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IMPLEMENTATION OF THE 'START WITH A QUESTION' STRATEGY IN HISTORY LEARNING OUTCOMES FOR CLASS XI STUDENTS AT SMA NEGERI 3 KENDARI

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Abstract

This research employs an experimental design with test techniques, aiming to analyze descriptively and inferentially: (1) the influence of the "Start with a Question" learning strategy on the learning outcomes of class XI students at SMA Negeri 3 Kendari; (2) the influence of conventional learning strategies on the learning outcomes of class XI students at SMA Negeri 3 Kendari; (3) the differences in the influence on history learning outcomes between students taught using the "Start with a Question" learning strategy and those taught using conventional learning strategies. The population of this study consisted of all class XI students of SMA Negeri 3 Kendari, totaling 4 classes. The research sample was taken through multistage probability sampling, a form of random sampling of complex groups. This method considered that two classes had relatively similar abilities, sat in the same class, and were not divided based on student level. The experimental and control classes were determined randomly, with class XI.IS4 serving as the experimental class that implemented the "Start with a Question" learning strategy. Based on this perception, the researcher took 25% of the total population (more than 100) as a sample. The sample size in this study was 25% x 145 = 36. One reason for selecting a sample of 36 students was that each class included several students with poor attendance records. Data was collected through observation sheets and history test results, in multiple-choice format. The hypothesis was tested using a single sample t-test. If t count > > $t_{(1-\alpha,(n1+n2)-2)}$ or P value < α, then H0 is accepted; otherwise, H0 is rejected. The results of the data analysis indicate that: (1) the history learning outcomes of students who applied the "Start with a Question" learning strategy were categorically very good, with 77.78% of students scoring between 80 and 100, and an average score of 83.96; (2) the history learning outcomes of students who applied conventional learning strategies were categorically moderate, with 72.22% of students scoring between 65 and 75, and an average score of 70.07; (3) the "Start with a Question" learning strategy positively influenced the learning outcomes on the material of Japanese colonialization and its impact on the lives of Indonesian people, with t = 10,575 = $t_{(1-\alpha;\ (n1+n2)\ -2)}$ = $t_{(0,95;70)}$)), resulting in the rejection of H0.

Keywords: *Learning starts with a question strategy, conventional learning strategies, student learning outcomes.*

INTRODUCTION

The learning process is essentially the core of educational activities. Everything that has been programmed will be implemented in the teaching and learning process. Teaching and learning is an activity that has educational value. In the teaching and learning process, students are both the subjects and objects of learning. According to Hilgard and Bower (1966) in Jogiyanto (2006: 12), learning is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained based on native response tendencies, maturation, or temporary states of the organism. This means that learning can be defined as a process in which the activity involves a series of teacher and student preparations, based on the reciprocal relationship that occurs from the encountered situation, with the condition that the characteristics of the change in activity cannot be explained by native reaction tendencies, maturation processes, or temporary changes in the organism.

In learning activities, the roles of teachers and students are inherently intertwined. These two roles involve interactions that support and enhance each other. According to Winkel (2007: 59), learning occurs when mental or psychic activity takes place through active interaction with the environment, resulting in changes in knowledge, experience, skills, and values or attitudes. These changes are relatively constant and enduring.

This means that effective planning is essential in the learning process because: 1) It provides clarity and ensures the achievement of student competencies and prerequisites needed for successful learning; 2) It enhances the efficiency of the learning process in achieving these competencies; 3) It supports a sustainable development process by determining the necessary steps for specific time periods; and 4) It serves as a tool for stakeholders to outline and anticipate future activities (Prabowo and Nurmaliyah, 2010: 4).

In this regard, teaching history to students plays a crucial role in shaping their mindset to understand concepts and reason the relationships between them. In the context of the learning process, high school history education holds strategic significance for developing the character and civilization of a dignified nation. According to Sapriya (2009: 209), the objectives of teaching history in schools are to: 1) Build students' awareness of the significance of time and place as part of the past, present, and future; 2) Develop students' critical thinking skills to accurately interpret historical facts using scientific approaches and methodologies; 3) Cultivate students' appreciation and respect for historical heritage as evidence of Indonesian civilization; 4) Enhance students' understanding of the Indonesian nation's formation through its long history, which continues into the present and future; and 5) Instill in students a sense of pride and love for their homeland, which can be expressed in various aspects of life both nationally and internationally.

History is a subject in elementary and secondary education designed to prepare students to navigate a constantly changing world. To develop creative, critical, and innovative individuals who appreciate the values of the nation's struggle, the focus is on fostering understanding, awareness, and insight. These competencies are essential for students to grasp historical concepts, describe past knowledge, and extract wisdom that contributes to intellectual development, shapes attitudes, and forms character and personality as preparation for the future.

It is ironic that although history is a very important subject, it is often one that most students find less appealing. This lack of interest and engagement in the classroom leads to a limited understanding of historical concepts taught by the teacher. The disinterest and inactivity among students are largely due to their insufficient knowledge about the function and significance of history itself.

In practice, students' ability to understand historical concepts remains low, largely due to the learning strategies employed by teachers. Most teaching methods still rely on conventional strategies. According to Gora and Sunarto (2004: 7), conventional learning strategies are characterized by a focus on teaching concepts rather than competencies, with the goal of students knowing facts rather than applying them. During these lessons, students primarily listen rather than engage actively. Conventional learning tends to be teacher-centered, with teachers dominating the communication and students remaining passive recipients of knowledge. This approach emphasizes the transfer of knowledge from teacher to student, often relying on lectures and focusing on conceptual mastery rather than competency development. Consequently, such methods prioritize meeting curriculum requirements over enhancing students' learning abilities.

According to Nasution (2000: 209), the characteristics of conventional learning strategies include: 1) Objectives are not specifically formulated into measurable behaviors; 2) Learning materials are provided to groups or the entire class without considering individual students' needs; 3) Learning materials generally consist of lectures, written assignments, and other media chosen by the teacher; 4) The approach is oriented towards teacher activities, prioritizing the teacher’s instructional methods; 5) Students are largely passive, primarily listening to the teacher's explanations; 6) All students are expected to learn at the teacher's pace; 7) Reinforcement is typically given only after tests or exams; 8) Learning success is often assessed subjectively by the teacher; 9) Teachers are the main sources of information; and 10) Students take multiple tests or exams on the material, and report card grades are based on these results.

Employing a variety of learning strategies can increase student interest in the subjects being taught, making these strategies crucial to the learning process. There are many strategies available for use in education, and selecting the appropriate methods is essential for teachers to deliver effective instruction tailored to the

situation and conditions. This selection process is critical for achieving teaching objectives optimally. Teachers must understand the role of strategies as a key component in the success of learning activities. The more suitable the strategy used, the more effective the learning experience will be.

History education should aim not only to impart knowledge but also to enable students to appreciate the value of time, learn from experiences, and develop a forward-looking perspective that benefits both the nation and Indonesia specifically. Beyond understanding historical concepts, students should be able to apply this knowledge in their everyday lives. Given this, there is a need for a learning approach that suits students' conditions, encourages active participation, and fosters collaboration among students. This will help in realizing student competencies and ensure that learning is effectively received by both students and teachers.

One of the weaknesses in the learning process implemented by teachers is the insufficient effort to develop students' thinking skills (Sanjaya, 2010: 226). History education often tends to be teacher-centered, leading to passive student engagement. This approach places greater emphasis on lectures, assignments, and memorization, resulting in students being less encouraged to explore their insights and knowledge. Consequently, students become less accustomed to critical thinking.

The success of education is closely tied to the effectiveness of the teaching and learning process in schools. The process becomes more effective and efficient when students actively participate. According to observations made during pre-research on February 7, 2014, data showed that the average learning outcomes for History among Class XI students at SMA Negeri 3 Kendari in the odd semester of 2014 exceeded the Minimum Completion Criteria (KKM) of 75 set by the school, with an overall average score of 82. However, some IPS classes had average scores below the KKM, specifically Class XI.IS2 with an average score of 62.76 and Class XI.IS4 with an average score of 62.49 (Document of SMA Negeri 3 Kendari)

Inadequate learning strategies can result in students being less active in the learning process, often limited to passively listening to the teacher's explanations. Active student participation, such as asking questions about unclear or unfamiliar material, is crucial for the success of the teaching and learning process. When students ask questions, it demonstrates their willingness to learn and engage their minds in finding solutions to unresolved material. This interaction helps teachers gauge the effectiveness of their instruction and identify areas where students may lack understanding or are hesitant about the content. Therefore, it is essential to promptly improve these learning strategies.

Given these conditions, this research aims not only to improve learning patterns but also to encourage active and interactive student participation in the history learning process. Teachers are expected to develop the ability to select, determine, and implement effective teaching methods that foster a conducive

learning environment. This involves using diverse strategies and approaches in history instruction to maximize the teacher's role in achieving educational goals.

Efforts to improve quality are made through the application of effective learning strategies tailored to both student characteristics and the history subject matter. One such strategy is the 'learning starts with a question' approach, where learning activities begin with a question posed by a student. According to Zaini et al. (2008: 44), this strategy is an active learning technique that encourages students to ask questions. Learning is more effective when students are engaged and ask questions, rather than passively receiving information from the teacher. By prompting students to pose questions about the subject matter before the teacher provides an explanation, this strategy fosters active learning and encourages students to take initiative in their educational process.

The implementation of the 'learning start with a question' strategy in the educational process can make learning more engaging and stimulating, thereby enhancing student motivation and participation, especially among history students. Additionally, this approach can create a more dynamic learning environment, improve communication between teachers and students, and ultimately lead to better learning outcomes.

Learning outcomes are a crucial aspect of the educational process. According to Sudjana (1998: 39), student learning outcomes are influenced by two main factors: internal factors within the student and external environmental factors. Internal factors primarily include the student's abilities, which significantly impact learning outcomes. Additionally, other factors such as learning motivation, interest, attention, attitudes, learning habits, perseverance, socio-economic conditions, and physical and psychological well-being also play important roles.

Slameto (1995: 7) also identifies factors influencing learning outcomes as follows: 1) Internal factors, which are those within the individual learner, significantly impact learning activities. These include psychological factors such as motivation, attention, observation, and response. 2) External factors, which pertain to the learning environment, are essential for achieving learning goals. These factors include acquiring knowledge, understanding concepts and skills, and developing attitudes. The learning outcomes achieved by students result from the learning process; the better the learning process, the higher the learning outcomes. In this study, the factors affecting history learning outcomes are focused on two variables: the application of the 'learning start with a question' strategy during the learning process and the students' history learning outcomes.

The objectives of this study were: 1) to analyze the impact of the 'learning start with a question' strategy on the learning outcomes of class XI students at SMA Negeri 3 Kendari; 2) to examine the effect of conventional learning strategies on the learning outcomes of class XI students at SMA Negeri 3 Kendari; and 3) to compare the

differences in history learning outcomes between students taught using the 'learning start with a question' strategy and those taught using conventional learning strategies

Research relevant to this study includes Hilmarisa (2013), who found that the average final test score for the experimental class was 83, 8 while the control class had an average score of 79,33. The Z test results for the post-test in both sample classes, with α = 0,05 indicated that H0 was accepted, meaning there was no significant difference in post-test learning outcomes between the experimental and control classes. Additionally, other studies have shown that the 'learning start with a question' strategy positively affects student learning outcomes, as evidenced by research from Dheni Nur Haryadi and Sri Nurhayati (2015); Refirman D.J., Nurmasari Sartono, and Sabrina Hasanah (2016); and Merlin Andriani, Yulina H., and Siswantoro Siswantoro (2019).

RESEARCH METHOD

This study employs an experimental research design, specifically the One-Group Pre-test-Posttest design. According to Sugiyono (2012: 74), this design involves conducting a pre-test before applying the treatment, which allows for a more accurate assessment of the treatment's effects by comparing the results to the conditions before the treatment. The population for this study comprises all class XI students at SMA Negeri 3 Kendari for the 2014/2015 academic year. The selected sample classes are class XI.IS$_4$, which serves as the experimental group, and class XI.IS$_2$, which serves as the control group.

A. Variables and Data

The variables in this study include independent variables, which are the learning strategies: learning start with a question (X_1) and conventional learning strategies (X_2). The dependent variable (Y) is the students' history learning outcomes. The types of data in this study are primary data, which consists of pre-tests and post-tests that reflect student learning outcomes in both sample classes. Secondary data includes information on the number of students and the condition of students with in the research population.

B. Research Instruments

The research instrument used was a multiple-choice test designed to measure student learning outcomes. Before use, the test questions were pilot-tested at SMA Negeri 9 Kendari, and the questions were analyzed for reliability. The results of the reliability calculations showed that the pre-test instrument had a reliability coefficient (r_{11}) of 0,898 and the post-test instrument had a reliability coefficient (r_{11}) of 0,821. According to the reliability interpretation criteria, these values fall into the high reliability category, indicating that the test is reliable.

C. Data Analysis Techniques

The data obtained from the data collection were analyzed according to Furchan's (2004: 141) framework, using two types of statistical analysis: descriptive and inferential. Descriptive statistical analysis was used to summarize the characteristics of the research data, including the median, mode, maximum value, minimum value, average, standard deviation, and variance. Inferential statistical analysis was employed to test the research hypothesis, with preliminary tests including the normality test and the homogeneity test, which are prerequisites for hypothesis testing. The data used for the normality test and t-test comprised the post-test scores from both the experimental and control classes.

RESULTS AND DISCUSSION

Data Description

1) Distribution of Pre-Test Data on Students History Learning Outcomes Before Applying the Learning Start With a Question Strategy

The distribution of pre-test scores represents the scores obtained by students before the learning intervention. This distribution is detailed as follows: Descriptive analysis using SPSS 20.0 for Windows revealed that the lowest pre-test score was 47,50 while the highest was 72,50. This indicates that, prior to the learning intervention, some students had limited understanding of the history material, specifically the Hindu-Buddhist kingdoms. The average score was 60.76, suggesting that overall, students' understanding of the Hindu-Buddhist kingdoms was low. Common issues included a lack of comprehension of the material, reluctance to ask questions, and hesitancy to express opinions on misunderstood content. The median score was 61,25 and the mode, or the most frequently occurring score, was 72,50. These values suggest that students' history learning outcomes were generally adequate. The standard deviation was 8,15 and the variance was 66,364 reflecting the level of variability in students' pre-test scores before the intervention.

2) Distribution of Post-Test Data on Students' History Learning Outcomes After Learning Using the Learning Start With a Question Strategy

The distribution of post-test scores represents the results obtained by students after undergoing instruction with the "Learning Start with a Question" strategy. This distribution will be detailed in the following description. According to a descriptive analysis conducted using SPSS 20.0 for Windows Evaluation Version, the lowest post-test score was 72.50. This indicates that, after the instruction, there were no students who completely failed to understand the Japanese colonial period and its impact on Indonesian society. The highest post-test score recorded was 95.00, reflecting that a

student has thoroughly mastered the material on the Japanese colonial period and its impact on Indonesian society and demonstrated a high level of proficiency in developing strategies and solving historical problems. The average score was 83.96, suggesting that, overall, students' history learning outcomes are classified as high. This means that students generally have a very good understanding of the material related to the Japanese colonial period and its effects on Indonesian society and have effectively developed strategies to address historical issues.

3) Distribution of Pre-Test Data on Students' History Learning Outcomes After Using Conventional Learning Strategies

The distribution of pre-test scores reflects the scores achieved by students before the introduction of the learning intervention. This distribution will be detailed in the following description. According to the descriptive analysis using SPSS 20.0 for Windows Evaluation Version, the lowest pre-test score was 50.00, while the highest was 72.50. This indicates that prior to the learning intervention, some students had limited understanding of the history material related to the Hindu-Buddhist kingdoms. The average score was 62.99, suggesting that overall, students' understanding of the Hindu-Buddhist kingdoms was relatively low. Common mistakes included a lack of comprehension of the material, passivity, fear of asking questions, and reluctance to express opinions on unclear material. The median score was 62.50, and the mode was also 62.50, indicating that most students' history learning outcomes were classified as sufficient. The standard deviation was 6.60, and the variance was 43.507, reflecting the variability in students' history learning outcomes before the learning intervention.

4) Distribution of Post-Test Data on Students' History Learning Outcomes After Using Conventional Learning Strategies

The distribution of post-test scores reflects the scores achieved by students after using conventional learning strategies. The following description explains this distribution. According to the descriptive analysis using SPSS 20.0 for Windows Evaluation Version, the lowest post-test score was 62.50, indicating that some students still struggled with understanding the history material. The highest post-test score was 82.50, which demonstrates that at least one student had a strong grasp of the material on the Japanese colonial period and its impact on Indonesian society. The average score was 70.07, suggesting that overall, students' history learning outcomes were quite good, with a sufficient understanding of the material and a decent ability to develop strategies for problem-solving. Common issues included a lack of comprehension of the material, passivity, fear of asking questions, and reluctance to express opinions on unclear topics. The median score was 68.75, and the mode was 67.50, indicating that most students' history learning outcomes were classified as

sufficient. This average score suggests that conventional learning strategies were reasonably effective in improving students' history learning outcomes.

Data Analysis

1) Normality Test

The normality test is used to determine whether the data on students' history learning outcomes from the two classes are normally distributed. To assess normality, the Kolmogorov-Smirnov test statistic is employed. For the experimental class, the Asymp. Sig. (2-tailed) values for the pre-test and post-test are 0.652 > α and 0.393 > α (with α = 0.05), respectively, indicating that H_0 is accepted. Therefore, it can be concluded that the pre-test and post-test data for students' history learning outcomes in the experimental class are normally distributed. For the control class, the Asymp. Sig. (2-tailed) values for the pre-test and post-test are 0.506 > α and 0.122 > α (with α = 0.05), respectively, indicating that H_0 is also accepted. Thus, it can be concluded that the pre-test and post-test data for students' history learning outcomes in the control class are normally distributed as well.

2) Homogeneity Test

Based on the calculation results, the statistical significance value of Levene's test for the pre-test data is 0.060. This value is greater than the significance level of 0.05 (sig. value = 0.060 > α = 0.05), so H_0 is accepted. For the post-test data, the statistical significance value of Levene's test is 0.448, which is also greater than the significance level of 0.05 (sig. value = 0.448 > α = 0.05), so H_0 is accepted in this case as well. Therefore, it can be concluded that both groups have the same variance. This indicates that the pre-test and post-test data for both groups those receiving the learning strategy starting with a question and those receiving conventional learning strategies have the same variance (homogeneous).

3) Hypothesis Testing

a) Hypothesis 1

Based on the calculation results, the student learning outcomes (pre-test and post-test) for the experimental class showed a mean difference of -23.19444 and a standard deviation of 5.33222. The t_{tabel} value at a significance level of 0.05 (5%) is 2.021. With a significance value (sig. 2-tailed) of 0.00, which is less than α = 0.05, H_0 is rejected and H_1 is accepted. Additionally, the calculated t-value (absolute value) is 21.390, which is greater than the t_{tabel} value of 2.021. Therefore, the difference in the average history learning outcomes of students before and after using the learning-start-with-a-question strategy is statistically significant. This indicates that the learning-start-with-a-question strategy has a proven effect on student learning outcomes in history.

b) Hypothesis 2

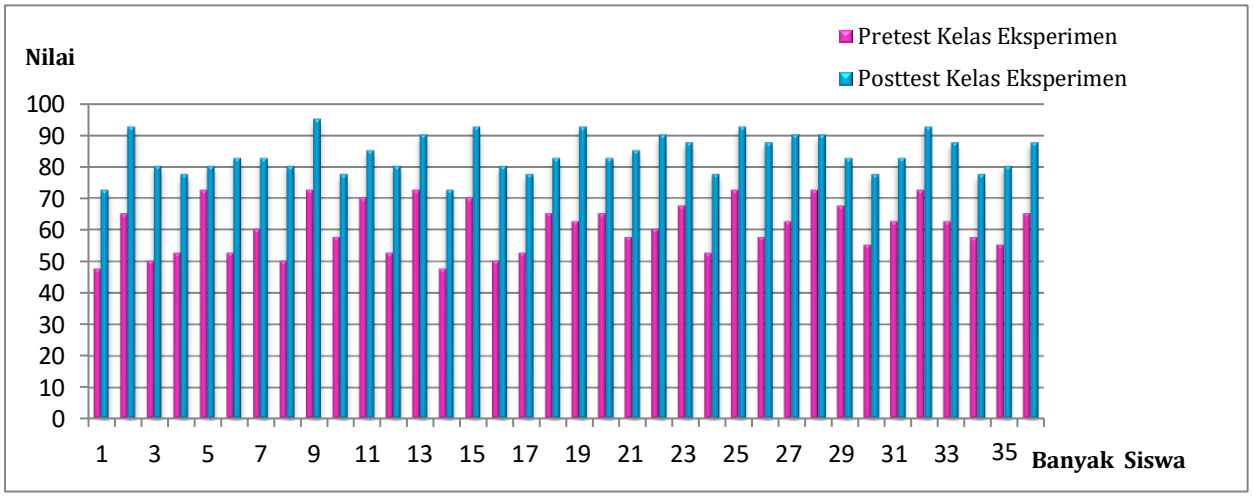
Based on the calculation results, the student learning outcomes (pre-test and post-test) for the control class showed a mean difference of -7.08333 and a standard deviation of 9.75595. The t_{tabel} value at a significance level of 0.05 (5%) is 2.021. With a significance value (sig. 2-tailed) of 0.00, which is less than $\alpha = 0.05$, H_0 is rejected and H_1 is accepted. Additionally, the calculated t-value (absolute value) is 4.356, which is greater than the t-table value of 2.021. Therefore, the difference in the average history learning outcomes of students before and after using conventional learning strategies is statistically significant. This indicates that conventional learning strategies have a proven effect on student learning outcomes in history.

c) Hypothesis 3

Based on the calculation results, the t-count value (10.575) is greater than the t-table value (1.671) at a significance level of 0.05, so H_0 is rejected and H_1 is accepted. Additionally, the half-significance (2-tailed) value (0.00) is smaller than α (0.05), further supporting the rejection of H_0. Therefore, H_1 is accepted, indicating that the history learning outcomes of students taught using the 'learning start with a question' strategy are better than those of students taught using conventional learning strategies.

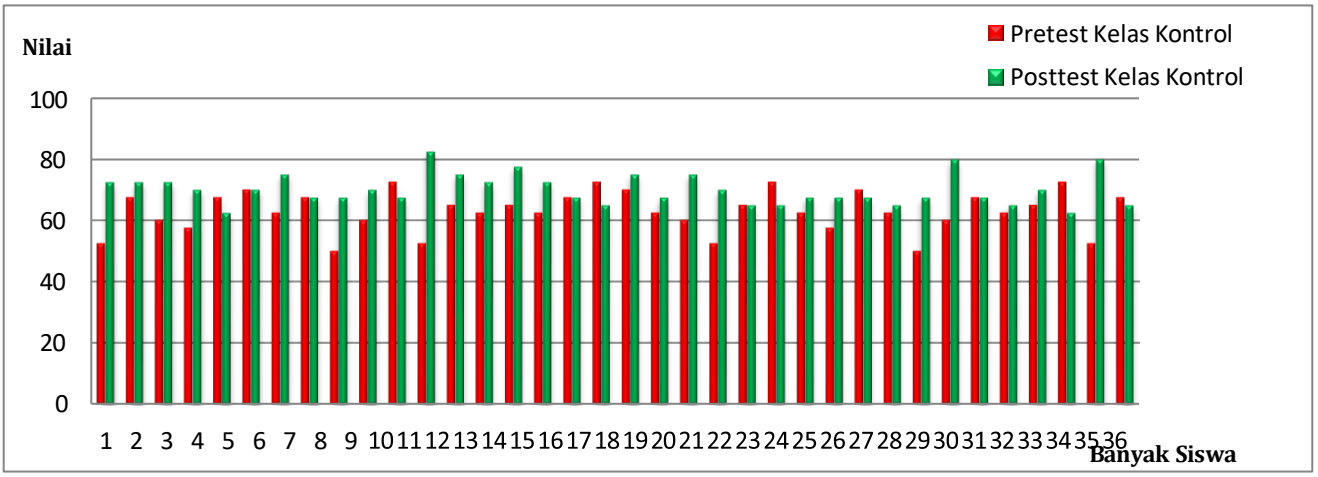
Discussion

When comparing the distribution of pre-test and post-test results for students' history learning in the experimental and control classes, we observe that the pre-test data for the experimental class were classified as lacking (55.56%), while the post-test data were classified as very good (77.78%). This indicates that after using the 'learning start with a question' strategy, more than half of the students had a strong understanding of the material on the Japanese colonial period and its impact on Indonesian society, and were able to solve the problems effectively. In contrast, the control class had a 0.00% classification of history learning results as lacking or failed, meaning that all students were able to solve the problems given. This suggests that there were no students in the control class who did not understand the material. The data distribution for both classes implies that the 'learning start with a question' strategy positively affects students' history learning outcomes. A visual comparison of the pre-test and post-test data for the experimental class is shown in the following graph:



Comparison of Pre-Test and Post-Test Data Distribution in the Experimental Class

Meanwhile, the comparison of pre-test and post-test data for the control class shows that the pre-test results were classified as lacking (52.78%), while the post-test results were classified as sufficient (72.22%). This suggests that, after using conventional learning strategies, more than half of the students still did not fully understand the history material. The data from the control class indicates that conventional learning strategies have a less positive impact on students' history learning outcomes. A visual comparison of the pre-test and post-test data for the control class is shown in the following graph:



Comparison of Pre-Test and Post-Test Data Distribution in the Control Class

In this study, hypothesis testing is performed using the post-test values of history learning outcomes, analyzed with a one-sample t-test. Based on the results presented in Appendix D.7, the t-count value is 10.575. Since the t-count (10.575) is greater than the t-table value (1.671) at a significance level of 0.05 = $t_{(1-\alpha;\ (n1+n2)\ -2)}$ = $t_{(0,95;70)}$), H_0 is rejected. This allows us to conclude that the average history learning outcomes of students taught using the 'learning start with a question' strategy are

higher than those of students taught using conventional learning strategies for the material on the Japanese colonial period and its impact on Indonesian society, with a confidence level of 95%. The 'learning start with a question' strategy encourages active student participation and enhances their ability to solve problems effectively.

Overall, the 'learning start with a question' strategy can enhance students' history learning outcomes. The analysis results indicate that most students' history learning outcomes are classified as very good. The findings demonstrate that this strategy is effective and can be utilized as an alternative approach to help students improve their learning results. Additionally, this strategy has been shown to positively impact students' history achievements.

In line with Mel Silberman's insights in his book *Active Learning*, learning is more effective when students actively seek patterns rather than passively receiving information. Silberman emphasizes that continuous questioning, rather than simply accepting what the teacher conveys, enhances the learning process. One effective way to foster this active learning pattern is to encourage students to ask questions about the subject matter without prior explanation from the teacher. The 'learning start with a question' strategy stimulates this questioning process, which is crucial for effective learning.

To engage students actively, they are asked to study the material beforehand by reading it. This preparatory reading helps students form initial ideas about the material and allows them to identify and address conceptual errors during discussions. To assess students' understanding, teachers administer pre-tests and post-tests. Additionally, students are tasked with summarizing the material and generating questions, which helps determine which students are actively learning and which are not (Silberman, 2013: 157).

This strategy not only deepens students' understanding and retention of knowledge but also broadens their perspective on the subject, fosters independent learning, allows students to work in their own way, and contributes to their overall personal development towards achieving a comprehensive understanding of the subject matter."

CONCLUSION

Based on the results of the data analysis and discussion presented, it can be concluded that there is a significant difference in the impact of the 'learning start with a question' strategy compared to conventional learning strategies on students' history learning outcomes at SMA Negeri 3 Kendari. Generally, students who used the 'learning start with a question' strategy showed better history learning outcomes compared to those who used conventional learning methods.

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