Efektivitas Penggunaan Strategi Pembelajaran Peer Lesson Berbasis Pendekatan Saintifik terhadap Kemampuan Bertanya Siswa dalam Pembelajaran Sejarah

Muhammad Afdar¹, Mawardi², T Bahagia Kesuma³
¹,²,³Universitas Syiah Kuala
Correspondence Author: muhammadafdar07@gmail.com

Abstract:
This research aims to determine students’ questioning abilities by using peer lesson learning strategies based on a scientific approach in history learning at SMA Negeri 1 Peudada. The approach used in this research is a qualitative approach with a qualitative descriptive research type. The research subjects were determined using a purposive sampling technique as many as 34 students. The data collection technique used is observation. Based on the research results, the percentage of clarity of questions submitted by students was obtained at a percentage of 75% and included in the good category, for the indicator of clarity of the relationship between students’ questions and the problem being discussed, the percentage was obtained at 75% and included in the good category, for the indicator of providing time to think for asking and answering obtained a percentage of 87.5% and was included in the very good category, in the indicator of distributing questions evenly among the students the percentage was obtained at 75% and included in the good category, and in the indicator of giving question demands the percentage was obtained at 41.6 % and is included in the poor category. Based on the results of data analysis, it was concluded that the peer lesson learning strategy based on a scientific approach had a positive effect on students' ability to ask questions.

Keywords: Effectiveness, Peer Lesson Learning Strategies, Scientific Approach, Question Ability.

Introduction
Interactive learning processes can motivate students to actively participate and provide ample space for initiative, creativity, and independence in accordance with the talents, interests, and psychological aspects of students (Permendikbud No. 65 of 2013). The 2013 curriculum emphasizes both hard skills and soft skills through a scientific approach consisting of the 5M activities: observing, questioning, gathering data, associating, and communicating. One of these aspects is questioning. Interaction in learning that occurs between students and teachers through questioning.
Questioning is a communication activity to assess whether students understand the learning provided by the teacher. The questions posed by students reflect the level of students' understanding. Based on observations and interviews with history teachers of class XI IPS 1 at SMAN 1 Peudada, the researcher obtained information that in the classroom learning process, there are often students who are not actively involved. Question-and-answer interactions in the learning process are often dominated by teachers, while students rarely ask questions, a situation known as student-centeredness. When questions are raised by students, they learn to ask questions and receive feedback from the questions asked. The passive attitude of students in asking questions can be caused by several factors such as students already understanding the explanation given by the teacher or students not understanding the teacher's explanation at all, and students feeling embarrassed to ask. Such learning tendencies can lead to the weakening of students' self-development and the suboptimal achievement of learning objectives. To overcome the above problems, there is a need for an optimal learning process. Teachers must be able to manage learning by using active, interactive, creative, and effective learning strategies to make students actively participate in class. One alternative use of learning strategies suitable for making students actively participate in class is the peer lesson strategy based on the scientific approach. The peer lesson strategy based on the scientific approach is a strategy that supports student-to-student learning in the classroom whose stages are adapted from the stages of the scientific approach, which include observing, questioning, gathering data/information, associating, and communicating (Misbahudin, 2015:3).

Theoretical Review

A strategy is a plan for doing something to achieve a desired goal. In the scope of learning, a strategy is a pattern of sequences in learning chosen and used by teachers contextually, adjusted to the characteristics of students, school environmental conditions, and learning objectives that have been planned. According to Wahyudin (2017:5) learning strategies are the overall patterns of activities between teachers and students in achieving effective learning outcomes to achieve goals, effectively and efficiently formed by the combination of the sequence of activities performed, methods, and learning media used, as well as the time used by teachers and students in teaching and learning activities. The peer lesson strategy is one of the ways that can be chosen to teach students to understand material they have learned to their peers. By implementing the peer lesson strategy, it not only improves students' understanding of the material but also enhances their confidence and speaking skills (Relita et al., 2017:4).

Learning with a scientific approach is a learning process designed in such a way that students actively construct concepts, laws, or principles through stages of observing, formulating problems, proposing or formulating hypotheses, gathering data using various techniques, analyzing data, drawing conclusions, and communicating concepts, laws, or principles that are "discovered" (Hosnan, 2014:40). The scientific approach consists of 5 main steps starting from observing and ending with communicating activities (Hosnan, 2014:40-76). Newnham as cited in Evendi et al. (2018:296) states that in the teaching and learning process, questioning is one of the strategies or ways of learning to obtain meaning or curiosity about something that is unclear during the learning process in class. Questioning comes from the word "able," which means being able to do something. The response given can range from knowledge to considerations. So, questioning is an effective stimulus that encourages thinking skills (Moedjiono, 2009). By questioning, students have already thought about something. If in their thinking students encounter doubt or find no answer to their question, they will try to find the answer by asking others, reading books, or other sources. Students' questioning abilities can be seen from their ability to enter and engage in something, obtain information, and clarify or confirm information as well as the ability used by students to analyze ideas (Nurhadi, 2004:46). Based on the above
exposition on questioning, in essence, questioning ability is a person's ability to verbalize statements aimed at eliciting responses from others, thus increasing information and knowledge that was previously unknown.

**Method**

The approach used in this research is a qualitative research approach with a descriptive qualitative research type. Qualitative research method is a research method based on post-positivism philosophy, used to investigate natural object conditions (as opposed to an experiment), where the researcher is the key instrument, data collection techniques are done by triangulation (combination), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization (Sugiyono, 2013:9). This research was conducted at SMA Negeri 1 Peudada, located in Peudada District, Bireuen Regency, Aceh Province. This research was conducted in the odd semester of the 2022/2023 academic year.

**Result**

Based on the observation results, students' questioning abilities using the peer lesson strategy based on the scientific approach showed effectiveness. With the use of the peer lesson strategy based on the scientific approach, it is deemed effective because the teacher often provides opportunities for students to ask questions clearly and receives positive responses with a percentage of 75% from all students. The teacher prompts students to ask questions related to the material being studied and receives positive responses with a percentage of 75%. The teacher provides enough time for students to ask and answer questions asked by their peers and receives positive responses with a percentage of 87.5%. The teacher also gives opportunities to all students to ask questions to their peers or to the teacher in an orderly manner and according to the order of questioning and receives positive responses with a percentage of 75%. The teacher provides opportunities for students to repeat questions asked if there are peers who do not understand the questions asked and receives a response with a percentage of 41.6%. Thus, it can be said that with the use of the peer lesson strategy based on the scientific approach in History learning, it can be applied for further learning because by implementing this learning strategy, students are better assisted in communication, especially in asking questions.

**Conclusion**

The use of the peer lesson strategy based on the scientific approach is effective in improving students' questioning abilities in History learning at SMA Negeri 1 Peudada. Based on the data analysis results, on the clarity indicator of questions asked by students, a percentage of 75% was obtained, which falls into the good category; on the clarity indicator of the relationship between students' questions and the discussed issues, a percentage of 75% was obtained, which falls into the good category; on the indicator of giving thinking time to ask and answer questions, a percentage of 87.5% was obtained, which falls into the very good category.

**Recommendation**

The peer lesson learning strategy is one of the instructional tools suitable for History learning, especially in discussion activities. Therefore, it is recommended for teachers/educators to use the peer lesson learning strategy to enhance students' questioning abilities.

**Daftar Pustaka**


Yogyakarta: Ghalia Indonesia.