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The Application Of Learnig Starts With A Question Strategy To Improve The Understanding Of Grade Iv Students In Natural And Social Science Subjects At Madrasah Ibtidaiyah Nurul Ittihad Jambi City

Ika Rahma[1], Sri Yulia Sari[2]
(1), (2)(Universitas Islam Negeri Sultan Thaha Saifuddin Jambi)

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Abstract
This study was motivated by the results of initial observations in class IV with the problem of low learning quality and student understanding of the material taught. This research is a class action research (PTK) design model of Kemmis and Mc Taggart which consists of two cycles with the stages of planning, implementation, observation, and reflection which aims to overcome the problem of low student understanding through the application of the Learning Starts With A Question strategy in class IV Madrasah Ibtidaiyah Nurul Ittihad Jambi City. Data collection used are interviews, observations, tests and documentation. The results showed a significant increase in students' cognitive understanding in learning Natural and Social Sciences (IPAS) from pre-cycle to cycle II. In cycle I, the percentage of student completeness increased to 57.89% from 26% in the pre-cycle, and in cycle II it reached 84.21%, showing an increase of 53.21% from the pre-cycle. This research confirms that the Learning Starts With A Question Strategy is effective in improving students' understanding of students' cognitive in learning Natural and Social Sciences (IPAS). The implication of this research is the importance of choosing the right learning strategy to facilitate students' understanding of the subject matter being studied.
Keywords: *Student understanding, IPAS, Learning Strats With A Question*

✉ Corresponding author :
Email Address : rahmaika609@gmail.com
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Introduction
Education in the early stages, taken by children through school. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society (Rahman Abd, 2022). Education in schools is a learning process carried out between teachers and students. From the results of the learning process, changes in students can later be obtained, characterized by the acquisition of new skills and knowledge through a conscious effort. In early childhood education, parents and teachers are not teachers, but as motivators, facilitators, parents and teachers are expected to provide stimulus to children (Sri Yulia Sari et al., 2022)), Education as a form of human activity in life also places the goals to be achieved.

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The ideals or goals to be achieved must be clearly stated, so that all implementation and targets of education can understand or know the process of educational activities themselves. Even if it does not have a clear goal, the process will be in vain. Therefore, the goal cannot be achieved at once, so it needs to be loaded gradually. Education in primary schools can be defined as the process of developing the most basic abilities of each student, where each student learns actively because of the encouragement within themselves and the atmosphere that provides convenience (conducive) for their optimal development. Education in primary schools must be based on a curriculum.

According to (Khoirurrijal, 2022) the curriculum serves as a guide in carrying out learning activities. The curriculum is a description of the vision, mission and educational goals of an educational institution or institution. For the teacher, the curriculum serves as a guide in carrying out the learning process. For school principals or madrasah heads and curriculum supervisors, it serves as a guide in carrying out supervision or supervision. For the community the curriculum serves as a guide to provide assistance for the implementation of the educational process at school or madrasah. So that the curriculum functions as a guide in carrying out learning activities. The Merdeka curriculum is a curriculum with diverse intracurricular learning, the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools for teaching methods so that learning can be tailored to the learning needs and interests of students.

When the researchers made observations in the class the teacher and students were carrying out IPAS learning about the material of Plant Body Parts in the class learning there were still many students who did not understand what they were learning, the teaching and learning process was less effective and active when the teacher explained the learning after running time students began to noisily chat with their friends and when asked if there was anything that did not understand the learning students did not respond well and when given exercises students were busy asking here and there. Lack of understanding of academic concepts due to ineffective learning methods, lack of learning resources at school and the influence of student psychological factors such as motivation, interest can affect the understanding of the material that has been given to students. The decline in student understanding of IPAS learning was identified as one of the difficulties faced by teachers based on observations made at MI Nurul Ittihad Jambi City with an interview with a Class IV Teacher. This is because the teacher's approach to teaching is narrowly focused on delivering knowledge. This happens when a teacher only provides work without fostering an environment where students should actively engage with each other with the material.

The observation also revealed that some students did not provide feedback after the material was given. Understanding on the cognitive of these students is not developed so as to make students not active in the classroom lack of understanding in learning. This happens because students are not interested in the explanation because the teacher only uses conventional methods without involving students. Teachers rely more on the lecture format to convey information, and students do not actively participate by asking questions. But it would be better if the teacher also encouraged student participation. Because students are more likely to remember and understand the material when they are actively involved in it. Using new and interesting strategies is also very important to improve student learning outcomes, and will also remind students' passion for learning.

In connection with the results of the observations that have been made, it is concluded that there is a need for evaluation by the teacher, one of which can be by applying an active learning model. One of the active learning that can be used is the Learning Starts With A Question (LSQ) type. This LSQ type active learning strategy is a learning model where the process of learning something new will be more effective if students are active in asking questions before they get an explanation of the material to be learned from the teacher as a teacher.

The advantages of the LSQ learning strategy are that students are ready to start the lesson, because students learn first so that they have an overview and become more understanding after getting additional explanations from the teacher. Students will be more active in reading, the material will be remembered longer, students' intelligence is sharpened when students look for information about the material without teacher rocks. Encourage the growth of courage to express opinions openly and broaden horizons through exchanging opinions in groups (Susatyo et al., 2011).

Based on this, the researcher is interested in research with the LSQ (Learning Starts With A Question) strategy entitled “Application of the Learning Starts With A Question Strategy to Improve Student Understanding in IPAS Subjects for Class IV Students of MI Nurul Ittihad Jambi City”.

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Methodolgy

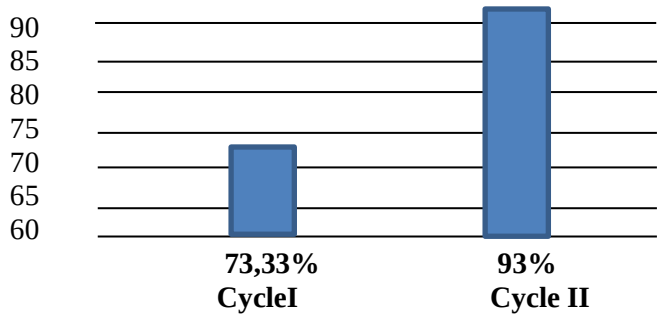
The type of research used is Classroom Action Research (PTK) model Kemmis and McTaggart. Classroom Action Research is a type of research conducted by teachers in an effort to improve the quality of classroom action. Classroom action research aims to improve or improve learning practices to be more effective. In line with that Buorg in (Mahmud, 2008) suggests one strategic way for teachers to improve or improve educational services for teachers to improve or improve educational services for teachers in the context of learning in the classroom, through classroom action research.

Results and Discussions

Based on the results of the research that has been carried out, it shows an increase in teacher activity, student activity, student understanding and student learning completeness in learning Natural and Social Sciences in class IV Madrasah Ibtidaiyah Nurul Ittihad Jambi City. In this sub-chapter, researchers will discuss the improvements that occurred after the application of the Learning Strats With A Question strategy in the learning process. The discussion that will be presented is as follows:

Application of Learning Starts With A Question Strategy in Learning Natural and Social Sciences Chapter I Plant Sources of Life on Earth Class IV MI Nurul Ittihad Jambi City.

Based on the results of teacher activity observations, the research shows that teacher activity in cycle I shows that the application of the Learning Starts With A Question strategy has not been fully optimal, with the results of the achievement of performance indicators only 73%. In cycle II, researchers made improvements based on previously identified shortcomings, and the results increased to 93% with very good qualifications. Teacher activities during learning are optimized to support the student learning process, so that the observation results in cycle II reflect better progress compared to cycle I. The results of teacher activity observations can be seen in the following figure:



Based on the results of observations of student activities that have been carried out in cycle I, it shows that activities in the learning process using the Learning Starts With A Question strategy are quite good. However, researchers returned to observe student activities in cycle II in order to get even better results.

From the results of observing student activities in cycle I, the results obtained with a percentage of 77.14% with fairly good qualifications, while after the implementation of cycle II, some students were able to analyze the problem in depth so that the results obtained increased in cycle II, namely 91% with very good qualifications. The increase in student activity observations can be seen in the following figure:

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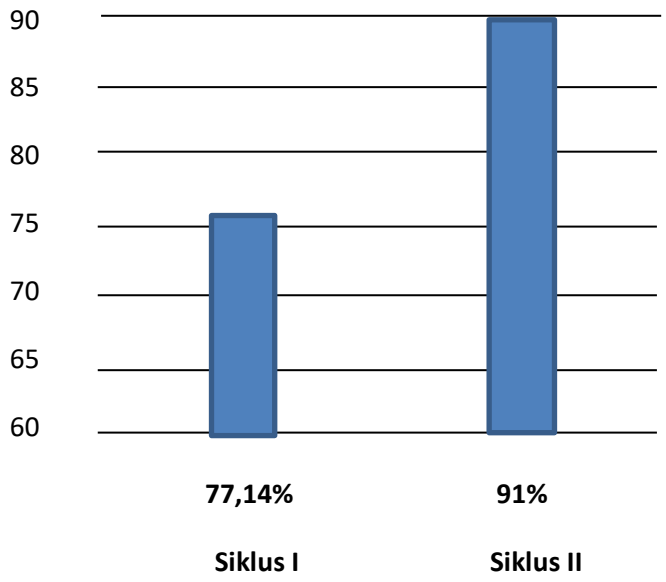
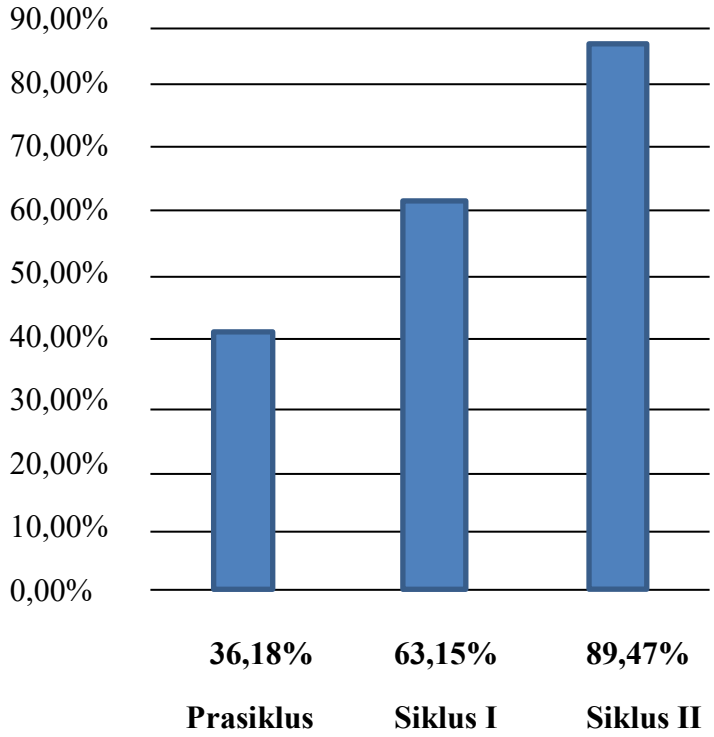


Improving Student Understanding of Natural and Social Sciences Learning Chapter I Plant Sources of Life on Earth in Class IV MI Nurul Ittihad Jambi City

The results of observations of student understanding are arranged based on 4 indicators of understanding to be observed. In each activity it is scored based on a score of 1-5 The results of observations of student understanding in the implementation of cycle II in learning Natural Sciences and the material of Plant Sources of Life on Earth using the Learning Startas With A Question strategy.

The results obtained from observations of students' cognitive understanding of Natural Science on the material of Plant Sources of Life on Earth. In the pre-cycle, it got 36.84% with poor qualifications, while the average results obtained at the end of the research in cycle I were 63.15% with fairly good qualifications, while the results obtained in cycle II were that these results were categorized as increasing and it could be said that the desired goal had been achieved because these results were above the success indicator ≥ 80%, namely 89.47%. The results of student activity observations can be seen in the following figure:



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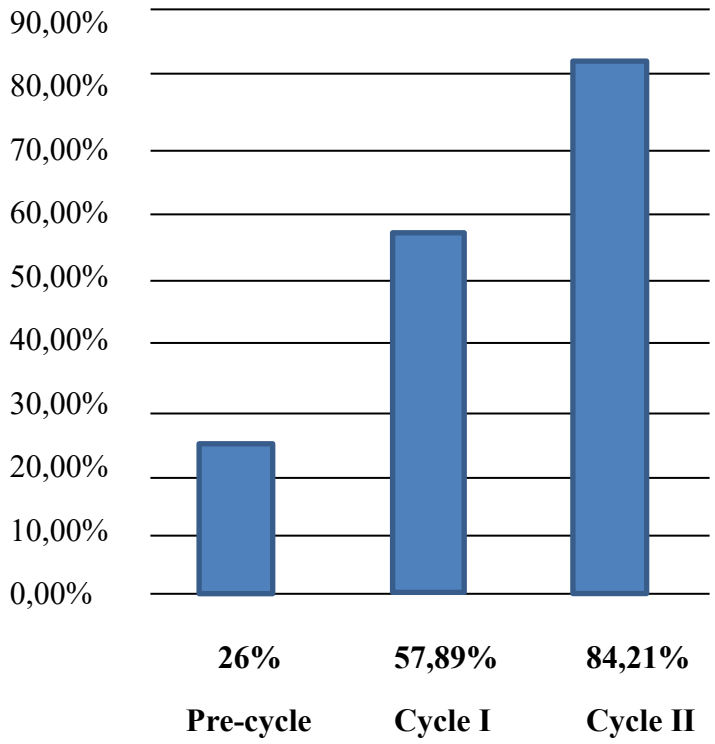
Based on the results of research that has been carried out by researchers, it shows an increase in students' understanding of learning Natural Sciences material Chapter I Plant Sources of Life on Earth. This is evidenced by the results of individual tests at the end of the cycle consisting of 20 objective questions. In the pre-cycle of 19 students only 5 people were declared complete with a percentage of completeness of 26%.

Furthermore, the researcher carried out cycle I action, from the results of cycle I action, it increased from 19 students there were 11 students who were complete with a percentage of 56.89% completeness with sufficient qualifications. The results of cycle I showed that the predetermined success indicators had not been achieved, so the researchers carried out a further cycle with several improvements.

From the results of cycle II that researchers have carried out from 19 students, there are 16 students who are complete or get scores above the KKM with a percentage of completeness of 84.21% with good qualifications and other students are declared incomplete. From the acquisition of the final results in cycle II, it shows that the predetermined success indicators have been achieved so that the researchers decided to stop the action in cycle II. The increase in the percentage of class success of students learning Natural and Social Sciences Plant Material Sources of Life on Earth can be seen from the following figure:



No.	Aspects Observed
1	**Observation of teacher activity**
2	**Observation of student activity**
3	**Observation of student understanding**
4	**Percentage of completeness**

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No	Aspect researched	Pre Cycle	Cycle I	Cycle II
1	Observation of teacher activity	-	73,33%	93%
2	Observation of student activity	-	77,14%	91%
3	Observation of student understanding	36,84%	63,15%	89,47%
4	Percentage of completeness	26%	57,89%	84,21%

Discussion

This research is a class action research with the aim of providing solutions to problems that occur during the teaching and learning process of students and teachers where the final result of this research is the improvement of the teaching and learning process of students and teachers.

In this study, researchers provide solutions to class teachers to use Learning Strategies, namely Learning Starts With A Question in Natural and Social Sciences subjects in Class IV Madrasah Ibtidaiyah Nurul Ittihad, Jambi City.

Researchers limit research by examining student understanding of the cognitive part only. Based on the research that has been done, students' understanding and teaching and learning activities of students and teachers have increased, as evidenced by the results of the percentage data in the table above. So it can be said that this research has been successful because the desired goal has been achieved.

In this study, researchers measured student understanding from the following indicators:

1. Students can relate learning materials to everyday life
2. The ability of a student to re-express what his teacher has taught him
3. Students answer correctly the questions given
4. Students complete the tasks given by the teacher.

Conclusions

The implementation of this research consists of planning, implementation, observation, reflection and re-planning. Based on the results of Classroom Action Research (PTK) conducted in class IV Madrasah Ibtidaiyah Nurul Ittihad Jambi City with a research focus on improving students' cognitive understanding of learning Natural and Social Sciences. The results of the understanding of students who were complete in the pre-cycle were 5 students with a percentage of 26% and after carrying out the action in cycle I the results of understanding students who were complete in cycle I were 11 students with a percentage of completeness of 57.89%. These results show an increase of 31.89%. After the researcher continued in cycle II, the results of students' understanding were complete, namely 17 students with a percentage of 89.47%. These results show an increase of 31.58%. So the results of increasing student understanding from pre-cycle to cycle II amounted to 63.47%.

Based on the results of this study, it shows that the solution to improve students' cognitive understanding by using the Learning Starts With A Question strategy can improve students' understanding. Evidenced by the data on the increase in student understanding.

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