

## Using the Interactive Question and Answer Method to Achieve Active Students Involvement in Class X High School Geography Lessons

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### Abstract

*Student involvement in the learning process is an important thing in the learning process. This will certainly provide a positive contribution to the success of achieving the learning objectives set by the teacher as well as the learning outcomes for students. Moreover, student involvement in learning can lead students to understand and enjoy every activity or learning experience that has been planned. However, the facts in the field are still found that in the learning process not all students are actively involved when following the learning process. Thus, the learning process needs to use the right method, and in this case the teacher uses the interactive question and answer learning method to strive for active student involvement in learning. The purpose of writing this paper is to explain the steps of the interactive question and answer method to strive for active student involvement in Geography learning in grade X of high school. The method used is descriptive qualitative. The data analysis used is descriptive. The results of the study showed that there are 4 steps in implementing the interactive question and answer method that can strive for student involvement in learning, which consist of (1) the teacher determines the basic competencies to be achieved according to the topic, (2) the teacher and/or students can ask questions, (3) the teacher gives appreciation together with all students involved in learning and (4) the teacher summarizes the answers that have been expressed by students. Thus, it can be concluded that the use of interactive question and answer methods can encourage the active involvement of class X students in Geography lessons.*

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## 1. INTRODUCTION

Education is a forum for someone to hone, develop and develop their identity. Therefore, it is important that the learning process takes place holistically, covering the cognitive, affective and psychomotor domains. Ulfah and Arifudin (2021) said that cognitive, affective and psychomotor aspects will influence learning outcomes after the process is implemented and are a benchmark for students' success in their learning. Through this, it can be seen that the knowledge students have will correlate with their involvement in learning. Hermawan (2021) said that involvement in the learning process means students follow a set sequence, ask questions, have opinions and are interactive. Through student involvement, teachers can see students' readiness and understanding because this knowledge does not only stop at cognitive but is constructed during learning so that they answer questions, are interactive and express opinions. Through the construction carried

out, it is hoped that it can help build knowledge because constructing means showing mastery of knowledge (Amin, Sukestiarno, Waluya, & Mariani, 2020).

Student involvement in learning is an important thing that must be considered because the ultimate goal is not only to achieve curriculum targets, but also to ensure students understand and enjoy learning through their involvement in learning. However, in reality, the problem of lack of student involvement is still found during the learning process in class. Facts in the field show that there are still students who are not actively involved during the learning process. Based on the results of classroom observations specifically in the subject of Geography, it shows that out of 21 students there are only 5 students who are really actively involved when taking part in learning, take the initiative to answer questions and even want to ask questions properly and correctly, 3 people are active but in less good because the opinion expressed was out of context (from the sound), 3 students seemed to be paying attention but apparently when asked could not answer correctly, then 10 other people were not actively involved in learning as shown by appearing to pay attention but when asked could not answer the question, and only silent so they need more encouragement as well as attention from the teacher.

Therefore, it is important to provide stimulus from the teacher to encourage students to construct their knowledge. This can of course be done by applying appropriate learning methods. Wibowo (2016) said that learning methods that suit students' characteristics will encourage them to be actively involved in the learning that is designed and help them to construct the knowledge received. Thus, one method that can be used is the interactive question and answer method. The interactive question and answer method is a way of delivering material where two-way communication occurs between the teacher and students (Noperman, 2022). In this section, the way students construct their knowledge will be realized, because at the same time it will be seen when students convey their questions or opinions. Therefore, teachers must be wise in designing what kind of interactive question and answer method they want to implement entirely in the teacher's corridor. The entire series is in accordance with what Ginanjar, Darmawan, and Sriyono (2019) said that involvement through the methods implemented must be well-directed and directed by the learning source itself so that the objectives can be realized properly.

Based on the facts in the field that have been described above, the problem formulation in writing this paper is: How is the interactive question and answer method implemented in seeking active student involvement in Geography lessons in class X high school? The aim of writing this paper is to explain the steps of the interactive question and answer method to seek active involvement of students in Geography learning in class X high school.

### **Active Student Involvement**

Learning is the main activity that occurs in school. Learning is a combination of two interrelated activities, namely learning and teaching (Susanto, 2016). According to Wahab and Rosnawati (2021) learning is a process of interaction between students and educators and learning resources in an environment. Gasong (2018) also said the same thing, that learning is an activity that has been designed by the teacher to initiate, activate and support student learning activities in class. From these opinions it can be concluded that learning is an activity that has been designed by the teacher and involves students as learners in the classroom.

Student involvement is an important thing that must be considered in the continuity of the learning process. This is in accordance with what Maartin and Bolliger (2018) said: student involvement is important in learning because it is evidence that students are trying to develop their cognition and communicate. Christanty and Cendana (2021) said that active student involvement is a form of students experiencing learning through cognitive,

affective and psychomotor aspects so that they are able to find relevance in their experiences. Gulo (2008) also said that students' active involvement means that they can mentally, intellectually, emotionally and physically participate in learning activities. So, it can be concluded that active student involvement is a form when students experience and are directly involved in learning both from cognitive, affective and psychomotor aspects because it is a complete and consistent unit.

Engagement in learning emphasizes the importance of two-way communication. Bano and Tankin (2022) said that teachers as a forum for learning must provide space and encourage students to maximize their involvement. In this way, a teacher can become an instrument of God's extension that helps students experience holistic change through their involvement (Nggebu, 2022). In this way, learning does not just increase the quantity of knowledge and understanding but has a quality that is commensurate and applied in life (Nainggolan & Janis, 2020). Christianto and Chrismastianto (2022) said that involvement is the main element in keeping students connected to the learning process. Dharmayana et al (2012) also said that student involvement has an influence on the understanding they have and the final grade that students will get. In line with this, Hardyanti (2020) said that students' involvement in learning can be seen from their attention in the learning process, especially when the teacher explains, not speaking if not at the right time, asking questions and doing their assignments. Filisa and Pius (2022) also say that student involvement increases in the active learning process, this is shown through their attention to learning, answering questions, expressing opinions and doing their assignments. So, it can be seen that student involvement in learning is one response to representing their knowledge.

According to Hermawan (2021), the indicators of student involvement in the learning process are being willing to ask questions, expressing their thoughts and ideas voluntarily, being active in the learning process both individually and in groups. In line with this, Nasution, Adlika, and Tampubolon (2022) said that indicators of student engagement are interest in learning, students feel happy and are involved in learning. According to Lee, Song, and Hong (2019), indicators of student engagement are being able to construct their own knowledge, being able to communicate it and having the right motivation regarding the drive to learn. So, it can be concluded that the indicators of active student involvement are 1) willing to ask questions without having to be pointed at; 2) open to expressing opinions or ideas; 3) communicate interactively; and 4) take the initiative in learning.

Based on research conducted by Marpaung and Cendana (2020), student involvement can be seen through dialogue/interaction that occurs throughout learning. In line with this, Hardyanti (2020) said that student involvement in learning can be seen from their attention in the learning process, especially when the teacher explains, not speaking if not at the right time, being willing to ask questions and doing their assignments. Filisa and Pius (2022) also say that student involvement increases in the active learning process, this is shown through their attention to learning, answering questions, expressing opinions and doing their assignments. So, it can be seen that student involvement in learning is one form of knowledge that they have received and one way of representing that knowledge. Involvement in learning can be used by teachers as a reference to see students' understanding of the learning material they have received, see how much attention is paid to the learning process and reflection for teachers in designing future learning to make it more interesting, in line with students' characteristics and provide adequate space. more for students to get involved.

### **Interactive Question and Answer Method**

Learning methods are one of several external factors that can be used by teachers to optimize the achievement of learning objectives. Learning methods are steps that are

determined systematically to serve as guidelines so that learning objectives can be achieved (Afandi, Chamalah, & Wardani, 2013). The interactive question and answer method is a learning method that can develop critical thinking skills, encourage students to talk and discuss during learning (Gintings, 2008). In line with that, Lufri, Yogica, Fitri, & Muttaqin (2020) said that the interactive question and answer method is the presentation of learning by providing opportunities for students to be involved through questions, the opportunity to answer questions and teacher support to complete the answers. Apart from that, Steviani (2020) said that students' level of understanding can be determined through the question-and-answer method, looking at students' attention, way of thinking and memory. It can be concluded that the interactive question and answer method is the presentation of learning to stimulate students through asking questions and conveying their ideas interactively.

Using methods that suit their needs will further encourage students to enjoy their learning. This is certainly not easy, because students have different characteristics. So before deciding which method to apply, teachers must be able to recognize and try to understand this diversity. Recognizing and understanding this part is not just the external appearance but the identity and uniqueness that is given to every human being must be realized. Teachers as educators must have a proper understanding of this truth first so that they can design appropriate learning methods and can encourage students to understand its existence so that they are able to respond appropriately to their learning. In this way, when the effort given by the teacher through the application of the steps of the specified method can encourage students to have the right response and the main goal of correct learning will also be achieved.

Fendrik (2019) said that through the interactive question and answer method students have the ability to connect both inside and outside the material but remain contextual, able to search for and determine ideas to solve problems. Sitohang (2017) said that the interactive question and answer method has a good impact on improving learning outcomes, students are trained to express their opinions, involve all students and increase their motivation. Yamin in Sudiarta (2018) said that the interactive question and answer method is aimed at reviewing knowledge, focusing attention, seeing progress, readiness, directing thinking and involving students. So, it can be concluded that the interactive question and answer method has many benefits so that it can be used as an alternative solution to the problem of lack of active student involvement.

The application of the interactive question and answer method must of course be structured. The steps for implementing question and answer according to Juliangkary and Pujilestari (2022) are formulating learning objectives, providing enrichment questions, opportunities to answer and ask questions, determining answers so as not to deviate from the topic and possible questions that arise. Team (2019) said that the steps for implementing the question-and-answer method are that the teacher or student asks questions, answers and concludes from each answer. Meanwhile, Warti (2019) divides the Q&A procedure into 3 parts, namely 1) preparation; determine basic competencies according to the topic, formulate questions and identify possible questions, 2) implementation; inform the competency to be achieved, ask basic questions, contain problems, try to ask students evenly and respond, provide reinforcement if the answer is correct or correct what is lacking, and 3) final; conclusion. So, it can be concluded that the steps for implementing the interactive question and answer method are to determine the basic competencies that will be achieved according to the topic. The second step, the teacher and/or students can ask questions. Third, the teacher gives appreciation. In closing, the teacher summarizes the answers that have been expressed by several students.

The learning method is a complete unit in the learning series. According to Sulastri (2019) learning methods are methods that are put together to achieve learning goals, not

only cognitively but in terms of skills. Therefore, through the established method, student involvement in learning will be higher. Student involvement is a form of enjoyment, enjoyment and participation in the learning process, because this involvement will be visible and include the student's behavioral, emotional and cognitive aspects (Fikrie & Ariani, 2019). The results of previous research conducted by Prijanto and Kock (2021) regarding the use of the question-and-answer method can increase student activity through his involvement in the learning carried out. The results of Masrukin and Arba'I's (2018) research related to the use of interactive question and answer methods to make efforts involving students showed an increase of around 46.42%. Simanullang and Prijanto (2022) also say that the interactive question and answer method can improve involvement of students in learning because students are encouraged to be active by being given the opportunity to ask questions and the questions given can also bring students to focus their attention. Widanan and Sembung (2023) also conducted research in class XI MIPA 3 by applying the interactive question and answer method with the help of 3D animation to improve participation of students from 44% to 62%. Based on the 4 previous research results described above, it can be concluded that the interactive question and answer method can encourage active involvement of students in the learning process. The research results and percentages show that after using the interactive question and answer method, student involvement in the learning process increases. So, using the interactive question and answer method can be one way to invite or seek student involvement.

## 2. RESEARCH METHOD

In this paper the research method used is descriptive qualitative. Sugiyono (2013) explains that qualitative research methods are also often referred to as naturalistic research methods because the research is carried out in actual conditions. This is in line with research activities carried out by the author while attending PPL in August 2023 at a private school in Lampung, specifically in class X in the Geography subject. The instrument used in this research is that the author used portfolio data consisting of mentor feedback, reflection sheets and lesson plan documents. Data analysis is presented narratively so it is hoped that it can provide a true description.

## 3. RESEARCH RESULTS AND DISCUSSION

Student involvement is one form that shows student focus and interest in the learning process. Kuswandi (2021) said that student involvement with the material and active student involvement are in harmony. Adding to this, the characteristics of student involvement in the learning process according to Pratama, Rukoyah, Dewi, and Mulyaningtyas (2023) are the presence of student involvement both physically, mentally, emotionally and intellectually in every learning process, students learn directly in the sense of being actively involved in In each learning process, there are visible student efforts to create a conducive learning climate, taking initiatives such as answering, asking questions and trying to solve problems and being able to interact in multi-directional ways. Thus, the harmony of each aspect will be seen through the correctness of the answers expressed by students in accordance with the questions given, the way and skills of answering as well as the students' ability to communicate the answers from their attitudes and spoken language. In its implementation, the steps applied by the author in learning are as follows:

The first step is to determine the basic competencies that will be achieved according to the topic. This section relates to the diagnosis set by the teacher. Before starting learning, teachers must know and see students' basic understanding so that this can be used as a reference for students' readiness to enter the next material. This section is also often

associated with *review* material carried out by the teacher because through this section, the teacher can see the students' understanding and readiness to take part in the lesson, so that every time they start learning the author does *review* material. Teachers ask students questions critically through continuous questions, including when there are ambiguous answers that can give rise to new questions. Questions asked such as "*does anyone still remember the previous lesson? What was learned in the previous lesson? What does it mean that friends mentioned earlier? The meaning of each term in the material is according to the opinion of the student being asked*". So, the competencies that must be mastered and want to be achieved are clearly visible.

The second step is that the teacher and/or students can ask questions. The author always does the beginning of a *review* of learning that has been carried out previously. The teacher asks questions and asks students to be willing to answer first, volunteer, after that if no one wants to answer then the teacher points to them *randomly*, through *job stick*, or ask students who have answered first to choose a friend who has not answered/rarely speaks in this geography subject. When carrying out formative preparation, students are also given questions to answer and through this the teacher can ask questions including each answer choice specified as well as the reasons why students choose the answer previously. Not only that, during the lesson the teacher asks questions related to what is being explained, either to check students' basic understanding or to see whether their full attention is in the lesson. The questions given relate to the topic of previous material or ongoing material while conveying the material so that learning takes place interactively. At the end of the lesson, the teacher asks if there is anything unclear regarding what has been learned. At the end of the learning session the author divides the students into 6 groups consisting of 3-4 people. The author continues to guide the discussion by going around to each discussion table. The author gives space to students who want to ask questions even though the discussion process is ongoing and provides guiding questions according to what the group is confused about. Then, when instructed to present 4 groups together *as volunteers*, only 2 groups were left who were not ready to present because there were no group representatives who were willing. This second step has a very significant role in the success of implementing the interactive question and answer method because through the questions and answers given, students will be increasingly encouraged to be actively involved in learning through each critical and continuous question and answer, especially when they are learning about the basics. -the basics of geography which must really be a deep fundamental understanding because it is the foundation until class XII.

The third step is that the teacher gives appreciation. The teacher appreciates every involvement given by students during learning. The teacher expresses gratitude when students are willing to read the part requested by the teacher. Not only that, but the teacher also asks students to jointly give appreciation to students who answer questions, share their reflections when asked by the teacher and who help other students collectively. *volunteer* who cannot answer the teacher's questions by giving *one clap*, *two clap* or super applause which is a typical applause of appreciation at the school.

The fourth step the teacher summarizes the answers that have been expressed by several students. This section is done to emphasize and unite all the answers so that they are clearer and more focused. Not only that, at the end of each lesson the teacher always summarizes the learning material that has been carried out on that day after asking representatives of 2 students individually. *Volunteers convey insight independently*. Then, the author concludes the final part and closes the learning material. Through the steps described after applying the question-and-answer method, students can show indicators of involvement in the learning process. The comparison is as follows:

Table 2 Comparison of the use of interactive question and answer methods on active student involvement.

<b>Engagement Indicators</b>	<b>Before implementing interactive Q&amp;A</b>	<b>After implementing interactive question and answer</b>
Want to ask without being pointed at	Only 5 students wanted to ask questions	Students are braver and more active in asking questions
Express opinions/ideas	Only 5 students wanted to state opinion 3 students expressed original opinions	- 4 groups (one group consists of 3 to 4 students) were willing to express their opinions without being pointed at
Communicate interactively	5 students communicate interactively 3 students answered when asked but the answer was out of context (from the sound)	- Willing to communicate and convey things that are not understood or understood when the opportunity for discussion is given
Initiative in learning	Only 5 students have the initiative (Appendix 1)	- Expressing opinions in accordance with the order requested by the teacher. - 4 groups with high initiative submitted their groups for presentations

Source: (Teaching Reflection p.33), (Mentor feedback p.33), (Learning RPP p.33), (Teaching Reflection p.34), (Teaching Reflection p.35), (Teaching Reflection p.36).

Through the table above, it can be seen that the application of the interactive question and answer method can encourage active involvement of students in learning rather than when the teacher just explains the material and lets students sit, be quiet and listen because this does not enliven learning and will become monotonous and less meaningful. As a teacher, you must pay attention to the implementation of each of these steps so that it runs well so that it can be a blessing for the students. Thus, ongoing learning can be a means for students to grow holistically in all aspects of life. Therefore, when choosing a learning method, teachers can consider that the method applied will help students to better understand correct knowledge. Through the interactive question and answer method applied, students can be actively involved in expressing opinions, asking questions and constructing understanding. As is known, active involvement is a form of learning. Teachers not only facilitate but guide students to construct knowledge and carry out student roles correctly. In this way, learning becomes more focused.

#### 4. CONCLUSION

Based on the explanation above, it can be concluded that the question and answer method can strive for student involvement in learning by implementing 4 steps, namely a) determining the basic competencies that will be achieved according to the topic, b) the

teacher and/or students can ask questions, c) the teacher gives appreciation together with all students who are involved in learning, and d) the teacher summarizes the answers that have been expressed by several students. By implementing interactive question and answer steps in class X IPS, active student involvement can be achieved. This is demonstrated through the contribution of students in increasingly interactive classes, namely with two-way communication, willing to ask questions without having to be pointed at, students being able to express opinions, construct knowledge by showing interactive communication skills and having initiative in learning, in this case the students show liveliness in every learning activity instructed by the teacher. Through this, teachers continue to need wisdom in considering and implementing appropriate methods in learning, besides that it is inseparable from students who must understand and carry out their roles well. The importance of awareness and cooperation must be embedded in the learning process.

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