



Teacher Ability to Apply Questioning Skills in Elementary School

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ABSTRAK

Dalam proses pembelajaran guru lebih mendominasi pembelajaran dengan metode ceramah, berperan sebagai sumber utama sehingga peserta didik hanya sebagai pendengar dan penerima saja. Peserta didik tidak berpartisipasi secara aktif dalam proses pembelajaran, harusnya peserta didik terlibat dalam proses pembelajaran agar pembelajaran tersebut bermakna bagi peserta didik, salah satu cara untuk melibatkan peserta didik dalam proses pembelajaran yaitu dengan bertanya kepada peserta didik. Tujuan penelitian ini adalah untuk menelaah bagaimana kemampuan guru menerapkan keterampilan bertanya di sekolah dasar, apakah guru mampu membangun keterampilan bertanya dengan baik atau tidak. Pendekatan yang digunakan dalam penelitian ini yaitu kualitatif deskriptif. Subjek penelitian berjumlah lima orang guru kelas. Pengumpulan data melalui kegiatan observasi dan wawancara, yaitu aspek observasi dan pertanyaan wawancara didasarkan pada komponen-komponen keterampilan bertanya dasar dan keterampilan bertanya lanjut. Analisis data yang digunakan yaitu konsep Miles dan Huberman dengan tahapan reduksi data, penyajian data dan verifikasi. Hasil dari penelitian guru menguasai keterampilan bertanya dengan cukup baik, namun belum optimal pada keterampilan bertanya lanjut. Keterampilan bertanya sangat penting untuk diterapkan karena hal ini dapat meningkatkan motivasi dan ketertarikan peserta didik pada pembelajaran sehingga menjadi lebih aktif, mengembangkan kemampuan berpikir kritis dan kreatif peserta didik. Harusnya guru perlu mempelajari kembali komponen-komponen keterampilan bertanya agar memberikan pengaruh yang lebih baik pada pembelajaran yang di terima peserta didik.

ABSTRACT

In the learning process, the teacher dominates learning with the lecture method, acting as the primary source so that students are only listeners and recipients. Students do not participate actively in the learning process. Students should be involved in the learning process to meaningful learning for students. One way to include students in the learning process is by asking students. The purpose of this study is to examine how the ability of teachers to apply questioning skills in elementary schools, whether teachers can build questioning skills well or not. The approach used in this research is descriptive qualitative. The research subjects found five classroom teachers. They collected data through observation and interviews, namely aspects of observation and interview questions based on the components of basic questioning skills and advanced questioning skills. The data analysis used is the concept of Miles and Huberman with the stages of data reduction, data presentation and verification. The research results were teachers mastered questioning skills quite well, but they were not optimal in further questioning skills. Questioning skills are essential because this can increase students' motivation and interest in learning to become more active and develop students' critical and creative thinking skills. Teachers should need to re-learn the components of questioning skills to have a better influence on the learning that students receive.

1. INTRODUCTION

The learning process is central to the stage in educating as a whole, where the teacher plays an important role. The learning process is a reciprocal interaction between teachers and students in the classroom (Kurniawati, 2016; Pentury et al., 2019; Purwitaningrum & Prahmana, 2021). These activities are in the form of learning and teaching that can support the success of knowledge or the achievement of

learning and educational goals (Nylund & Lanz, 2020; Ramadhan, 2021). Education is the stage of contact between teachers and students to achieve the various educational goals that have been regulated (Hulawa, 2019; Wang & Kuo, 2019). The success of the learning and education process is influenced by multiple causes: the teacher. Therefore, teachers must master basic teaching skills (Maya, 2017; Sundari & Muliyawati, 2017). Essential teaching skills (teaching skills) are skills that are specific (most specific instructional behaviour) and must be possessed by teachers, lecturers, instructors or *widyaiswara* to teach effectively, efficiently and professionally (Mathew et al., 2019; Sundari & Muliyawati, 2017). Basic teaching skills are a form of behaviour or skills that are specific and fundamental that teachers must have as the primary capital to carry out learning tasks professionally. Essential teaching skills are particular abilities or competencies that teachers must possess to manage, carry out good classroom management, and provide quality and meaningful learning to students to achieve the goals (Franz et al., 2020; Lavi et al., 2021; Restrepo et al., 2012). Eight basic teaching skills have an essential role in learning: asking questions, providing reinforcement, providing explanations, conducting variations, opening and closing lessons, guiding small group discussions, managing classes, and teaching small groups or individuals (Achdiani & Rusliyani, 2017; Taufik & Rivaie, 2012).

Based on researchers' observations at SDN 161 Pekanbaru, researchers saw that teachers were not optimal in applying questioning skills in class, seen by students who were not encouraged to answer questions and students who also paid less attention to questions from the teacher. Good questioning skills should attract the attention of students and make students active in the learning process. Many problems occur in the world of educators in Indonesia caused by several things, one of which is the low competence and quality of teachers, as happened at SDN Moh. Yamin, Kendal District, a grade 4 teacher at the elementary school, the teacher is still experiencing problems related to teaching skills, especially questioning abilities. Teaching skills, especially challenging skills, if appropriately applied, will increase students' activeness and critical and creative thinking skills. Still, in reality, the skills of asking questions have not been realized optimally by the teacher.

Asking skills need to be mastered by educators to build practical and fun learning, because almost all steps of education, educators are required to ask questions, and the quality of questions given by educators will determine the quality of students' answers (Hasma, 2017; Nurdiansyah et al., 2019). Questions become a stimulus in honing students' thinking skills (Indriyanti et al., 2017; Meldina, 2019). Can help students construct knowledge and increase students' motivation and interest in topics (Nurramadhani, 2019). The learning that is being explained is in line with what is described in his journal about the function of asking questions, one of which is to arouse students' interest and curiosity about the material discussed (Indriyanti et al., 2017). There are four reasons why teachers must master the skill of asking questions. First, generally, the teacher dominates the class using the lecture method. The teacher assumes that he is a source of information and students as recipients of the data (Bhuyan & Khan, 2014; Feng & Liu, 2021). Therefore, participants are passive and accepting, without any interest and courage to ask questions that raise doubts. By mastering the skills of asking, the teacher can make students more active, the learning process becomes more varied, and students can also function as a source of information (Heong et al., 2011; Sa'pang & Purbojo, 2020; Sailer et al., 2021). The two habits in society do not get children to ask questions, so that the child's desire to ask questions is always buried. Students carry this situation into the classroom. The opportunity to ask questions is not used by students, while the teacher does not try to arouse students' curiosity to ask questions. Thirdly, the active student learning approach in the learning process requires the involvement of students mentally and intellectually. One of the characteristics of this approach is the courage of students to ask questions related to things that need to be asked. It is only possible if the questioning skills are mastered by the teacher well so that it arouses the desire of students to ask questions (Blegur & Lumba, 2019; Hien, 2021). And lastly, there is an assumption that the questions asked by the teacher are only to test the level of understanding of students (Arqam, 2019).

Asking skills are verbal expressions from teachers who ask for answers from students. The answers given are in the form of knowledge or only the result of consideration (Ningsi et al., 2021; Sophuan, 2018). Asking provides an adequate stimulus to encourage students' thinking skills. All knowledge will be known or not known by students if the teacher can demonstrate good questioning skills in the learning process in the classroom (Fathiana et al., 2019; Kurniaman & Noviana, 2017). In essence, learning is an interactive process between students, teachers and learning resources directed at learning objectives. One way to create interaction is by asking students. There are various purposes of teachers asking questions to students during the learning process, namely as follows. First, to foster interest and curiosity of students towards the material discussed (Khuddus, 2017; Sudirman et al., 2020). Second, encourage and motivate students to participate in the learning process. Third, attract students' attention to the material discussed. Fifth, explore things that are already known and not yet known by students. Fifth, explore things that students already know and don't know about (Ningsih & Gustimalasari, 2018; Parmin et al., 2015). Sixth, Identify

extraordinary things that hinder students in learning. Seventh, providing opportunities for students to adjust the information. Eighth, student learning outcomes. Ninth, providing opportunities for students to repeat the subject matter. Lastly, improve students' ability to think creatively and critically.

Thus, it can be interpreted that the questions given by the teacher have several goals (Harta et al., 2020; Sagala & Andriani, 2019; Tyas et al., 2019). Without being realized by the teacher and students, one question simultaneously can achieve several goals at once. Questioning skills into two groups, namely primary and advanced questioning skills (Aminah et al., 2017; Nasution, 2019). Basic questioning skills are some basic skills that must be applied when asking any question. The components of basic questioning skills, namely expressing questions clearly and briefly, namely the teacher must pay attention to the sentence questions so that students easily understand them. Ask questions in words that are understood by students, provide a reference that is asking using information relevant to the expected answer (Haber et al., 2021; Kurkul et al., 2022). It allows students to manage data to find solutions to the questions asked, focusing on the requested solutions. Namely, the teacher asks questions. Questions close to the expected answers shift the turn to answer. The teacher appoints other students to provide solutions to the same question, distributing questions. The teacher is expected to ask questions to different students even with further questions. It is done so that each student gets a turn in answering to increase the attention and participation of students, give time to think so that students can think about the answer first, and provide guidance. At the same time, the components of advanced questioning skills are changing the demands of the cognitive level in answering questions. The questions given by the teacher should change the mental status of students in answering questions. For example, the level of understanding to the level of application. To arrange the order of questions correctly, the teacher must ask questions logically and in order, from simple questions to more complex questions. For example, the teacher initially asks questions about understanding, application, analysis, synthesis, and evaluation. When students answer questions correctly but the answers can still be refined, the teacher can provide tracking questions that can direct students to the answers to the questions given. Therefore, the researcher wants to examine this case to find out how the teacher's ability to apply questioning skills in elementary school. This study also aims to analyze the obstacles experienced by teachers in using questioning skills. The researcher hopes that the results of this research will be helpful in the world of education and make a real contribution to being a unique reference material or source regarding teacher questioning skills.

2. METHOD

This research uses a qualitative approach. Qualitative research is the behaviour of observing, analyzing, describing, and identifying an event naturally. In this study, the incident in question is an Analysis of Teacher Ability to Apply Questioning Skills in Elementary School. The writing of this research uses a descriptive method because then the study results can be explained and described in detail so that later conclusions can be drawn. The subjects of this study were 5 of 15 classroom teachers at SDN 161 Pekanbaru. In total, there were 24 educators at SDN 161 Pekanbaru. In selecting the subject, the researcher considered teachers who were civil servants, certified, long served and also honorary. This research was conducted at SDN 161 Pekanbaru. Data collection is the initial stage to find out the results of this study. The researcher must use the proper techniques and instruments to obtain relevant results. The methods used to collect data in this study include observation and interviews. Observations are usually used for research related to human behaviour, natural phenomena, work processes and what is observed is not too broad (Gumilang, 2016). Researchers made observations on the application of basic questioning skills and further questions demonstrated by the teacher; observation sheets were made based on the components of basic questioning skills and advanced questions. The researcher's activities during the observation were recording, describing, documenting, and interpreting data relating to the teacher's questioning skills. In the interview activity, the researcher asked several questions to the teacher regarding the components of basic questioning skills and the details of further questioning.

Tabel 1. Research Instrument Grid

No.	Indicator	Sub indicators	Interview	Observation
1.	Basic questioning skills	Questions are asked briefly and clearly	✓	✓
		Give a reference	✓	✓
		Centering the question	✓	✓
		Shift turn answer	✓	✓
		Question spread	✓	✓

		Give time to think	✓	✓
		Give guidance	✓	✓
2.	Advanced	Changes in cognitive level guidance	✓	✓
	questioning skills	Arrangement of the order of questions from low or simple questions to high or complex questions	✓	✓
		Use of tracking questions	✓	✓

Data analysis activities are carried out if all data has been collected to conclude. The data collection techniques in the study, namely the concept of Miles and Huberman are data reduction, data presentation and verification (Nurdiansyah et al., 2019). Activities in qualitative data analysis "are carried out interactively and carried out continuously until complete, so that the data is saturated". Data reduction includes summarizing data, coding, tracing themes, and creating clusters (Rijali, 2019). Data reduction can be interpreted as simplification of data, data that is recorded in detail, then selected and summarized the main things by the title of the study. After the data is selected and translated, a set of information is arranged so that conclusions can be drawn from the presentation. Data presentation is an activity in which information collected is set to draw conclusions and take action (Rijali, 2019). Verification or conclusion is the final result of the research.

3. RESULT AND DISCUSSION

Result

In the research conducted on the ability of teachers to apply questioning skills in elementary schools, two aspects need to be considered, namely the basic skills necessary to ask questions through observation of the learning process in class and teacher interviews. Basic questioning skills have seven sub-indicators, and advanced questioning skills have three sub-indicators. The research results obtained include. **First**, the fundamental questions asked questions briefly and clearly. The teacher pays attention to the sentences used so that students understand easily from the queries and questions that are explained clearly and briefly. In asking questions to students, always include a desire. The teacher is aware of the questions that are included by being able to stimulate students to find the correct answer. Focusing, to attract the attention of students' attention to the questions given, questions about focusing are like knocking on a table. Overall, the teacher did the shift in answering the questions well, but it was a little less than optimal. Because not all students get a turn to answer questions, this is caused by students who ignore the teacher and time constraints. The teacher shifts their turn to answer questions to measure each student's ability and so that students understand more quickly because they are actively involved. Direct question distribution. From the researchers observed, the teacher also asked several students the same or different questions. All students are actively engaged in the learning process so that students as a whole understand the subject matter. The teacher gives time for students to think first but not for a long time, only a few seconds. When students give wrong answers or have difficulty answering questions, the teacher guides students in the form of directions, information and explanations.

Second, on the skills of further questioning to change the guidance of the cognitive level, the teacher has implemented this sub-indicator, but it is not optimal. Some teachers ask students questions at a lower mental level than at a high cognitive level. Arrangement of order from simple to complex, the teacher asks from the easy first to the difficult one. Using tracking questions, the teacher is less than optimal in this sub-indicators application because some teachers use tracking questions and sometimes they do not.

Discussion

The ability of teachers to apply questioning skills in elementary schools is quite good but not optimal. In basic questioning skills, the teacher masters the sub-indicators as a whole, the lack of applying the sub-indicators is caused by students who are less active, cool on their own and limited time (Dewi, 2018; Effendi M., 2016; Hotimah, 2020). Meanwhile, for further questioning skills, the teacher has mastered but is not optimal in its implementation, the teacher needs to relearn additional questioning skills and realize the importance of each sub-indicator in questioning skills. The results of this study are in line with research conducted (Zulfah, 2016). The teacher has applied the skill of asking quite well, but it is not optimal. It is also conveyed in the results of his research, the teacher's skills in asking questions are good enough but still not optimal.

For basic questioning skills, the teacher gives short and precise questions. Straightforward questions are an essential factor to consider in asking questions. There are no differences in perception between the teacher as the questioner and the participants as the answerer to Marno and Idris (Widarta,

2020; Zulfah, 2016). When giving questions, the teacher also includes references in the questions given so that students can get the correct answers to the questions given. It is one of the bases for asking good questions that Usman must master (Nurmasyitah, 2021; Zulfah, 2016). Teacher always focuses the questions so that the student's attention is focused on the questions asked. The teacher also made a shift in answering questions by giving the same questions to several students. Still, the researchers saw that in the distribution of questions, the teacher did not do it optimally because not all students had the time to provide answers to questions (Nurdiansyah et al., 2019). To bring out optimal student involvement in lessons, teachers need time to give answers to questions. When asking questions, the teacher also gives students a few seconds so that students can think about the answers first in line with Uzer Usman to think about the answers to the questions given. After asking questions to all students, the teacher needs time to think before showing students to answer. When students answer questions incorrectly, the teacher guides students in the form of direction, explanation and reinforcement. If the student answers incorrectly or cannot answer, the teacher should give instructions to the students to answer correctly.

For advanced questioning skills, the teacher did a component of changing the cognitive level of guidance, but it was less than optimal. The teacher was more likely to ask questions at a low mental level than at a high level. The weakness in the application of competence in conducting follow-up questions is the change in the cognitive level of the question, in which the taxonomic status of questions that often appear only on remembering and understanding questions should be (Indriani et al., 2018; Zulfah, 2016). Teachers can try to change the cognitive level of guidance in answering questions from a story that recalls facts that have been learned to other higher mental levels such as the level of understanding, application, analysis, evaluation, and creation. Other research stated that the teacher's skills were still low (Agustina & Saputra, 2017). Which was indicated by the questions given by the dominant teacher with common cognitive level questions, and the way the teacher asked for queries was less effective. In setting the questions, the teacher does from simple to complex. The order of questions aims to develop students' thinking skills naturally and adequately (Zulfah, 2016). Meanwhile, the use of tracking questions is less than optimal. Even though questions that have the nature of finding are needed to improve the quality of asking questions, they become Sanjaya's learning tools (Samo et al., 2017; Zulfah, 2016).

4. CONCLUSION

Questioning skills really need to be applied in the learning process, to increase the activeness and ability to think critically and creatively of students. Therefore, teachers need to relearn teaching skills, especially skills so that students are directly involved in the learning process.

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