

IMPLEMENTATION OF THE QUESTION AND ANSWER METHOD IN LEARNING SOCIAL SCIENCES IN PRIMARY SCHOOLS

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Abstract

This literature review explains the implementation of the question and answer method in social science learning in elementary schools. The question and answer method is a teaching method that allows dialogue between the teacher and students, the teacher asks and the students answer or vice versa, the students ask and the teacher answers. In social studies learning, it is hoped that students will not only be able to master social studies theories in social life, but also be able to live real life in society as social people in an adult and wise manner, therefore the question and answer method is one method that is suitable to be applied. By implementing the question and answer method in teaching and learning, it is hoped that there will be reciprocity between teachers and students. The class atmosphere will be looser than teaching that uses the lecture method. Students have had the opportunity to participate, although it is still very limited. However, class conditions appear to be more lively and the subject matter discussed is developing more dynamically, because the teacher and students are both active, students are given the opportunity to express their opinions related to the subject of discussion.

Keywords: Optimization, Character Application, Social Studies Learning

INTRODUCTION

Learning is a deliberate, purposeful and controlled effort so that other people learn or relatively permanent changes occur in other people. This effort is carried out by a person or a team who has the ability and competence to design and/or develop the required learning resources (Yusufhadi, M, 2010). One of the lessons in elementary school is social science.

Social science (IPS) is related to how to find out about nature systematically, so that science is not only the mastery of a collection of knowledge in the form of facts or concepts, but is also a process of discovery. Science education in junior high schools is expected to be a vehicle for students to learn about themselves and the natural world around them.

Science education emphasizes providing direct experience to develop competencies so that students are able to explore and understand the natural surroundings scientifically (National, D. P, 2003).

Some opinions say that social studies is a science related to the social environment, a branch of science that studies human behavior as members of society. Human behavior in society has various aspects such as economic aspects, mental aspects, cultural aspects, social relationship aspects. Social studies learning plays a role in realizing social science and social relations. Social studies learning plays a role in realizing theoretical social science in real life in society (Anif, S., et al, 2020). Therefore, in substance, social studies material at the school level integrates various social sciences in learning. The integration of various social sciences is tailored to the needs and development stages of students. So, through social studies learning, it is hoped that students will not only be able to master social studies theories in social life, but also be able to live real life in society as social people in an adult and wise manner.

According to Sapriya (Erlinda, Y, 2018) states that, Social Sciences is a science that combines a number of selected concepts from branches of social science and other sciences which are then processed based on educational and didactic principles to become a teaching program at the school level. In implementing the question and answer method in teaching and learning, there are things that need to be considered so that the method is appropriate to the situation and conditions that exist when teaching and learning takes place. According to Zuhairini (Huda, N, 2020) there are things that are appropriate to use to apply the question and answer method, namely (a) to stimulate children so that their attention is directed to the problem being discussed, (b) to direct the child's thinking process, (c) as a repetition or evaluation of lessons that have been given, (d) as an interlude in a lecture/conversation. By paying attention to the appropriate situation and conditions in applying the question and answer method in teaching and learning, a teacher will be able to present lesson material optimally and satisfactorily.

For this reason, a learning method is needed that can increase interaction between teachers and students and between students. One learning method that can be applied is the question and answer method. Teachers as teachers and educators must be able to create conducive and enjoyable learning conditions in the learning process and be able to use

appropriate learning methods so that they can improve student learning outcomes (Rulyansah, A., et al , 2022).

According to Ibrahim (Sitohang, J, 2017) The question and answer method is a teaching method that allows dialogue between the teacher and students, the teacher asks and the students answer or vice versa, the students ask and the teacher answers. The question and answer method is a way of presenting lessons in the form of questions that must be answered, especially from the teacher to students and from students to other students. The purpose of this technique is not to show the teacher's scholarship or to show how clever the teacher is able to show where students are indifferent. If a question cannot be understood by students clearly, the question must be repeated verbally in a different form so that students can understand the essence of the question (Hardiansyah, F, 2022). According to Subana and Sunarti (Manik, I. K, 2020) the advantage of the question and answer method approach is that the class atmosphere is more lively because the class welcome will be better. With questions and answers, student participation is greater and they try to listen to the teacher's questions well and try to give the right answers.

In applying the question and answer method, the flow of questions does not always come from the teacher to the students, but it often happens that students also ask questions to the teacher. This question must also be handled well by the teacher. Even teachers must be able to grow, develop and cultivate students' courage to ask questions and not just answer. From the students' questions, the teacher will find out what the students are concerned about or the area of knowledge the students want. It is also possible that students' questions can be a symptom of doubt and confusion in their thinking (Mandaniyati, R., & Sophya, I. V, 2017).

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

Question and Answer Method Theory

A. Definition of Question and Answer Method

The question and answer method is a teaching method that allows direct communication because at the same time there is a dialogue between the teacher and students. This method is applied by the teacher asking questions when explaining the lesson and the students answering or the students asking questions and the teacher answering. Setyanto, N. A. (2017) states that "The question and answer method is defined as a way of teaching that allows for direct two-way interaction (two way traffic) between the teacher and students". Ahmad, S. (2007) states that "The question and answer method is a teaching method that allows direct communication in the form of two way traffic because at the same time there is a dialogue between the teacher and students". Sudirman in Aqib, Z., & Murtadlo, A. (2016) states that "The question and answer method is defined as a way of presenting lessons in the form of questions that must be answered, especially from educators to students, but can also be from students to educators."

The question and answer method is a method used by teachers in the learning process. Asking has an important role in teaching and learning activities. Well-formed questions and appropriate posing techniques will increase student participation in teaching and learning activities, arouse student interest and curiosity about the problems being discussed, develop students' active thinking and learning patterns and focus students' attention on the problems being discussed (Nephawe , F. T., & Lambani, M. N, 2022).

B. The purpose of the Question and Answer method

The purpose of using the question and answer method in activities teaching and learning is to:

1. Summarize previous material. After the teacher explains a problem, the teacher then asks several questions. The questions are answered by the students, while the results of the correct answers are arranged well so that it is an overview of the lesson that will be the student's.
2. Continuing previous lessons. By repeating the lesson that has been given in the form of questions, the teacher will be able to draw attention to the previous lesson.
3. Attract students' attention to use knowledge and experience.

4. Leading students' experiences or thoughts. When a student faces a problem, the student's thinking can be guided by asking questions or a student who is not paying attention to the teacher's conversation can try to pay attention to the teacher's explanations by asking several questions.
 5. Intersperse the conversation to stimulate students' attention in learning so that there is cooperation between students and teachers and can raise student enthusiasm.
 6. Examining students' ability to understand the reading they have read or lectures they have heard (Mogea, T, 2019).
- C. Factors influencing the Question and Answer method

As a method, a method does not stand alone, but is influenced by other factors. Likewise, the question and answer method is influenced by other factors, the factors that influence it are: (Liu, Z., & Jansen, B. J, 2013).

1. The condition of the students

Students are an element that must be taken into account, because the methods that will be determined are tools to mobilize them to be able to digest/learn the material presented. We may only be able to mobilize students if the method is appropriate to the level of development/maturity of the students, both as a group (class) or individually. We do not force students to carry out or move according to method guidelines.

2. Teaching materials or materials

The teacher's mastery of the material should lead to the nature of specialization (tahasus) of the knowledge or skills taught considering the content, nature and breadth, so the teacher must be able to explain the knowledge or skills and what he will teach in the field of knowledge or skills concerned.

3. Situation

What is meant by situation here is the learning atmosphere or class atmosphere. Included in this definition is the atmosphere that is related to the condition of the students, such as: fatigue and enthusiasm for learning, weather conditions, the teacher's condition, for example, he is no longer fresh (tired) or is suddenly under "pressure" (stress), the situation adjacent classes that may interfere or be disrupted due to the use of a method.

4. Teacher

The teacher's personality must always be developed to perfect mastery of various competencies in the field of teaching which are increasingly developing. In this case, the competency is to determine, develop and use all teaching methods so that effective combinations of variants occur.

The Nature of Social Studies Learning

The essence of social studies is the study of humans and their world. Humans as social creatures always live together with each other. With advances in technology, people can now communicate quickly wherever they are via cellphones and the internet. Advances in science and technology have led to rapid communication between one person and another, between one country and another. In this way, the flow of information will flow faster. Therefore, it is believed that "people who control information will control the world" (Yusnaldi, E., et al, 2023).

The essence of social sciences is a scientific discipline that studies humans, society and social interactions. Social sciences cover various fields such as history, geography, economics, sociology, anthropology, politics and social psychology (Afrina, A., et al, 2021).

The main aim of IPS is to understand and explain social phenomena in society and their impact on individuals and groups. Social science helps us understand how people interact with their physical, social and cultural environments. With the help of social science, we can understand the history of development, migration patterns, social changes, economic systems, political structures and dynamics of social groups (VanSledright, B., & Limón, M, 2006). Social sciences also help to understand the role of individuals in society, including values, norms and social behavior.

Social Science Learning in Elementary Schools

Learning is a planned activity to condition a person or group of people to be able to learn well. Therefore, learning is essentially a reciprocal communication process, either between teacher and student, or student and teacher, or student and student, to achieve predetermined learning outcomes. Implicitly in learning there are activities of selecting, determining, developing methods to achieve the desired learning outcomes (Nugraha, Y. A., et al, 2018). Learning has the essence of design as an effort to teach students. To gain broader experience regarding social studies, it can be

explained that social studies is a program that has been taken from various social sciences such as history, sociology, anthropology, geography, political and social sciences. Social Sciences is a science that studies the set of human lives in society. One example is social studies education learning, where social studies education learning in Indonesia is not separated from the 1975 Curriculum document which contains social studies as a subject for education in primary and secondary schools (Mamangan, J. I. S, 2021).

Social studies education aims "to develop students into good citizens, who have knowledge, skills and social awareness, which are useful for themselves as well as for society and the country". To realize this goal, the social studies learning process does not only emphasize the knowledge (cognitive) and skills (psychomotor) aspects, but also includes the moral (affective) aspects in experiencing and realizing life which is full of problems, challenges, obstacles and competition (Isha, V., et al, 2019).

Through social studies education, students are nurtured and developed in their mental and intellectual abilities to become skilled, socially conscious and responsible citizens in accordance with the values contained in Pancasila. Social studies teachers in elementary schools need to have insight into the goals and directions that should be considered when developing learning materials.

According to Resnik in Widyaningtyas, H., et al (2018) social studies learning is the transfer of information, knowledge and skills that helps students place themselves in situations that make them able to carry out thought constructions in normal, natural situations, and able to express themselves appropriately. what they feel and are able to do.

From the descriptions above, we can see that social studies learning is an educational system that consists of various factors that make up it. These include students, educators, learning media, learning facilities and also learning resources which aim to make students master and understand various integrations of various social science disciplines. Such as economics, history, social, geography and others. Apart from social sciences, there are also humanities, science and even various social issues and problems in life.

So that social studies learning at MI prioritizes educating students to become someone who is able to place themselves in situations that make them able to carry out thought constructions in natural, natural situations, and able to express themselves precisely what they feel and are able to carry it out according to the level and environment where they are. these students are (Yusnaldi, E., et al, 2023).

Elementary Social Sciences Learning Objectives

The aim of social studies learning at MI is to provide students with basic skills to develop themselves according to their talents, interests, abilities and environment in the field of learning at MI. More specific objectives can be explained below: 1) Develop basic concepts of geographic, economic, historical and civic sociology through pedagogical and psychological approaches. 2) Develop critical and creative thinking skills, inquiry, problem solving, and social skills. 3) Building commitment and awareness of social and human values. 4) Increasing the ability to collaborate and competence in a pluralistic society, both nationally and internationally (Setiawati, E., & Sari, M. W, 2021).

With social studies learning in elementary school, it is hoped that students will be able to overcome what is happening in their environment. The objectives of social studies education were developed on the basis of the idea that social studies education is an intertwined scientific discipline (Zuliana, E., et al, 2020). Therefore, social studies education must refer to National Education goals.

Thus, the aim of social studies education is to develop students' abilities in mastering social science disciplines to achieve higher educational goals. There are three aspects that must be addressed in the development of social studies education, namely intellectual aspects, social life and individual life. The development of intellectual abilities is based more on the development of the scientific discipline itself as well as the development of academic and thinking skills (Dewi, N. K. R., & Agung, A. A. G, 2021). Intellectual objectives seek to develop students' abilities in understanding social science disciplines, the ability to think, processual abilities in searching for information and consuming findings. The development of social life is related to developing students' abilities and responsibilities as members of society.

This goal develops abilities such as communication, a sense of responsibility as a world citizen, the ability to participate in community and national activities. Included in this goal is the development of students' understanding and positive attitudes towards the values, norms and morals that apply in society (Sundawa, D, 2006). The objectives of the social studies subject are as follows: a. Get to know concepts related to community life and the environment. b. Have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life. c. Have commitment

and awareness of social and humanitarian values. d. Have the ability to communicate, collaborate and compete in a pluralistic society, at the local, national and global levels (Sapriya, S, 2009).

Question and Answer Method in Social Studies Learning

In applying the question and answer method, the flow of questions does not always come from the teacher to the students, but it often happens that students also ask questions to the teacher. This question must also be handled well by the teacher. In fact, teachers must be able to grow, develop and cultivate students' courage to ask questions and not just answer (Mandaniyati, R., & Sophya, I. V, 2017).

From the students' questions, the teacher will find out what the students are concerned about or the area of knowledge the students want. It is also possible that students' questions can be a symptom of doubt and confusion in their thinking (Nephawe, F. T., & Lambani, M. N, 2022). The thing that must be considered when accommodating student questions is that the questions must not deviate from the main topic being discussed. So the questions asked by students must be related to the lesson being taught.

By implementing the question and answer method in teaching and learning, it is hoped that there will be reciprocity between teachers and students. The class atmosphere will be looser than teaching that uses the lecture method. Students have had the opportunity to participate, although it is still very limited. However, class conditions appear to be more lively and the subject matter discussed is developing more dynamically, because the teacher and students are both active, students are given the opportunity to express their opinions related to the subject of discussion (Haryanto, S, 2022).

CONCLUSION

The teacher's efforts in using the question and answer method can make learning less monotonous and make students actively involved. Apart from teaching, teachers take part in building the class into a shalom community and building good relationships with students in online and offline learning. The question and answer method has advantages and disadvantages which are added and lacking points compared to other learning methods. The aim of social studies learning in elementary schools is to provide students with basic abilities to develop themselves according to their talents, interests, abilities and environment in the field of learning in elementary schools. In social studies learning in elementary schools, a teacher understands the basic

principles in conducting social studies learning. These principles form a unity to achieve social studies learning goals for all students.

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