

Interaction of Question and Answer Method on Learning Interest of Grade IX Students of SMP Negeri 1 Pulau Rakyat Asahan

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Abstract: This study aims to determine the significant interaction of the question and answer method with the learning interests of class IX students of SMP Negeri 1 Pulau Rakyat Asahan. This type of research is correlational. The population in this study were class IX students of SMP Negeri 1 Pulau Rakyat Asahan consisting of 5 (five) classes, namely: IX-1, IX-2, IX-3, IX-4, and IX-5 as many as 185 people. The sample of this study was 50 people taken from class IX-1 students as many as 27 students and class IX-2 student's as many as 23 students. The instruments used in this study were questionnaires, documentation and interviews. The questionnaire used as many as 30 questions with 5 (five) answer options. From the results of the study, it was concluded that there is a significant simultaneous relationship between the question and answer method and the learning interest of class IX students of SMP Negeri 1 Pulau Rakyat Asahan, this can be seen from the data showing r count (0.770) $>$ r table (0.279) at a significance level of 5%, or can be formulated as $0.770 > 0.279$. When viewed from the interpretation table " r " product moment r count (0.770) is located at point 0.70-0.90, then it can be said to have a strong and high relationship or a significant relationship.

Keywords: Interaction; Learning interest; Question and answer method

Introduction

The purpose of National Education is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The purpose of education is said to be achieved if the learning achievement of student learning outcomes experiences development and improvement (Azairok et al., 2023; Idrus et al., 2023; Tsaniyyati et al., 2024; Wulansari et al., 2023).

Education is a process that is carried out consciously and intentionally to improve the behavioral values of a person or society, from bad to better conditions (Gamage et al., 2021; Maslikhah et al., 2022; Usman et al., 2021). Education can be said to be

successful if there is an increase in the quality of learning through their learning achievements (Almaiah et al., 2022; Badilla-Quintana et al., 2020; Yu, 2022). Students' interest in the lesson is a force that will encourage students to learn. Students who are interested in the lesson will appear to be motivated to continue to study diligently. This is because the increasing development of science requires teachers to develop their professionalism. In this case, teachers must be able to master teaching strategies, methods, and techniques, especially in teaching science material. As teachers, teachers must study the lesson material optimally and approach students through good ideas and plans and use a variety of teaching methods. Teachers must be able to create strategies so that the teaching objectives of science material are achieved properly. Interest has a very large influence on learning success because student

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interest is the main factor that determines the degree of student activity and must also emulate the teaching carried out by teachers who use a variety of methods (Al-Rahmi et al., 2021; Alqahtani et al., 2020; Hsiao et al., 2021).

If the subject matter being studied is not of interest, then students will not learn as well as possible because there is no attraction for them. Interest not only allows for concentration of thought but will create joy in learning. A light heart will increase a person's learning ability and also shape them not to easily forget what they have learned. Learning with a feeling of unhappiness will make the lesson feel heavy.

Interest is a feeling of liking and attraction to something or an activity, without anyone telling you to. A person's interest in something will be shown through activities or activities related to their interests (Cioca et al., 2020; Kozień, 2021; Ziegler et al., 2018). Students who have a high interest in learning will do activities that they enjoy and will be involved in the learning process and pay attention to what the teacher gives. In relation to learning, interest is very influential in determining the success of the student, therefore if the learning material studied does not match the student's interests, the student will not learn as well as possible (Portuguez Castro et al., 2021). Because, there is no attraction for him. Students will become lethargic and bland in learning, as a result, concentration in learning decreases and finally students fail in their studies (Al-Adwan et al., 2021). Along with the development of the times, the task of teaching for teachers is getting harder. Lack of interest in learning students makes student achievement decline, lack of enthusiasm for learning and do not respond well to lessons. This is thought to happen because the teacher who delivers the learning does not have variation in delivering the teaching material. Therefore, to overcome students who are less interested in learning, teachers should know what things affect students' interest in learning. After knowing the cause, teachers should take action that can build students' enthusiasm for learning (Slameto, 2010).

Based on the preliminary study conducted by the author at SMP Negeri 1 Pulau Rakyat Asahan, it was found that the following symptoms were: 1) The teacher had used the question and answer method but the students were less responsive in answering the questions given by the teacher; 2) The teacher had used the question and answer method but the students felt bored in learning; and 3) The teacher had used the question and answer method but the students paid less attention to the teacher in learning.

Teaching methods greatly influence a person's strong attraction to encourage interest in learning. With various teaching methods, in teachers delivering

learning greatly influences students' interest in learning, so teachers should not use only one method in teaching.

Method is a way or technique of presenting learning materials that will be used by teachers when presenting material, either individually or in groups. In order to achieve the learning objectives that have been formulated, a teacher must know various methods. By having knowledge of the nature of various methods, a teacher will find it easier to determine the method that best suits the situation and conditions.

From the above understanding, the author can conclude that the question and answer method is a way of teaching a teacher where there is feedback between the teacher and students in learning by the teacher giving a question and the question is answered by the student who has been appointed to answer the question, and vice versa. This is also to make it easier for students if they do not understand the material, they can ask the teacher. The relationship between the question and answer method and students' interest in learning is to develop students' creative thinking actively and systematically and get oral responses from students so that they can foster interest in learning and new knowledge in the learning process by using this question and answer method will attract students' attention and the classroom atmosphere becomes active.

Method

Research Design

This research is a quantitative model. The research design carried out is the basic foundation in testing the truth in writing this research. "Methodology is a science that studies the procedure for making observations with precise thinking and is carried out scientifically, through activities of searching, compiling, analyzing, and concluding". The initial step in this research is to determine the object related to the problem being studied. The next step is to determine the population and sample to determine the limitations of the study being carried out. After the sample is determined, it is continued by making a questionnaire design to create quantitative data on the question and answer method of student learning interest in the research sample. The questionnaire was distributed to a sample of students in class IX of SMP Negeri 1 Pulau Rakyat Asahan. After scoring the questionnaire, the next step is to record the results of student learning interest in the odd semester. The continuation is to analyze the data for hypothesis testing to obtain conclusions.

Data Collection Tools

Data is a very important component in research. Therefore, in collecting data or information needed, a researcher must use data collection tools that are in

accordance with the research method. In this study, the research tools used were Questionnaires, Documentation and Interviews.

Questionnaire

A questionnaire is a tool for collecting information by providing statements about the problem to each respondent. The statements submitted to students are 33 statements with answers given with 5 (five) answer options, the value given for each answer is: Always with a value of 5, Often with a value of 4, Sometimes with a value of 3, Rarely with a value of 2, and Never with a value of 1.

Documentation

Documentation is "a method used to collect data through relics or information from written sources, such as archives and also including books on opinions, theories, arguments or laws, and others related to research problems". Thus, documentation is used by the author to obtain data on student learning interests.

Interview

Interview is a way to obtain information by asking directly to the related parties, namely the interviewer (who asks the question) and the interviewee (who provides the answer to the question). This interview is conducted with the intention of obtaining data that is in accordance with the problem being studied. In this study, interviews were conducted with teachers in class IX of SMP Negeri 1 Pulau Rakyat Asahan to find out the learning process that uses the question and answer learning method. The interview guidelines used are unstructured interview guidelines, namely interview guidelines that only contain the outline of what will be asked (Edi, 2016).

Result and Discussion

Question and Answer Method (Variable X)

To find out the relationship between question and answer methods in schools, researchers distributed questionnaires to 50 students as respondents with 33 question items. Based on the questionnaire data, it is known that the tabulation of the question and answer method in class IX of SMP Negeri 1 Pulau Rakyat Asahan, before conducting the hypothesis test, the class interval was first sought. The researcher classified the question and answer method with (6) six categories, namely very high, high, sufficient, moderate, low, and very low. Based on data obtained from research results with 50 respondents, the highest score was 87 and the lowest was 55 with an average ($M = 69.08$) and standard deviation ($SD = 7.166$).

Question and Answer Method Change Data (X)

Based on the data obtained from the research results with a total of 50 respondents, the highest score was 87 and the lowest was 55 with an average ($M = 71.52$) and standard deviation ($SD = 6.72$). The distribution of the Question and Answer Method (X) can be seen in Table 1. Based on Table 1, it can be seen that teacher competence (X) is categorized as moderate (24%).

Table 1. Frequency Distribution of Question and Answer Method (X)

Range	Fo	Fr (%)	Category
81- 89	2	4	Very high
90 - 98	7	14	high
99 - 107	12	24	Enough
108 - 116	12	24	Currently
117 - 125	8	16	Low
126 - 134	6	12	Very Low
135 - 143	3	6	Not enough
Total	50	100	

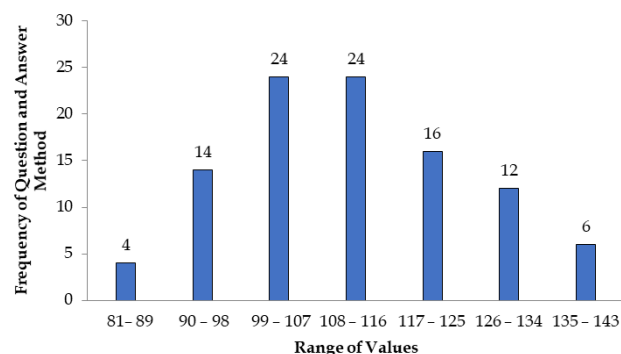


Figure 1. Frequency distribution of teacher competencies (X)

Student Learning Outcome Change Data (Y)

Based on the data obtained from the results of the study with 50 respondents, the highest score was 90 and the lowest was 50 with an average ($M = 69.08$) and standard deviation ($SD = 7.166$). Distribution of Student Learning Interest (Y) can be seen in the table 2.

Table 2. Frequency Distribution of Students' Learning Interests (Y)

Span	Fo	Fr (%)	Category
79 - 88	3	6	Very high
89 - 98	6	12	Tall
99 - 108	10	20	Enough
109 - 118	12	24	Currently
119 - 128	10	20	Low
129 - 138	6	12	Very Low
139 - 148	3	6	Not enough
Amount	50	100	

Based on Table 2, it can be seen that Student Learning Interest (Y) is categorized as moderate (24%).

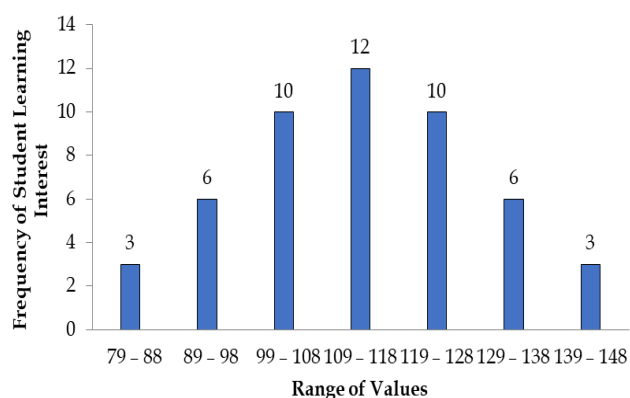


Figure 2. Frequency distribution of student learning interests (Y)

The Tendency of Question and Answer Method in Class IX Students of SMP Negeri 1 Pulau Rakyat Asahan

The tendency of the question and answer method in grade IX students of SMP Negeri 1 Pulau Rakyat Asahan is sufficient (68%). In the question and answer method, it is intended that students can grasp the lesson easily, effectively and can be digested by children well. When connected to education, these steps must be realized in the education process, in order to develop attitudes and mentality and personality so that students receive teaching materials easily and can be digested well. The method can be interpreted as a way used by teachers in establishing relationships with students during the learning processes. Thus, the question and answer method is a tool to create a learning process.

There are three principles that need to be considered in an effort to determine a method. The three principles are: (a) there is no one learning method that is superior for all purposes in all conditions, (b) different learning methods have different and consistent influences on learning outcomes, (c) learning conditions can have consistent influences on teaching outcomes. In learning activities, teachers do not have to be fixated on one method but teachers should use a variety of methods so that teaching is not boring but attracts the attention of students. However, the use of various methods will not benefit learning activities if their use is not appropriate according to the situation that supports it and the psychological conditions of students. Therefore, this is where teacher professionalism is needed in choosing the right method.

The question and answer method is a method used to implement a plan that has been prepared in real activities so that the goals that have been prepared are achieved optimally. This means that the method is used to realize the strategy that has been set. Thus, the method in a series of learning systems plays a very important role.

The Tendency of Learning Interests of Class IX Students at SMP Negeri 1 Pulau Rakyat Asahan

The tendency of learning interest of grade IX students of SMP Negeri 1 Pulau Rakyat Asahan is high (70%). Interest is a feeling of preferring and a feeling of attachment to something or an activity, without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest. Interest is not innate, but needs to be worked on by someone. Interest is influenced by internal factors such as concentration, desire, motivation, and needs. Until now, in the learning process, interest can affect the quality of achievement of learning outcomes of children or students in certain fields of study.

If a child has an interest in a particular subject, then it will be easier for him to develop his abilities optimally in that subject. A great interest in the field he likes will ultimately make the child focus more attention and time to be more active in achieving the best achievements. However, if he is forced to study a field that is not of interest, the child will face many obstacles, so that the learning outcomes are not optimal and the child may even fail in arithmetic.

Interest is related to the driving force that drives someone to face or deal with people, objects, activities, experiences that are stimulated by the activity itself. The most effective way to generate interest in a new subject is to use students' existing interests. So, interest can be expressed through statements that indicate that students prefer something to others, it can also be manifested through participation in an activity. Interest is not innate, but is acquired later.

Student learning interest is a process that results in behavioral changes in terms of psychomotor. Behavioral changes are those that appear at that time, but will appear on another occasion. Changes caused by learning are relative, permanent, meaning that the change will last for a relatively long time, but the change will not remain constant, so that at some point it can change again as a result of learning.

Interest is a drive that causes an individual's attention to be tied to a particular object such as work, lessons, objects and people. Interest is related to cognitive, affective, and psychomotor aspects. Interest is also related to something that causes satisfaction in him.

Significant Relationship between Question and Answer Method and Learning Interest of Class IX Students of SMP Negeri 1 Pulau Rakyat Asahan

The results of this study indicate that there is a significant relationship between the Question and Answer Method (X) and Student Learning Interest (Y) in class IX students of SMP Negeri 1 Pulau Rakyat Asahan. The significant relationship between the Question and

Answer Method (X) and Student Learning Interest (Y) in class IX students of SMP Negeri 1 Pulau Rakyat Asahan, shows the meaning that the more often the Question and Answer Method is used in schools, the more Student Learning Interest increases. This can be understood that using learning based on the Question and Answer Method can help improve Student Learning Interest.

Conclusion

Based on the theoretical description, research results, and discussions conducted, several conclusions can be drawn that: The tendency of the question and answer method in grade IX students of SMP Negeri 1 Pulau Rakyat Asahan is sufficient (68%). In the question and answer method, it is intended that students can grasp the lesson easily, effectively and can be digested by children well. The tendency of learning interest in grade IX students of SMP Negeri 1 Pulau Rakyat Asahan is high (70%). Interest is a feeling of preference and a sense of attachment to something or activity, without anyone telling you. Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest. Interest is not innate, but needs to be worked on by someone. A person's interest is influenced by internal factors such as concentration, desire, motivation, and needs. Until now, in the learning process, interest can affect the quality of achievement of children's or students' learning outcomes in certain fields of study. There is a significant simultaneous relationship between the question and answer method and the learning interest of class IX students of SMP Negeri 1 Pulau Rakyat Asahan, this can be seen from the data showing that r count (0.770) is greater than r table (0.279) at a significance level of 5%, or can be formulated as $0.770 > 0.279$. When viewed from the interpretation table "r" product moment r count (0.770) is at point 0.70-0.90, then it can be said to have a strong and high relationship or a significant relationship.

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