



THE EFFECT OF IMPLEMENTING QUESTION CARD MEDIA ON THE QUESTIONING SKILLS OF FIFTH-GRADE STUDENTS AT SDN 060871 MEDAN

Dwi Nandita Elvira ^{1*}, Renaza Aqillah Salsabila ², Atika Rahma³, Nursamsi⁴

¹²³ Elementary School Teacher of State School 060871

⁴ Lecturer of University Muhammadiyah Sumatera Utara

Email: dwielvira05@gmail.com, renazaqls@gmail.com, atikarahma827@gmail.com
nursamsi@umsu.ac.id

ARTICLE INFO	ABSTRACT
<p>Article History</p> <p>Receive : 03-07-2025</p> <p>Revision : 11-07-2025</p> <p>Accept : 30-07-2025</p>	<p>This research aimed to examine the effect of implementing Question Card media on the questioning skills of fifth-grade students at SDN 060871 Medan. The research utilized a quantitative approach with a One Group Pretest-Posttest experimental design. The instruments used included observation sheets to measure indicators of questioning skills, such as courage, relevance, and clarity of questions. Data were analyzed using a paired t-test hypothesis test. The results showed a significant increase in students' questioning skills, evidenced by the average pretest score of 5.88 rising to 13.94 in the posttest. The hypothesis test significance value of 0.000 (<0.05) indicates that the Question Card media is effective in improving students' questioning skills. This media also encouraged active participation and created an interactive and enjoyable learning atmosphere. This research provides practical implications for teachers to utilize Question Card media as an innovative learning tool that can enhance students' questioning and critical thinking skills.</p>
<p>Keywords</p>	<p>Question Card Media, Questioning Skills, Active Learning, Elementary School Students</p>

1. INTRODUCTION

Education plays a role in helping to develop learners' potential, skills, and personalities in a better direction, benefiting themselves and their environment. Education encompasses knowledge, values, and skills that function to develop learners' potential, which must be fulfilled by teachers when delivering knowledge to intellectually enrich, in line with the goals expected by the teachers or educational institutions. Education is a

learning process that can change students' way of thinking. Therefore, in the learning process, teachers not only convey knowledge to students, but must also actively involve students in the cognitive process, so that students can think independently and improve learning outcomes according to learning objectives. (Kholipah et al., 2022)

Slaven states that learning is a change in behavior that is certain, or a potential for action acquired through experience or

education that has been reinforced. Hudojo, in the same book, mentions that learning is an activity for each individual. Through learning, a person's knowledge, skills, habits, interests, and attitudes are formed, changed, and developed. According to Kanusta, learning outcomes are the manifestation of someone's potential or capacity. **(Amelia Umar et al., 2024)**

However, during observation at SDN 060871 Medan, the researcher found that many students still cannot express their opinions. Many students also find it difficult to think critically. This is because the classroom learning system is still monotonous. This of course can hinder classroom learning.

Therefore, an appropriate solution to overcome this problem is to use the question card media. Question card media is a learning technique where students are given cards containing questions as a classroom learning medium. The cards contain problems that students must answer. This media helps students who feel shy or afraid to ask questions directly in front of the class, so they can still participate without pressure.

Learning activities can be carried out after planning by the teacher. In preparing this plan, the teacher will select a learning model to be used. A learning model is a plan used by the teacher as a guide in implementing the learning process in the classroom. In addition, this model also helps the teacher design the planned teaching materials, from beginning to end, to achieve the set learning objectives. The teacher's effort to create an enjoyable learning atmosphere can be supported by the use of learning media. Learning media functions as an aid in the teaching-

learning process, making it easier for students to understand the material. In addition, this media aims to improve the quality of student learning, one of which is through learning outcomes by using the Question Card media. With this media, students can participate actively in learning. If psychologically students feel less interested in the way the teacher delivers the material, over time an indifferent attitude toward the lesson may appear.

Question Card Media is a learning media in the form of a game carried out in groups. This game consists of question cards presenting problems related to students' daily lives in their environment. To solve these problems, the Question Card game needs to be modified as a tool for understanding the material that can improve student learning outcomes. Learning media functions as a means to convey instructional material. **(Salsabila Kurnia et al., 2023)**

The strengths of Question Card media are its ability to make students feel happier when doing tasks in a fun way, i.e., playing quiz cards. This media can increase learning motivation and encourage students to compete healthily and participate actively in learning. Thus, student learning outcomes can be optimally achieved. The weakness of this media is its base material, which is made of paper and therefore less durable, easily damaged if exposed to water, and can only be used for a single learning session. **(Seftiami et al., n.d.)**

In relation to the above problem, the researcher conducted a study entitled "The Effect of the Application of Question Card Media on Questioning Skills of Fifth Grade Students at SDN 060871 Medan." The purpose of this study is to determine the effect of using Question Card media

on the questioning skills of fifth grade students at SDN 060871 Medan.

2. RESEARCH METHOD

The researcher conducted quantitative research using an experimental method, aimed at determining the effect of a certain treatment on other variables under controlled conditions. This study employed a One-Group Pretest–Posttest design, which involves only a single group. The research was carried out at SD Negeri 060871 Medan, located at Jl. Pembangunan III No. 20, Medan Timur. The population in this study consisted of the fifth-grade students of SD Negeri 060871 Medan. The research sample was taken through saturated sampling, selecting one class from grade V based on an initial observation revealing that the students' questioning skills in that class were relatively low. The data collection technique used in this study was a non-test method employing an observation instrument. Observation is a data-gathering method conducted by directly observing the research object to understand ongoing activities (Sugiyono & Lestari, 2021).

3. RESULT

Student activity during the learning process is closely linked to their academic achievement. A high level of student activity is associated with high learning success, while students categorized as moderately or less active tend to show lower learning performance. The researcher concluded that student engagement plays a crucial role in improving their learning achievement (Rahmayanti et al., n.d.).

Tabel 1

Mean Scores of Pre-Test and Post-Test

Questioning Skills	Average or Mean
Pretest	5,88
Posttest	13,94

Based on the pre-test and post-test data, it is clear that there was a **significant improvement** in students' questioning skills after using the Question Card media. This is supported by the advantages of using Question Card media: its ability to make students feel happier when

completing tasks in a fun way, namely by playing quiz cards. This media can increase learning motivation and encourage students to compete healthily and participate actively in learning. Therefore, students' learning outcomes can be achieved optimally (Seftiami et al., n.d.).

The resulting data indicates a significant increase in students' questioning skills scores following the implementation of Question Card learning media. The average post-test score of **13.94** shows a much higher improvement compared to the average pre-test score of only **5.88**. The substantial difference between the pre-test and post-test scores indicates an enhancement in students' questioning skills as a result of the intervention, namely the application of the Question Card learning media.

4. DISCUSSION

Questioning is an individual's ability to seek clarification from others. According to Astuti, asking questions reflects individual thought processes that can encourage students to think. In learning, students' activeness in asking questions is crucial because, through questioning, they can immediately gain information that they don't yet understand, thus helping them master the material delivered by the teacher. Students who are active in asking questions during lessons typically achieve better academic performance than those who are less active. This is because students who ask more questions are able to extract more information, leading to deeper understanding. Observation data illustrates students' activity.

This study aligns with previous research. The study titled "The Application of Question Card Media in a Problem-Based Learning Model to Improve Learning Quality," by Nur Kholipah, Rr. Forijati, and Bayu Surindra,

found that implementing Question Card media within a Problem-Based Learning model improved both learning outcomes and student activity during the learning process. Improvement occurred from the first cycle to the second: in the first cycle, learning outcomes increased from an initial score of 87.96 to 90.17; in the second cycle, they further increased to 90.57, demonstrating that using the Problem-Based Learning model with Question Card media consistently enhances student learning outcomes across cycles.

Another study, "Development of Question Card Media Based on the Time Token Model to Improve Primary School Students' Speaking Skills," by Sinta Nauli Situngkir, Faisal, Irsan, Wildansyah Lubis, and Laurensia Masri Perangin-angin, reported a media and material feasibility rating of 96%, classified as "Highly Feasible." Practicality testing rated the media as "Very Practical" with a score of 92%, requiring no further revisions after validation. The effectiveness test also showed a significant increase in speaking skills: before using the media, average scores were in the "Less Effective" category at 68; after using Question Card, they rose to 83, categorized as "Very Effective." This proves Question Card media effectively improves students' speaking skills and makes the learning process more dynamic and engaging.

Yet another study, "The Influence of the PJBL Model with Question Card Board Media on Learning Outcomes of Second-Grade Elementary Students on the Theme of Individual Character Diversity," by Adinda Salsabila Kurnia, Ida Sulistyowati, and Rarasaning Satianingsih, found that applying the Project-Based Learning model supported by a Question Card board media positively impacted

learning outcomes for Theme 3, Subtheme 2, Lesson 2 (Civic Education) in Grade II. This conclusion was supported by a paired t-test hypothesis test showing that the t-calculated value exceeded the t-table value, indicating a positive effect of the model with Question Card media on student outcomes. Recommendations included: students should prepare at home to build prior knowledge, teachers should select learning models suitable to the material and student characteristics, and student-teachers or future teachers should use this research as a reference for applying Project-Based Learning with Question Card media in Civic Education.

Looking at these prior studies, it is clear that using the Question Card method improves students' questioning skills. To determine the extent of this effect, a hypothesis test was conducted: the resulting significance value was .000, which is less than .005. This confirms that the Question Card media significantly improves students' questioning skills (since $\text{sig} < .05$). In other words, this study confirms that Question Card media has a significant effect on enhancing the questioning skills of fifth-grade students at SD Negeri 060871 Medan.

5. CONCLUSION

There is a significant effect of using Question Card media on the questioning skills of fifth-grade students at SD Negeri 060871 Medan. This is evidenced by the increase in the average pre-test score from 5.88 to 13.94 in the post-test, as well as the hypothesis test results showing a significance value of 0.000 (< 0.05), confirming that Question Card media effectively enhances students' questioning skills. This media makes learning more engaging, boosts motivation, and encourages students to participate more actively. Thus, implementing Question Card media can be an effective method to improve students' questioning skills. Additionally, this media helps create a pleasant learning atmosphere,

making students feel more confident in asking questions. The use of Question Card also aids students in developing critical thinking skills through a structured question-and-answer process..

ACKNOWLEDGMENTS

The researcher expresses gratitude to God Almighty for His blessings that have enabled this research to be completed successfully. The researcher also extends sincere appreciation to the teachers and school principals for accepting the researcher to conduct trials and research at the school, as well as for the support of facilities and resources provided. We thank our lecturers and colleagues who have assisted in the research process, as well as our families and friends who have always provided encouragement and prayers. May this research contribute beneficially to the development of science.

REFERENCES

Journal article

- Amelia Umar, R., Husain, R. I., Mardian Arif, R., Pgsd, J., & Ilmu Pendidikan, F. (2024). *Eduproxima: Jurnal Ilmiah Pendidikan Ipa Penerapan Model Pembelajaran Tgt Berbantuan Media Question Card Untuk Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Ipa Di Kelas Iv Sdn No. 17 Duingingi*. [Http://jurnal.stkipppgritulungagung.ac.id/index.php/eduproxima](http://jurnal.stkipppgritulungagung.ac.id/index.php/eduproxima)
- Kholipah, N., Surindra, B., & Forijati, R. (2022). Penerapan Media Qestion Card dalam Model Pembelajaran Problem-Based Learning untuk Meningkatkan Kualitas Pembelajaran. *PINUS: Jurnal Penelitian Inovasi Pembelajaran*, 8(1), 43–52. <https://doi.org/10.29407/pn.v8i1.18626>
- Rahmayanti, D., Hari Supriyanto, D., Wardati Khusniyah, T., Studi Pendidikan Guru Sekolah Dasar, P., & Modern Ngawi, S. (n.d.). Pengaruh Keaktifan Bertanya Siswa Terhadap Hasil Belajar Siswa Sekolah Dasar.
- Salsabila Kurnia, A., Sulistyowati, I., & Satianingsih, R. (2023). Pengaruh Model Pjbl Berbantuan Media Papan Question Card Terhadap Hasil Belajar Siswa Materi Keberagaman Karakteristik Individu Kelas Ii Sekolah Dasar. *EduStream: Jurnal Pendidikan Dasar*, 7(2), 163–170. <https://doi.org/10.26740/eds.v7n2.p163-170>
- Seftiami, D., Dedy, A., & FKIP Universitas PGRI Palembang, P. (n.d.). Pengaruh Model Pembelajaran Scramble Dengan Media Question Card Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sd Negeri 5 Pedamaran.
- Sugiyono, S., & Lestari, P. (2021). *Metode penelitian komunikasi (Kuantitatif, kualitatif, dan cara mudah menulis artikel pada jurnal internasional)*. Alfabeta Bandung, CV.