The Influence of the Giving Question and Getting Answer Learning Model on the Motivation and Social Studies Learning Outcomes of Class V Students

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui Pengaruh Model Pembelajaran *Giving Question and Getting Answer* terhadap motivasi dan hasil belajar IPS siswa kelas V di SD Inpres Lambengi Kecamatan Pallangga Kabupaten Gowa. Jenis penelitian ini adalah kuantitatif dengan menggunakan pendekatan eksperimen. Desain penelitian yang digunakan yaitu *Nonequivalent Control Group Design.* Jumlah populasi dalam penelitian ini adalah 40 orang siswa. Teknik pengumpulan data dalam penelitian ini yaitu angket, tes, observasi, dan dokumentasi. Teknik analisis data yang digunakan yaitu analisis data deskriptif dan analisis statistik inferensial. Adapun uji hipotesis yang digunakan yaitu menggunakan uji Anova dan Manova. Hasil penelitian yang didapatkan adalah; 1) Motivasi belajar siswa adalah $0,000 < 0,05$ yang berarti H_1 diterima dan H_0 ditolak, yaitu terdapat pengaruh Model Pembelajaran *Giving Question and Getting Answer* terhadap motivasi belajar siswa kelas V. 2) Hasil belajar siswa adalah $0,000 < 0,05$ yang berarti H_1 diterima dan H_0 ditolak, yaitu terdapat pengaruh Model Pembelajaran *Giving Question and Getting Answer* terhadap hasil belajar siswa kelas V dan 3) Nilai signifikansi motivasi dan hasil belajar IPS siswa lebih kecil dari 0,05 yang berarti H_1 diterima dan H_0 ditolak, yaitu terdapat pengaruh Model Pembelajaran *Giving Question and Getting Answer* terhadap motivasi dan hasil belajar IPS siswa kelas V di SD Inpres Lambengi Kecamatan Pallangga Kabupaten Gowa.

Kata Kunci: Model pembelajaran Giving Question and Getting Answer, motivasi belajar, Hasil belajar

Abstract

The aim of this research is to determine the influence of the Teaching Learning Model of Giving Qualifications and Learning Answers on the motivation and social studies learning outcomes of class V students at SD Inprels Lambelngi, Pallangga District, Gowa Regency. This type of research is quantitative using an experimental approach. The research design used is Nonequivalent Control Group Design. The population in this study was 40 students. Data collection techniques in this research are questionnaires, tests, observation and documentation. The data analysis techniques used are descriptive data analysis and inferential statistical analysis. The hypothesis test used is the Anova and Manova tests. The research results obtained were; 1) Student learning motivation is 0.000 < 0.05, which means H1 is accepted and H0 is rejected, namely there is an influence of the Giving Question and Getting Answer Learning Model on the learning motivation of class V students. 2) Student learning outcomes are 0.000 < 0.05, which means H1 is accepted and H0 is rejected, namely there is an influence of the Giving Question and Getting Answer Learning Model on the learning outcomes of class V students and 3) The significance value of students' motivation and social studies learning outcomes is smaller than 0.05 which means H1 is accepted and H0 is rejected, namely there is an influence of the Model Giving Qulelstion and Geltting Answelr learning on the motivation and learning outcomes of social studies for fifth grade students at Inprels Lambelngi Elementary School, Pallangga District, Gowa Regency

Keywords: Giving Question and Getting Answer learning model, learning motivation, learning outcomes

Introduction

Education has a very important role in improving human development. Education is a sulatul ulsaha carried out by the sulatul nelgara to improve the nation's standard of living. With education, each individual can develop the qualities and potential. Melnulrult [1] The aim of education is a course of study that is carried out to increase student activity when pursuing the learning process, to develop the learning process to become more comprehensive so that it can increase the potential possessed by students in terms of religion, intelligence, increase self-control, and develop students' abilities. I have noble morals.

Education in schools is an interaction that occurs during the learning and teaching process. Education is carried out in a step-by-step manner to promote the vitality of the nation's society. The learning carried out in schools is intended to encourage students to become human beings who are faithful and devout to Almighty God Almighty Elsa, as well as having noble morals, so that they become individuals who have knowledge and faith [2].

Learning activities are the core of a series of teaching and learning activities in the school with the interaction that occurs between teachers and student [3]. The interactions that occur can encourage the achievement of learning goals. In the learning process at school, gulrul really influences the quality of students.

Gulrul plays an important role and is the main key in achieving the success of the educational mission in the school. Gulrul has the main task of increasing the potential possessed by students and developing student character to the maximum [4]. Apart from that, Gulrul also has the responsibility to supervise, educate, direct, and create a conducive and enjoyable learning atmosphere in the learning process.

One of the subjects that plays an important role in the world of education is the subject of Social Science (IPS). Social Sciences is a subject taught starting from SD/MI. IPS examines events, facts and concepts that are related to social issues [5]. With the existence of social studies subjects, students are directed to become democratic citizens of the country,

have responsibility, and become citizens who love peace.

Social studies learning objectives can be realized by creating a meaningful and enjoyable learning environment [6]. Fun learning can enable students to receive all information regarding learning materials completely so that they can increase learning motivation and student learning outcomes.

Students who have high learning motivation will naturally have a high enthusiasm for learning and will also consider learning as their happiness. Students will go through the learning process hand in hand [7]. Basically, students will be successful if they have the desire or urge to learn within themselves [8]. By increasing students' learning motivation, student learning outcomes will also increase, students will become more focused in learning, and students will become more active in carrying out the learning process.

The learning process in social studies subjects is not carried out effectively due to a lack of motivation and student learning outcomes. Students' learning motivation is low because students find it difficult to understand the learning material, learning activities do not involve students and do not provide opportunities for students to develop their learning so that students feel that they are fully engaged in learning. Meanwhile, student learning outcomes are influenced because gulrul kulrang is unable to stimulate student attention, so students pay less attention to the teacher when explaining learning material, this has an impact on student learning outcomes which are less than optimal.

Based on the results of observations of the reality that occurred in the school, namely the lack of learning motivation and learning outcomes in the cognitive domain of students in social studies subjects in class V of SD Inprels Lambelngi, Pallangga District, Gowa Regency. There are several factors that cause problems to arise, including this can be seen when the learning process is ongoing, students are less focused on paying attention when scrolling to explain learning materials, students are less active in the learning process, students are less willing to raise their hands when asked

questions related to learning materials. teachings, lack of cooperation between students when carrying out group assignments given by Gulrul, and students who are less than enthusiastic about studying social studies, so that it is not visible in students who have enthusiasm for learning [9].

The learning model that can be applied by Gulrul in relation to personal problems is a learning model that can increase student motivation and learning outcomes in social studies subjects. The learning model that is effectively applied is the Giving Qualifications and Learning Answers learning model.

According to [10] The Giving Qulelstion and Geltting Answelr learning model is a learning model that involves students and increases students' understanding by using pieces of paper.

The advantages of the Giving Qulelstion and Geltting Answelr learning model are that students are involved directly so that students become more active in the learning process, students are given ultimate learning opportunities both individually and in groups related to material that has not yet been developed, increasing cooperation between students and improving the group. The student's courage is true and Developing learning related to learning materials, as well as motivating students to fully study so that they can improve student learning outcomes.

Based on this description, it encourages researchers to conduct research which is expected to overcome the obstacles experienced in schools. Researchers are interested in conducting research with the title The Influence of the Giving Question and Getting Answer Learning Model on the Motivation and Social Studies Learning Outcomes of Class V Students at Inpres Lambengi Elementary School, Pallangga District, Gowa Regency.

Method

The type of research used is quantitative research with an experimental approach. The experimental research carried out was Elxpelrimelntal Delsign Qulasi (Quasi-Experiment). This research was used to determine whether there was an influence of the Giving Question and Getting Answer learning model on the motivation and social studies learning outcomes of students in class V of SD Inpres Lambengi, Palangga District, Gowa Regency. In the quantitative approach, the data will be analyzed quantitatively/statistically with the aim of testing the hypothesis that has been proposed by analyzing the data which will be processed using the Statistical Package for Social Science (SPSS) version 20.0.

The sampling technique in this research is using journal sampling [11]. The samples in this research were all students in class V of SD Inprels Lambelngi, Pallangga District, Gowa Regency with a total of 40 students, including 20 students in class V A and 20 students in class V B.

The questionnaire was used to find out students' learning motivation in social studies subjects. [12] states that a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. [13].

Tests are used to measure learning outcomes that have been achieved by students. The student learning outcomes test in the social sciences subject takes the form of a written knowledge test in the form of a multiple choice test. The learning outcome test instrument is made according to the indicators of the learning objectives to be achieved.

Observation sheets can be used to obtain data related to a description of the learning process by applying the Giving Question and Getting Answer learning model in social studies subjects. The learning implementation observation sheet is used to find out whether when implementing the learning model the researcher complies with the steps of the Giving Question and Getting Answer learning model.

Descriptive statistical analysis in this research was used to describe the level of learning motivation and student learning outcomes in social studies subjects when treated with the application of the Giving

Question and Getting Answer learning model. The descriptive statistics referred to in this research are describing data in the form of average (mean), median, mode, standard deviation, variance, lowest data value (minimum), and highest data value (maximum)..

Hypothesis testing in this research uses the Anova test and MANOVA test (Multivariate Analysis of Variancel) to analyze existing data through multivariate significance tests and univariate significance tests (Tests of Between Subjects-Effect).

Results and Discussion (70%)

1. Student's motivation to study

Student learning motivation data obtained from the results of the learning motivation questionnaire answered by each student, using 4 answer choices. Student learning motivation was obtained from the results of questionnaires in the control class, namely the class whose learning did not use the Giving Question and Getting Answer learning model, and the experimental class, namely the class whose learning used the Giving Question and Getting Answer learning model. The following is statistical data on student learning motivation in the experimental class.

Table 1 Descriptive Statistics of Learning Motivation in Class Eksperimen

Data	Motivasi Belajar IPS Kelas Eksperimen	
	Motivasi Awal	Motivasi Akhir
N	20	20
Range	37	27
Nilai Minimum	38	69
Nilai Maksimum	75	96
Mean	56,35	81,20
Median	54,00	82,00
Modus	54	85
Standar Deviasi	11.061	7.945
Variance	122.345	63.116
Sum	1127	1624

Source: Results of Research Data Processing

Based on table 4.2, it shows that the respondents consisted of 20 students. The average value of initial motivation is 56.35 and the average value of final motivation after learning is 81.20. The minimum value for initial motivation is 38 and final motivation is 69. Meanwhile, the maximum value for initial motivation is 75 and final motivation is 96.

The highest score obtained by students for initial motivation was 54, while for final motivation it was 85. The standard deviation (standard deviation) as an indication of the size of the distribution of the data obtained showed that initial motivation was 11,061 and final motivation was 7,945. The overall learning motivation score for the experimental class was 1127 and final motivation 1624. Before learning was carried out using the Giving Question and Getting Answer learning model, 50% of students got a score of 54.00 and above and 50% of students got a score of 54.00 and below, while after learning Giving Questions and Getting Answers, 50% of students got a score of 82.00 and above, and 50% of students got a score of 82.00 and below.

Statistical data on learning motivation for the control class is as follows.

Table 2 Descriptive Statistics of Learning Motivation in the Control Class

Data	Motivasi Belajar IPS Kelas Kontrol	
	Motivasi Awal	Motivasi Akhir
N	20	20
Range	36	27
Nilai Minimum	35	54
Nilai Maksimum	71	81
Mean	57,35	65,60
Median	60,00	65,00
Modus	52	60
Standar Deviasi	9.626	7.250
Variance	92.661	52.568
Sum	1147	1312

Source: Results of Research Data Processing

Based on table 4.4, it shows that the respondents consisted of 20 students. The average value of initial motivation is 57.35, and the average value of final motivation is 65.60.

The minimum score for initial motivation is 35 and final motivation is 54. Meanwhile, the maximum score for initial motivation is 71 and final motivation is 81. The highest score obtained by students for initial motivation is 52, while for final motivation it is 60. Standard deviation (standard deviation) as an indicator The size of the distribution of data obtained shows initial motivation of 9,626 and final motivation of 7,250. The overall learning motivation score of the control class was 1147 in initial motivation and 1312 in final motivation. Before learning was carried out using the conventional learning model, 50% of students got a score of 60.00 and above and 50% of students got a score of 60.00 and below, whereas after the learning was carried out conventional, 50% of students get a score of 65.00 and above, and 50% of students get a score of 65.00 and below.

2. Learning outcomes

Student learning outcomes are measured using tests, namely by administering pretests and posttests in the experimental class and control class. The following are the results of pretest and posttest learning in the experimental class by applying the Giving Question and Getting Answer learning model.

Table 3 Descriptive Statistics of Learning Results in the Experimental Class

Data	Hasil Belajar IPS Kelas Eksperimen	
	Pretest	*Posttest*
N	20	20
Range	45	25
Nilai Minimum	30	70
Nilai Maksimum	75	95
Mean	50,75	82,75
Median	50,00	85,00
Modus	45	85
Standar Deviasi	13.006	6.781
Variance	169.145	45.987
Sum	1015	1655

Source: Results of Research Data Processing

Based on table 4.6, it shows that the respondents consisted of 20 students. The average pretest score is 50.75, and the average

posttest score is 82.75. The minimum score for the pretest is 30 and the posttest is 70. Meanwhile, the maximum score for the pretest is 75 and the posttest is 95. The highest score obtained by students on the pretest is 45, while on the posttest it is 85. The standard deviation (standard deviation) as an indication of the size of the distribution of the data obtained shows on the pretest 13.006 and posttest 6.781. The overall experimental class learning score was 1015 and posttest 1655. Before learning was carried out using the Giving Question and Getting Answer learning model, 50% of students got a learning score of 50.00 and above and 50% of students got a score of 50.00 and below, while After implementing the Giving Question and Getting Answer learning model, 50% of students got a learning outcome score of 85.00 and above, and 50% of students got a score of 85.00 and below.

Statistical data on learning outcomes in the control class are as follows.

Table 4 Descriptive Statistics on Learning Outcomes in the Control Class

Data	Hasil Belajar IPS Kelas Kontrol	
	Pretest	*Posttest*
N	20	20
Range	40	45
Nilai Minimum	30	40
Nilai Maksimum	70	85
Mean	53,50	62,00
Median	55,00	60,00
Modus	60	60
Standar Deviasi	10.650	10.183
Variance	113.421	103.684
Sum	1070	1240

Source: Results of Research Data Processing

Based on table 4.8, it shows that the respondents consisted of 20 students. The average pretest score was 53.50, and the average posttest score was 62.00. The minimum score for the pretest is 30 and the posttest is 40. Meanwhile, the maximum score for the pretest is 70 and the posttest is 85. The highest score obtained by students on the pretest and posttest is 60. The standard deviation (standard

deviation) as an indication of the size of the distribution of the data obtained shows that on the pretest it is 10,650 and 10,650. posttest 10.183. The overall learning result score for the control class was 1070 for the pretest and 1240 for the posttest. Before conventional learning was carried out, 50% of students got a learning result score of 55 and above and 50% of students got a score of 55 or below, whereas after conventional learning, 50% of students got a score the learning result is 60 and above, and 50% of students get a score of 60 or below.

1. Hypothesis testing

After fulfilling the prerequisite tests, namely normal and homogeneous data, then proceed with variable hypothesis testing, namely the Anova and Manova tests.

Hypothesis Test 1

Table 5 Results of Learning Motivation Hypothesis Testing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2433.600	1	2433.600	42.073	.000
Within Groups	2198.000	38	57.842		
Total	4631.600	39			

Source: Results of Research Data Processing

Based on table 4.14, it shows that the Giving Question and Getting Answer learning model with learning motivation has a significance of $0.000 < 0.05$, so it can be concluded that the average learning motivation variable is significantly different. This shows that there is an influence of the learning model on learning motivation, so it can be concluded that there is an influence of the Giving Question and Getting Answer learning model on social studies learning motivation for class V SD Inpres Lambengi, Pallangga District, Gowa Regency.

Hypothesis Test 2

Table 6 Hypothesis Test Results Belajar

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4305.625	1	4305.625	57.535	.000
Within Groups	2843.750	38	74.836		
Total	7149.375	39			

Source: Results of Research Data Processing

Based on table 4.15, it shows that the Giving Question and Getting Answer learning model with student learning outcomes has a significance of $0.000 < 0.05$, so it can be concluded that the average student learning outcome variables are significantly different. This shows that there is an influence of the learning model on student learning outcomes, so it can be concluded that there is an influence of the Giving Question and Getting Answer learning model on the social studies learning outcomes of fifth grade students at SD Inpres Lambengi, Pallangga District, Gowa Regency.

Manova Hypothesis Test

The results of hypothesis testing on the influence of the Giving Question and Getting Answer learning model on students' motivation and social studies learning outcomes are presented as follows:

Table 7 Hypothesis Testing Motivation and Learning Outcomes

Effect		Value	F	Hypothesis df	Error df	Sig.
			Multivariate Tests[a]			
Intercept	Pillai's Trace	.991	1945.399	2.000	37.000	.000
	Wilks' Lambda	.009	1945.399	2.000	37.000	.000
	Hotelling's Trace	105.157	1945.399	2.000	37.000	.000
	Roy's Largest Root	105.157	1945.399	2.000	37.000	.000
Kelompok	Pillai's Trace	.617	29.811	2.000	37.000	.000
	Wilks' Lambda	.383	29.811	2.000	37.000	.000
	Hotelling's Trace	1.611	29.811	2.000	37.000	.000
	Roy's Largest Root	1.611	29.811	2.000	37.000	.000

Source: Results of Research Data Processing

Based on the Multivariate Tests table, it shows that the F value for Pillae Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root has a significance that is smaller than 0.05. This means that the F values for Pillae Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root are all significant, so it can be concluded that there is a significant influence between the Giving Question and Getting Answer learning model on the motivation and social studies learning outcomes of fifth grade students at SD Inpres Lambengi, Pallangga District. Gowa Regency.

The implementation of the Giving Question and Getting Answer learning model for fifth grade students at SD Inpres Lambengi, Pallangga District, Gowa Regency is to increase student motivation and learning outcomes. This research uses hypothesis testing to determine the effect of the independent variable on the dependent variable. Before testing the hypothesis, a prerequisite test is first carried out. After it is declared that the distribution is normal and homogeneous, hypothesis testing is continued to determine the effect of the independent variable on the dependent variable.

Based on the Manova test that was carried out, it was concluded that there was an influence of the Giving Question and Getting Answer learning model on the motivation and social studies learning outcomes of fifth grade students at SD Inpres Lambengi, Pallangga District, Gowa Regency. This means that the motivational abilities and social studies learning outcomes of students in the experimental class are better than the motivational abilities and social studies learning outcomes of students in the control class. The results of this research are in line with the results of research conducted by [14] shows that students' social studies learning motivation using the Giving Question and Getting Answer learning model is better than students' social studies learning motivation using the conventional learning model. This is in line with research conducted by [15] which shows that the social studies learning outcomes of students using the Giving Question and Getting Answer learning model are better than the social studies learning outcomes of students using the conventional learning model in class V elementary school.

Conclusion (5%)

Based on the results of the research and discussion above, it can be concluded as follows: There is an influence on the Giving Question and Getting Answer learning model on the motivation and social studies learning outcomes of fifth grade students at SD Inpres Lambengi, Pallangga District, Gowa Regency. The researcher realizes that this research still has many shortcomings, for this reason, the researcher provides several suggestions for consideration to improve the research so that students can be more active in studying and dig up information about everything they want to know by reading books and looking for information from various sources. Teachers are expected to be able to mediate and facilitate students to continue to improve other skills in order to achieve good learning outcomes. Teachers are expected to continue to enrich science and technology so that they can provide broad knowledge to students, and always be creative and innovative in the teaching and learning process.

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