

The Effectiveness of the Multi-Way Question and Answer Method to Increase Student Activity in Online Lectures

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ABSTRACT

The multi-way question and answer method is one method that can be used to increase student activity in online lectures. The multi-way question and answer method is a way of presenting the material to be studied in the form of questions that must be answered. This study aims to determine the effectiveness of the application of the multi-way question and answer method to increase student activity in online lectures on child and adolescent developmental psychology in PPAR 3C UIN Surakarta. This research is qualitative in nature and to strengthen the findings, descriptive statistical data is used. The data collection was carried out in three steps, namely interviews, observations, and questionnaires in the form of Google Forms. The results obtained indicate that the application of the multi-way question and answer method in the online lecture process on the psychology of child and adolescent development in the PPAR 3C UIN Surakarta class can increase student activity. The indication is seen from the number of students who ask questions and also answer questions as evidenced by the results of questionnaires which show that the indicators of visual activities, listening activities, writing activities and oral activities achieve presentations above 75% which fall into the very good category, on mental activities indicators which are very good. shows the results of 75% and is in a good category.

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1. INTRODUCTION

The first appearance of the covid-19 outbreak was at the end of 2019 in Wuhan, Cina (Shi et al., 2020) and has been designated by the World Health Organization as a pandemic (Sohrabi et al., 2020). The most frightening thing about the virus, one of is the very fast spread. Even more so with the lack of anticipation to deal with a pandemic (P et al., 2022). The current situation requires people to be at home both in work, worship and study. So educational institutions are required to implement an online learning system (Amalia & Fatonah, 2020). All directions of education or work during this pandemic are carried out online to break the spread of COVID-19 (Saifulloh & Darwis, 2020, p. 285). The world of education is experiencing major changes due to the COVID-19 pandemic, but this situation also provides opportunities for online learning (Herliandry et al., 2020). The existing changes make

education must be transformative to be able to adapt by suddenly having to carry out learning from home online or online media by utilizing internet media and technology (Ramadhani, 2021). There are several higher education institutions that initially run offline lessons, then transform to online learning. This is what makes the importance of online learning system for education world today (Upton & Adams, 2006). This way of learning provides benefits for students and lecturers. With online learning, students can avoid physical presence in the classroom (Singh et al., 2005). The advantage of this option lies in its ability to help foster independent learning and encourage collaboration among students. This online learning model offers multiple benefits to teachers as it replaces traditional teaching methods and increases the level of interest in the material, which in turn can contribute to a higher level of professionalism in the field. In addition, it allows teachers to efficiently track and evaluate the progress of each student's learning journey (Zhafira et al., 2020). Besides having advantages, online learning also has some disadvantages that can hinder the learning process, one of which is the lack of student activeness in online lectures. Therefore, a solution is needed so that various obstacles can be faced properly (Putra, 2018, pp. 51–58).

Activeness appears to indicate the progress of activity or busyness in the learning journey that results in success (Novianto, 2017). Engaging in activities while learning paves the way for efficient communication between teachers and students, laying the foundation for an environment that allows learners to use their full potential. Through active participation, students acquire knowledge and develop skills, thereby improving their future achievements (Mahmudah, 2018). One way to demonstrate a student's enthusiasm for learning is to be active, where various traits can be used to determine whether a student is active, including enjoying the task, being competent in answering questions, completing tasks, and asking questions frequently (Wiguna et al., 2014). On the other hand, there are various factors that influence activeness in the learning process which are classified into two lines, namely 1) internal factors which include psychological factors such as motivation, interest, talent, attitude and intelligence, 2) external factors such as the social environment such as educators, administrative staff, and peers (Anggraeni & Wasitohadi, 2014).

Improving the quality of an education can be carried out in various ways including by making variations in learning such as by using various kinds of teaching methods, namely a method or strategy used to facilitate the learning process so as to achieve the desired goals (Afandi et al., 2013). A method that can make students active in the teaching process is the use of the Multi-Way Question and answer method, which is based on the idea that humans are born with a curiosity that is always unfulfilled and also have tools that are used to satisfy it learning with the application of this method is one of the efforts that can be used to make students achieve in the ongoing lecture process (Manik, 2020). The question and answer method is a way of presenting material to be learned in the form of questions that must be answered (Sitohang, 2017). This method is very useful for solidifying the mastery of material from students, besides that this method also focuses on the success of learning so that it can measure progress in the learning process. The method can be used to intersperse the conversation so that students can focus on learning (Gide, 1967).

Technically, learning with the multi-way question and answer method consists of two main stages, namely: 1) preparation which includes determining the topic, formulating learning objectives, compiling various questions and identifying possible questions to be asked, 2) implementation which includes communicating the multi-way question and answer method, formulating the problem, asking questions to all students, and giving enough time to think and find the answer (Luhriani, 2019). The application of this method will help in the activeness of students who were initially passive or just silent during learning.

Islamic Counseling Guidance students at UIN Surakarta showed a fairly low level of activeness during online lectures in the PPAR 3C class in the Psychology of Child and Adolescent Development course. This finding is in line with direct observations they made on September 29, 2021, at 10.30 WIB, when researchers accompanied students in the online learning process through Zoom. The conditions on the ground are very different from expectations. therefore, to improve the quality of education, it is

necessary to improve teaching methods, especially in the psychology of students and adolescent development courses, one the which can be achieved using the Multi-Way Question and answer method.

Fathony's research shows that the question and answer method is effective for teaching history to class XI students at SMK Negeri 1 Peranap. The results of the t-test analysis show that the two groups have a considerable difference with $t_{count} > t_{tabel}$, namely $2.14 > 2.00$. Therefore, the question and answer method has a positive impact on students' learning process. Using the question and answer approach, the learning outcomes obtained by the experimental group were higher than those obtained by the control groups (Abdika et al., 2019, p. 89). These findings inspired the researcher to conduct further studies on the effectiveness of the multidimensional question-and-answer method in increasing student engagement in online courses in adolescent development psychology in the PPAR 3C course at UIN Surakarta.

2. METHODS

This research is included in the qualitative type. However, to strengthen the research quantitative records are used. This research was conducted on September 20, 2021-October 27, 2021 odd semester of the 2021/2022 academic year online via zoom in the PPAR 3C class in the Psychology of Child and Adolescent Development course for 38 students. Techniques for collecting data used from interviews, observations and questionnaires in the form of google forms. The data collected using the procedure by conducting classroom observations during the online learning process via zoom, distributing questionnaires using google forms to students of the PPAR C3 UIN class in the Psychology of Child and Adolescent Development course to obtain the necessary data or information, followed by analyzing the data descriptively.

Triangulation techniques, including online questionnaires, observations and interviews, were used to gather data for the data interpretation process. Indicators for assessing the positive and negative reactions of pupils to the multy-way question and answer method. Assessment indicators regarding students' positive and negative responses to the multi-way question and answer method. In order to support the results of filling out the questionnaire and to find out how effective the multi-way question and answer method is on student activeness, interviews were conducted through Google Forms with questions that track the opinions or explanations of randomly interviewed respondents (Zaeni et al., 2017, p. 416). In this research, a questionnaire is used which contains indicators of activeness that students must achieve, namely the assessment on the observation sheet is to determine the percentage of activeness of each student. This percentage is obtained through the formula (Trianto, 2014):

$$\text{Percentage of student activeness} = \frac{\text{Jumlah indikator yang terpenuhi}}{\text{Jumlah indikator keseluruhan}} \times 100\%$$

Table 1. Category of Students Activeness

Percentage	Category
75% < score ≤ 100%	Very Good
50 % < score ≤ 75%	Good
25% < score ≤ 50 %	Good Enough
0 ≤ score ≤ 25%	Less

There are several criteria that must be met by students, namely paying attention and listening to the teacher who explains, answering teacher questions, asking questions to friends or teachers, taking notes on the material and results of discussions, expressing opinions in discussions, respecting friends' arguments, responding to questions, practicing in solving exercise problems, having the courage to present the results of their discussions, and being able to solve problems.

3. FINDINGS AND DISCUSSION

3.1. *Application of the Multi-Way Question and Answer Method to Increase Activeness*

This implementation activity refers to the RTM (face-to-face plan) which begins with apperception activities followed by the core activities and ends with evaluation and reflection. The first meeting showed that students still could not respond even though the researcher had given an explanation of the learning process applied. This is because students are still not used to and do not have the courage to express their answers and opinions because they are afraid of making mistakes. However, the researcher again explained that the wrong answer would not get punishment or a small value and would even be given additional value when there were students who dared to answer questions or express their opinions. At the next meeting, students looked more enthusiastic and excited than at the first meeting. The number of students who are willing to provide information, respond to inquiries and voice their thoughts even in the absence of invitations or appointments serves as proof of this. The researcher used a test to assess the learning objectives that the students had attained using the multidirectional question and answer method at the conclusion activity. The assessment the students, encouraging them to share their thoughts, determining additional questions to ask their friends, and so on until every student has had a change to ask a question or voice an opinion.

By the end of the first four meetings, researchers found that there was significant progress in student activeness with the application of the Multi-Way Question and answer method. Although there are various obstacles that exist. The presentation of student activeness in class, specifically in the indicators of visual, listening, writing, and oral activities reaching a presentation above 75% which fell into the excellent category, only in the mental activity indicator, which showed 75% results and fell into the good category, indicated from the test results that many students responded well to the material. Therefore, using the multidirectional question and answer method in online lectures for the psychology of child and adolescent development course in the PPAR 3C class at the Faculty of Ushuluddin and Dakwah Islamic Counseling Education Study Program UIN Surakarta can boost student engagement.

3.2. *Effectiveness of Implementing the Multi-Way Question and Answer Method to Increase Activeness*

The PPAR 3C UIN Surakarta class uses multiple methods to conduct online learning on child and adolescent development psychology. These processes include greeting students before class begins and opening and verifying the presence of other students in the zoom session. Before instruction begins, students are appreciated for their active participation in providing examples of social-emotional behavior in their classrooms by providing examples of everyday social-emotional behavior in early childhood in their respective learning environments. Since the Multi-Way Question and answer method applies the fundamentals of learning to the material on early childhood social emotional behavior, it is evident that students are more engaged in the learning process and pay closer attention to explanations when the material is presented in this way. As a result, students should be prepared to share their thoughts or pose questions when the opportunity arises.

Students were asked to pose questions using the multidirectional question-and-answer method. The presentation group then responds to the questions and designates other students to add or reply to their responses. When answering questions, the group discusses first and each student helps each other answer the questions. This shows that student activeness has increased in online learning when the Multi-Way Question and answer method is applied. At the end of learning, every active student will get additional points that will motivate each student to continue to actively participate in the online learning process.

On the other hand, the researcher found that some of the interviewed students of class 3C PPARC UIN Surakarta preferred the learning method with Multi-Way Question and answer rather than the conventional learning approach where students only listen to the lecturer's introduction:

“This Multi-Way Question and answer method can increase student activeness in class because students will be more focused on the material presented during the presentation, because students will be randomly appointed to answer or ask questions. Thus, students must be focused and active. This will increase student activeness in the classroom. Perhaps initially shy to ask questions or express opinions and provide answers, but with the application of this method will make students more confident and their activity in class will be better.” (Rosyidah, 2021)

In addition, Fatiatis Sholihah (2021) also said that the Multi-Way Question and answer method can provide an increase in student activeness in class, as follows:

“This method can increase student activeness in class because students will be more focused and pay attention to the material presented, the multi-directional method will make students learn material before the multi-directional recovery begins because this method will throw questions to one another so that students are more focused.”

The outcomes of the interview with Alfiana Endah (2021) further support earlier theories that using the multidirectional question-and-answer technique can boost student engagement.

“It can increase student activeness in class, because you can’t help but answer when asked and dare to ask questions, there is a certain encouragement and feeling from this method, and it explains that a little force to take a different step is not always worse than what you imagine.”

According to the researchers’ interviews, it is evident that using this multidirectional question and response format can boost student engagement in the PPARCC 3C class at UIN Surakarta’s online lectures on the psychology of child and adolescent development. This is because students will be chosen at random to respond to questions or pose them, which will force them to pay attention and participate in class.

As for the results of the student questionnaire regarding the analysis of the effectiveness of the Multi-Way Question and answer method in order to provide an increase in student activeness in online lectures on the psychology of child and adolescent development in the PPAR 3C class at UIN Surakarta, the percentage of results in each indicator in accordance with the table of student activeness criteria obtained a very good percentage, namely the visual activities indicator 96.9% with the question: do you pay attention when the lecturer explains the learning material with the Multi-Way Question and answer method? Listening activities 100% with questions: With the application of the multi-way question and answer method, do you pay more attention when a friend asks or answers a question? Writing activities 90.6% with questions: Before the lecture with the application of the multi-way question and answer method, did you read the lecture material first? Mental activities 75% with questions: Do you dare to express your opinion when the lecture is conducted with the Multi-Way Question and answer method? While the oral activities indicator is 90.6% with the question: With the application of the Multi-Way Question and answer method, do you dare to ask questions after the learning material is delivered?, so that it is categorized as very good in accordance with the presentation results of the analysis of the effectiveness of the Multi-Way Question and answer method to increase student activeness in online lectures on the psychology of child and adolescent development in PPAR 3C class at UIN Surakarta.

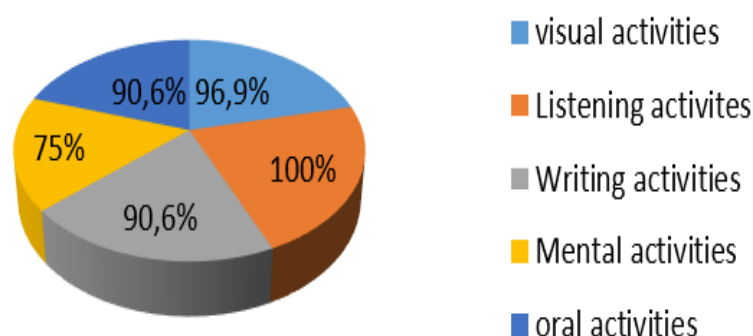


Figure 1. Presentation of Analysis of the Effectiveness of the Multi-Way Question and Answer Method

Judging from the results of the questionnaire survey above, the application of the Multi-Way Question and answer method in online lectures on child and adolescent development psychology at UIN PPAR Surakarta Class 3C is in the "very good" category. In the results of the demonstration graph above, where the indicators of visual activity, listening activity, writing activity and speaking activity fall into the excellent category of more than 75%, only the mental activity indicator shows good category results of 75%. So that these results are in line with the research conducted by I Ketut Manik (2020) that with the application of the Multi-Way Question and answer method, it can be seen that the average class level has just increased from the initial data, namely 56.6 in cycle 1, which increased to 70.00 while in cycle 2 the period increased to 76.00. Similarly, research conducted by Ni Made Prasti stated that there was an increase in the average student learning outcomes from 57.13 to 60.48 in cycle 1, and in cycle II to 71.17 with an initial average of 39.13%. So that there is an increase in the average student learning outcomes from 69.57 to 95.65. Therefore, the science learning outcomes of grade VI students with the use of the Multi-Way Question and answer method showed an increase in the lesson (Gide, 1967).

4. CONCLUSION

The implementation of researchers forms an RTM (face-to-face plan), which begins with apperception, core activities and ends with evaluation and reflection. Based on the test results obtained, many students gave a good response to the material as seen in the presentation of the achievement of student activeness in class, namely in the indicators of visual activities, listening activities, writing activities and oral activities reaching a presentation above 75% which fell into the very good category, only in the mental activities indicator which showed 75% results and fell into the good category. Thus, the application of the Multi-Way Question and answer method to students of the Islamic Counseling Bibingan Study Program at UIN Surakarta in online lectures in PPAR 3C class in the Psychology of Child and Adolescent Development course can increase student activeness.

The observations that have been conducted show that students are more active in the online learning process with the application of the multidirectional question and answer method. At the end of the learning process, each active student will receive an additional score that will motivate them to continue to be active in the learning process, as supported by the results of interviews with students who said that with the application of this multidirectional question and answer method, student activity can be increased. Then, it is reinforced by the results of the questionnaire which states that the indicators of visual, writing, listening and oral activities reached a presentation above 75%, which is included in the excellent category only in the mental activities indicator which shows the result is 75% and is included in the good category.

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