class.

The advantages of implementing the Giving Questions and Getting Answers (GQGA) type of Active Learning strategy are: a) The atmosphere becomes more active. b) Children get the opportunity both individually and in groups to ask questions not yet understood. c) Teachers can find out the children's mastery of the material presented. d) Encourage children to dare to express their opinions. The disadvantages of implementing the Giving Questions and Getting Answers (GQGA) type of Active Learning strategy are: a) Questions are essentially only memorization. b) The question and answer process that takes place continuously will deviate from the subject being studied. c) The teacher does not know for sure whether the child who does not ask questions or answer has understood and mastered the material that has been given. (Muhammad Fatkhan Ashari, 2018).

On the other hand, in the control class, the researcher provides treatment using an expository strategy . The steps are as follows: (a) Preparation. (b) Presentation. (c) Correlation (d) Concluding, (e) Applying (Afnan, 2018) Based on the above explanation,

It can be seen that students' critical thinking skills can be improved through the use of learning strategies. The active learning strategy of *the giving question and getting answer* type can improve critical thinking skills better than the expository learning strategy Statement. The test score of the critical thinking ability description in the experimental class was higher when compared to the average test score of the critical thinking ability description in the control class, which was $22.48 > 15.12$. Researchers already implement research to the maximum in accordance with scientific research procedures. However, of course, there are still shortcomings or limitations in running it. In this study, the researcher provides material limitations, namely Indonesian colonialism. Another limitation is the limited population of students in grade V SDN Pondok Kelapa Village, East Jakarta. So that generalizations only to the population are not included outside the population

CONCLUSION

Social Science learning with the material of Indonesian colonization in the control class and the experimental class showed differences based on the average results. The score obtained from the experimental class using the GQGA strategy was better than the control class using the expository strategy. The success of students in receiving the material is determined by the planning of activities designed by the teacher. The use of active learning strategies of the giving question and getting answer type presents active and open learning activities. Making students understand the subject matter well, students are trained in their ability to master the subject matter, cooperation, skills, self-confidence and thinking skills. Asking and giving statements activities can stimulate students to think critically. Learning is considered fun because it is done through group discussions.

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