

THE EFFECT OF THE LEARNING START WITH A QUESTION (LSQ) METHOD TO INCREASE THE THEMATIC LEARNING OUTCOMES FOR CLASS V STATE SD 005 RAMBAH

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Abstract, This study aims to determine the effect of learning the Learning Start With A Question (LSQ) method to improve thematic learning outcomes of fifth grade students at SD Negeri 005 Rambah. This research is a classroom action research research. The subjects in this study were students of class V odd semester SD Negeri 005 Rambah for the academic year 2021/2022 as many as 25 students consisting of 11 male students and 14 female students. The data analysis technique used is the method of collecting several instruments in the form of student and researcher activity sheets and question sheets. The results of this study were seen from the first cycle of the first meeting, there were 8 students 32% who reached the KKM. In the first cycle, the second meeting also experienced an increase again, as many as 11 students 44%. In the second cycle of the first meeting, it was found that student learning outcomes increased again from 25 students, 16 (64%) students had reached the KKM. At the second meeting, the results of student learning were very satisfactory, namely from 25 students 22 (88%) . The conclusion of this study is that the application of the Learning Start With A Question (LSQ) method to improve student learning outcomes in thematic subjects of class V SD Negeri 005 Rambah is successful.

Keywords: LSQ Method; thematic learning; learning outcomes

I. INTRODUCTION

Education is a learning process to try to develop and educate all aspects that humans have, through education humans will get a higher position than other creatures, because the knowledge possessed by humans is obtained from the educational process. In Law Number 20 of 2003 concerning the National Education System it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process

so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (Rahayu, 2015). The purpose of education is to develop the abilities and potential of students and to educate the nation's life so that they have a better character and character in the future. According to Abdurrahman Ginting (2014) learning methods can be interpreted as a unique way or pattern in utilizing various

basic principles of education as well as various techniques and other related resources so that the learning process occurs in students. Meanwhile, according to Hamiyah and Jauhar (2014) interpreting the method as a way to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. The learning method is carried out regularly and systematically by the teacher in delivering learning materials to their students. The purpose of the learning method is so that the teaching and learning process can run well. In addition, it also helps develop the abilities of individual students so that they are able to solve problems encountered in the learning process. In this era of globalization, the development of science and technology increasingly encourages renewal efforts in the use of technological results in the learning process. Teachers are required to be able to use the tools provided by the school, and it is possible that these tools are in accordance with the developments and demands of the times. Teachers can at least use inexpensive and efficient tools which, although simple and unpretentious, are a must in an effort to achieve the expected teaching goals. In addition to being able to use the available tools, teachers are also required to be able to develop skills in making learning media that will be used if the media is not yet

available. In addition, teachers are also required to continue to innovate and be creative in creating a learning atmosphere that can inspire students' sense of learning so that it is not boring and boring. In the current era, the teaching and learning process refers to student center learning which can activate the mindset of students so that learning becomes active and fun. Active learning must foster an atmosphere in such a way that students actively ask, question and express their opinions. The learning brought by the teacher must always create curiosity or in the form of problem solving so that students who do not understand the material are stimulated to ask questions about the discussion of the material. Asking can be interpreted as a desire to find information that is not yet known (Hamalik 2004). Asking is the process of asking for information or explanations to get information that is not yet known in ongoing learning.

Based on observations made by researchers at SD Negeri 005 Rambah on Thursday, August 12, 2021, there are still problems that occur in learning related to student learning outcomes because teachers still use conventional teaching methods which make students not follow learning well, not active, and playing with friends so that learning is meaningless. This results in low student learning

outcomes while learning success is said to be successful if it reaches a value according to the KKM, which is a value of 70. Given that to improve student learning outcomes, methods are needed that can stimulate students' curiosity in understanding the subject matter. used by the teacher so that in learning the student's boredom disappears. Based on the problems described above, action is needed that is able to find a way out. One solution is to use the right method, namely a method that is able to make all students involved in an active learning atmosphere and improve student learning outcomes, especially in thematic learning. One method that will be used in thematic learning is the Learning Start With A Question method. The Learning Start With A Question method is a learning method that inspires students to ask questions. According to Siregar (2010) states that the Learning Start With A Question learning method increases student activity in asking questions what they are learning in a fun and not scary way, namely by starting learning by asking. The Learning Start With A Question method can help to improve student learning outcomes. Therefore, researchers use a learning method in the form of the Learning Start With A Question method, where the method is expected to improve student learning outcomes. By using this method

students are required to understand lessons that are not understood in the learning process, because students will collect questions about material that they do not understand, exchange ideas and opinions from the questions asked so that the teacher finally collects these questions and answers them as a single unit of teaching material. . From the description above, the researcher is encouraged to conduct research on the Effect of the Learning Start With A Question (LSQ) Method on the Thematic Learning Outcomes of Class V SD Negeri 005 Rambah.

II. RESEARCH METHOD

The form of this research is classroom action research (CAR). Classroom action research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance so that student learning outcomes increase (Aqib, 2011). Classroom action research is research that is carried out when a group of people (students) are identified with the problem, then the researcher (teacher) determines an action to solve it. (O'Brien, Mulyatiningsih, 2011). Classroom action research is a collective self-reflexive research conducted by participants in social situations to improve the reasoning and fairness of their educational and social practices, as well as their understanding of

those practices and of the situations in which these practices are practiced. (Kemmis and Taggart (Padmono, 2010), Based on the opinions of the experts above, it can be concluded that Classroom Action Research (CAR) is research conducted by teachers in their own classrooms with the aim of improving student learning outcomes.

III. RESEARCH RESULTS AND DISCUSSION

Research Results

a. Cycle I meeting 1

Cycle I meeting 1 on theme 5 Ecosystem sub-themes 1 and 2. The first meeting was held on Monday, October 11, 2021 with a total of 25 students, the first meeting was adjusted to the time allocation of 2 x 35 minutes (2 hours of learning). The researcher was accompanied by a fifth grade teacher at SD Negeri 005 Rambah. In the initial activity, the researcher acted as a teacher, before learning began, the teacher opened the lesson with greetings, then the teacher prepared class conditions and checked student attendance, when starting the lesson the teacher gave apperception. The core activity then the teacher explains the material about the learning theme, namely the Ecosystem theme, sub-theme 1 Learning Ecosystem Components 1. Then the teacher explains

the learning objectives, the teacher asks students to read the material about ecosystems in detail in their textbooks and after that each student give a question about the learning material he reads. The questions are then collected to the teacher and the teacher will explain the material about the questions given to each student. After explaining the material from the students' questions, the teacher gives questions that have been prepared in the form of tests to students to get a final score to see the level of mastery of the thematic learning materials that have been taught. Then in the closing activity the teacher evaluates in general by asking questions related to the material that has been discussed, then making conclusions with students about the lessons that have been learned. The results of student evaluation in cycle I meeting 1 can be seen in table 1.1 below:

Table 1.1 Student Learning Outcomes Data Cycle I Meeting 1

No	Name	Value	Completeness	
			Complete	Not Complete
1	Afifa Siregar	73	Complete	
2	Aprilia putri	40		NC
3	Balqis Aisya Fitri	33		NC
4	Brigita Tumora	73	Complete	

	ng			
5	Dava	87	Complete	
6	Dwi Virgi Yanti	33		NC
7	Egi Adhfa Pradana	80	Complete	
8	Faraziyah	73	Complete	
9	Fauzy Rachman	47		NC
10	Ferly Alfaro	53		NC
11	Kanaya Asypa Melani	80	Complete	NC
12	Luthfi Maftuh	47		NC
13	Maya Intan	27		NC
14	M. Ilham	73	Complete	
15	Nada Adelia	53		NC
16	Pahru Ruzi	60		NC
17	Parhan Yusub	47		NC
18	Raskia Wildani	73	Complete	
19	Reyfan Andrea Wijaya	40		NC
20	Rila Reskia	33		NC
21	Rubama Azami	53		NC
22	Togar Isro	27		NC
23	Yusriani	47		NC
24	Zahra	60		NC

	Oktaviani			
25	Zaskia Aulia	47		NC
Amount			8	17
Persentase %			32 %	68%

Source: 2021 field results

Based on table 1.1 above, the number of people who completed was 8 people, namely 32% and 17 people who did not complete as many as 68%. The number of students who did not complete learning 1 cycle I was due to the fact that students did not understand the LSQ learning method applied by the teacher and the teacher was not used to applying this learning method.

b. Cycle I meeting 2

Cycle 1 Meeting 2 was held on Wednesday 13 October 2021 with 25 students, the first meeting was adjusted to the time allocation of 2 x 35 minutes (2 hours of learning). The researcher was accompanied by a fifth grade teacher at SD Negeri 005 Rambah. In the initial activity, the researcher acts as a teacher, before learning begins, the teacher opens the lesson by opening greetings, then the teacher prepares class conditions and checks student attendance, when starting learning the teacher gives apperception. The teacher's core activity explains the learning theme, namely theme 5 Ecosystems, sub theme 2 the relationship between living things in the learning

ecosystem 1. The teacher explains the learning objectives, the teacher opens the lesson by explaining that today's lesson will discuss the food chain in an ecosystem, then the teacher asks some students to appear in front of the class and demonstrate simple conversations contained in books, the teacher asks students to write questions that students want to know about the food chain, then the questions that have been written are then collected to the teacher and the teacher will explain the material about the questions given by each student. . The teacher motivates students to be able to find answers to problems, and encourages students to collect appropriate information, carry out experiments to get explanations of problem solving, data collection, hypotheses, problem solving. The teacher helps students in planning and preparing appropriate works such as reports and helps them share assignments with their friends. Teachers help students to reflect or evaluate their investigations and the processes they use. In this closing activity, the teacher evaluates in general by asking questions about learning, after that makes learning conclusions with students and the teacher reminds students to always be enthusiastic in learning. The results of student evaluations in the first cycle of the second meeting can be seen in table 1.2

Table 1.2 Student Learning Outcomes Data Cycle I Meeting 2

No	Name	Value	Completeness	
			Complete	Not Complete
1	Afifa Siregar	93	Complete	
2	Aprilia putri	73	Complete	
3	Balqis Aisyah Fitri	40		NC
4	Brigita Tumorang	67		NC
5	Dava	73	Complete	
6	Dwi Virgi Yanti	40		NC
7	Egi Adhfa Pradana	47		NC
8	Faraziya h	47		NC
9	Fauzy Rachman	67		NC
10	Ferly Alfaro	93	Complete	
11	Kanaya Asyha Melani	73	Complete	
12	Luthfi Maftuh	60		NC
13	Maya Intan	40		NC
14	M.Ilham	80	Complete	
15	Nada Adelia	53		NC
16	Pahruruzi	87	Complete	
17	Parhan Yusub	93	Complete	
18	Raskia Wildani	67		NC

19	Reyfan Andrea Wijaya	53		NC
20	Rila Reskia	60		NC
21	Rubama Azami	93	Comp lete	
22	Togar Isro	80	Comp lete	
23	Yusriani	53		NC
24	Zahra Oktavian i	73	Comp lete	
25	Zaskia Aulia	40		NC
Amount			11	14
Persentase %			44 %	56 %

Source: field processing 2020

Based on table 1.2 above, it can be seen that the number of people who completed was 11 people, namely 44% and 14 people who were not completed as many as 56%. Students who finished in cycle 1 of the second meeting have experienced an increase, it can be seen from the students who finished. In the first cycle of meeting 1 students who completed as many as 8 people or 32% and increased in cycle I meeting II students who completed as many as 11 people or 44% and those who did not complete as many as 14 people or 56%. The number of students who have not finished in the first cycle of the second meeting is because the students do not understand well about the LSQ learning method but when compared to the first

meeting, the second meeting the children understand a little of the LSQ method.

c. Cycle II meeting 1

The first meeting was held on Monday 19 August 2021. The first meeting was adjusted to the time allocation of 2 x 35 minutes (2 hours of learning) with 25 students, the researcher was accompanied by a fifth grade teacher at SD Negeri 005 Rambah. In the initial activity, the researcher acts as a teacher, before learning begins, the teacher opens the lesson by opening greetings, the teacher prepares class conditions and checks student attendance, when starting learning the teacher gives apperception. The teacher's core activity explains the learning theme, namely theme 5 Ecosystem, sub theme 3 balance of learning ecosystem 1. Teacher explains learning objectives, teacher m. The teacher motivates students to be able to ask questions to problems, and encourages students to collect appropriate information, carry out experiments to get explanations and problem solving, data collection, hypotheses, problem solving. The teacher helps students in planning and preparing appropriate works such as reports and helps them share assignments with their friends. Teachers help students to reflect or evaluate their investigations and the processes they use. In this closing activity

the teacher evaluates in general by asking questions about learning, after that makes learning conclusions with students and the teacher reminds students to always be enthusiastic in learning. The results of student evaluations in the second cycle of meeting one can be seen in table 1.3 below

Table 1.3 Student Learning Outcomes Data Cycle II Meeting

No	Nama	Nilai	Ketutasan	
			Comp lete	Tidak Tunta s
1	Afifa Siregar	67		NC
2	Aprilia putrid	73	Comp lete	
3	Balqis Aisya Fitri	73	Comp lete	
4	Brigita Tumorang	80	Comp lete	
5	Dava	87	Comp lete	
6	Dwi Virgi Yanti	60		NC
7	Egi Adhfa Pradana	93	Comp lete	
8	Faraziyah	60		NC
9	Fauzy Rachman	87	Comp lete	
10	Ferly Alfaro	87	Comp lete	
11	Kanaya Asypa Melani	60		NC
12	Luthfi Maftuh	80	Comp lete	
13	Maya Intan	27		NC
14	M.Ilham	73	Comp lete	
15	Nada Adelia	73	Comp lete	
16	Pahru Ruzi	67		NC

17	Parhan Yusub	80	Comp lete	
18	Raskia Wildani	73	Comp lete	
19	Reyfan Andrea Wijaya	40		NC
20	Rila Reskia	73	Comp lete	
21	Rubama Azami	60		NC
22	Togar Isro	80	Comp lete	
23	Yusriani	47		NC
24	Zahra Oktaviani	80	Comp lete	
25	Zaskia Aulia	73	Comp lete	
Amount			16	9
Persentase %			64%	36%

Source: 2021 field results

Based on table 1.3 above, 16 students completed with a percentage of 64% and those who did not complete 9 with a percentage of 36%. The number of students who finished in cycle II of Meeting 1 is because students already understand learning with the LSQ method and the teacher has explained repeatedly about this learning method

d. Cycle II meeting 2

The first meeting will be held on Wednesday, August 21, 2021. This second meeting is adjusted to the time allocation of 2 x 35 minutes (2 learning hours). with 25 students, the researcher was accompanied by a fifth grade teacher at SD Negeri 005 Rambah. In the initial activity, the researcher acts as a teacher, before

learning begins, the teacher opens the lesson by opening greetings, the teacher prepares class conditions and checks student attendance, when starting learning the teacher gives apperception. The main activity of the teacher explains the learning theme, namely theme 5 Ecosystem, sub theme 3 balance of the learning ecosystem 2. The teacher explains the learning objectives, the teacher asks students to read the text in the book, each student makes 1 question about the material that is not understood and the question is given to the teacher. Next, the teacher explains the learning material based on the questions asked by each student. After explaining the material based on each student's questions. The teacher motivates students to be able to ask questions about problems, and encourages students to collect appropriate information, carry out experiments to get explanations and problem solving, data collection, hypotheses, problem solving. The teacher helps students in planning and preparing appropriate works such as reports and helps them share assignments with their friends. Teachers help students to reflect or evaluate their investigations and the processes they use. In this closing activity, the teacher evaluates in general by asking questions about learning, after that makes learning conclusions with students and the teacher reminds students to always be enthusiastic in learning so that learning

outcomes are achieved in accordance with the KKM that has been set. The results of student evaluations in the second cycle of the second meeting can be seen in table 1.4 below.

Table 1.4 Student Learning Outcomes Data Cycle II Meeting 2

No	Name	Value	Completeness	
			Complete	Not Complete
1	Afifa Siregar	87	Complete	
2	Aprilia putri	93	Complete	
3	Balqis Aisyah Fitri	87	Complete	
4	Brigita Tumorang	80	Complete	
5	Dava	93	Complete	
6	Dwi Virgi Yanti	80	Complete	
7	Egi Adhfa Pradana	100	Complete	
8	Faraziyah	87	Complete	
9	Fauzy Rachman	100	Complete	
10	Ferly Alfaro	87	Complete	
11	Kanaya Asyha Melani	87	Complete	
12	Luthfi Maftuh	100	Complete	
13	Maya Intan	93	Complete	
14	M.Ilham	87	Complete	
15	Nada Adelia	67		NC
16	Pahru Ruzi	87	Complete	

17	Parhan Yusub	93	Complete	
18	Raskia Wildani	100	Complete	
19	Reyfan Andrea Wijaya	67		NC
20	Rila Reskia	67		NC
21	Rubama Azami	93	Complete	
22	Togar Isro	87	Complete	
23	Yusriani	80	Complete	
24	Zahra Oktaviani	93	Complete	
25	Zaskia Aulia	87	Complete	
Jumlah			22	3
Persentase %			88 %	12%

Source: 2021 field results

Based on table 1.4 above, 22 students who completed with a percentage of 88% were categorized as very good and 3 students who did not complete with a percentage of 12%. It was concluded that the percentage of 88% was included in the very good

IV. DISCUSSION

Research conducted by researchers includes two cycles, namely cycle I and cycle II. Each cycle consists of two meetings and consists of several stages, namely the planning stage, the action stage, the implementation stage, the observation stage and the reflection stage. In the second cycle stage, which is an

improvement from the first cycle stage, the results obtained through learning outcomes tests after carrying out thematic learning activities using the LSQ method. The results of the two cycles are used to determine the increase in student learning outcomes at SD Negeri 005 Rambah. At the time of the initial observations made by researchers in the thematic learning class V. The thematic learning process in the 2013 curriculum at SD Negeri 005 Rambah there were still problems that occurred in learning related to student learning outcomes because teachers still used conventional teaching methods which made students not follow learning well, not being active, and playing with friends so that learning is meaningless. and the teacher is only a facilitator during the learning process to overcome the problems above. Researchers applying the LSQ method is not ideal, there are still many obstacles faced by teachers in developing learning in accordance with the 2013 curriculum. where students are less active and the teacher is only a facilitator during the learning process to overcome the problems above, the researcher applies the LSQ method Cycle I and cycle II discuss the Ecosystem, researchers are not so difficult to relate the learning process. Learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of the

individual's own experience in interaction with his environment (Aunurrahman 2016). Learning is a process of knowledge formation, in which students actively carry out activities, actively think, formulate concepts, and give meaning to the things being studied (Suprihatiningrum 2014). Researchers must be able to make learning as active as possible in the learning process. With this, learning is carried out using the LSQ method. The Learning Start With A Question method is a learning method where the process of learning something new will be more effective if students are active in asking questions before they get an explanation about the material to be learned from the teacher as a teacher (Hamruni, 2009). To improve thematic learning outcomes for fifth grade students at SD Negeri 005 Rambah, it requires students' creativity in thinking and teacher motivation so that students continue to be enthusiastic about learning. This learning method is designed so that students are more active in learning, especially active in asking questions and expressing their opinions. With the LSQ learning method, students are expected to be more active in the learning process and learning objectives can be achieved properly. With this, the expected results can be achieved properly. The data obtained before and after the action was carried out showed an increase in learning

outcomes. Before the LSQ method was applied to thematic learning, 8 students had completed or 32%, but after learning using the LSQ method in cycle I and cycle II, data showed that student learning outcomes increased. The results of the first cycle test were obtained as many as 11 people who completed or 44% and 14 people or 56% who did not complete. or 12% and 22 people who completed or 88% completed. Based on these results, it can be said that there was an increase in student learning outcomes by 24%. Before the implementation of the LSQ method, the percentage of students who completed was only 32%. It can be seen from the data that has been obtained that those who have passed have exceeded the success indicators, it is stated that the application of the LSQ method in the thematic learning of class V SD Negeri 005 Rambah has been successful

V. CONCLUSIONS

The Effect of the Learning Start With A Question (LSQ) Method on Students' Thematic Learning Outcomes at SD Negeri 005 Rambah. The increase in student achievement can be seen from student learning outcomes which are explained as follows: There is an increase in thematic learning learning outcomes in each cycle. This can be seen from the data obtained from 2 cycles, each cycle

consisting of 2 meetings. For the test results in the first cycle of meeting 1 students who completed 8 people 32% and those who did not complete 17 people 68% experienced an increase in meeting 2 experienced an increase in completion of 11 people 44% and incomplete 14 people 56%. In the second cycle of meeting 1 which was completed 16 people 64% who did not complete 9 people 36% experienced an increase in the second cycle of meeting II which completed 22 people and who did not complete 3 people 12%. With the increase in learning outcomes, there was an increase in teacher and student activity . Based on the conclusions that have been outlined, the researcher provides the following suggestions: Students should continue to be enthusiastic in learning, be brave in asking questions and expressing their opinions, being active in learning, daring to be honest in acting, being disciplined, being more thorough in doing work, and paying more attention to the teacher when explaining the material

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