# IMPACT OF PROVIDING CONTENT MASTERY SERVICES FOR THE DISCOVERY LEARNING MODEL APPROACH TO IMPROVE STUDENTS' QUESTIONING SKILLS IN THE LEARNING PROCESS IN SCHOOLS

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**ABSTRAK**

*Ketidakmampuan bertanya santri dalam proses pembelajaran menunjukkan indikasi santri belum memiliki keterampilan bertanya yang baik, sehingga akan menghambat santri dalam memahami materi pelajaran dan prestasi di sekolah. Penelitian ini bertujuan untuk meningkatkan keterampilan bertanya santri dalam proses pembelajaran dengan menggunakan layanan penguasaan konten menggunakan model discovery learning. Jenis penelitian yang digunakan yaitu kuantitatif pendekatan eksperimen dengan rancangan one-group pretest-posttest design. Subjek dalam penelitian ini berjumlah 27 orang yang memiliki keterampilan bertanya dengan kategori rendah pada santri Pondok Pesantren Nurul Haq Semurup. Data diperoleh dengan menyebarkan skala keterampilan bertanya yang dikembangkan sendiri oleh peneliti yang telah diuji validitas dan realibilitasnya, kemudian hasil penelitian diolah menggunakan rumus uji -t. Hasil penelitian ini menunjukkan adanya pengaruh yang signifikan keterampilan bertanya santri sebelum dan setelah diberikan layanan penguasaan konten dengan pendekatan discovery learning. Hal ini bermakna layanan penguasaan konten dengan pendekatan discovery learning bisa digunakan untuk meningkatkan keterampilan bertanya santri pada proses pembelajaran.*

**Kata Kunci:** keterampilan bertanya; pembelajaran; penguasaan konten; discovery learning.

***ABSTRACT***

*The inability to ask students in the learning process indicates that students do not have good questioning skills. It will hinder students in understanding the subject matter and achievements at school. This study aims to improve students' questioning skills in the learning process by using content mastery services using the discovery learning model. The type of research used is a quantitative experimental approach with a one-group pretest-posttest design. The subjects in this study were 27 people with low questioning skills in the Nurul Haq Semurup Islamic Boarding School students. The data is obtained by spreading a scale of questioning skills developed by researchers who have been tested for validity and reliability. Then the results of the study are processed using the -t-test formula. The results of this study show a significant influence on students' questioning skills before and after being given content mastery services with a discovery learning approach. This means that content mastery services with a discovery learning approach can be used to improve students' questioning skills in the learning process.*

***Keywords:*** *questioning skills, learning, content mastery, discovery learning*

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## INTRODUCTION

Education has an important role for humans facing the nation and state development. Humans need the education to improve their quality of life, realize themselves by the stages of developmental tasks optimally to reach a certain level of maturity, and have the ability in science and devotion. Education is also a business or activity carried out intentionally, regularly and planned to change or develop the desired behaviour.

The competency standard in guidance and counselling services is the Student Independence Competency Standard (SICS). The various aspects of development contained in the SICS are referred to from the developmental tasks students achieve. Thus, the developmental tasks and aspects contained in the SICS have a very close relationship.

The eleven aspects of the SICS quoted from the Operational Guidelines for the Implementation of High School Guidance and Counseling include intellectual maturity, social responsibility awareness, gender awareness, self-development, entrepreneurial behaviour (behavioural economic independence), insight into career readiness, maturity of relationships with peers and self-readiness to get married and have a family (Bhakti, 2017).

The success or failure of the achievement of educational competencies depends largely on the learning process that the student experiences both at school and in his own home or family environment. Learning is not just a necessity but a necessity. This is what Piaget said (in Syah, 2012) since its birth; every human child has an inherent need in himself to learn.

Two factors can affect student learning achievement: internal and external factors. Internal factors in learning exist in oneself, such as intelligence or intelligence, personality, talents, interests, attitudes and learning skills. At the same time, external factors can influence those that arise from outside the individual, namely the family, environment and society (Natawidjaja, 1999).

Learning skills are a possible factor that can affect student learning outcomes. Various things can be used as guidelines to see learning skills. Prayitno (1997) formulated several guidelines that can be used as guidelines each time you participate in learning activities as contained in the learning skills exercise series, namely: (1) choosing a seat in the classroom, (2) recording material, (3) asking and answering, (4) expressing opinions and (5) trying to avoid various influences that interfere with learning concentration.

Learning skills are something that students feel is very necessary to have and always improve. Learning skills are considered capable of being able to be a benchmark for different individuals in improving learning outcomes. Learning skills are a set of systems, methods and techniques that are good for mastering the knowledge material delivered by the teacher agilely, effectively and efficiently (Gie, 2002).

One of the important components of learning skills is the skill of questioning; in Islam, it is taught that people ask people knowing so as not to stray into the wrong path; this is as Allah explained in the Quran in Surah An-Nahl verse 43 is said which means "and We do not send before you, except those men whom we give them revelation to; then ask the one who has knowledge if you do not know".

In verse, it is directed that humans ask what if they do not know because asking will open the human mind from those who do not know to know, meaning that it is very important to ask questions in the learning process because asking has an important role because well-composed questions and appropriate casting techniques will have a positive impact on students, including increasing student participation in teaching and learning activities, arouse students' interest, and curiosity about a problem that is being faced or talked about, develop patterns and ways of active learning from students because thinking itself is asking questions, guiding students' thinking processes because good questions will help students to be able to determine good answers, focus students' attention on the problem being discussed.

Building a culture of questioning among students has not been a priority for teachers due to time constraints and a large amount of material to be taught. Suppose the culture of questioning has been built among students. In that case, the impact will be the emergence of innovation and creativity from the younger generation, which can later help provide solutions to every problem in this nation. The culture

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of literacy or the penchant for reading books has not yet become a "staple food" for the younger generation, as well as a lack of reading culture, coupled with the habit of parents in the past that prohibited their children from asking questions making it difficult for students to ask questions and developing critical questions (Prasetyo, 2015).

Based on the results of an interview conducted at MAS Nurul Haq on February 4, 2019, from the statement of the homeroom teacher, it is known that the learning atmosphere tends to look less active during the learning process. When the teacher finished explaining the material, the teacher invited the students to ask questions, but the students did not seem enthusiastic about asking. Students say they lack the courage to ask questions, some students find it difficult to express questions that are already in their heads, and some students claim that they often feel bored when they want to repeat lessons at home. It can also be seen that students tend to be inactive during learning so that the class becomes rigid. When learning takes place, students are seen doing activities unrelated to learning. Then when asked by the teacher why the students were reluctant to ask, they replied that they were hesitant to ask because they felt that they had weak abilities in asking questions. This is because students do not prepare questions before learning begins, and they do not understand how to convey them, so the questions asked can not be convoluted and clear.

To overcome this, assistance is provided to students by carrying out guidance and counselling services. Guidance is the process of providing assistance carried out by an expert to an individual using various procedures, methods and materials so that the individual can be independent in solving the problems he faces. At the same time, counselling is a process of providing assistance based on the procedure of interviewing counselling by an expert, the one that boils down to solving the problems faced by the client (Purwanti., Firman., & Sano, 2013). The importance of guidance and counselling is inseparable from the purpose of counselling guidance itself. The purpose of counselling guidance is to help students' self-development as optimally as possible.

If teaching and learning activities are oriented towards increasing intellectual intelligence, then school guidance and counselling activities are specifically oriented towards helping all aspects of student self-development. One of the guidance and counselling services carried out is content mastery services. Content Mastery Service (CMS) is a helping service for individuals (alone or in groups) to master certain abilities or competencies through learning activities (Prayitno, 2012). Furthermore, Prayitno (in Umami, 2015) explains the various learning skills that include basic reading skills, writing, counting, skills to follow lessons in the classroom, taking notes, asking questions, and answering (both oral and written), do assignments, make reports, compile papers, prepare and take exams, and follow up on the results of doing assignments, tests, or exams.

Based on the root of the problem found, the main factor that must be immediately sought for a solution is how to improve students' questioning skills in learning activities so that students not only hear and record the teacher's explanations and answer questions but are also able to ask questions, express opinions or ideas, conclude and communicate lesson messages both in small groups and in the classroom. Improving students' questioning skills will ultimately also affect student learning outcomes.

Sukardi., Desak., & Kusmawati (2008) explains that content mastery services are intended to allow students to understand and develop good learning attitudes and habits, learning skills and materials that match their learning speed and difficulties, as well as the demands of useful abilities in their life and development. To improve questioning skills in the learning process, use innovative and progressive learning models. This is intended to make the learning process more effective. Soekamto (in Trianto, 2009) explains that the learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain learning goals and serves as a guide for learning designers and teachers in planning teaching and learning activities.

During the increasingly good attention of the government in strengthening the existence of guidance and counselling in educational institutions,

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implementing guidance and counselling activities in schools is a challenge for school counsellors as the main implementers in these activities. So far, content mastery services carried out by school counsellors are not combined with innovative and creative learning models.

Amri, Syahniar, & Nirwana (2016) explains that to master and improve the ability to express opinions, various strategies and special approaches are needed for students. It is felt that a special learning model is needed to implement content mastery services so that learning efforts become more interesting and the results are even better; one of the learning models that can be used is the learning discovery learning model. Using a cooperative learning model is not just a habit of learning in groups but can train students to work independently.

One of the learning models is discovery learning. The discovery learning model is one of the solutions to improve students' questioning skills. According to Astuti (2015), the discovery learning model is a way of teaching that involves students in the process of mental activities through the exchange of opinions, discussions, seminars, reading by themselves and trying themselves so that children can learn on their own. By using one of the guidance and counselling service approaches, namely content mastery services using the discovery learning model, it is hoped that it will make students active in issuing ideas and can help students to strengthen their learning concepts so that they can directly increase their confidence of students in asking questions in the learning process

**METHOD**

This research was conducted by utilizing the experimental method of the One-Group Pretest-Posttest Design approach, which measures the results of research before and after being given the treatment of research subjects (Sugiyono, 2012) in the form of content mastery services with a discovery learning model. The subject of this study was Madrasah Aliyah Nurul Haq Semurup students who were taken with purposive sampling techniques. These students had low questioning skills in the learning process totalling 27 students.

The instrument used to collect data in this study was the Santri Questioning Skills Scale (SQSS), which was used to reveal the level of questioning skills of students in the learning process (developed from the opinion of Mukhid, 2009, p. 56). This scale uses four alternative answers, including very well scored 3, well scored 2, quite well scored one and not well given a score of 0. This scale obtained satisfactory results from the internal reliability test (Cronbach's Alpha = 0.85). An example of a statement item of this scale: "I asked a question using an easy-to-understand sentence".

The research data that has been collected is then tabulated to facilitate the data analysis process. Data analysis using the help of the SPSS 25.00 program. Descriptive statistics are used to determine students' level of questioning skills in the learning process after pre-test and post-test. Then to reveal the differences in students' questioning skills in the learning process before and after being given treatment in the form of content mastery services with a discovery learning approach, t-test data analysis techniques are used.

**RESULTS AND DISCUSSION**

A description of the data on the questioning skills of students before being given content mastery services with a discovery learning approach can be seen in Table 1 below:

**Table 1.** Frequency Distribution and Percentage of Pre-test Data

| Category | Frequency | Percentage (%) |
|---|---|---|
| Bad | 17 | 62,96 |
| Good Enough | 10 | 37,04 |
| Good | 0 | 0 |

From the results of research that has been carried out, it is revealed that before being given treatment in the form of content mastery services with a discovery learning approach, the questioning skills in the learning process of 27 students did not have good questioning skills, which was an average of around 62.96%.

Questioning skills in the learning process are very important because this is one of the important skills to be successful in following the learning

process well. However, not all students have the skills to ask questions during the learning process; it is often found that some students have difficulty asking questions because they feel confused in asking questions (Prilanita, & Sukirno, 2017). The skill and fluency of asking need to be trained and improved, both the content of the question and the technique of asking (Parera, 1987) so that students can understand the subject matter well to obtain learning achievements. One of the factors inhibiting students in learning is the weak self-control and self-esteem of students in school (Juliawati., Yandri., & Afrifadela, 2020; Juliawati., Yandri., & Putri, 2021) so that when students want to convey their ideas and ideas in the learning process become hampered, including in conveying questions in the classroom they become doubtful and indecisive.

Furthermore, to see the results of the treatment of content mastery services with a discovery learning approach to questioning skills in the learning process can be seen in Table 2 below.

**Table 2.** Frequency Distribution and Percentage of Post-test Data

| Category | Frequency | Percentage (%) |
|---|---|---|
| Bad | 0 | 0 |
| Good Enough | 4 | 14,81 |
| Good | 23 | 85,19 |

In table 2, it can be seen that after being given treatment in the form of content mastery services with a discovery learning approach, the questioning skills in the learning process of 27 students showed an improvement. There are about 23 students who already have good questioning skills, or 85.19%.

Proper handling and the level of student development can improve students' skills in learning. Such as, students' questioning skills in the learning process can be improved by Guidance and Counseling teachers by utilizing content mastery services with a discovery learning approach. There are several components of questioning skills that students must master, namely: Being able to arrange words/sentences correctly; Able to compile effectively and quality question content; Able to convey questions calmly and directly; Able to use the right body language when asking questions (Mukhid,

2009). One method that can be used in honing students' questioning skills is discovery learning. The results of Balim's research (2009) show that the discovery learning model positively affects student success in learning and can improve students' inquiry learning skills. Furthermore, the findings of research from Saab., van Joolingen., & van Hout-Wolters, (2005) show that discovery learning models effectively improve student communication.

Furthermore, to see the results of the t-test test on the difference between the pre-test score and the post-test can be seen in Table 3 below.

**Table 3.** t-test Results

| | t | df | Sig. (2-tailed) |
|---|---|---|---|
| *Equal variances assumed* | 2.56 | 27 | .012 |

Based on table 3, it can be seen that the significance value is 0.012 or the probability is below 0.05 ($0.012 \leq 0.05$). Thus, there are differences in students' questioning skills in the learning process before and after being given treatment in the form of content mastery services with a discovery learning approach.

The findings are also strengthened by the findings of previous studies, which revealed that content mastery services are effectively used to improve students' public speaking skills (Gutara, Rangka., & Prasetyaningtyas, 2017), increasing student learning concentration (Hasanah., Ahmad., & Karnali, 2017). Then the content mastery service of symbolic modelling techniques also increases student self-efficacy in mathematics lessons (Sadewi., Sugiharto., & Nusantoro, 2012). furthermore, content mastery services with role-playing techniques are also effective for increasing student learning responsibilities at school (Sartono, 2014); content mastery services using role-playing learning models also increase students' confidence in learning (Arienta, 2017).

From the exposure of data from this study, researchers realize that there are still shortcomings that need to be corrected by researchers, such as respondents who are still small and are still being carried out in one school, so that the results of these

findings cannot be generalized on the data that has been disclosed so that the results of these findings can only be used in schools where this study was conducted. So, to see a wider impact related to the effectiveness of content mastery services with this discovery learning approach, subsequent researchers are expected to enlarge the area and number of research samples.

**CONCLUSION**

The conclusion of this study reveals that the questioning skills of students of Pondok Pesantren Nurul Haq Semurup in the learning process before being given content mastery services with a discovery learning approach are, on average, in the category of not being good. However, after being given treatment in the form of content mastery services with a discovery learning approach, students' skills have increased, with the average being in a good category. The results of the t-test statistical test show differences in the questioning skills of students of the Nurul Haq Semurup Islamic Boarding School in the learning process before after being given treatment in the form of content mastery services with a discovery learning approach.

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