



The Effect of Giving Question And Getting Answer (GQGA) Learning Model on Students' Science Learning Outcomes at Grade IV of UPTD SD Negeri 122348 Pematangsiantar

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Abstract

This study aims to examine the effect of the Giving Question and Getting Answer (GQGA) learning model on students' learning outcomes in the IPAS subject among fourth-grade students at UPTD SD Negeri 122348 Pematangsiantar in the 2025/2026 academic year. The study employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. The research sample consisted of 24 fourth-grade students selected through a saturated sampling technique. The research instrument used was a multiple-choice test designed to measure students' cognitive learning outcomes. Data were analyzed using the N-Gain test to determine the effectiveness of the learning model. The results showed that the average N-Gain score was 0.7133, with an average percentage of 71.33%, which falls into the high-effectiveness category. These findings indicate that the implementation of the GQGA learning model has a significant positive effect on improving students' learning outcomes in IPAS. The model encourages active student participation through questioning and answering activities, which enhances understanding, critical thinking, and classroom engagement. Students become more involved in the learning process, rather than passively receiving information from the teacher. Therefore, it can be concluded that the Giving Question and Getting Answer (GQGA) learning model is effective in improving IPAS learning outcomes for fourth-grade students at UPTD SD Negeri 122348 Pematangsiantar. This model can be recommended as an alternative interactive learning strategy to enhance student achievement in elementary education.

Keywords: Question-Giving-Answer (GQGA) Model, Learning Outcomes, Science learning





INTRODUCTION

Teaching and learning constitute the core of education, where behavioral changes occur through knowledge gained from learning experiences. In this process, learning can be understood as an effective communication between teachers as the message senders and students as the receivers. An ideal learning process should align with curriculum standards to ensure effective instructional delivery and meaningful learning outcomes. In recent years, Indonesia has transitioned from the 2013 Curriculum to the Merdeka Curriculum, which emphasizes contextual and integrated learning as well as character development to prepare students for the challenges of the 21st century. By providing greater flexibility to educators, this curriculum enables the implementation of more adaptive and student-centered learning in accordance with learners' needs and contexts.

One of the subjects introduced in the Merdeka Curriculum is IPAS (Science and Social Studies), which integrates Natural and Social Sciences into a single learning area. This integration aims to develop inquiry skills, self-awareness, and environmental understanding while strengthening students' conceptual knowledge. Although integrated in structure, the implementation of IPAS is still organized thematically, where natural science content is emphasized in the first semester and social science content in the second semester. One of the relevant learning topics in this subject is *"How Do We Obtain Our Needs?"* This topic is essential as it is closely related to students' daily lives, including basic human needs such as food, clothing, and shelter, as well as economic activities such as working, trading, and consumption. The learning objective is to enable students to understand how human needs are fulfilled in real-life contexts.

Based on observations conducted on Friday, February 20, 2026, in Grade IV at UPTD SD Negeri 122348 Pematangsiantar, several problems were identified in IPAS learning outcomes. Students demonstrated low academic performance, with many scoring below the Minimum Learning Mastery Criteria (KKTP). This condition was mainly caused by low student attention during teacher explanations. During group activities, only a small number of students were actively involved, while others tended to be passive, engaged in unrelated conversations, or relied on their peers' answers. In addition, many students were hesitant to express opinions, showed low creativity, and lacked active participation in classroom activities.

The low learning outcomes of Grade IV students, consisting of 24 learners, are further illustrated in the following table:



Table 1. Final Semester Examination Scores for IPAS Subject, Grade IV UPTD SD Negeri 122348 Pematangsiantar, Academic Year 2025/2026

No	Subject	KKTP	Total Students	Mastery (KKTP Achieved)	Not Achieved
1	IPAS	70	24	9 (37.5%)	15 (62.5%)

(Source: Grade IV Homeroom Teacher, SD Negeri 122348 Pematangsiantar)

The data in Table 1 indicate that only 37.5% (9 students) achieved the expected learning mastery, while 62.5% (15 students) did not meet the KKTP in IPAS learning. This condition suggests that low learning outcomes may be associated with the limited use of innovative and interactive instructional models that actively engage students in the learning process. The selection of appropriate instructional models plays a crucial role in improving learning outcomes. Effective learning models should actively involve students in constructing knowledge rather than positioning them as passive recipients of information. One instructional approach that can address this issue is the *Giving Question and Getting Answer* model. This model encourages active student participation by engaging learners in asking and answering questions during the learning process, thereby fostering interaction, critical thinking, and deeper understanding of the material.

According to Sundari et al. (2019), the Giving Question and Getting Answer model is a cooperative learning approach that provides students with opportunities to actively ask and respond to questions, thereby enhancing engagement and learning outcomes. This model also supports collaborative learning, improves communication skills, and helps students develop confidence in expressing ideas. Furthermore, previous studies have shown that the implementation of this model positively influences student learning outcomes. Pattimura et al. (2025) found that the application of this model significantly improved IPAS learning outcomes in Grade IV students at SD Negeri 29 Ambon. Similarly, Novalisa et al. (2024) reported a significant increase in pre-test and post-test scores after implementing the Giving Question and Getting Answer model in IPAS learning at SD Negeri 106848 Tanjung Timur. These findings indicate that the model effectively enhances student engagement and academic achievement.

Despite its proven effectiveness in various subjects such as thematic learning, mathematics, Indonesian language, social studies, and science, limited research has specifically examined the impact of the Giving Question and Getting Answer model on IPAS learning outcomes. Moreover, previous studies have not deeply explored its application in Grade IV elementary school settings. Therefore, this study aims to fill this gap by investigating the effect of the Giving Question and Getting Answer model on IPAS learning outcomes among Grade IV

students. This research is expected to contribute to the development of innovative instructional strategies in elementary education and improve student engagement, critical thinking, and learning achievement.

RESEARCH METHODS

1. Research Design

This study employs a quantitative research approach to examine the effect of the Giving Question and Getting Answer (GQGA) learning model on students' learning outcomes in the IPAS subject for Grade IV students at UPTD SD Negeri 122348 Pematangsiantar, using an experimental method. According to Sugiyono (2021), experimental research is a quantitative research method conducted through controlled experimentation to determine the effect of an independent variable (treatment) on a dependent variable (outcome) under controlled conditions.

This study applies a Pre-Experimental Design due to the limited number of samples available. The specific design used is the One Group Pretest–Posttest Design, which involves only one experimental class without a control group. In this design, a pretest is administered before the treatment, followed by the implementation of the GQGA model, and a posttest is conducted afterward. According to Sugiyono (2021), this design allows for more accurate results because it enables comparison between conditions before and after treatment.

Table 2. One Group Pretest–Posttest Design

Pretest	Treatment	Posttest
O ₁	X	O ₂

Description:

O₁ = Pretest administered before the GQGA model

X = Treatment using the Giving Question and Getting Answer model

O₂ = Posttest administered after the GQGA model

2. Research Location and Time

This research was conducted at UPTD SD Negeri 122348 Pematangsiantar, located at Jalan Tambun Barat, Tanjung Tengah Village, Siantar Martoba District, Pematangsiantar City, North Sumatra Province. The study was carried out in the even semester of the 2025/2026 academic year.

3. Population and Sample

Population refers to a generalization area consisting of objects or subjects with specific qualities and characteristics determined by the researcher to be studied and then concluded (Sugiyono, 2021). The population in this study includes all Grade IV students of UPTD SD Negeri 122348 Pematangsiantar, totaling 24 students. A sample is a subset of the population that represents its characteristics (Sugiyono, 2021). When the population is relatively small, total sampling can be applied. This study uses a saturated sampling technique, where all members of the population are used as the sample (Sugiyono, 2023). Therefore, the sample consists of 24 Grade IV students at UPTD SD Negeri 122348 Pematangsiantar.

4. Data Collection Techniques

1) Test

According to Ropii & Fahrurrozi (2017), a test is a technique used to measure student learning outcomes through questions or tasks that must be completed or answered by students. In this study, tests are used to measure students' learning outcomes in IPAS after applying the GQGA model. The test consists of a pretest, administered before treatment to measure students' initial abilities, and a posttest, administered after the learning process using the GQGA model to measure learning improvement.

2) Documentation

According to Sugiyono (as cited in Apriyanti et al., 2019), documentation is a data collection technique involving the collection of documents or photographs. In this study, documentation includes classroom learning activities using the GQGA model and students' pretest and posttest answer sheets.

3) *Instrument Testing*

The instrument consists of 40 multiple-choice questions with four options (a, b, c, d). The try-out was conducted on Grade IV students at UPTD SD Negeri 098166 Siantar, who have similar characteristics to the research sample. The purpose of this trial is to determine valid items based on the learning material "*Me and My Needs*" covering cognitive levels C1–C5. Instrument quality was assessed using validity tests, reliability tests, item difficulty analysis, and discrimination index analysis.

Before implementation, the instrument must meet validity and reliability requirements and demonstrate appropriate difficulty and discrimination levels. The

instrument is also designed for practicality, allowing efficient administration and repeated use for both pretest and posttest.

5. Data Analysis Technique

Data analysis is the process of systematically organizing data obtained from interviews, field notes, and documentation by categorizing, breaking down into units, synthesizing, selecting important information, and drawing conclusions so that it can be easily understood by the researcher and others (Sugiyono, 2021). In this study, all data were analyzed using SPSS version 26 to determine the effect of the GQGA learning model on students' learning outcomes.

RESULTS AND DISCUSSION

Based on the previously conducted data analysis, the instrument test results indicated that of the 40 questions tested for validity using SPSS 26 on 22 students, 20 were found to be valid, with a calculated r value $> r$ table of 0.4227. Therefore, these valid questions were deemed appropriate and could be used as pretest and posttest instruments in this study. The reliability test results showed a Cronbach's Alpha value of 0.914, categorized as highly reliable, ensuring the instrument's consistency and reliability in accurately measuring student learning outcomes.

Furthermore, the test results for item difficulty level indicated a balanced distribution of items, with 2 easy, 14 medium, and 4 difficult items. The discriminatory power test indicated that most items had good to excellent discriminatory power. This indicates that the instrument is capable of effectively discriminating student learning success. Based on the instrument's successful testing, a pretest was administered to 24 fourth-grade students of the UPTD of SD Negeri 122348 Pematangsiantar before the learning intervention was administered. The pretest results showed an average score of 47.5, with only 8.3% of students achieving the Learning Objective Achievement Criteria (KKTP) of 70, indicating that students' initial understanding of the material "How to Acquire All Our Needs" was still low. After implementing the Giving Questions and Getting Answers (GQGA) learning model, the posttest results showed a significant increase to an average score of 84.79, with 95.8% of students completing the learning. This improvement was supported by an N-Gain analysis of 0.7133, which is considered high, indicating the high effectiveness of the Giving Questions and Getting Answers (GQGA) learning model in improving student learning outcomes.

However, despite the significant improvement in learning outcomes, several challenges were encountered during the implementation. The Giving Questions and Getting Answers

(GQGA) learning model, which is based on group games and active interaction, resulted in a fairly noisy classroom atmosphere, in line with Suyatno's opinion (Ummah, 2019), who stated that this method can create a noisy classroom atmosphere if not managed properly. This situation demands that teachers successfully manage the classroom to maintain a conducive atmosphere without reducing student engagement.

Furthermore, as observed in the research, some students still have incomplete grades, and some students feel embarrassed to step forward to answer questions directly. This aligns with findings (Kartikasari, 2023) and (Harahap & Tambunan, 2024) that although the Giving Question and Getting Answer (GQGA) model increases student engagement, there are psychological challenges such as shyness and self-doubt that must be addressed to ensure more equitable participation. There is also the phenomenon of students accepting their peers' answers without attempting to answer them themselves, indicating the need to strengthen their motivation for independent learning. According to (Wahdini & Ilyas, 2024), this is a weakness of the Giving Question and Getting Answer (GQGA) learning model that needs to be addressed so that students do not simply passively accept answers but engage creatively.

Theoretically, the Giving Questions and Getting Answers (GQGA) learning model aligns with Jean Piaget's constructivist theory, which emphasizes active learning with collaborative activities and concrete problem-solving so that students construct knowledge meaningfully, making learning more engaging and interactive. It supports the objectives of science and science learning, which emphasize the development of inquiry skills and conceptual understanding (Pitriani et al., 2023) and (Kemendikbud, 2022).

Overall, although the Giving Questions and Getting Answers (GQGA) learning model makes a significant positive contribution to improving student learning outcomes and conceptual understanding, its effectiveness can be influenced by factors such as classroom management, which needs to be more controlled to prevent noise, and approaches that encourage student confidence so they are willing to participate actively and independently in answering questions.

CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that the pretest results obtained an average value of 47.5 which is classified as low category. While the average value of the posttest results is 84.79 shows a significant increase with a very large range. From the average pretest and posttest there is a difference of 37.29 and based on the N-Gain data analysis of 0.7133, the increase in student learning outcomes is

included in the high category. This shows that there is a positive influence in the use of the Giving Question and Getting Answer (GQGA) learning model on student learning outcomes. So it can be concluded that there is an Effect of the Giving Question and Getting Answer (GQGA) Learning Model on the Learning Outcomes of Students in Grade IV UPTD SD Negeri 122348 Pematangsiantar on the material How to Get All Our Needs? (topic A. Me and My Needs?) Academic Year 2025/2026

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