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Implementation of Learning Model Start with a Question (LSQ) to Improve Activeness and Students' Learning Result

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Abstract: The purpose of this study was to increase student activity and learning outcomes by applying the Learning Start with A Question (LSQ) learning strategy. This research is a classroom action research conducted in 2 cycles. The subjects of this study were the fifth grade students of SDN Pinggir Nganjuk Regency, totaling 40 odd semester students for the 2020/2021 academic year. The instruments used in this study were the teacher's activity or performance observation sheet, student activity observation sheet and test sheet. Data collection techniques usedwere observation, documentation and tests. The results of the study indicate that the Learning Start with A Question (LSQ) learning model could increase the activity of fifth grade students at SDN Pinggir Nganjuk Regency. This increase could be seen from the increase in the percentage of student activity that could be seen from the average percentage in the first cycle of students reaching 66.95%, while in the second cycle there was an increase of 93.78%. Meanwhile, in the first cycle, the increase in student learning outcomes with a percentage of 51.22%, in the second cycle there was a very good increase again with a percentage of 92.68%. Based on the results of tests that have been carried out on social studies subject matter, it is known that there has been an increase in student learning outcomes.

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Introduction

Education is the effort done consciously to change humans' character through teaching and practice (Sugihartono, 2012). To develop education, it needs many factors from teacher's side and student's side in supporting learning process. It includes selection in using appropriate learning model in class. A good learning is complete in the implementation with cognitive aspect, affective aspect and psychomotor aspect so that the level of success is seen from the quantity and quality implemented at schools (Basmi, 2020).

Social science is one of materials in all elementary school included in SDN Pinggir in Nganjuk Regency. Social science learns about human interaction with environment and the effect in social, economic and cultural building in Indonesia. Based on the result of observation and interview with teacher of social science in the fifth-grade students of SDN Pinggir in Nganjuk Regency that learning process is under the minimum passing grade score, which is 60. The activity and the low students' result is one of indicators that the class has not reached maximum aim. Improvement of education quality can be seen from the on-going learning process. Getting quality in learning is needed to do learning principles (Daniati, Ismanto Bambang, 2020).

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Based on class observation and interview with social science teacher, student's learning activity and students' score are still low with many factors. First, students rarely pay attention to teacher' explanation because social science is a on exact material that makes them sleepy when the teacher explains. Second, students are less motivated to follow the learning process. It can be seen from the unready students to follow the materials. these factors have caused the low result of learning. Third, learning model used by teacher is less innovative which makes students bored during the learning process. Besides there is low interaction between student and teacher which makes.. students are less active in class and low student learning outcomes. The low result of students' learning shown in mean of daily test in odd semester 2020/2021 is 69,54. It is also shown from the students' score under the minimum passing grade for social science namely 70. There are only 15 students who have score over 70 and 25 students are under minimum passing grade. Based on results of observations of the implementation of learning in class that teachers still applying conventional methods where learning tends to be dominated by the teacher. This causes participants students become passive and less able use ideas and opinions. Beside that, students also still reluctant to ask the teacher or ask to his friends.

Based on problems in the class above, there is a difference in expectation and the fact which happens in the class. In one side, learning social science is very important because it can give social knowledge but in other side it becomes a problem because there are many students who complaint with the result that cause them dislike social science material. Therefore, selection of learning strategy is very important to help solve problems problem in fifth-grade students of SDN Pinggir. Teacher should implement learning strategy exactly so that the students are not bored (Purnamasari, 2016).

Learning Start with A Question (LSQ) is a learning strategy which gives chance to be more active to ask about material that has not been understood before teacher explains the material. (Hutagulung, 2019). Iskandar Namirah, Amran Elva Yasmi (2015) states that LSQ is one of active learning model with the way that students learn the material first before it is discussed later. In beginning of learning, asking actively can stimulate students to think critically on material which will be discussed by the teacher. (Kuswara Raden Didi, Ekaningtias Maya, 2019). LSQ is a right strategy to be implemented because this strategy has advantages, namely (1) improve students' activity through ideas in solving problem, (2) adapt students to do sharing. (3) give students skill to deliver opinion, maintain and appreciate others' opinion, (4) expand students thinking knowledge, (5) decide the result of thinking together and be responsible (Purnamasari, 2016).

The research results done by Nurmawati & Susilo (2014), Jamilah et al (2020), Afandi Muhamad (2018), Hutagulung (2019), Purnamasari (2016), Badriah (2018), (Iskandar Namirah, Amran Elva Yasmi, 2015), Makawiyah (2019), (Nurmawati, 2014), (Badriah, 2018), (Istiana Ana, 2018), (Afandi, 2018), (Sumaryanto, 2014), (Fitriana Rahmawati, 2017),(Fauzia & Kelana, 2020),(Agustina et al., 2018),(Sulistyo & Junaedi, 2020), (Oktafia Yati, 2018), (Susatyo Eko Budi, 2019) state that - using learning strategy of Learning Start with A Question (LSQ) can improve students' learning result. By using learning strategy of Learning Start with A Question (LSQ) can improve students' result so that expected that implementation of Learning Start with A Question (LSQ) can improve activeness and learning result of fifth-grade students of SDN Pinggir in Nganjuk Regency.

Based on relevant previous studies, there is difference in implementation of model LSQ in improving students' score or in improving students' motivation. However, this research implements social science to improve learning activeness and students' learning result. The aim of this research is to analyze students' activeness and students' learning result

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by implementing learning model of Learning Start with a Question (LSQ) in fifth-grade students in SDN Pinggir Nganjuk Regency.

Research Method

This research is classroom action research. The researchwas collaboratively done between teacher as a the real teacher in class and researcher also head master as a observers with peer as observer. The subject was all students in the fifth-grade in SDN Pinggir Lengkong District Nganjuk Regency with 40 students. Instruments used was activity observation sheet or teacher's performance in managing teaching learning process based on lesson plan, students' activity observation sheet during learning and test sheet. Technique of data collection used was (1) observation is used to collect students' learning activity during learning process. (2) documentation is used to collect data related with students' learning result during learning process. (3) The test is used to collect the data related with students' learning result.

This research was done in two cycles with stages in each cycle including: (1) planning, (2) action, (3) observation and evaluation, and (4) reflection. Observer did problem identification in fifth-grade in SDN Pinggir as first stage in this research as planning. Problem identification was done to the students and also teacher of social science who teaches in fifth-grade students.

After planning in problem identification, the second stage was action. In action, it focused on teacher of social science in fifth-grade students. In the first step, teacher set the material discussed in the meeting. Then, teacher asked the students to read the material given by teacher. The next stage, teacher made groups in which each group consisted of two students. The small groups cooperated to learn materials given by teacher. The teacher asked all the groups to give sign on the thing they had not understood and make question list. Then, teacher asked the small group with two members to join into the four groups or big group to discuss the points they had not understood and write question list in a sheet of paper. Teacher asked the group to write the question list to be responded by other groups. Then, teacher explained the rest questions that had not been answered and gives conclusion at once. The next stage was observation. When teacher did the learning activity in class, the researcher also did the observation. The observer observed learning process mainly in activity and learning result based on observation sheet/*observer*. Reflection was the last stage done by researcher in the end of each cycle. The result of reflection in the first cycle became improvement in the next cycle in second cycle. Data collected was analyzed in description completely (quantitative and qualitative). Indicator of success in this research was when the students reached the minimum passing grade which was 70.

Finding and Discussion

Before implementing classroom action research by implementing learning model *Learning Start with A Qustion (LSQ)*, pre observation is done first to identify problems during learning process in social science in the fifth-grade students in SDN Pinggir in Lengkong District Nganjuk Regency. In the implementation of action in cycle I related with students' activeness is seen in the following table 1.

Table 1. Students' Activeness Cycle I

Aspect Observed	Score
Students' readiness to follow the material	76,21%
Students' seriousness in noticing the teacher's instruction	83,31%
Students' activeness in discussion	90,85%

Students' activeness in asking questions in class	45,12%
Students' activeness in answering questions in class	42,07%

In table 1 above, the students' activeness is still low. The students are passive in following the material. They less understand the learning strategy implemented and the students are not accustomed to using the learning model. With this problem, the teacher is expected to be able to deliver the material in detail so that the students can understand and do the instruction and can be active as well as the expectation to be achieved.

Related with the learning result in cycle 1, it can be explained in table 2 as follow.

Table 2. Learning Result Cycle I

Criteria	Quantity	Percentage (%)	Note
Finished	21	51,22 %	Score ≥75
Unfinished	20	48,78 %	Score ≤75
Total	41	100 %	

In table 2 above the students' learning result marked in the end of cycle namely post-test from 40 students, there are 19 students who have been finished or the score is above the minimum passing grade with the percentage of classical score 51,22%. While, the students who have not been finished or have not reached the minimum passing grade are 21 students with the percentage 48,78%. For teacher's activeness in cycle I, it gets the percentage 81,81% while the students' activeness in cycle I is 66,95% so that it is expected to be more active and there is improvement in students' learning result in cycle II.

In cycle II, there is improvement in teacher's action in implementation of learning strategy *Learning Start with A Question (LSQ)*. In teacher's activity in learning process can be understood well by students from the learning steps done in order and the stage of learning and also the effective time. The teacher reminds the students to be more active in learning because the activeness in learning becomes one of factors to succeed. Students' activeness is improved in cycle II in table 3 as follow.

Table 3. Students' Activeness in Cycle II

Aspects observed	Score
Students' readiness to follow the material	93,90%
Students' seriousness in noticing the teacher's instruction	97,56%
Students' activeness in discussion	96,34%
Students' activeness in asking questions in class	65,85%
Students' activeness in answering questions in class	62,80%

In the cycle II, the students are very enthusiastic, focus on material, and able to express ideas and opinion in order in discussion and cooperate in group well, such as listening, noticing, and making notes. It is because in cycle II with learning strategy *Learning Start with A Question (LSQ)* implemented have been understood well by students because the learning model has been implemented in previous cycle and they have been accustomed to implementing it. The learning result in cycle 2 is explained in table 4 as follow.

Table 4. Learning Result Cycle II

Criteria	Quantity	Percentage (%)	Note
Finished	38	92,68	Nilai ≥75
Unfinished	3	7,31	Nilai ≤75
Total	41	100 %	

From table 4 above can be seen evaluation in cycle II shows that 38 students are finished or 92,68% and there are 3 unfinished students or 7,31%. With the result in cycle II, it shows that there is improvement "very good" for learning result and also students' activeness and

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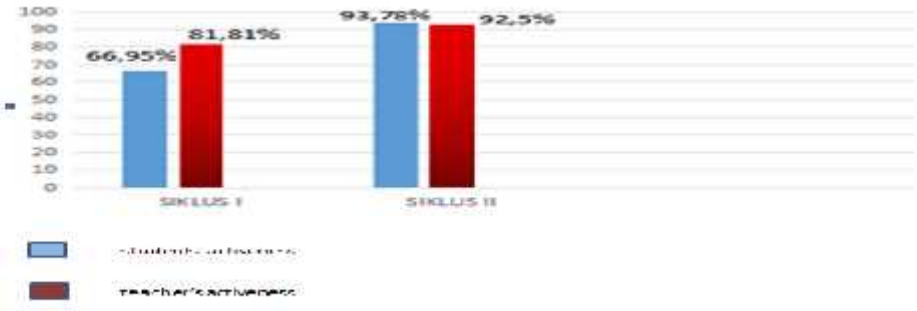
teacher's performance in learning social science with the learning model *Learning Start with A Question (LSQ).* This is the table of comparison of students' activeness in cycle I and cycle II:

Table 5. Comparison of Students' Activeness in Cycle I and Cycle II

Activeness	Cycle 1	Cycle II	Conclusion
Students' Activeness	66,95%	93,78%	There is improvement
Teacher's Activeness	81,81%	92,5%	There is improvement



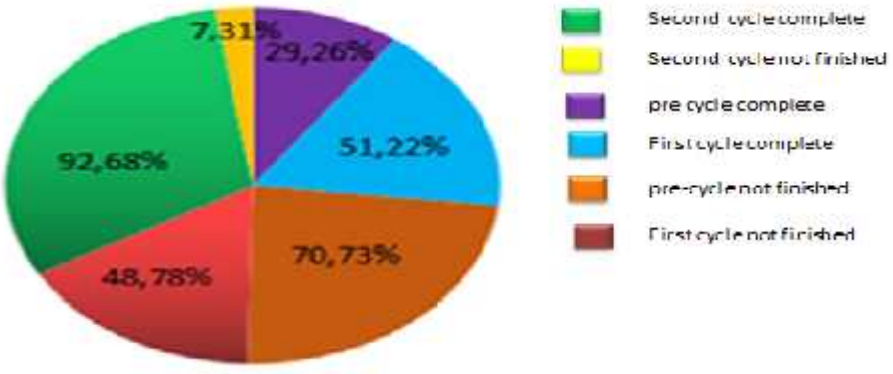
Picture 2. Graphic of Students' Activeness Improvement

Based on recapitulation of the result in students' activeness in learning process in cycle I, students' activeness is in average 66,95% and teacher's activeness is in average 81,81% while in cycle II, students' activeness reaches 93,78% and teacher's activeness reaches 92,5%. There is improvement in 27,5% and teacher's activeness improves 10,69%.

Table 6. Comparison Students' Learning Result

No	Score	Pre Cycle	Cycle I	Cycle II	Conclusion
1.	Finished Learning Result	29,26 %	51,22%	92,68%	There is improvement
2.	Unfinished Learning Result	70,73 %	48,78%	7,31%	There is improvement

For the percentage of finished learning result started with pre observation, finished learning result is 29,26% in pre cycle then after being implanted a learning model of *Learning Start with A Question* in cycle I, the percentage of finished level is 51,22% (12 students) and in cycle II is 92,68% (28 students) so that there is improvement in finished learning. The conclusion is that the learning model of *Learning Start with A Question (LSQ)* has a positive effect and pictured in following diagram:



Picture 2. Diagram of Finished Learning Result

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In Social Science, there is improvement in students' activeness from cycle I to cycle II. This is supported with the average of students' activeness in 93,78% in cycle II that has reached over the minimum passing grade. With the improvement of students' activeness in learning social science implements *Learning Start with A Question (LSQ),* it is expected for the next learning process, the students are still active in reading and understanding the material, responds teacher's explanation, and are able to do the exercise given by teacher, asks teacher or in group discussion, expresses opinion (answers question from friend, gives suggestion and critique of the material discussed). All of students' activeness indicator can be improved after implementing learning model of *Learning Start with A Question (LSQ)*. This can be seen from the students who are spirit, active, enthusiastic, and motivated during learning social science.

This research finds the implementation of learning model *Learning Start with A Question (LSQ)* supported with *multiple intelligences* theory by Howard Gardner (2005) in (Rofiah, 2016) that human intelligence is not determined with IQ test but intelligence can be measured with ability in solving problem, finding problems to be solved and ability to create something and gives appreciation. Gardner develops ways in individual ability to solve problems and create things. This research is also supported with the theory of Thorndike in Rofiah (2016), Learning is process of interaction between stimuli and response. Stimuli is anything can stimulate learning activity such as thinking, feeling or others that can caught by sense while response is reaction created by students when they learn in thought, feeling and action.

Therefore, the good implementation of learning model of *Learning Start with A Question (LSQ)* can optimize active and fun learning process and can improve activeness and students' learning result of fifth-grade students in SDN Pinggir Lengkong District Nganjuk Regency in learning social science successfully because it can improve students' activeness and students' learning result and the research cycle can be ended.

Conclusion

Based on analysis and discussion above, it can be concluded that learning strategy of *Learning Start with A Question (LSQ)* can improve activeness and students' learning result of fifth-grade students in SDN Pinggir Lengkong District Nganjuk Regency. By implementing learning strategy *Learning Start with A Question (LSQ),* done by teacher is in the classification of improvement so that the students are more active in learning process in giving opinion and asking question. In cycle I, students' activeness reaches percentage 66,95%, while in cycle II there is improvement in 93,78%. Teacher's activeness also improves in cycle I in percentage 81,81% and in cycle II shows percentage 92,5%. Based on the test result in social science, it is known that there is improvement in students' learning result in cycle I with percentage 51,22% and in cycle II also improves much better with percentage 92,68%.

Suggestion

Based on the research result, it can be suggested: (1) For teacher of social science in fifth-grade students of SDN Pinggir Lengkong District Nganjuk Regency and for other teachers are expected to implement learning strategy *Learning Start with A Question (LSQ)* as one of solutions to solve problem related with activeness and students' learning result. (2) For students as subject of the research for the next time can understand material more to add knowledge in social science and other materials. (3) For next researcher related with learning strategy of *Learning Start with A Question (LSQ)* can use other materials to know the effect

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of learning strategy *Learning Start with A Question (LSQ)* by noticing obstacles found by researcher as the consideration and improvement for next research.

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