

Teacher Strategies for Improving Students' Questioning Skills in Class

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Abstract :

The phenomenon that occurs in learning is based on the lack of students who are interested in asking questions in learning. This is not because students already understand the material being absorbed, but because students do not have the skills to ask questions. The aim of this research is to explore teacher strategies in increasing student asking questions in class. The method used in this research is the library method, by collecting data from relevant literature. The primary source in this research is a study of learning strategies, while the secondary data is from studies that are based on primary sources. The steps taken in the process of collecting data are preparing writing tools, creating a framework, and recording the data obtained. The results of this research are: (1) Before the teacher increases students' questioning, the teacher must first have the skill of asking questions as part of teaching skills, (2) The teacher creates a stimulus-oriented learning program which in its activities requires a response from students. (3) The strategy for increasing students' asking questions is by improving the methods used, materials that are appropriate to students' capacities, language that is easy to understand, and approaching students. The results of this research can contribute to teaching staff in improving students' skills in asking questions with the solutions offered from the results of this research.

Keywords: *Teacher Strategy, Questioning Skills, Learning Strategy. Teaching and Learning Activities*

Abstrak :

Fenomena yang terjadi dalam pembelajaran didasari minimnya siswa yang berminat untuk pertanyaan dalam pembelajaran, ini bukan karena siswa sudah paham terhadap materi yang diserap, tetapi disebabkan karena siswa tidak mempunyai keterampilan dalam bertanya. Tujuan dalam penelitian ini adalah untuk menelusuri strategi guru dalam meningkatkan siswa bertanya siswa di kelas. Metode yang digunakan dalam penelitian ini adalah metode kepustakaan, dengan mengumpulkan data-data dari literatur yang relevan. Sumber primer dalam penelitian ini adalah kajian tentang strategi pembelajaran, sedangkan data sekundernya yaitu dari kajian yang mendukung terhadap sumber primer. Langkah-langkah yang dilakukan dalam proses mengumpulkan data adalah dengan menyiapkan alat tulis, membuat kerangka kerja, dan melakukan pencatatan pada data-data yang didapatkan. Hasil dari penelitian ini adalah: (1) Sebelum guru meningkatkan siswa bertanya maka terlebih dahulu guru harus mempunyai keterampilan bertanya itu sendiri sebagai bagian dari keterampilan mengajar, (2) Guru membuat program pembelajaran berorientasi stimulus yang dalam aktivitasnya menuntut adanya respon dari siswa. (3) Strategi Meningkatkan siswa bertanya adalah dengan melalui perbaikan pada metode yang digunakan, materi yang sesuai dengan kapasitas siswa, Bahasa yang mudah dipahami, dan melakukan pendekatan terhadap siswa. Hasil penelitian ini dapat berkontribusi bagi tenaga

pengajar dalam meningkatkan keterampilan siswa dalam bertanya dengan solusi-solusi yang ditawarkan dari hasil penelitian ini.

Kata Kunci: Strategi Guru, Keterampilan Bertanya, Strategi Pembelajaran, Kegiatan Belajar Mengajar

INTRODUCTION

Researchers and practitioners continue to explore the problems and dynamics of education, offering various solutions. This shows that there are currently gaps in education that require innovation and solutions from knowledge developers. One such gap is the lack of interest among students to ask questions in class. Many students choose to remain silent when the teacher asks whether they understand the delivered material. These seemingly minor issues, such as asking questions, can have significant and potentially fatal consequences in the future, as ignorance can lead to errors in discipline. To prevent this, a teacher must effectively stimulate their students, encouraging them to ask questions about their understanding of the delivered materials.

In Surah An-Nahl verse 43, Allah has revealed *Khobar*,

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوْحِي إِلَيْهِمْ فَاسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ¹

Translation: "We did not send before you (Prophet Muhammad), but a man to whom we gave revelations. So ask people who have knowledge if you don't know."¹

The verse above emphasizes the importance of seeking advice from knowledgeable individuals. From this perspective, it demonstrates the importance of asking questions to avoid making mistakes. Surah Al-Jinn verse 6 mentions this,

وَأَنَّهُ كَانَ رِجَالٌ مِنَ الْإِنْسِ يَعُوذُونَ بِرِجَالٍ مِنَ الْجِنِّ فَزَادُوهُمْ رَهَقًا²

Translation: "Indeed, there were some men from (among) humans who asked for protection from several men from (among) the jinn so that they (jinn) made them (humans) go astray."²

Asking is an important aspect of life; the questions we ask can reveal the depth of our understanding of a case.³ In the context of learning, the questions asked demonstrate active participation (concrete experience) in the teaching and learning process, which is actually the main task of a teacher, as explained in Law No. 14 of 2005, Article 1 concerning teachers and lecturers. Teachers are professional educators who have the task of educating, teaching, guiding, training, and evaluating students.⁴ We educate to impart life values, teach to cultivate a body of knowledge, and provide training to enhance student abilities,⁵ such as the ability to ask questions.

¹ Badan Pengembangan dan Pembinaan Bahasa Kemendikbud: Edisi Penyempurnaan RI, "Al-Quran Dan Terjemahannya," in *Lajnah Pentasihan Mushaf Al-Quran*, 2019, 28.

² RI.

³ Yeni Nur Prilanita and Sukirno, "Peningkatan Keterampilan Bertanya Melalui Faktor Pembentuknya," *Cakrawala Pendidikan* 36, no. 2 (2017): 244, <https://doi.org/https://doi.org/10.21831/cp.v36i2.11223>.

⁴ Undang-Undang RI, Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen, issued 2005.

⁵ Muhammad Anwar, "Menjadi Guru Profesional," in *Jakarta: Prenadamedia Group*, 2018, 1.

Aini Sudarsih's study, which applied a scientific approach to the discovery learning strategy through discussion methods to improve students' questions, is one example of previous research on asking questions.⁶ Wati Oviana and Dibrina Raseuki conducted research on the impact of implementing the Giving Question And Getting Answer strategy on students' questioning abilities and scientific learning outcomes.⁷ Researchers Rosdiani, Muh Nasir, and Nur Fathurrahman employed the Talking Stick learning model to enhance the quality of students' questions.⁸ Dita Rahmyanti, Djoko Hari Supriyanto, and Tri Wardati Khusniyah conducted a study that examined the impact of students' active questioning on learning outcomes.⁹ Danti Yuliarsi Saadjad conducted a study on the effectiveness of the reciprocal teaching learning strategy in enhancing students' questions and cognitive abilities in spatial geometry materials.¹⁰

In contrast to previously reviewed research, which generally employs a variety of approaches and learning models to enhance students' questioning, this study takes a more conceptual approach, focusing on the researcher's thought process to devise a strategy or method for enhancing students' questioning. This approach generates ideas that teachers can utilize to enhance students' questioning. This research is crucial to study, as it can serve as a new reference for teachers who aim to enhance learning effectiveness through active questioning in the classroom. Active questioning is a form of education that involves producing high-quality resources through the courage to ask questions during learning.¹¹ Therefore, this research will specifically cover questioning skills, stimulus-oriented learning, and strategies to enhance students' questioning in the classroom.

RESEARCH METHOD

We conduct this research using the library research method. The library research method concentrates on the library, involving the reading, recording, and processing of materials that align with the object under study.¹² Melyasari and Asmendri define the library research method as a research activity that involves gathering diverse information and data from library materials such as books,

⁶ Aini Sudarsih, "Penerapan Pendekatan Saintifik Strategi Discovery Learning Dengan Metode Diskusi Untuk Meningkatkan Aktivitas Bertanya Dan Hasil Belajar IPA Di SDN 19 Cakranegara," *Jurnal Ilmiah IKIP Mataram* 9, no. 1 (2022): 1.

⁷ Wati Oviana and Dibrina Raseuki, "Pengaruh Penerapan Strategi Pembelajaran Giving Question And Getting Answer Terhadap Keterampilan Bertanya Dan Hasil Belajar Ipa Siswa Kelas Iv Madrasah Ibtidaiyah," in *Prosiding Seminar Nasional Biotik*, 2020.

⁸ Rosdiani Rosdiani, Muh. Nasir, and Nurfathurrahmah, "Penerapan Model Pembelajaran Talking Stick Untuk Meningkatkan Aktivitas Bertanya Siswa Kelas VIII SMPN 2 Donggo Tahun Pelajaran 2021/2022," *JUPEIS: Jurnal Pendidikan Dan Ilmu Sosial* 1, no. 1 (2022): 8, <https://doi.org/10.57218/jupeis.vol1.iss1.20>.

⁹ Dita Rahmayanti, Djoko Hari Supriyanto, and Tri Wardati Khusniyah, "Pengaruh Keaktifan Bertanya Siswa Terhadap Hasil Belajar Siswa Sekolah Dasar," *Holistika: Jurnal Ilmiah PGSD* 6, no. 1 (2022): 34, <https://doi.org/10.24853/holistika.6.1.34-40>.

¹⁰ Danti Yuliarsi Saadjad, "Penerapan Strategi Pembelajaran Reciprocal Teaching Dalam Meningkatkan Kemampuan Bertanya Dan Kognitif Siswa Materi Bangun Ruang," *Numeric: Jurnal Penelitian Dan Inovasi Pendidikan Matematika* 2, no. 1 (2024).

¹¹ Hamdani, Tika Hestiarini Utami, and Maimun, "Menelusuri Lembaga Pendidikan Islam SDI Asy- Syuhada ' Pamekasan Sebagai Strategi Membentuk Siswa Berkeagamaan Dan Cinta Masjid," *Adabuna: Jurnal Pendidikan Dan Pemikiran* 4, no. 1 (2024): 2, <https://doi.org/https://doi.org/10.38073/adabuna.v4i1.1900>.

¹² Zed, "Metode Penelitian Kepustakaan," in *Jakarta: Yayasan Obor Indonesia*, 2023, 3.

journals, articles, and theses that pertain to the problem at hand.¹³ This implies that the information gathered during library research comes from a variety of sources that are pertinent to the context under study.

This study's primary source is a review of research reports on learning strategies written by other researchers. The secondary source provides supporting data to complement the primary data. The research process requires the use of stationery, the compilation of a working bibliography as the primary source, effective time management, and the process of reading and recording research.¹⁴ The purpose of recording is to ensure future adoption of materials from various different literatures is error-free. We will present this research in narrative form to make it easier for each reader to understand, with the hope that it will serve as a continuous study of previous research.

FINDINGS AND DISCUSSION

Questioning Skills

Skills can be acquired through learning.¹⁵ One can interpret skills as a person's ability or talent towards a specific object.¹⁶ Asking is a verbal expression that aims to request an explanation from the person you are speaking to, either in the form of an explanation, knowledge, information, or information that you have considered.¹⁷ Combining the two terms above results in "asking skills," which Ramadhani Taufiq, Wanto Rivaie, and Sulistyarini, citing Supriyadi, define as an individual's talent or competence to obtain answers from others.¹⁸ This means that this skill involves the mental process and courage to ask questions of the person you are talking to so that you get feedback in the form of answers. However, many people maintain their ignorance because they lack the skills to ask questions. Therefore, it is necessary to improve one's mental process in order to control oneself and become skilled, particularly in asking questions.

According to Ummi Kalsum, Ika Chastanti and Dahrul Aman Harahap said that in reality, humans who are born in normal conditions already have the skill of asking questions, but there are some humans who must go through education or outside of education to bring out these skills.¹⁹ In the realm of education itself, asking

¹³ Milya Sari and Asmendri Asmendri, "Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA," *Natural Science: Jurnal Penelitian Bidang IPA Dan Pendidikan IPA* 6, no. 1 (2020): 44, <https://doi.org/10.15548/nsc.v6i1.1555>.

¹⁴ Khatibah, "Penelitian Kepustakaan," *Jurnal Iqra'* 05, no. 01 (2011): 38–39.

¹⁵ Mas Roro Diah Wahyulestari, "Keterampilan Dasar Mengajar Di Sekolah Dasar," in *Prosiding Seminar Nasional Pendidikan Era Revolusi UMI*, 2018, 199.

¹⁶ Indriyani Sunarto and Rohita Rohita, "Penguasaan Keterampilan Bertanya Dasar Di TK Baiturrahman," *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)* 2, no. 1 (2019): 2, <https://doi.org/10.36722/jaudhi.v2i1.575>.

¹⁷ Agnes Novitasari Waruwu et al., "Keterampilan Bertanya Dalam Proses Pembelajaran Di Kelas," *Paedagogi: Jurnal Kajian Ilmu Pendidikan (e-Journal)* 9, no. 1 (2023): 66, <https://doi.org/10.24114/paedagogi.v9i1.44757>.

¹⁸ Ramadhani Taufiq, Wanto Rivaie, and Sulistyarini, "Kemampuan Guru Menerapkan Keterampilan Bertanya Pada Pelajaran Sosiologi Di Kelas XI SMA Islamiyah Pontianak," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 2, no. 4 (2013): 3, <https://doi.org/https://doi.org/10.26418/jppk.v2i4.1787>.

¹⁹ Ummi Kalsum, Ika Chastanti, and Dahrul Aman Harahap, "Analisis Keterampilan Bertanya Siswa Pada Pembelajaran IPA Di Sekolah Dasar," *Jurnal Basicedu* 6, no. 1 (2021): 435, <https://doi.org/10.31004/basicedu.v6i1.1921>.

questions can generally be done when students do not understand a discipline or because they have different knowledge and experience from what is being studied, thus forming a form of interaction in the form of asking questions. The skill of asking questions is an important activity and has an influence on the learning process and results. The learning process, which contains questions, reflects that the learning is active and participatory.²⁰ The expected competency is the development of creativity, such as a great sense of curiosity and being able to formulate questions critically.²¹ With this aspiration, there is a need for a teacher to enhance students' inquiries through diverse techniques that align with the prearranged plan.

However, it is crucial to emphasize that before teachers can enhance their students' questioning skills, they must also possess the skill of asking questions themselves. This skill, known as teaching skills, can significantly impact the students' learning outcomes. The teacher's teaching skills in learning can be divided into two categories: basic questioning skills and advanced questioning skills.²² We'll explain both of them below.

First, this basic questioning skill is an art in asking questions of students; there are 7 components in asking basic questions, including: (1) The teacher asks short, clear questions with the intention of ensuring that students can easily digest and understand them. (2) The teacher provides a reference, ensuring that every question is asked at the beginning or at specific times during the learning process, so that students are informed beforehand and can use it as a reference or guide when answering questions. (3) The implementation of concentration ensures that students can focus on the problems under discussion. (4) Students carry out the process in turns or alternately, with each student's response influencing the next, and so on. (5) The teacher aims to distribute questions randomly to all students, ensuring that each student is ready to respond when the teacher asks them later. (6) The teacher provides students with time to reflect, interspersing this with a pause to enable students to verify the answers they anticipate. (7) The teacher applies pressure to ensure that students who are unable to answer, or even if they can, but their responses fall short of expectations, can provide the expected answers later.²³ Teachers are not only required to be proficient at asking questions but must also be sensitive in using the technique of asking questions themselves. Teachers who have mastery in this aspect indicate that they have met the standard of basic questioning skills.²⁴

Second, advanced questioning skills are a continuation of basic questioning

²⁰ M. Royani and Bukhari Muslim, "Keterampilan Bertanya Siswa SMP Melalui Strategi Pembelajaran Aktif Tipe Team Quiz Pada Materi Segi Empat," *EDU-MAT: Jurnal Pendidikan Matematika* 2, no. 1 (2014): 23, <https://doi.org/10.20527/edumat.v2i1.586>.

²¹ Meiria Sylvi Astuti, "Peningkatan Keterampilan Bertanya Dan Hasil Belajar Siswa Kelas 2 SDN Slungkep 03 Menggunakan Model Discovery Learning," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 5, no. 1 (2015): 14, <https://doi.org/10.24246/j.scholaria.2015.v5.i1.p10-23>.

²² Waruwu et al., "Keterampilan Bertanya Dalam Proses Pembelajaran Di Kelas."

²³ Arqam Madjid, "Kompetensi Profesional Guru: Keterampilan Dasar Mengajar," in *Journal Pegguruang: Conference Series*, vol. 1, 2019, 4-5, <http://dx.doi.org/10.35329/jp.v1i2.327>.

²⁴ Gandhi Ermasari, I Wayan Subagia, and Ida Bagus Nyoman Sudria, "Kemampuan Bertanya Guru IPA Dalam Pengelolaan Pembelajaran," *E-Journal Program Pogram Pascasarjana Universitas Pendidikan Ganesha* 4, no. 1 (2014): 25.

skills, meaning they involve more specific and narrower questioning activities.²⁵ One can divide the competencies in advanced questioning skills into several categories, such as (1) adapting cognitive levels to the questions asked, (2) paying attention to the order of questions, (3) tracking questions if the answers provided are not quite correct, and (4) increasing interaction.²⁶ From this point of view, advanced questioning skills are actually a continuation of basic questioning skills.

This teacher's questioning skills can enhance students' thinking abilities, extending to the realm of student learning achievement. These advanced questioning skills are specifically designed to: (1) enhance the ability to process, organize, and assess information obtained; (2) facilitate the ability to ask questions that align with the information obtained; (3) encourage students to actively develop their ideas and share them with others; and (4) provide students with the freedom and opportunity to discover new, more comprehensive ideas.²⁷ The teacher's questioning skills actually have a significant impact on students because they bring the learning to life and encourage students to participate actively in class, both by asking questions and responding to the teacher's queries.

Stimulus Oriented Learning

Teachers are required to have skills in learning; teachers who do not have teaching skills will not make learning easy and will not make students understand the material being studied; therefore, teachers must have a way of mastering asking and answering students' questions.²⁸ To master the art of asking and answering questions, you can design an engaging learning program that encourages students to actively ask questions. One learning program is stimulus-oriented learning, in which the teacher provides the students with the stimulus itself.²⁹ This can manifest as attempts to elicit a reciprocal reaction from the teacher's actions; we refer to this reciprocity as a response. A response is a way to react to the teacher's input.³⁰ Therefore, developing both of these is crucial to promote active learning and engage students in the learning process.

Stimulus-oriented learning means that the learning process contains stimuli that will later change student behavior in teaching and learning activities. The behaviorist theory incorporates this concept, emphasizing the development of behavior subsequent to learning. This implies that learning occurs when an

²⁵ Mariam Nasution, "Keterampilan Guru Dalam Bertanya Pada Pembelajaran Matematika," *Logaritma: Jurnal Ilmu-Ilmu Pendidikan Dan Sains* 7, no. 01 (2019): 92, <https://doi.org/10.24952/logaritma.v7i01.1666>.

²⁶ Dini Indriyani, Yulia Djahir, and Iqbal Barlian, "Analisis Keterampilan Bertanya Guru Ilmu Pengetahuan Sosial Di Smp Negeri 27 Oku," *Jurnal PROFIT Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi* 2, no. 2 (2015): 133, <https://doi.org/10.36706/jp.v2i2.5542>.

²⁷ Riwayati Zein and Dini Maielfi, "Penerapan Keterampilan Bertanya Mahasiswa Untuk Stimulasi Keterampilan Berpikir Tingkat Tinggi (HOTs) Anak TK," *Atfaluna: Journal of Islamic Early Childhood Education* 3, no. 1 (2020): 3, <https://doi.org/10.32505/ataluna.v3i1.1644>.

²⁸ R Nurhayati et al., "Pendampingan Pengembangan Keterampilan Bertanya Siswa," *PENDIMAS: Jurnal Pengabdian Masyarakat* 2, no. 2 (2023): 2, <https://doi.org/10.47435/pendimas.v2i2.2274>.

²⁹ Dani Kurniawan, "Komunikasi Model Lasswell Dan Stimulus-Organism-Response Dalam Mewujudkan Pembelajaran Menyenangkan," *Jurnal Komunikasi Pendidikan* 12, no. 1 (2018): 66, <https://doi.org/10.62426/zg47qh20>.

³⁰ Kurniawan.

individual exhibits behavioral changes.³¹ Rachmatia Tauhid interprets behaviorist learning theory as the development of human relationships through stimulus responses that lead to learning habits.³² Repetition and training create habits in behavior, and behaviorist theory predicts that these habits will form in accordance with desires.³³ Simplified, this behaviorist theory emphasizes individual changes in learning subsequent to the application of stimulus responses, which in turn lead to changes in student behavior.

Learning that emphasizes the provision of stimulus is an effort to achieve ideal learning; the ideal in question is the achievement of a climate and service for the potential, talents, interests, and learning needs of students.³⁴ The provision of stimulus unlocks the hidden potential in students; this stems from the reality that some students struggle to express their potential and talents due to fear and pessimism. Therefore, teachers can use learning stimulation as a solution to unlock these hidden talents. Teachers can implement learning activities that incorporate positive reinforcement, such as providing praise, awards, or additional privileges, which can serve as a magnet for repeating the desired behavior.³⁵ Giving awards serves as positive reinforcement, encouraging students to participate and behave as the teacher expects.

Strategies to Increase Student Questioning

Every challenge and obstacle possesses an antidote, which is a solution for overcoming these challenges and obstacles. In the context of obstacles related to student inquiry, teachers must establish a conducive learning environment that encourages students to ask questions. Teachers can carry out a learning strategy that produces fluency, effectiveness, or efficiency in achieving the desired goals.³⁶ Strategic efforts in achieving this effectiveness and efficiency must be truly in line with the needs of students, what students enjoy, and what students want in their learning. One important factor to consider is the students' pattern of absorbing learning materials, as some students may absorb the material slowly, while others may absorb it moderately or quickly.³⁷ Therefore, it is the teacher's responsibility to address the issues of students who are struggling to understand the material, particularly by asking questions that are relevant to the material; the teacher's

³¹ Miftahul Huda, Ach Fawaid, and Slamet, "Implementasi Teori Belajar Behavioristik Dalam Proses Pembelajaran," *Pendekar: Jurnal Pendidikan Berkarakter* 1, no. 4 (2023): 66, <https://doi.org/https://doi.org/10.51903/pendekar.v1i4.291>.

³² Rachmatia Tauhid, "Dasar-Dasar Teori Pembelajaran," *PENDAS: Pendidikan Dasar* 1, no. 2 (2020): 33.

³³ Elvia Baby Shahbana, Fiqh Kautsar farizqi, and Rachmat Satria, "Implementasi Teori Belajar Behavioristik Dalam Pembelajaran," *Jurnal Serunai Administrasi Pendidikan* 9, no. 1 (2020): 25, <https://doi.org/10.37755/jsap.v9i1.249>.

³⁴ Rusman, "Belajar Dan Pembelajaran: Berorientasi Standart Proses Pendidikan," in *Jakarta: Kencana*, 2017, 2.

³⁵ Rani Darmayanti et al., "Behaviorisme Dalam Pendidikan: Pembelajaran Berbasis Stimulus Respon," in *Indramayu: Adab*, 2024, 154.

³⁶ Muhammad Nur and Kusri, "Penggunaan Strategi Bertanya Guru (Strabergu) Dan Media Audio Visual (Meauvi) Dalam Pembelajaran IPS Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa," *Adiba: Journal of Education* 2, no. 2 (2022): 167, <https://adisampublisher.org/index.php/adiba/article/download/90/84>.

³⁷ Dodik Kariadi and Wasis Suprpto, "Model Pembelajaran Active Learning Dengan Strategi Pengajuan Pertanyaan Untuk Meningkatkan Kualitas Proses Pembelajaran PKn," *Jurnal Educatio* 12, no. 1 (2018): 16, <https://doi.org/10.29408/edc.v12i1.838>.

awareness of students' learning needs will also make it easier for teachers to foster active and enjoyable learning.

Given the diversity of problems that frequently arise, teachers must genuinely consider the use of learning strategies to ensure the success of teaching and learning activities, encouraging students to participate by asking questions. There are several strategies that teachers should consider to encourage students to ask more questions:

1. Learning Methods

Methods are closely related to learning; the method itself is the Latin word "*metodos*," which means way or path.³⁸ If we deduce the definition of a term from its meaning in language, the method refers to the approach a teacher uses to present material during the learning process; this approach then defines the method itself. Many effective methods are available for teachers to use in learning, but this study aims to highlight their significance in raising student questions rather than delving into their specifics.

The use of methods in increasing student questions is very much needed because this method greatly influences the implementation of learning; without the method, the learning material will not be conveyed. Teachers must tailor their methods to meet the specific needs of their students. To encourage students to ask questions, they can employ effective methods such as discussion, problem-based learning, or question-and-answer sessions. These methods not only boost students' curiosity but also foster critical thinking, enabling them to identify anomalies and articulate them through questions or refutations.

The teacher will make every effort to identify a method that is appropriate for the problem at hand and the desired outcome, which is highly beneficial in achieving the target itself.

2. Learning Materials

The delivery of substances or teaching materials during teaching and learning activities aids in the achievement of learning objectives.³⁹ Without learning materials, children will not meet their learning objectives.⁴⁰ Therefore, materials play a crucial role in learning, as the primary focus of education lies in the lessons imparted.

At least several factors should be taken into account when choosing the material, such as: (1) aligning the material with the learning objectives; (2) tailoring the material to the students' educational level and abilities; (3) ensuring the material is taught in a systematic and continuous manner; and (4) ensuring the material is either conceptual or factual.⁴¹ This method allows a teacher to assess the suitability of the material for his students. It's not just about ensuring the material is clear and concise, but also about considering the students' level to ensure the learning process is highly suitable for their abilities and capacities. Learning materials play a crucial role in enhancing students' questioning skills.

3. Language in Learning

³⁸ Nur Ahyat, "Metode Pembelajaran Pendidikan Agama Islam," *Edusiana: Jurnal Manajemen Dan Pendidikan Islam* 4, no. 01 (2017): 24, <https://doi.org/10.61693/elhadhary.vol201.2024.34-47>.

³⁹ Aprida Pane and Muhammad Darwis Dasopang, "Belajar Dan Pembelajaran," *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman* 3, no. 2 (2017): 343, <https://doi.org/10.24952/fitrah.v3i2.945>.

⁴⁰ Sabarudin, "Materi Pembelajaran Dalam Kurikulum 2013," *Jurnal An-Nur: Kajian Ilmu-Ilmu Pendidikan Dan Keislaman* 04, no. 01 (2018): 3, <https://journal.an-nur.ac.id/index.php/annur/article/view/69>.

⁴¹ Sobry Sutikno, "Strategi Pembelajaran," in *Jawa Barat: CV. Adanu Abimata*, 2021, 10-11.

If an educational interaction, specifically one that understands its purpose, is present, it qualifies as learning. This interaction originates from the teacher's pedagogical approach to his students.⁴² Language plays a crucial role in interaction, particularly during learning, as it serves as a catalyst for students to engage in learning activities.⁴³ Teachers who understand the use of language in learning will certainly use simple languages that are easy for their students to understand; the use of simple language will make students able to examine each point of discussion conveyed by the teacher.

The interactions that take place there actually shape teaching and learning.⁴⁴ Specifically, when it comes to conveying knowledge about the ongoing learning process, language plays a crucial role in fostering students' ability to ask questions. Students who successfully assimilate the teacher's explanations can also process diverse perspectives and experiences, which may differ or contradict the subject matter they are studying. Students' understanding of a material will give rise to various questions, students' fear of asking if a teacher is too high in using teaching languages, such as using scientific language, foreign terminology, or other languages that are not in accordance with the scientific capacity of the students. In other words, using language that is easy to understand encourages students to ask questions about the materials they are studying. And the added value is that the use of simple language can produce effectiveness in the learning process.

4. Approaching Students

In this situation, teachers must adopt a personal approach, which is a highly effective method for identifying problems in students.⁴⁵ A personal approach can be done by teachers in various ways: Firstly, teachers conduct interviews to directly ask students about their difficulties in asking questions, using the results of their responses as study material for future action on the problems they encounter. Second, by directly observing students during the learning process, this method provides a comprehensive understanding of all behavioral patterns that occur during classroom instruction. Thirdly, we utilize questionnaires, which provide a variety of questions for students to complete, allowing them to express their needs and problems. The approach to students with the target of hope in increasing the number of students asking questions in class will be very effective through these methods, because in this case the teacher will find a solution about the teacher's teaching pattern in class.

In his book *Ilmu Pendidikan Islam*, Maimun argues that one way to make learning enjoyable for students is to focus on their basic needs. This includes

⁴² Pane and Darwis Dasopang, "Belajar Dan Pembelajaran."

⁴³ Luhur Wicaksono, "Bahasa Dalam Komunikasi Pembelajaran," *JPP: Journal of Prospective Learning* 1, no. 2 (2016): 10, <http://jurnal.untan.ac.id/index.php/lp3m%0Ahttp://jurnal.untan.ac.id/index.php/lp3m/article/download/19211/16053>.

⁴⁴ Muhammad Jundi and Zohra Yasin, "Penilaian Sejawat Dalam Pembelajaran Keterampilan Dasar Mengajar Bagi Mahasiswa Pendidikan Bahasa Arab Pada Mata Kuliah Pembelajaran Mikro," *Maharat: Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2020): 52, <https://doi.org/10.18196/mht.2217>.

⁴⁵ Nisfun Laily Zain, "Strategi Komunikasi Persuasif Dalam Meningkatkan Motivasi Belajar Siswa," *Jurnal Nomosleca* 3, no. 2 (2017): 597, <https://doi.org/10.26905/nomosleca.v3i2.2034>.

giving them opportunities to play and be creative, fostering a comfortable and psychologically safe learning environment, maintaining discipline without being rigid, and encouraging freedom of thought and active participation.⁴⁶ From this viewpoint, we can comprehend that a strategy for educating students involves focusing on their fundamental needs. This approach closely aligns with the goal of encouraging students to ask more questions. Teachers must prioritize students' needs by creating a comfortable and free environment for their rights, including the right to play. This approach makes it simpler for them to address students' desires and learning objectives in the future.

CONCLUSION

Teachers can achieve the desired target results through teaching strategies by focusing on improvements in each learning activity, including the methods used, the material's suitability, and the language used to approach students. Observing the provided teaching pattern strategy is crucial for enhancing the effectiveness and efficiency of learning, particularly when it comes to encouraging students to ask more questions during the teaching and learning process.

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⁴⁶ Maimun, "Ilmu Pendidikan Islam," in *Pamekasan: Duta Media Publishing*, 2021, 90.

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