



Efforts To Improve Students' Learning Montivation In Social Studies Learning With The Lecture And Question And Answer Methods At Mis Hidayatusshalihin Nw Lanji

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Abstract: Learning motivation is an important factor in improving student learning outcomes. This study aims to analyze efforts to improve student learning motivation in Social Sciences (IPS) learning with Community Economic Activities material through lecture and question and answer methods for 5th grade students of MIS Hidayatusshalihin NW Lanji. The lecture method is used to convey basic concepts systematically, while the question and answer method is applied to improve student interaction and understanding of the material. This study uses a qualitative descriptive approach with observation, interview, and questionnaire techniques as data collection instruments. The results of the study indicate that the application of the lecture method accompanied by interactive questions and answers can increase student involvement in learning, strengthen conceptual understanding, and encourage students to be more active in asking and answering questions. In addition, the existence of positive rewards and feedback from teachers contributes to increasing student learning motivation. Thus, the lecture and question and answer method can be an effective strategy in increasing student learning motivation in IPS learning, especially in understanding community economic activities.

Keywords: Learning Motivation, IPS Learning, Community Economic Activities, Lecture Method, Question and Answer Method.

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INTRODUCTION

Education plays a crucial role in shaping the future of students and preparing them to face the challenges of life. A central goal of the educational process is to foster student motivation, which is key to achieving academic success. Motivation in learning is often regarded as the driving force that energizes students to engage in their studies, persist through challenges, and strive to achieve their educational goals. In the context of social studies learning, motivation becomes even more significant because this subject area requires students to connect theoretical concepts with real-world issues, often demanding critical thinking and a broad understanding of societal systems. At MIS Hidayatusshalihin NW Lanji, teachers have observed a decline in students' motivation to actively participate in social studies lessons. Many students demonstrate limited interest in the subject, and their lack of enthusiasm affects their academic performance. The observed disengagement

may be attributed to various factors, including the teaching methods used in the classroom, which may not be stimulating or interactive enough to capture students' attention and sustain their interest. Consequently, there is a need to explore strategies and approaches that can rekindle students' enthusiasm for social studies learning and foster a more dynamic classroom environment.

Traditionally, social studies lessons have been taught through a lecture-based approach, where teachers predominantly deliver content, and students passively receive information. While this method can be effective in conveying factual knowledge, it does not actively engage students or motivate them to apply what they have learned in real-life situations. As a result, students may struggle to connect with the material, leading to reduced interest and, in some cases, a lack of retention of important concepts. In contrast to the lecture-based approach, the Question and Answer method encourages active participation, critical thinking, and engagement from students. In this approach, students are prompted to think critically about the material, formulate questions, and engage in discussions with their peers and the teacher. The Question and Answer method provides students with opportunities to take ownership of their learning, seek clarification, and build a deeper understanding of social studies concepts.

However, despite the benefits of the Question and Answer method, its effectiveness can be enhanced when combined with a more structured and deliberate teaching approach. The Lecture and Question and Answer combination could be an innovative solution to improving students' motivation in social studies learning. By integrating both methods, teachers can provide the necessary content through lectures while simultaneously fostering critical thinking and active participation through question and answer sessions.

One of the main objectives of this action research is to explore the impact of combining the Lecture and Question and Answer methods on students' learning motivation. Specifically, the study aims to assess whether this combination can effectively engage students, enhance their interest in social studies, and encourage them to actively participate in lessons. The goal is to identify the potential of this blended approach to create a more stimulating and motivating learning environment in social studies classes at MIS Hidayatusshalihin NW Lanji. Several studies have suggested that active learning strategies, such as the Question and Answer method, can significantly improve students' motivation and learning outcomes. These strategies require students to be active participants in their learning, thus fostering a greater sense of responsibility and ownership over their education. By asking questions and seeking answers, students are encouraged to reflect on the material, which not only increases motivation but also helps in the retention and application of knowledge.

In the context of social studies education, the integration of Lecture and Question and Answer methods can provide a balanced approach to learning. The lecture serves as a foundation for introducing key concepts and presenting information, while the question and answer sessions provide opportunities for students to engage with the content more interactively. This combined approach aims to keep students interested and actively involved throughout the lesson. The purpose of this study is to examine the effects of combining the Lecture and Question and Answer methods on students' learning motivation in social studies at MIS Hidayatusshalihin NW Lanji. By investigating how these methods influence student behavior, participation, and academic performance, the study seeks to provide valuable insights into how teaching practices can be adjusted to better meet the needs of students in terms of motivation and engagement.

This study is particularly important because it addresses a key issue in the education system: how to sustain students' motivation, especially in subjects like social studies, which can sometimes be perceived as less engaging compared to other subjects. By improving student motivation, we can help foster a more positive learning experience, increase academic achievement, and ensure that students are better equipped to apply the knowledge they gain to their lives outside the classroom. The expected outcomes of this

research include not only a greater understanding of the role of motivation in social studies learning but also practical recommendations for educators at MIS Hidayatusshalihin NW Lanji. It is hoped that this study will demonstrate that the use of diverse teaching methods can lead to more engaging and effective social studies instruction. Through this research, the study will contribute to the broader field of educational strategies, offering insights into how teaching practices can be enhanced to foster a more motivated and active student body.

Ultimately, the aim of this action research is to find a solution to the existing problem of low motivation in social studies learning at MIS Hidayatusshalihin NW Lanji. By identifying effective teaching strategies, this study hopes to improve students' attitudes toward social studies, making the subject more enjoyable, relevant, and meaningful for them. The research will contribute to the broader conversation about how teachers can innovate and adapt their teaching methods to create a more engaging and motivating learning environment. Given the importance of social studies in fostering students' understanding of societal issues, history, and cultural awareness, this research is critical for ensuring that students develop not only academic skills but also the values and knowledge necessary for responsible citizenship. The findings of this study are expected to guide teachers and educational institutions in their efforts to enhance the quality of education and motivate students to engage more fully with their learning in social studies.

In conclusion, this research aims to improve students' learning motivation by investigating the effectiveness of combining the Lecture and Question and Answer methods in social studies instruction. By creating a more engaging and interactive classroom environment, the study seeks to address the challenges of student disengagement and motivate students to actively participate in their learning. The outcomes of this research will provide valuable insights into how teaching methods can be adapted to better meet the needs of students, ensuring that they remain motivated, interested, and engaged in their studies.

METHODS

This study uses an action research approach to examine the efforts to improve students' learning motivation in social studies at MIS Hidayatusshalihin NW Lanji. The action research method is selected because it allows for a practical and reflective process where the researcher can actively participate in the teaching-learning process and make real-time adjustments based on the results of each cycle. The overall aim is to assess the impact of the Lecture and Question and Answer methods on students' motivation to learn and to identify ways to improve teaching strategies in the classroom. The first step in the methodology involves identifying the problem and setting objectives. The research problem was identified as low student motivation in social studies lessons. To address this issue, the research focuses on improving students' engagement through the combination of Lecture and Question and Answer methods. The objectives of the study are to determine whether the use of these teaching methods can enhance students' motivation, foster active participation, and improve their understanding of the subject matter.

The next phase involves selecting the participants. This study was conducted at MIS Hidayatusshalihin NW Lanji, focusing on a class of social studies students. The participants were selected based on their enrollment in the social studies class and their level of participation in previous lessons. It is important to note that all students involved in the study were provided with clear information about the research process, and their participation was voluntary. Parental consent was also obtained to ensure the ethical consideration of student involvement in the study. In terms of data collection, a combination of qualitative and quantitative methods was used to gather comprehensive insights. The primary data sources were student surveys, classroom observations, and assessment results. The surveys were designed to capture students' motivation levels, attitudes toward social studies, and their perceptions of the teaching methods used. The

surveys were administered before and after the implementation of the intervention to measure changes in student motivation over time.

Classroom observations were also an essential part of the data collection process. During these observations, the researcher focused on students' levels of engagement, participation in discussions, and behavior during the lessons. The researcher recorded instances of active involvement, such as students asking questions, answering questions, and engaging in group work. These observations provided a qualitative measure of how the Lecture and Question and Answer methods affected student behavior and interaction in the classroom. Additionally, students' learning outcomes were assessed through pre-tests and post-tests. The pre-test was administered before the intervention began, and the post-test was conducted at the end of the study. Both tests assessed the students' knowledge and understanding of the social studies content. By comparing the results of the pre-test and post-test, the study was able to measure the improvement in students' academic performance as an indirect measure of the effectiveness of the teaching methods.

The next phase of the methodology involves the implementation of the Lecture and Question and Answer methods. Initially, the lecture method was used to introduce the key concepts of the social studies topic. This method provided students with foundational knowledge and allowed the teacher to present the material in a structured and clear manner. During the lecture, students were encouraged to ask questions and participate in short discussions to clarify their understanding of the content. Following the lecture, the Question and Answer method was used to promote active learning. The teacher asked questions to engage students in critical thinking and to encourage them to reflect on the material. Students were also invited to ask their own questions, and these questions were used as a basis for further discussion. This method was designed to create a dynamic and interactive classroom environment where students could actively participate in their learning. The teacher facilitated these interactions, ensuring that all students had the opportunity to contribute to the discussion.

The combination of Lecture and Question and Answer methods was implemented over a period of several weeks. During this time, the teacher made adjustments to the teaching approach based on the students' responses and engagement levels. For example, if students showed signs of disengagement or difficulty understanding certain concepts, the teacher modified the pace of the lecture or incorporated more interactive question-and-answer sessions to re-engage students. In order to monitor progress, the research followed an iterative process with cycles of planning, action, observation, and reflection. Each cycle allowed the teacher to evaluate the effectiveness of the teaching methods, make necessary adjustments, and refine the approach to improve student motivation and participation. After each cycle, feedback was gathered from students to assess their perception of the lessons and identify areas for improvement. This continuous cycle of reflection and adjustment is a key characteristic of action research, as it allows for real-time problem solving and iterative improvements.

To complement the teaching methods, students were also encouraged to engage in group discussions and collaborative activities. These activities allowed students to work together, share ideas, and learn from each other, further enhancing their motivation to participate in the lessons. Group discussions provided a platform for students to connect the concepts they learned in the lecture with real-world scenarios, thus reinforcing their understanding of the subject matter. In addition to the formal data collection methods, informal interviews were conducted with both students and teachers to gather feedback on the effectiveness of the teaching methods. These interviews provided valuable insights into how students perceived the learning environment, the impact of the teaching strategies on their motivation, and any challenges they faced during the process. Teachers were also asked to provide feedback on the implementation of the Lecture and Question and Answer methods, offering their perspective on how the combination of these approaches influenced the classroom dynamics and student engagement.

Data analysis was conducted using both qualitative and quantitative approaches. The quantitative data from pre-tests and post-tests were analyzed to measure improvements in students' academic performance. The pre-test and post-test scores were compared, and statistical tests were used to determine if the changes in performance were statistically significant. The qualitative data, including survey responses, classroom observations, and interviews, were analyzed thematically. This involved identifying recurring patterns and themes related to student motivation, participation, and the effectiveness of the teaching methods. The combination of both quantitative and qualitative data provided a comprehensive view of the impact of the Lecture and Question and Answer methods on student motivation. The use of multiple data sources allowed the researcher to triangulate findings, ensuring the validity and reliability of the results. It also provided a rich, nuanced understanding of how the teaching methods affected students' learning experiences and engagement.

Throughout the study, ethical considerations were taken into account. All students participated voluntarily, and their confidentiality was maintained throughout the research process. Consent forms were distributed to parents, ensuring that they were informed of the study and its objectives. Students were assured that their participation would not impact their grades and that they were free to withdraw from the study at any time without consequence. In conclusion, this study follows a detailed and systematic methodology to explore the impact of the Lecture and Question and Answer methods on students' learning motivation in social studies. Through careful planning, implementation, and reflection, the study seeks to identify effective strategies to improve student engagement and motivation. The combination of both qualitative and quantitative data collection methods ensures a comprehensive understanding of the outcomes, providing insights that can be applied to future teaching practices in the classroom.

RESULTS

The results of this study reflect the significant impact of the Lecture and Question and Answer methods on improving students' motivation and academic performance in social studies at MIS Hidayatusshalihin NW Lanji. The research was conducted over a period of six weeks, with multiple cycles of observation, reflection, and adjustment. Throughout the study, a clear pattern emerged showing increased student engagement, higher participation levels, and noticeable improvements in learning outcomes. Initial observations indicated that before the intervention, students were often disengaged during social studies lessons. Many students appeared disinterested in the subject, showing limited involvement in class discussions and rarely asking questions. This lack of engagement was reflected in their academic performance, with many students scoring below average in their pre-test assessments.

Upon introducing the Lecture and Question and Answer methods, changes in student behavior and participation became noticeable within the first few lessons. During lectures, students began to ask more questions, seeking clarification on key concepts. The Q&A sessions that followed the lecture component became increasingly lively, with students actively discussing the material and debating relevant ideas. The atmosphere in the classroom shifted from one of passive learning to one of active engagement. Student motivation was one of the most significant changes observed. At the start of the study, many students appeared uninterested in social studies, often displaying a lack of enthusiasm for the subject. However, by the end of the intervention, students were more eager to participate in lessons and engage with the content. This was particularly evident during the question-and-answer segments, where students eagerly volunteered to answer questions and shared their thoughts with the class.

The pre-test results, which were conducted before the intervention, showed that students' understanding of the social studies material was limited. On average, students scored 55% on the pre-test, with a few students performing better than others. The results

indicated that while some students had a basic understanding of the subject, many struggled with the more complex topics and had difficulty recalling key information. After the intervention, a noticeable improvement was observed in the post-test results. On average, students' scores increased to 75%, reflecting an improvement of 20%. This increase was particularly evident in areas such as critical thinking, the application of concepts, and the ability to recall information. The students were able to better grasp the key social studies concepts and apply them to real-world situations.

In addition to academic improvements, the intervention also led to enhanced student participation. Classroom observations during the study revealed that, compared to the start of the research, students were more willing to speak up, ask questions, and engage in discussions. The Q&A sessions became more dynamic, with students taking turns to respond to questions and engage with their peers in discussions. A significant observation during the study was that the Question and Answer method encouraged peer learning. In many cases, students were seen helping each other understand the material. For instance, when one student struggled with a particular concept, their peers would offer explanations, which fostered a sense of collaboration and mutual support in the classroom. This peer-to-peer interaction was beneficial in reinforcing learning, as students were able to explain concepts in simpler terms that their peers could understand.

In addition to group dynamics, the students' confidence in their ability to answer questions also improved. Initially, students hesitated to answer questions during the lectures. However, after a few sessions of Q&A, many students became more confident in voicing their opinions and answering questions, even if they were unsure of the exact answer. This shift in attitude was a clear indicator of increased student engagement and motivation. The data collected from the surveys administered before and after the intervention also supported these findings. Initially, many students expressed frustration with social studies, citing the subject as boring and difficult. However, after the implementation of the Lecture and Question and Answer methods, the majority of students reported feeling more interested in the subject and more confident in their ability to learn. They also indicated that the interactive nature of the lessons helped them understand the material better.

Moreover, the survey responses revealed that students felt more involved in their learning process after the intervention. Prior to the study, many students felt passive during lessons, as the traditional lecture method did not provide much opportunity for engagement. Following the introduction of the Q&A method, students reported that they felt their contributions were valued and that the discussions made learning more enjoyable and relevant to their lives. Another important finding was that students' critical thinking skills improved as a result of the Lecture and Question and Answer methods. Through the Q&A sessions, students were challenged to think more deeply about the material, ask thoughtful questions, and reflect on the social studies content in a more meaningful way. This led to a greater understanding of the concepts being taught and helped students develop skills that are essential for academic success in other subjects as well.

Teachers also reported positive changes in their teaching experience. They noted that the interactive nature of the lessons allowed them to better gauge students' understanding and identify areas where additional clarification was needed. By encouraging students to ask questions and participate in discussions, teachers were able to foster a more open and inclusive classroom environment. However, the study also revealed some challenges. Initially, some students were reluctant to engage in the question-and-answer sessions, either due to shyness or uncertainty about their understanding of the material. To address this, the teacher used various strategies to encourage participation, such as offering praise for small contributions and ensuring that all students had the opportunity to respond. Over time, these efforts resulted in increased participation and a more comfortable classroom atmosphere.

The classroom dynamics were also influenced by the structure of the Q&A sessions. By incorporating group discussions, students were able to collaborate and share ideas before answering questions as a class. This group-based approach helped reduce anxiety and foster a sense of camaraderie among students, which in turn improved their willingness to engage. The impact of the Lecture and Question and Answer methods was not only seen in students' academic performance but also in their attitudes toward social studies. Many students expressed a newfound interest in the subject, with some indicating that they now viewed social studies as more relevant to their lives. The real-world applications of the concepts discussed during the Q&A sessions made the material feel more applicable and meaningful, leading to a greater sense of connection with the subject matter.

In terms of student outcomes, the post-test results indicated a notable improvement in both knowledge retention and application. Students were able to recall more information accurately and apply the concepts to hypothetical scenarios, demonstrating a deeper understanding of the material. This suggests that the Lecture and Question and Answer methods not only helped students retain information but also enabled them to engage in higher-order thinking. Classroom observations during the intervention showed that the overall classroom environment became more positive. Students were more attentive, with fewer instances of off-task behavior. The interactive nature of the lessons kept students engaged and focused, which had a positive impact on their overall learning experience.

The students' increased motivation and engagement were reflected in their overall attitude toward school as well. Many students who had previously shown a lack of enthusiasm for schoolwork became more eager to participate in other subjects, demonstrating the broader impact of increased motivation in social studies on their general attitude toward learning. The results also suggested that the Lecture and Question and Answer methods could be effectively applied to other subjects. Teachers noted that the strategies used in social studies could easily be adapted to other subjects to enhance student motivation and participation. This finding indicates the broader applicability of the intervention and its potential benefits for improving teaching and learning across different subjects.

In conclusion, the implementation of the Lecture and Question and Answer methods at MIS Hidayatusshalihin NW Lanji led to significant improvements in students' academic performance, participation, and motivation. The study showed that combining these methods created a more engaging and interactive classroom environment, which fostered active learning, critical thinking, and a greater connection to the material. These results underscore the importance of using diverse teaching strategies to enhance student engagement and improve learning outcomes.

DISCUSSION

The results of this study indicate that the combination of the Lecture and Question and Answer methods had a significant positive impact on students' motivation and academic performance in social studies at MIS Hidayatusshalihin NW Lanji. This section discusses the key findings and their implications for teaching practices, as well as the broader educational context. Firstly, one of the most important observations from the study was the noticeable increase in student engagement. Before the intervention, students demonstrated a lack of interest in social studies, often appearing disengaged during lessons. This disengagement was likely due to the traditional lecture-based teaching approach, which tends to be passive and does not provide students with enough opportunities to interact with the content. Previous research has shown that students tend to be more engaged when they are actively involved in the learning process, and this study reinforces that finding. The introduction of the Lecture and Question and Answer methods

addressed this issue by providing a more interactive and participatory learning environment, which was reflected in the increased engagement observed during the study.

The Question and Answer method, in particular, played a critical role in increasing student participation. It prompted students to think critically about the material and encouraged them to actively engage with the content. This method required students to process information, ask questions, and respond to their peers, all of which fostered a deeper understanding of the subject matter. The results show that students who previously struggled to participate in class discussions became more confident in asking and answering questions, demonstrating the positive impact of active learning on student motivation. This finding is consistent with previous research that highlights the benefits of interactive teaching methods in improving student involvement and understanding. Another significant finding of this study was the improvement in students' academic performance. The post-test results revealed a marked increase in students' test scores, with an average improvement of 20% from the pre-test. This improvement can be attributed to the combination of the Lecture and Question and Answer methods. The lecture component provided students with the foundational knowledge they needed, while the Q&A sessions allowed them to apply and reinforce that knowledge in a more interactive setting. This blended approach not only helped students retain information but also encouraged them to think critically about the material, which is essential for long-term learning and retention. The increase in test scores suggests that students gained a better understanding of the social studies content and were able to recall and apply that knowledge more effectively.

Furthermore, the study highlighted the importance of creating a classroom environment that encourages students to take an active role in their learning. The shift from a passive to an active learning environment was one of the most noticeable changes in student behavior. At the beginning of the study, students were hesitant to participate, either due to lack of confidence or a belief that their contributions would not be valued. However, as the teacher incorporated more interactive activities, students began to feel more comfortable participating. This increase in student participation aligns with the findings of studies that emphasize the importance of fostering an inclusive and supportive classroom environment, where all students feel encouraged to share their ideas. The use of peer learning also emerged as a key component of the intervention. During the Q&A sessions, students frequently worked together to discuss the material and help each other understand the concepts. This peer-to-peer interaction not only reinforced learning but also fostered a sense of collaboration and teamwork among the students. Peer learning has been shown to improve students' understanding of the material, as students are often able to explain concepts to each other in simpler terms, which can be more effective than teacher explanations. The collaborative nature of the lessons contributed to a positive classroom atmosphere, where students supported one another and shared their knowledge.

The improvement in students' motivation was another noteworthy result of this study. Prior to the intervention, many students expressed a lack of interest in social studies, citing the subject as boring and difficult. However, after the introduction of the Lecture and Question and Answer methods, the majority of students reported feeling more interested in the subject and more motivated to participate. The interactive nature of the lessons seemed to make the content more engaging and relevant to the students' lives. This finding aligns with research that suggests active learning strategies can help increase student motivation by making lessons more engaging and stimulating. It is also important to note that the Lecture and Question and Answer methods not only improved students' motivation but also enhanced their critical thinking skills. Throughout the Q&A sessions, students were encouraged to ask questions, think about the material in new ways, and discuss their ideas with their peers. This process helped students develop higher-order thinking skills, such as analysis, evaluation, and synthesis. As students became more

involved in the discussion, they were able to connect the concepts they were learning to real-world scenarios, which further deepened their understanding of the subject matter.

The role of the teacher in facilitating these methods was crucial to the success of the intervention. The teacher was responsible for creating a positive and supportive learning environment, where students felt comfortable asking questions and engaging in discussions. The teacher also had to carefully manage the Q&A sessions to ensure that all students had the opportunity to participate. By actively monitoring student engagement and providing feedback, the teacher was able to create a balanced and inclusive classroom atmosphere that encouraged active learning. This underscores the importance of teacher involvement in creating an effective learning environment, as teachers play a pivotal role in shaping the classroom dynamics and motivating students to participate. Despite the positive outcomes, the study also revealed some challenges. Initially, some students were hesitant to participate in the Q&A sessions, either because they were unsure of the material or because they were shy. To address this, the teacher used various strategies to encourage participation, such as providing positive reinforcement and creating a non-threatening environment where students felt comfortable expressing their thoughts. Over time, these efforts led to increased participation and greater student confidence. This highlights the importance of teacher patience and persistence when implementing active learning strategies, as it may take time for students to adjust to new teaching methods.

Another challenge that emerged was the need for careful time management. The Q&A sessions, while valuable in promoting student engagement, could sometimes take longer than expected, which affected the pacing of the lesson. To address this, the teacher adjusted the length and structure of the Q&A sessions, ensuring that there was enough time to cover all key points while still allowing for meaningful discussion. This highlights the need for flexibility and adaptability in teaching, as teachers must be prepared to adjust their plans based on the needs and responses of the students. The results of this study also have broader implications for teaching practices. The combination of the Lecture and Question and Answer methods proved to be effective not only in improving student motivation and participation in social studies but also in enhancing their academic performance. These findings suggest that educators in other subjects could benefit from incorporating similar methods into their teaching practices. By fostering a more interactive and participatory classroom environment, teachers can help students develop critical thinking skills, increase their motivation to learn, and improve their overall academic performance.

This study also contributes to the growing body of research on active learning and student motivation. The findings underscore the importance of using diverse teaching methods that engage students and promote active participation. Traditional lecture-based teaching methods, while effective in delivering content, often fail to fully engage students and promote critical thinking. In contrast, methods that encourage student interaction and active involvement, such as the Question and Answer method, can help create a more dynamic and motivating learning environment. The study's findings also support the idea that student motivation is closely linked to the type of teaching methods used in the classroom. When students feel that their input is valued and that they are actively involved in their learning process, their motivation increases. This highlights the need for educators to continually assess and adapt their teaching methods to ensure that they are meeting the needs and interests of their students.

In conclusion, the study provides strong evidence that the combination of the Lecture and Question and Answer methods can significantly improve students' motivation and academic performance in social studies. The results suggest that interactive teaching methods can help create a more engaging and stimulating classroom environment, leading to increased student participation, improved understanding of the material, and enhanced critical thinking skills. While there were some challenges, the overall findings demonstrate the potential of active learning strategies to foster a more dynamic and effective learning experience. Educators are encouraged to consider incorporating these methods into their

teaching practices to enhance student motivation and learning outcomes across a variety of subjects.

CONCLUSION

Based on the findings from this study, it can be concluded that the application of the Lecture and Question and Answer methods in social studies at MIS Hidayatusshalihin NW Lanji significantly improved students' motivation, participation, and academic performance. These methods contributed to a more dynamic, engaging, and interactive classroom environment that fostered active learning, critical thinking, and greater student involvement. The introduction of the Question and Answer method, in particular, encouraged students to think critically about the material, ask insightful questions, and engage in meaningful discussions with their peers. This active participation not only enhanced students' understanding of the subject but also increased their confidence in speaking and sharing their ideas in class. As a result, students displayed improved academic performance, as reflected in the increase in their post-test scores, which showed a clear improvement in knowledge retention and application. Moreover, the study highlighted the importance of fostering a classroom environment where students feel comfortable and encouraged to actively participate in the learning process. The Lecture and Question and Answer methods proved to be effective in creating such an environment, where students felt that their contributions were valued. The positive changes in students' motivation and engagement suggest that interactive teaching methods can play a crucial role in enhancing the learning experience, not only in social studies but also across other subjects. Although there were challenges in the initial stages of the intervention, particularly with student hesitation to participate, the strategies employed by the teacher—such as providing positive reinforcement and adjusting the lesson structure—helped overcome these obstacles. These findings underscore the importance of teacher adaptability and patience when implementing new teaching strategies. In conclusion, this study supports the notion that active learning strategies, such as the Lecture and Question and Answer methods, can significantly improve student outcomes. These methods can enhance motivation, foster a deeper understanding of the material, and contribute to the development of critical thinking skills. As such, educators are encouraged to incorporate similar interactive strategies into their teaching practices to promote a more engaging and effective learning environment.

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