

ABSTRAK

Angela Maria Melania Bere 2026. Penerapan Model pembelajaran *Questioning Answering* untuk Meningkatkan Hasil Belajar Siswa pada Pembelajaran IPAS Kelas V Matei Peta Di SDN Tunggulwulung 2. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Program Sarjana Universitas Tribhuwana Tungadewi, Pembimbing (1) Moh. Farid Nurul Anwar S.Pd., M.Pd., Pembimbing (II) Muh. Fauzy Emqi S.Pd.I, M.Pd.I.

Kata Kunci: *Questioning Answering*, hasil belajar, penelitian tindak kelas, pembelajaran IPAS, sekolah dasar.

Pembelajaran IPAS pada materi peta di sekolah dasar masih menunjukkan rendahnya hasil belajar siswa yang disebabkan oleh kurangnya keaktifan dan pemahaman terhadap komponen peta seperti simbol, legenda, arah mata angin, dan skala. Permasalahan tersebut juga terjadi pada siswa kelas V SDN Tunggulwulung II, di mana sebagian besar siswa belum mencapai Kriteria Ketuntasan Minimal (KKM). Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa melalui penerapan model pembelajaran *Questioning Answering* pada materi peta. Penelitian ini menggunakan metode

Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, yang masing-masing meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 29 siswa kelas V. Teknik pengumpulan data dilakukan melalui tes hasil belajar, observasi aktivitas pembelajaran, dan dokumentasi, sedangkan analisis data menggunakan pendekatan deskriptif kuantitatif dan kualitatif dengan menghitung rata-rata nilai dan persentase ketuntasan belajar siswa. Hasil penelitian menunjukkan bahwa penerapan model *Questioning Answering* mampu meningkatkan hasil belajar siswa secara signifikan. Pada Siklus I, ketuntasan belajar mencapai 51,72% dengan rata-rata nilai 62,41. Setelah dilakukan perbaikan pembelajaran pada Siklus II, ketuntasan belajar meningkat menjadi 82,76% dengan rata-rata nilai 79,93, sehingga terjadi peningkatan ketuntasan sebesar 31,04%. Selain itu, siswa juga terlihat lebih aktif bertanya, menjawab pertanyaan, serta lebih percaya diri dalam menyampaikan pendapat. Dengan demikian, model pembelajaran *Questioning Answering* efektif digunakan untuk meningkatkan hasil belajar siswa pada materi peta dalam pembelajaran IPAS di sekolah dasar.

ABSTRACT

Angela Maria Melania Bere 2026, "The implementation of Questioning Answering Learning model to Improve IPAS Learning Outcomes of fifth Grade Students on Map Material ar SDN Tunggulwulung ". Thesis. Elementary School Teacher Education Study Program, Bachelor's Degree, Tribhuwana Tungadewi University. Advisors: (1) Moh. Farid Nurul Anwar, S.Pd., M.Pd. (2) Muh.Fauzy Emqi, S.PdI., M.Pd.I

Keywords: : Questioning Answering, learning outcomes, classroom action research, science and social studies (IPAS) learning, elementary school

Science and Social Studies (IPAS) learning on map material in elementary schools still shows low student learning outcomes, which are caused by a lack of student activeness and understanding of map components such as symbols, legends, cardinal directions, and scale. This problem also occurred among fifth-grade students of SDN Tunggulwulung II, where most students had not yet reached the Minimum Mastery Criteria (KKM). This study aimed to improve students' learning outcomes through the implementation of the Questioning Answering learning model on map material.

The study employed a Classroom Action Research (CAR) method conducted in two cycles, each consisting of planning, action implementation, observation, and reflection stages. The research subjects were 29 fifth-grade students. Data collection techniques included learning outcome tests, observation of learning activities, and documentation, while data analysis used both quantitative and qualitative descriptive approaches by calculating the average scores and the percentage of students' learning mastery. The results showed that the implementation of the Questioning Answering model significantly improved students' learning outcomes. In Cycle I, learning mastery reached 51.72% with an average score of 62.41. After improvements were made in Cycle II, learning mastery increased to 82.76% with an average score of 79.93, indicating an improvement of 31.04%. In addition, students became more active in asking and answering questions and showed greater confidence in expressing their opinions. Therefore, the Questioning Answering learning model is effective in improving students' learning outcomes on map material in IPAS learning at the elementary school level.