At-Ta'lim: Jurnal Pendidikan
Vol. 10 No. 1 2024.
ISSN (Print): 2460-5360 ISSN (Online): 2548-4419
DOI: https://doi.org/10.55210/attalim.v9i1.886

THE EFFECT OF THE IMPLEMENTATION OF THE LEARNING START WITH A QUESTION (LSQ) LEARNING STRATEGY ON THE LEARNING OUTCOMES OF STUDENTS OF ECONOMICS CLASS X AT MA MUHAMMADIYAH PEKANBARU

Asri Neli Putri[1*], Paijan Rambe[1], Suparmi[1], Sukma Setia Ningsih[1], Syahrul Amin[2]
[1]Department of Economic Education, STKIP 'Aisyiah Riau
[2] Department of Curriculum and Instruction Education, Texas A&M University
*asrineliputri87@gmail.com

Abstract

This research aims to find out whether there are differences in learning outcomes after implementing the Learning Start With A Question (LSQ) learning strategy on student learning outcomes in Financial Institutions (banks) in the Economics subject in class X MA Muhammadiyah Pekanbaru. The subjects in the research were 33 students. Data collection was carried out from posttest questions given to students in the control class and experimental class. The learning results obtained when conducting research were a mean value of 71.76, while for the experimental class the mean was 76.25. Thus, the average value obtained from the experimental class that was given treatment in the form of the LSQ strategy was higher than the control class that was not treated. In the normality test, the data obtained was not normal, so the researcher processed the data using a non-parametric test which obtained the hypothesis that the processed value was 0.601>0.05, indicating that Ha was rejected and H0 was accepted. This means that there is no significant average difference between the use of LSQ and conventional learning strategies
Keywords: Learning Outcomes, Learning Start with A Question (LSQ), Learning Strategy.

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan hasil belajar setelah penerapan strategi pembelajaran Learning Start With A Question (LSQ) terhadap hasil belajar siswa pada materi Lembaga Keuangan (bank) mata pelajaran Ekonomi di kelas X MA Muhammadiyah Pekanbaru. Subjek dalam penelitian ini berjumlah 33 orang siswa. Pengumpulan data dilakukan dari soal posttest yang diberikan kepada siswa pada kelas kontrol dan kelas Eksperimen. Hasil belajar yang diperoleh pada saat pelaksanaan penelitian adalah nilai rata-rata kelas kontrol sebesar 71,76 sedangkan untuk kelas eksperimen diperoleh nilai rata-rata sebesar 76,25. Dengan demikian, nilai rata-rata yang diperoleh dari kelas eksperimen yang diberi perlakuan berupa strategi LSQ lebih tinggi dibandingkan dengan kelas kontrol yang tidak diberi perlakuan. Pada uji normalitas, data yang diolah tidak normal sehingga peneliti mengolah data dengan menggunakan uji nonparametrik yang memperoleh hipotesis bahwa nilai olahan 0,601 > 0,05 menunjukkan bahwa Ha ditolak dan H0 diterima. Hal ini berarti tidak terdapat perbedaan rata-rata yang signifikan antara penggunaan strategi pembelajaran LSQ dan konvensional.
Keywords: Hasil belajar, Learning Start With A Question (LSQ), Strategi Pembelajaran

INTRODUCTION

A learning strategy is an action plan (sequence of activities) that includes all learning components including the use of strategies and the use of various learning resources to achieve learning goals. Learning strategies can also be interpreted narrowly or broadly. In a narrow sense, strategies have similarities as a way of expressing how to achieve a certain learning goal. Strategy in a broad sense, on the other hand, can be interpreted as a method to determine all aspects related to the achievement of learning objectives, including planning, implementation, and evaluation of learning. (Hadion, Wijoyo, Sunarsi, 2020)

The LSQ Learning Strategy in particular is a learning strategy that emphasizes students' ability to ask questions before receiving explanations from the teacher. By asking questions, it means that students can complete parts of the reading that they do not understand, so asking questions can make students aware of their progress and achievements. Therefore, the LSQ strategy was created to activate questioning skills. During the learning process, not only one or two pairs of students ask questions, but all pairs have the same opportunity to ask questions. With this strategy, learning will be more interesting and can increase student activity. This strategy can create a learning atmosphere that encourages students to ask questions as the key to learning so that maximum learning outcomes are achieved.(Ariska Siti, 2021)

Learning outcomes appear to be behavioral changes in students, which can be observed and measured as changes in knowledge, attitudes and skills. These changes can be interpreted as improvements and better developments than before, for example from unknown to known, from rude to polite, and so on. Changes that occur in a person's human disposition or ability are in the form of mastery of knowledge and skills acquired through earnest efforts made in a certain period of time or over a relatively long period of time and not through the process of development. Therefore, learning outcomes can be understood as a process that is carried out with effort and intention to achieve attitude change. Output standards are also the result of the interaction between the learning process and the educator's teaching process. The teaching process ends with the learning outcome process. Thus, learning outcomes are the result of a continuous and comprehensive student learning process about the process and the results it achieves (Budiyono , 2020)**.**

Based on information from Economics teachers who teach, the students' final learning outcomes were low, with more than half of the children obtaining incomplete scores from the

Minimum Completeness Criteria (KKM) of Economics. It is known that in the learning process in the classroom, the learning strategies used are still less varied. The use of methods or media still uses conventional learning, namely lectures and discussions. This study aims to find out whether the use of *the learning start With A Question* (LSQ) strategy has an effect on the learning outcomes of students in class X in economics at MA Muhammadiyah Pekanbaru. In line with the results of the research of Ali Masyudi and Subhan Adi Santoso in 2022 entitled The Effect of *the Start with a Question Learning Strategy* on Student Learning Outcomes in the Field of Fiqh at MTS Al-Aman Payaman Solokuro Lamongan shows that the learning outcomes of students whose application of the LSQ strategy affects learning outcomes in the field of fiqh studies in grade VIII MTs Al-Aman Payaman Solokuro Lamongan is quite good.(Subhan Adi Santoso, 2022)

RESEARCH METHODS

The type of research used in this study is quantitative research using the quasi-experimental research method. The researcher's design uses *a Posttest Only Control Design*, where this design has two groups that are each selected by considering the average student. The experimental class was treated and the control class was not treated. So the observation or measurement of the two class groups was only carried out after the treatment for the experimental group was completed. *Posttest* for group members is carried out at the same time. This design can be described as follows. The research will be carried out in September 2023. The place of research was conducted at MA Muhammadiyah Pekanbaru. The subjects in this study are 33 students. The sample used in the study is a (Kamza et al., 2021)*purposive sampling* technique with certain considerations, namely these two classes have almost the same average score of Economics learning outcomes. With each class totaling 16 students for class X-1 of the Experiment class and 17 students of class X-2 of the control class. This research instrument is in the form of a test that has been tested for its reliability and reliability to know that the questions that will be done by students have valid and reliable results. With the data analysis technique used, namely the normality test used to find out whether the data that has been obtained is normal or not. In this study, the normality test of a data uses the Spiro-Wilk Test. This research was assisted by using the SPSS V25 application. Furthermore, to test the research hypothesis carried out, namely by using (Ismail, 2018) *the Mann-Whitney U T-test.* The Mann-Whitney *test* is a form of testing in nonparametric statistical analysis. (Birahi et

al., 2022)This test is also an alternative to the t-test if data that is abnormally distributed is obtained (Sugiono, 2017)

RESULTS AND DISCUSSION

In this study, the results were obtained in the form of descriptive data or values presented in the following table:

Table.1 ***Desain Posttest Only Control Design***

Group	Control	Experiment
Treatment		X
Posttest Results	70	30
	30	80
	80	70
	40	80
	70	70
	90	80
	80	70
	80	90
	90	90
	90	80
	70	90
	80	80
	90	80
	80	50
	50	90
	40	90
	90	

From the picture above are the scores that have been obtained by students in the control class and the experimental class after participating in learning and doing the tests that have been given. Furthermore, in the description of the data, each variable can then be seen from the mean value, average, maximum-minimum, and standard deviation. The descriptive data uses spss Ver.25.

Table 4.2 Descriptive Statistical Table Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
control	17	30	90	71.76	19.760
experiment	16	30	90	76.25	16.279
Valid N (listwise)	16				

From the table above, it shows that the mean value for the control class is 71.76, the standard deviation value is 19.760, the minimum value is 30, the maximum value is 90, while for the experimental class the mean is 76.25, the standard deviation value is 16.279, the minimum value is 30 and the maximum value is 90. This analysis is used to find out whether the data studied spreads normally. The normality test uses the *shapiro wilk method* with a significant (α) = 0.05 so that H_a = if the results obtained > 0.05 then the data is normally distributed while H_0 = if the results obtained <0.05 then the data is not normally distributed as the results of the normality test are as follows:

Table. 2

Table Shapiro-Wilk

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
group	Statistics	Df	Sig.	Statistics	Df	Sig.
Control group	.250	17	.006	.823	17	.004
Experimental group	.279	16	.002	.770	16	.001

a. Lilliefors Significance Correction

From the table above, it can be seen that the significance value of the learning outcome data in the control class is 0.004 and the experimental class is 0.001. Therefore, it can be concluded that H_a is rejected and H_0 is accepted, based on the results of both normality tests using *the shapiro-wilk test* show that the results are smaller than the significance value, which is 0.004<0.05 for the control class and 0.001<0.05 for the experimental class. This means that from the data above, it can be concluded that the data obtained is not normally distributed.

Hypothesis testing of student learning outcome data was carried out using the *Mann-Whitney* (U) test with an average difference to find out whether variable X, namely the LSQ

strategy, had an effect on variable Y, namely learning outcomes. It can be seen from the following table:

Table. 3 Mann-Whitney Test Results Table Test Statistics[a]

Mann-Whitney U	122.000
Wilcoxon W	275.000
Z	-.523
Asymp. Sig. (2-tailed)	.601
Exact Sig. [2*(1-tailed Sig.)]	.631b

a. Grouping Variable: group
b. Not corrected for ties.

Based on the *Mann-Whitney* table above, the result was 0.601. With a risk level of α = 0.05. This means that the data obtained has a value greater than the significance, which is 0.601>0.05. In accordance with the applicable provisions that(Utomo handayani, 2017) Ha = if the sig value (2-tailed) <0.05, then there is a significant difference between the learning outcomes in the control class and the experiment. H0 = if the sig value (2-tailed) is >0.05, then there is no significant difference between the learning outcomes in the control class and the experiment.

Student learning outcomes after using the LSQ strategy.

Based on research that has been conducted in class X-1 MA Muhammadiyah Pekanbaru. The researcher manages the data that has been obtained from the answer sheets of questions or tests that are used to determine student learning outcomes during the learning process by answering multiple-choice questions that have been given by the researcher. The results of the posttest on the learning outcomes of Economics students after the implementation of the LSQ strategy are a minimum of 30, a maximum of 90, an average score of 76.25 and a standard deviation of 16.279, while in the control class that was not treated, a minimum score of 30 and a maximum score of 90 were obtained, an average score of 71.76 and a standard deviation of 19.76. It can be concluded that in the learning outcomes of students after using the LSQ strategy, they obtained a higher average score with a score of 76.25 with a control class of 71.76.

The Effect of the Implementation of LSQ Learning Strategy on the Learning Outcomes of Class X Students in the Economics Subject of MA Muhammadiyah Pekanbaru.

The normality test that has been carried out on the significant level of student learning outcome data used is 0.05. Based on the data processing, the data obtained with a value of 0.004

for the control class and 0.001 for the experimental class. This means that the value of the data processed is greater than the significant values (0.004<0.05) and (0.001<0.05). Thus, the values that have been obtained in the normality test show that the data tested is abnormally distributed. The Mann-Whitney test is used to test the significance of the comparative hypothesis of two independent samples when the data is in the form of ordinals. The processing of hypothesis data carried out using the (Sugiono, 2017)*Mann-Whitney* test obtained a value of 0.601. This means that the value obtained is greater than 0.601>0.05. Based on the above research, the results obtained were in the form of not having an influencer or the strategy used was better than the LSQ strategy in the research conducted. It shows that the research can be concluded that there is no significant average difference between the control class and the experimental class. Thus, Ha is rejected and H_0 is accepted. This means that there is no significant influence on learning outcomes between students who apply LSQ learning strategies and students who apply learning with conventional methods.

CONCLUSION

The learning outcomes of students after the implementation of the *Learning Start With A Question* learning strategy in Economics class X-1 MA Muhammadiyah Pekanbaru had a higher average of 76.25 while in Economics class X-2 MA Muhammadiyah Pekanbaru did not use the *Learning Start With A Question* strategy, obtaining an average of 71.76.

The results of the data obtained in this study showed that the processed data was not normally distributed where 0.004<0.05 for the control class and 0.001<0.05 for the experimental class. In the hypothesis test, the *Mann-Whitney* U test was used by obtaining a sign result of 0.601>0.05 so that H_a was rejected and H_0 was accepted. This means that there is no significant influence on learning outcomes between students who apply LSQ learning strategies and students who apply learning with conventional methods.

BIBLIOGRAPHY

Ariska Siti. (2021). Penerapan Strategi Pembelajaran Learning Start With A Question (Lsq) Untuk Meningkatkan Keterampilan Bertanya Siswa Pada Tema Indahnya Keberagaman Di

Negeriku Kelas Iv Sekolah Dasar Negeri 007 Suka Maju Kecamatan Tapung Hilir. *Industry and Higher Education*, *3*(1), 1689–1699.

Birahi, M., Aulele, S. N., Wattimena, A. Z., Lewaherilla, N., & Latupeirissa, S. J. (2022). Analisis Pengaruh Model Pembelajaran Contextual Teaching And Learning (Ctl) Terhadap Hasil Belajar Siswa Dengan Menggunakan Uji Mann Whitney Dan Wald Wolfowits. *Matematika, Statistika Dan Terapannya*, *01*(01), 59–68.

Hadion Wijoyo, Denok Sunarsi, dan I. I. (2020). *Strategi Pemasaran UMKM di Masa Pandemi* (Vol. 5, Issue 1).

Haris, A., & Budiyono, A. (2020). Implementasi Model Direct Interaction Dengan Metode Diskusi Untuk Meningkatkan Hasil Belajar Implementation Of Direct Interaction Model Using Discussion Method To Improve Student Learning Outcomes In Pai. *Studi Ilmu Pendidikan Dan Keislaman*, *3*(1), 1.

Ismail, H. F. (2018). *Statistika untuk penelitian pendidikan dan ilmu-ilmu sosial*.

Kamza, M., Husaini, & Ayu, I. L. (2021). Pengaruh Metode Pembelajaran Diskusi dengan Tipe Buzz Group Terhadap Keaktifan Belajar Siswa pada Mata Pelajaran IPS. *Jurnal Basicedu*, *5*(5), 4120–4126. https://doi.org/10.31004/basicedu.v5i5.1347

Subhan Adi Santoso, A. M. (2022). Pengaruh Strategi Learning Start With A Question Terhadap Hasil Belajar Siswa Dalam Bidang Fiqih Di MTS Al-Aman Payaman Solokuro Lamongan. *Jurnal Mahasiswa Pendidikan*, *2*(1), 1–14. https://doi.org/10.37286/jmp.v2i1.143

Sugiono. (2017). *metode penelitian kuantitatif* (setiawami, Ed.). alfabeta bandung.

Utomo Handayani. (2017). Perbandingan Tabel Mortalita Indonesia Dan Tabel Mortalita Cso Menggunakan Uji Mann-Whitney Dan Uji Kruskal-Wallis. *Angewandte Chemie International Edition, 6(11), 951–952.*, *6*(3), 5–24.