

The Influence of Applying the Probing-Prompting Method on Indonesian Language Learning Outcomes of Fourth Grade Students

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The aim of this research is to determine whether there is an influence of applying the Probing-Prompting learning method on student learning outcomes in Indonesian language subjects for fourth-grade students at Mis Ma'arif Borong Kapala, Bantaeng Regency. This research is important as it contributes to the development of effective learning methods to improve student learning outcomes, particularly in Indonesian language subjects at the elementary level. This study uses a quantitative Pre-experimental One-Group Pretest-Posttest Design. The population in this study is the fourth-grade class at Mis Ma'arif Borong Kapala, Bantaeng Regency. The research instruments used to obtain data in the form of descriptive statistics and inferential statistics are observation and tests. The results show that there is a difference in average learning outcomes before and after being taught using the Probing-Prompting method, indicating that the application of the Probing-Prompting Method has a positive effect on the learning outcomes of fourth-grade students at Mis Ma'arif Borong Kapala, Bantaeng Regency. This influence can be seen from the increase in average scores between pretest and posttest values. Thus, this research is expected to provide valuable input for the world of education in efforts to improve the quality of learning and student learning outcomes.

Keywords: Probing-Prompting Method, Indonesian language, learning outcomes, primary education

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh penerapan metode pembelajaran Probing-Prompting terhadap hasil belajar peserta didik pada mata pelajaran bahasa Indonesia pada peserta didik kelas IV di Mis Ma'arif Borong Kapala Kab. Bantaeng. Penelitian ini menjadi penting karena memberikan kontribusi dalam pengembangan metode pembelajaran yang efektif untuk meningkatkan hasil belajar peserta didik, khususnya dalam mata pelajaran bahasa Indonesia di tingkat dasar. Penelitian ini berjenis kuantitatif Pre-experimental One-Group Pretest-Posttest Design. Populasi dalam penelitian ini kelas IV di Mis Ma'arif

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Borong Kapala Kab. Bantaeng. Instrumen penelitian yang digunakan untuk memperoleh data berupa statistik deskriptif dan statistik inferensial adalah observasi dan tes. Hasil penelitian menunjukkan bahwa terdapat perbedaan rata-rata hasil belajar sebelum dan setelah diajar dengan menggunakan metode Probing-Prompting sehingga penerapan Metode Probing-Prompting berpengaruh positif terhadap hasil belajar peserta didik kelas IV di Mis Ma'arif Borong Kapala Kab. Bantaeng. Pengaruh ini dapat dilihat dari nilai rata rata yang mengalami peningkatan antara nilai pretest dengan nilai postest. Dengan demikian, penelitian ini diharapkan dapat memberikan masukan yang berharga bagi dunia pendidikan dalam upaya meningkatkan kualitas pembelajaran dan hasil belajar peserta didik.

Kata Kunci: Metode Probing-Prompting, bahasa Indonesia, hasil belajar, pendidikan dasar

1). INTRODUCTION

Education is a learning process that involves students that helps people understand and understand and allows students to think more critically (Rahmah et al., 2023). Education is one of the important and main fields for development in Indonesia and is something that cannot be separated in human life. Education cannot be separated from learning. The learning process can be carried out anytime and anywhere, humans are said to have learned if they experience changes in the form of knowledge, attitudes and skills (Oktaviani et al., 2024).

Education is closely related to learning (Winda Holillah & Siti Romlah, 2022). It is said that learning is good if learning is able to provide change and someone can take advantage of it. Learning in general can be interpreted as the process of interaction between teachers and students to achieve predetermined learning goals through the right learning methods, techniques and strategies. Learning includes various aspects such as cognitive, affective and psychomotor, and involves student-centered learning activities (Hasyim, 2014).

Learning Indonesian is one of the compulsory learning in Indonesia education. This is because Indonesian is the national language of Indonesia, so learning Indonesian can improve the quality of public communication. Therefore, Indonesian learning outcomes need to be further considered by Indonesian subject teachers. One of the parts of design that can help teachers in carrying out the learning process is the application of learning methods. This applies to all learning in the classroom, including Indonesian language learning. The learning method is very important because it is a method used to implement an optimally prepared plan to facilitate the implementation of activities in an activity to achieve the specified goals (Dwintia & Anggraini, 2021).

Indonesian language learning must be focused on helping and facilitating students so that they have the ability to participate and not only by listening and taking notes, it is still necessary for students to participate in other activities such as asking questions, doing exercises, doing homework, advancing to the front of the class, holding discussions, issuing ideas or ideas to be able to realize this, then innovative learning methods are needed that It is expected to be able to increase the active role of students in the teaching and learning process. One of the methods that can be used is *the Probing-Prompting* method(Fembriani & Gewahi, 2021). The *probing-prompting* method is learning by presenting a series of questions that are guiding and exploring so that a thinking process occurs that relates students' knowledge and experiences(Fauziah & Mansur, 2021).

The Probing Prompting learning method is expected to be able to improve achievement and attract students' attention. Probing Prompting learning method is a learning activity that presents a series questions that are probing and guiding so that the process will occur thinking that has knowledge that has been learned with knowledge new thing being studied(Duda et al., 2018). According to Hamdani in the journal Novianti that "Probing Prompting learningis learning by the way of teachers presents a series of questions that are guiding and digging so that the process of thinking that relates the knowledge of each student and his experience with new knowledge that is being studied(Novianti & Khaulah, 2018).

Based on the results of initial observations by one of the teachers at the school, Mrs. Kartini, there was data that in learning activities for grade IV students, data was obtained that Indonesian lessons had not reached the KKM set at the Mis Ma'arif Borong Kapala school, Bantaeng Regency. This is because Indonesian learning in grade IV still uses the conventional model, which is a teacher-centered learning process. Based on these circumstances, the researcher wants to conduct research by applying one of the innovative learning methods as an alternative to find out the learning outcomes of students in Indonesian subjects.

Learning outcomes are basically learning goals that students have successfully achieved(Purnamansari & Yunan, 2021). The learning outcomes are useful for understanding the extent of mastery of the material studied. Learning outcomes can be in the form of numbers, letters or actions and produce patterns, understandings, values, attitudes and skills.

The formulation of the problem in this study is "is there an Effect of the Application of *the Probing-Prompting* Method on Indonesian Language Learning Outcomes in Grade IV Students at Mis Ma'arif

Borong Kapala, Bantaeng Regency?". Meanwhile, the purpose of this study is to find out the existence and absence of the influence of the application of *the Probing-Prompting* learning method on the learning outcomes of students in Indonesian subjects in grade IV students in Mis Ma'arif Borong Kapala Regency. Bantaeng.

2). RESEARCH METHODS

Basically, this study aims to determine the effect of the application of *the Probing-Prompting* method on student learning outcomes. So that the type of research applied is experimental research. This type of research uses data in the form of numbers and is analyzed using statistics. Therefore, the type of research conducted is quantitative research. The design of this research is one *group - research design*. This design makes two measurements of learning outcomes in grade IV students, namely the first measurement (*Pretest*) is carried out to see the condition of the sample before being given treatment, namely the level of activity in the learning process in grade IV students before applying *the Probing-Prompting method* and the second measurement (*Posttest*) was carried out to determine the learning outcomes in the learning process in grade IV students after the Probing-Prompting method was applied by the researcher.

The population in this study is class IV students at MIS Ma'arif Borong Kapala, Bantaeng Regency which totals 18 students. The sampling technique used in this study is a saturated sampling technique (Duda et al., 2018). Where the sampling technique is when all members of the population are used as samples. In this research, the researcher took grade IV students at MIS Ma'arif Borong Kapala, Bantaeng Regency. The number of students in class IV is 18 people. There are 8 men and 10 women. Research instruments are tools used to obtain data so that the data can obtain good results. This study uses research instruments in the form of test sheets and observation sheets. The question items used are in the form of multiple choice of 10 questions each *pretest* and *posttest*. The purpose of this test is to find out if there is an effect of the application of *the probing-prompting* learning method on learning outcomes.

According to Sugiono, the data collection technique has the main purpose in research, namely obtaining data. The data that will be obtained in this study about student learning outcomes, then an appropriate technique is used so that the researcher gets data that meets the set standards. The data collection technique used is by using tests consisting of *pretest* and *posttest*. In this *pretest*, the researcher

gave a multiple-choice test in the form of 10 questions. This *pretest* is given to students before conducting lessons and aims to see students' initial comprehension skills. This *pretest* was given to two different groups, namely the experimental group and the control group. The test questions given are Indonesian subjects for grade IV. Meanwhile, this *posttest* has the same form and number of questions as the pretest, which is 10 questions. However, *this posttest* was given after the two groups were given different treatments. The experimental group was taught to use the *Probing-Prompting* method while the control group was treated using *conventional* methods. The purpose of this posttest is to reveal the ability of students after being given treatment.

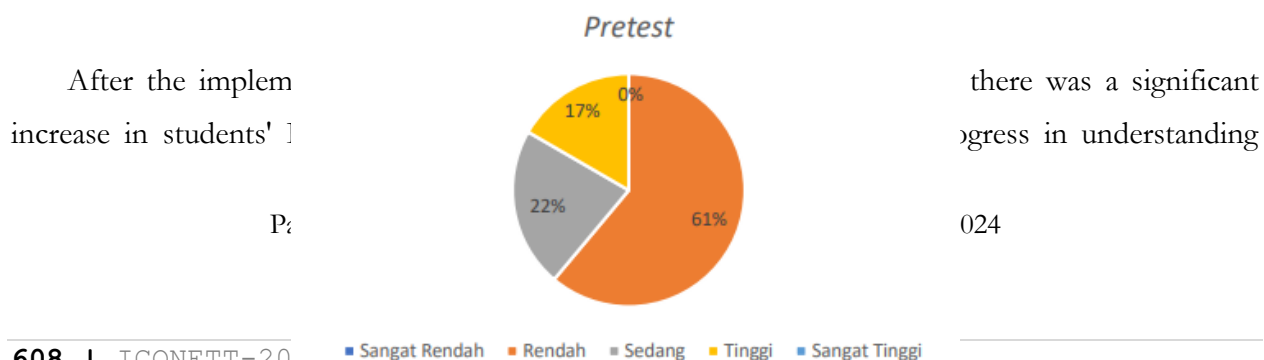
To analyze the data obtained from the results of the study, descriptive and inferential statistical analysis will be used. The data collected is in the form of values and scores are then compared (Suhardi, 2022). Compare the two grades by asking the question, "is there a difference in the value obtained between the value and the value?". The test of the difference in values is only carried out on the average of the two values and for that purpose a technique called *t-test* is used (Surya Sahayu et al., 2018).

3). RESULTS AND DISCUSSION

Result

Before implementing learning using the *Probing-Prompting model*, students are given an initial test in the form of a *pretest*. This *pretest* is given in order to find out the student's initial ability to the material that will be given as treatment during the research. From the results of research that has been carried out by researchers at Mis Ma'arif Borong Kapala Bantaeng Regency in grade IV consisting of 18 students, carried out from October 9 to October 12, 2023, researchers managed to collect data on the learning outcomes of students in grade IV Mis Ma'arif Borong Kapala Bantaeng Regency using test instruments. In this regard, the following are the Categories of Indonesian Learning Outcomes of Students before the implementation of the *Probing-Prompting Learning Method* in the form of a diagram:

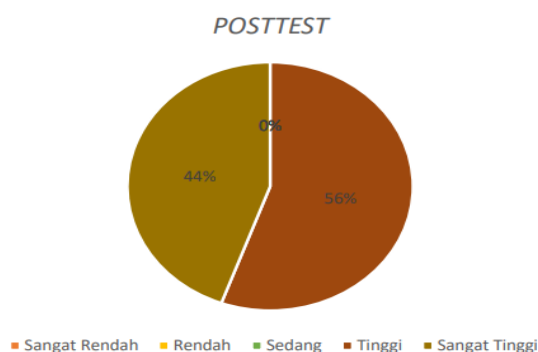
Figure 1 Percentage Diagram of Students' Indonesian Learning Outcomes Before the Implementation of *the Probing-Prompting Learning Method*



Indonesian concepts, improving speaking skills, and improving writing skills. This method effectively helps learners develop their Indonesian skills better, creating a motivating, interactive, and fun learning environment.

Data collected from the Posttest instrument or learning achievement of grade IV students Mis Ma'arif Borong Kapala Bantaeng Regency after applying the Probing-Prompting Learning Method. The following are the learning achievement scores of students after applying the Probing-Prompting Learning Method in the form of a diagram:

Figure 2 Diagram of the percentage of Indonesian learning outcomes of students after the application of *the Probing-Prompting Learning Method*



Based on the learning results before and after applying the Probing-Prompting Learning Method, there was a significant change in the learning achievement of students. Before the treatment, the average learning achievement was in the low category, indicating the need for improvement in learning. However, after being treated with the *Probing-Prompting Learning Method*, there was a considerable increase so that the average learning achievement of students was in the high category. This illustrates the effectiveness of the method in improving students' understanding and ability in Indonesian Language subjects.

In addition, the data also reflects that the Probing-Prompting Learning Method has a significant positive impact on student learning outcomes. With an interactive and motivating approach, this method is able to increase students' interest and participation in learning Indonesian Language. This is in accordance with the purpose of the method, which is to improve students' understanding of concepts, speaking skills, and writing skills. Thus, it can be concluded that the Probing-Prompting Learning Method is effective in improving student learning outcomes in Indonesian Language subjects. This information is documented in the following table:

Table 1 Category of Average Learning Outcomes Before and After *Probing-Prompting* in Class IV Mis Ma'arif Borong Kapala Bantaeng Regency

Average Score		Category	Percentage
Pretest	52	Low	17%
Posttest	86	Tall	56%

This examination is carried out before hypothesis analysis to determine whether the data used has a normal distribution. Normality was tested using the Shapiro-Wilk test(Hendrawan et al., 2019). Using the Shapiro-Wilk test because the sample is less than 100, with a significance level of 0.05, and using *Statistical Packages For Social Sciences* (SPSS)(Maure & Jenahut, 2021). If the significance value (sig.) < 0.05, then the data is considered to have no normal distribution, while if the significance value (sig.) > 0.05, then the data is considered to have a normal distribution. Here are the results of the SPSS normality test:

Table 2 Pretest *and* Posttest *Normality Test* of Indonesian Learning Outcomes of Students in Class IV Mis Ma'arif Borong Kapala Bantaeng Regency.

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.861	18	.013
Posttest	.864	18	.014

(Source: Results of Research Data Analysis with SPSS Application)

In the table above, the normality test using *Shapiro-Wilk* yielded a sig. value of .013 for *Pretest* and .014 for *Posttest*. This significance value is greater than $\alpha = 0.05$, which implies that both *the Pretest* and *Posttest*, or the learning outcomes Indonesian grade IV students of Mis Ma'arif Borong Kapala Bantaeng Regency have a normal distribution.

Because the results of the normality test show that the learning outcome data in this study is normally distributed, the hypothesis test can be carried out using the paired *sample t-test* formula. In this study, the formula used is the t-test and to find out if there is a difference after the application of the *Probing-Prompting* Learning Method to the Indonesian learning outcomes of the material "Caring for the Environment".

The results of the paired *t-test* sample are determined by their significance value, which is then used to make decisions in this study.

1. If the significance value (2-tailed) < 0.05, then Ho will be rejected and Ha will be accepted. This shows that there is a significant difference between learning outcomes before and after using the *Probing-Prompting Learning Method*.
2. If the significance value (2-tailed) > 0.05, then Ho will be accepted and Ha will be rejected. This shows that there is no significant difference between learning outcomes before and after using the *Probing-Prompting Learning Method*.

The following are the results of hypothesis testing conducted using the SPSS application:

Table 3 Statistical Sample Paired Hypothesis Test

Pair 1	Pretest - Posttest	Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
		-33.611	15.700	3.701	-41.418 -25.804	-9.083	17	.000

From the table, the results of the paired sample *t-test* showed a significance value (2-tailed) of 0.001. This significance value is smaller than the value (0.001 < 0.05). Thus, it can be concluded that there is a significant difference in the average Indonesian learning outcomes in the *Pretest* and *Posttest* scores after the application of *the Probing-Prompting Learning Method* in grade IV Mis Ma'arif Borong Kapala, Bantaeng Regency. These results indicate that the application of *the Probing-Prompting Learning Method* has a positive impact on student learning outcomes.

Discussion

The research conducted at Mis Ma'arif Borong Kapala, Bantaeng Regency aims to assess the impact of the application of *Probing-Prompting Learning Materials* on Indonesian language lessons. The sample of this study consisted of 18 students in grade IV, and the Indonesian learning process went well, shown by the high level of enthusiasm of students during the learning process.

This research method follows the design of *one group Pretest and Posttest* design which lasted for 4 meetings from October 9 to 12, 2023, with a focus on the material "Caring for Living Things". During the first meeting, students took part in *the Pretest*, then the material was taught using the *Probing-Prompting Learning Method* for the next 2 meetings, and finally the *Posttest was held*.

The results of the descriptive analysis of the research before the application of *the Probing-Prompting Learning Method* by involving 18 students as respondents and testing knowledge about the material "Caring for the Environment" with 10 multiple-choice questions, showed that in the test, the average score was 52. The highest score obtained is 70, while the lowest score is 40.

Based on the data obtained, it was concluded that the learning outcomes of grade IV students Mis Ma'arif Borong Kapala Bantaeng Regency before being given the *Probing-Prompting Learning Method* were in the low category. This could be due to the lack of a learning approach that is less varied and not in line with current technological developments, which tend to use multimedia technology that can further engage learners during the learning process.

Based on these findings, Vaughan's theory emphasizes that the application of *the probing-prompting* method in the learning process has the potential to increase efficiency, motivation, and support active learning, which is in line with the student-centered learning approach. This is also consistent with Gilakjani's theory which recognizes *probing-prompting* as a dynamic learning resource that can support various learning styles of students. Therefore, to improve student learning outcomes, it is important to utilize interactive learning resources and utilize *the probing-prompting* learning method in the learning process.

Then the results of the descriptive analysis of the research after the application of *the Probing-Prompting Learning Method* by involving 18 students as respondents and testing knowledge about the material "Caring for the Environment". Using 10 multiple-choice questions, it shows that in the test, the average score is 86. The highest score obtained is 100, while the lowest score is 70.

Thus, it can be concluded that the learning outcomes of grade IV students of Mis Ma'arif Borong Kapala Bantaeng Regency can be categorized as good and included in the high category. This is supported by a significant increase in the average score, as well as the results of observations on students' learning activities during the application of *the Probing-Prompting Learning Method* in the Caring for Living Things.

The results of *the paired sample t-test* showed that the hypothesis was accepted, with a significance value of $0.001 < 0.05$. Thus, it can be concluded that there is a significant difference between the learning outcomes before and after the implementation of *Probing-Prompting Learning* in the material "Caring for the Environment".

The reason is that they are given the responsibility to speak more, not only limited to one or two students, but all students in the class are expected to play an active role in the learning process. In addition, the application of *the Probing-Prompting* Learning Method that encourages students to actively participate and contribute to discussions can also motivate them to focus more on the material delivered by the educator. Compare it to conventional learning methods which, although effective, require the delivery of interesting material so that students remain interested and focused while listening to explanations from educators to understand the lesson. This is in line with research conducted by Elsa Susanti in her journal stating that based on the results of the research, an improvement in thinking ability can be found in students.

This research has the title "Application of *Probing-Prompting* Learning Methods to Improve the Mathematical Critical Thinking Ability of Class XI Science Students at MAN 1 Bengkulu City." Other research has also shown the benefits of applying this learning method. A journal by Helma Mustika and Lindra Buana (2017) in their publication stated that the results of the study showed that the average mathematical problem-solving ability of students who followed the *Probing-Prompting* Learning Method was better than the average mathematical problem-solving ability of students who used conventional learning in grade VIII of SMPN 3 Lyrics.

The results of this study are documented in a journal entitled "Application of *Probing-Prompting* Learning Methods to Students' Ability to Solve Mathematical Problems.". Researchers and previous researchers have similarities in finding a significant influence on the improvement of learning outcomes before and after the application of *the Probing-Prompting* learning method. However, the striking difference lies in the research methods used. Previous researchers involved experimental and control classes in their research, while current researchers only use experimental classes (Mustika, 2019).

The results of this study are documented in a journal entitled "Application of *Probing-Prompting* Learning Methods to Students' Mathematical ProblemSolving Ability." In line with previous researchers, this study shows a significant influence on the improvement of learning outcomes before and after the application of *the Probing-Prompting* learning method. However, differences in research methodology arise between current researchers and previous researchers. Previous research involved experimental and control classes, while this study only focused on experimental classes.

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