International J. of Management & Education in Human Development

ISSN: 2775 - 7765
web link: http://www.ijmehd.com

Improving Children 'S Creativity Through Question and Answer Method (Case Study at Asrun Indah Jaya Kindergarten, Kendari)

Asmira

Youth and Sports Education Office, Kendari City
Arsun Indah Jaya Kindergarten Kendari

Received: 28/02/2021 Accepted: 13/03/2021 Published: 31/03/2021

Representative e-mail: sri_wiyati@yahoo.com

ABSTRACT

The problem faced by Arsun Indah Jaya Kendari Kindergarten is the low achievement of their deep learning creativity. This is due to the learning methods that are not in accordance with the characteristics of the Arsun Indah Jaya Kendari Kindergarten . The teacher only uses conventional methods that do not attend kindergarten activities and children's creativity in classroom learning. Researchers assume that the question and answer method is a solution to improving Kindergarten student learning outcomes. The formulation of the research problem is "whether the learning outcomes of children at Arsun Indah Jaya Kendari Kindergarten can be left at Kindergartenthrough the question and answer method "? as for the purpose of this research is to builds up Kindergarten child 's learning creativity results kindergarten Arsun Indah Jaya Kendari through the use of question and answer method. This type of research is a classroom action research conducted at the Arsun Indah Jaya Kendari Kindergarten , with a total of 40 students. The factors examined in this study were (1) the factor of children's learning creativity, (2) the teacher factor and (3) the children's factor. This researcher was carried out in 2 cycles with the implementation procedure (1) planning, (2) implementing the action, (3) observation, and (4) analysis and reflection. The results of this study indicate that based on the results of the research and discussion, it is concluded that the learning outcomes of the Arsun Indah Jaya Kendari Kindergarten can be at the kindergarten level through the use of the question and answer method. This can be seen from the increase in the average value and the percentage of student learning completeness. The average score of the children as students' learning completeness reached 80.00%. The average learning outcomes and student learning completeness have increased after learning improvement actions were taken in this study. The average student learning outcomes in cycle I was 73.28 increasing to 77.50 in cycle II. The percentage of student learning completeness in cycle I was 52.5% increasing to 80.00% in cycle II.

Keywords: *children's learning creativity, teacher factor, children's factor*

I. INTRODUCTION

The learning process is a very complicated process in achieving a goal of learning, because in learning many things are related, including the teaching and learning process. The teaching process also requires a way so that what is intended from learning can be achieved optimally, because in a classroom learning not only teaches one child but involves many children and each child certainly has a different approach. So that learning is easy to understand.

In understanding children, a teacher must also have and know the right approach to apply. The methods commonly used in learning usually use methods such as lectures, questions and answers, discussions, demonstrations, assignments, recitations, field trips , and others.

The question and answer method is a method used to stimulate children's memory in understanding subject matter quickly and accurately. It is intended that the learning process that use the lecture method can be remembered by children and train children for diligent in understanding the material that was submitted.

Based on observations and experience of the author that the ability of children in Kindergarten-Nursery Arsun Indah Jaya kendari still relatively low, with the average value was 70.00 when compared with criteria Complete Minimal value (KKM) semester 201 8 / 201 9 . This still needs kindergarten level again. Based on the results of discussions with teacher friends, one solution was obtained to overcome the low abilities of children by using the question and answer method in learning.

II. LITERATURE REVIEW

2.1 Definition of Method

The problem that is often encountered in teaching is how to present material to children properly so that effective and efficient results are obtained. In addition to other problems that are often encountered is the lack of attention of teachers to variations in the use of teaching methods in an effort to improve the quality of teaching properly.

According to Rusyan (2000: 55) as an alternative answer to these problems, a continuous and in-depth study of the teaching methods used is needed. For example, the lecture method used in teaching and learning activities needs to be developed in a planned manner by implying an advance organizer model, namely the use of hook materials in organizing materials.

Moedjiono and Dimiyati, M '(2002: 23) method is a term used to express "the most appropriate and fast way of doing something". The phrase "the most precise and precise is what distinguishes method from way (which also means way) in English.

Because the method means the fastest and most appropriate way, the order of work in a work must be really calculated scientifically. Based on the description above, it can be concluded that the teaching method is the most appropriate and fast way to teach material to students, so that learning objectives can be maximally achieved.

When it comes to teaching methods, generally people first explain the various teaching methods in general. Among these methods are the lecture method, question and answer method, discussion, demonstration, assignment, recitation, field trip, and others.

2.2 Question and answer method

Sumantri, (2001: 77) the question and answer method is the delivery of teaching messages by asking questions and the children giving answers or vice versa the children are given the opportunity to ask questions and the teacher answers the questions. In teaching and learning activities through question and answer, the teacher gives questions or children are given the opportunity to ask questions first at the start of the lesson, at the middle and at the end of the lesson.

Djamarah (2002: 32) the question and answer method is also a teaching technique that can help with deficiencies in the lecture method. This is because the teacher can get a picture of the extent to which the children can understand and understand what has been said. He explained that a student who usually pays less attention to the lessons conveyed through the lecture method will be careful of the lessons taught through the question and answer method. Because at times a student will have a turn to answer a question raised by his teacher or by other students.

This question and answer method cannot be used as a measure to determine the level of knowledge of each student in a class, because the question and answer method does not provide equal opportunities for every student to answer questions. This is because students who can answer questions are only students who are maximal in their learning.

2.3 Strengths And Weaknesses of the Question and Answer Method

2.3.1 The Pros of the Question and Answer Method

Djamarah (2002: 34) explains that the advantages of the question and answer method are:

a) The classroom situation becomes dynamic, because the children actively think and provide answers to the questions asked.
b) Train children to be brave in expressing opinions in an argumentative and responsible manner.
c) Knowing the differences in opinion between children and teachers which can lead to positive discussions.
d) Fostering kindergarten and learning enthusiasm and healthy competitiveness among children .
e) Can measure the limits of children's ability and mastery of the lessons that have been given.

2.3.2 Weaknesses of the question and answer method

Djamarah (2002: 35) explains that the weaknesses of the question and answer method are:

a) If there is a difference of opinion, it will take a lot of time to resolve it. Even differences of opinion between teachers and children can lead to negative, where the children blame the teacher and this is a big risk.
b) Questions and answers can cause deviations from the subject matter or material of the lesson, this happens if the teacher cannot control the answers or all the questions of his children.
c) Not quickly summarizing the lesson material.
d) Questions and answers will be boring if there are no variations.

Basuki Rahmat (2005: 22) explains that as a teacher, they can take various techniques in asking questions, including:

- The mixed standard, which combines various types and types of questions.
- The speak strategy, which is asking questions that are related to one another.
- The plateaus strategy, namely asking the same kind of questions to a number of children before moving on to other questions.
- The inductive strategyy, i.e., with a variety of questions children are encouraged to be able to generalize from reveal particulars to things that are common or of any facts menu.iu law-law.
- The deductive strategy, which is of a generalization that serve as a starting point, children are expected to opinion on various cases or data in question.

III. RESEARCH METHODS

3.1 Research Settings

This research was a class act on the park Kanak Kanak aimed meningkaan children's creativity through activities Questions and answers on Kindergarten-Nursery Arsun Indah Jaya Kendari 1st half year 201 Lesson 9 / 2020 .

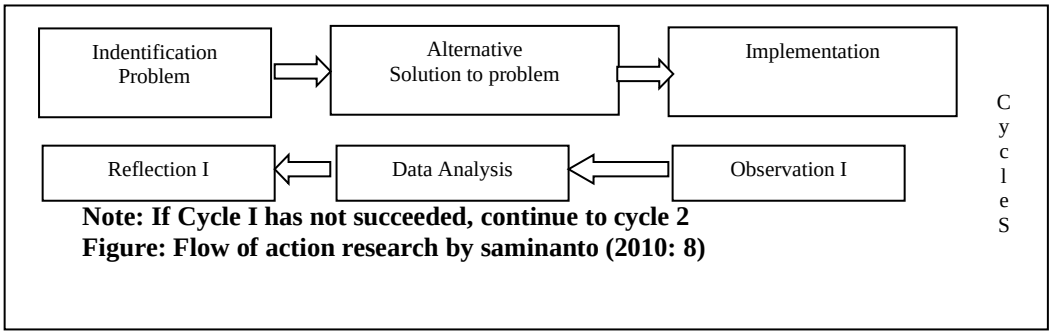
3.2Factors Researched

The factors studied in the implementation of this classroom action research are:

1. Students, namely the activeness and participation of students in the learning process, namely question and answer activities through teacher guidance.
2. Teacher, which is the ability of teachers to develop the ability to ask and answer the children .
3. Learning sources / media, namely whether the learning resources or media used by the teacher attract and motivate children or not.

3.3 Research procedure

The procedure carried out in the implementation of this action research refers to the procedure described by Ahmad (1999) in Saminanto (2010: 8), which is as follows:



Note: If Cycle I has not succeeded, continue to cycle 2

Figure: Flow of action research by saminanto (2010: 8)

Based on the flow of action research in chart 1 above, it can be explained that the flow of this classroom action research is as follows:

1. Identification of problems. Problem identification is the first stage of this action research. This relates to how to develop the ability to ask and answer the children in learning. This problem is presented as, the ability to ask and answer the children are still relatively low so that suspected effect Kindergarten child 's lack of achievement of learning for kindergarten Arsun Indah Jaya Kendari Academic Year 201 9 /20 20 .
2. Alternative problem solving. The next stage after problem identification is alternative problem solving, namely what efforts will be made by the teacher or researcher in developing the ability to ask and answer children in learning. An alternative solution to the problem that is used is to apply the question and answer method.
3. Execution of actions. The implementation of this action is related to the steps of the teacher or researcher for problem-solving solutions that have been identified, namely the implementation of learning activities using the question and answer method in the learning process in the classroom.
4. Observation. Observation is a series of implementing actions, namely observing the activities of the child and the teacher whether it is in accordance with the learning scenario or not, as stated in the administration of the completeness of teacher learning.
5. Data analysis. In this stage, the teacher or researcher analyzes the data that has been recorded and collected during the implementation of the action. The aim is to find out whether the indicators or targets have been achieved or have been achieved.
6. Reflection. In this stage the teacher or researcher reflects on all activities or events during the implementation of the action. Re-identifying things that are still lacking in the implementation of actions and maintaining things that are considered good. And if the implementation of this action has not been successful, it will be followed up again in the next cycle, until the goal is successful or achieved.

3.4 Data collection technique

One of the important activities in research is the collection of the necessary data. To collect data, an accurate research tool is needed, because the results will determine the quality and research. The data collection techniques used in this study was test and non-test techniques. The test technique was used to determine the children's ability level in answering the questions.

3.4.1 Test

The data in this study were obtained using tests. The test was carried out twice, namely in cycle I and the test in cycle II. Collection of test data to reveal children's understanding of the subject matter that has been taught

3.4.2 Observation

Observation activities are carried out during the learning process carried out. These observations are carried out during the learning process. To make the implementation of observations easier and more effective, the researcher observed the condition of the children by marking a *checklist* (√) on the observation guide sheet that had been provided. Implementation of observations in this study was assisted by subject teachers.

3.5 Data analysis technique

In this classroom action research, researchers used quantitative and qualitative data analysis techniques. Based on the two types of data obtained, the data analysis techniques used in this study are quantitative data analysis techniques and qualitative data analysis techniques. The assessment or data analysis is carried out using quantitative methods to observe children's performance and assess children's work results.

3.5.1 Quantitative

Quantitative data is data from test results related to subject matter through cycle I and cycle II. Quantitative data were obtained from the results of tests done by children in cycle I and cycle II. The results of the test data analysis are quantitatively calculated as a percentage. The research data were analyzed using descriptive analysis, namely: calculating the presentation and completeness of learning outcomes with the following formula.

$$p = \frac{\sum f\ x}{N} x\ 100\%$$

Information:

P : Ability level

∑ FX : Total score obtained by children

N : The sum of the maximal score

To calculate the percentage of completeness of children 's classical learning outcomes using the formula as.

Classical Completeness: $p = \frac{\text{children who have finished studying}}{\sum Student} x\ 100\%$

3.5.2 Qualitative

This qualitative data was obtained from non-test data, namely observation and documentation. Observation data to determine children's difficulties during the learning process. Documentation is used to record children's activities in the learning process. The analysis was carried out by combining the data as a whole. This non-test data analysis and description aims to reveal all children's behavior and changes during the learning process from cycle I to cycle II.

3.6 Performance indicators

a. Indicators of the success of individual actions are achieved, if the children's scores have reached the Minimum Completion Criteria (KKM). The KKM for the 2019/2020 Academic Year subjects is 75.
b. The indicator of the success of the action is achieved classically if 80% of the total children score> 75 or reach the predetermined minimum completeness criteria (KKM).

IV. RESEARCH RESULTS AND DISCUSSION

4.1 Research result

4.1.1 Preliminary activities

This research begins with preliminary observation activities by researchers and discussions with fellow teachers at Arsun Indah Jaya Kendari Kindergarten. Based on the results of preliminary observations and discussions, it shows that there are still many children who have difficulty understanding the subject matter because the learning methods applied by the teacher have not made the children active in participating in the learning process, so the authors apply the question and answer method in learning in group B Arsun Indah Jaya Kendari Kindergarten.

4.1.2 Action Cycle I

a. Planning

The researcher and the observer discussed the design of the action to be carried out in cycle I. The things that were prepared for the first cycle of action were as follows:

1) Making learning tools for cycle I action
2) Prepare learning media in the form of children's activity sheets
3) Making teacher teaching activity observation sheets and children's learning observation sheets during the learning process
4) Creating an evaluation tool for the cycle I action test

b. Execution of actions

The implementation of the action is carried out by the researcher while the teacher's friends act as observers. The implementation of the action cycle I is carried out in 2 meetings where the learning process is based on the learning plan made at the planning stage. The early learning activities begin with greetings. Then the teacher invites the children to pray and check the children's attendance. The teacher prepares facilities related to learning, after which the teacher remembers Kindergarten and returns to the previous learning material. Then convey the learning objectives to be achieved and motivate children to carry out learning activities full of enthusiasm.

In the core learning activities, the teacher explains briefly about the learning material. The teacher asks questions about the material being taught, and then concludes the children's answers according to the learning objectives. The teacher directs the children to read the learning material carefully and then makes questions. The teacher appoints the children to ask questions. The teacher gives the other children the opportunity to answer their friends' questions, and then the teacher and the children conclude the answers. The teacher distributes the worksheets, and directs the children to do it independently. The teacher and the children discuss the children's work results, and then conclude the learning material.

At the end of the lesson, the teacher guides the children to summarize the learning material. Furthermore, the teacher motivates the children and assigns the children to read advanced material at home and write down questions that will be asked at the next meeting.

c. Observation

Observation observes the implementation of cycle I actions from the beginning to the end of each learning meeting using the observation sheet. The results of observations of the teacher show the following:

1) The teacher has conveyed information about the learning objectives in cycle I.
2) The teacher motivates children to ask questions if there are things that have not been understood about the learning material that has been taught.
3) Teachers involve Kindergarten child's children to infer the learning materials while the results of observation of children shows that children not optimally expressed his thoughts about the material being taught.

Children still hesitate to ask questions and answer questions from both the teacher and from other groups. The percentage of learning success in the first cycle was 68.33%.

d. Evaluation

After the question and answer method was applied in the first semester of the 2019/2020 academic year in 2 meetings, and then an evaluation was carried out. This evaluation activity is carried out to see the extent to which the children's understanding of the learning material has been learned through the question and answer method. The complete evaluation results of cycle II can be seen in the following table.

Table 4
Distribution of Children's Scores on Evaluation Cycle I

No.	Score	Number of children	Ket
1	87	2	Completed
2	85	1	Completed
3	83	1	Completed
4	80	2	Completed
5	78	3	Completed
6	77	1	Completed
7	76	5	Completed
8	75	6	Completed
9	73	5	B. Completed
10	72	2	B. Completed
11	67	2	B. Completed
12	66	1	B. Completed
13	65	5	B. Completed
14	64	2	B. Completed
15	63	2	B. Completed
	Number of Children	40	
	Total Value	2087	
	Average value	73.28	
	Classical Completeness	52.50%	

Source: Processed from the evaluation results

The test results show that the children's understanding of the material that has been taught is still low because they do not meet the minimum completeness standards set by the school, namely 80% of the children have reached a score of> 75. The results of the evaluation of the first cycle of children who obtained a value of> 75 were 2l children from 40 children or 52.50% with an average value of 73.28.

e. Reflection

At this stage, the researcher and the observer assessed and discussed the weaknesses in the implementation of the action cycle I to be corrected in cycle II. In the first cycle of action, the application of the question and answer method has not been implemented optimally. This can be seen from the implementation of the learning scenario only 68.33%. Some of these weaknesses include:

1) The teacher has not been able to organize the time properly, which indicates that several components of the learning scenario have not been implemented, namely that it does not provide opportunities for children to ask questions that have not been understood.
2) The teacher motivates children to ask and answer questions, but not optimally
3) The teacher has invited the children to make conclusions about the discussion of material and questions.

In addition, children are still afraid to ask questions or express their opinions. This will become the teacher's attention when carrying out the second cycle of action. Based on the deficiencies that exist in the implementation of the action and the results of the evaluation in cycle I that have not met the indicators in this study, the research continues in the kindergarten on the action cycle II.

4.1.3 Action Cycle II

a. Planning

After the indicators of learning success in cycle I have not been achieved, the next activity is to prepare several things that are needed for the implementation of cycle II actions. After consulting with peer teachers as observers, researchers did the following:

1) Create learning scenarios for cycle II action;
2) Making observation sheets for teachers and children during the implementation of the learning process in the classroom;
3) Preparing learning media;
4) Make an evaluation tool for the second cycle action test.

In addition to the above activities, the teacher notes things that must be improved in the implementation of cycle II, including the following:

1) The teacher must be able to organize the learning time properly and carry out at least 80% of the learning stages according to the learning scenario.
2) The teacher must motivate children to ask questions.
3) The teacher must invite the children to make conclusions about the discussion of material and questions.

b. Execution of Actions

The second cycle of learning action is carried out in two meetings according to the learning scenario prepared at the advanced planning stage. The initial learning activities begin with greetings. Then the teacher invites the children to pray and check the children's attendance. Teachers prepare the facilities related to learning, then teacher remind previous learning materials. Then convey the learning objectives to be achieved and motivate children to carry out learning activities with enthusiasm.

In this activity, the teacher explains briefly the material to be taught. The teacher asks questions about the material being taught, and then concludes the children's answers according to the learning objectives. The teacher directs the children to read the learning material carefully. Then make questions. The teacher provides the opportunity for other children to answer questions from their friends, and then the teacher and the children conclude the answers. The teacher distributes the worksheets, and directs the children to do it independently. The teacher and the children discuss the results of the children's work, and then conclude the learning material.

At the end of the lesson, the teacher guides the children to summarize the learning material. Furthermore, the teacher motivates the children and assigns the children to read advanced material at home and write down questions that will be asked at the next meeting.

c. Observation

In general, the results of observations on the implementation of the action in cycle II are better than in cycle I. This can be seen from the results of observations of teachers in cycle II which show the following:

1) The teacher carries out all stages of learning according to the learning scenario in cycle II.
2) Teachers monitor children's activities thoroughly.
3) The teacher invites the children to make their own conclusions.

While the results of observations of children show the following:

1) Most of the children have done the question and answer well
2) Most of the children are active and enthusiastic in participating in classroom learning activities
3) The children are familiar with the question and answer method in learning

The implementation of the learning scenario in cycle II reaches 100%. The results of observations in cycle II conducted by the observer on the researcher and the children showed an increase and had ended.

d. Evaluation

Evaluations or tests are carried out to see the extent to which students' learning outcomes improve on learning materials through the application of the question and answer method the complete evaluation results of cycle II can be seen in the following table.

Table 5
Distribution of Children's Scores on Evaluation Cycle I

No.	Score	Number of children	Ket
1	90	3	Completed
2	87	2	Completed
3	85	1	Completed
4	83	1	Completed
5	80	2	Completed
6	78	3	Completed
7	77	3	Completed
8	76	8	Completed
9	75	9	Completed
10	73	4	B. Completed
11	72	4	B. Completed
	Number of Children	40	
	Total Value	2266	
	Average value	77.50	
	Classical Completeness	80.00%	

Source: Processed from the evaluation results

From the results of these tests are known that children who have gained value > 75 as many as 32 of the 40 children, or 80.00% to the value of the mean average 78.13. This shows an increase in the learning

outcomes of group B children at Arsun Indah Jaya Kindergarten, showing an increase when taught using the question and answer method.

e. Reflection

The weaknesses that occurred in cycle I have been fixed in cycle II. In accordance with the observer's comments, all stages of learning have been carried out by researchers; in addition, the results of the second cycle evaluation show an increase in children's classical understanding of the learning material that has been taught by the teacher.

4.2 Discussion

This research was conducted in two cycles, consisting of preliminary activities, cycle II action. Preliminary activities are carried out to find out the weaknesses in the learning process, especially the learning model that is applied. After the preliminary activities are carried out, then learning actions are carried out consisting of two cycles I and a cycle II. The discussion of this research is focused on the activities of children and teachers as well as learning outcomes'

4.2.1 Activities for Children and Teachers

Learning actions in each cycle are carried out in accordance with the learning scenarios that have been prepared. The learning process carried out by the teacher is the modification or reinforcement of children's behavior through experiences in the learning process of children carrying out a process to achieve predetermined goals or results. As the method used, namely the question and answer method, the purpose of learning is to make children have the ability to ask questions and answer problems related to the learning material. The results to be achieved in learning are for children to carry out the learning process well and understand the learning material so that children's behavior changes for the better. Therefore, in the act of learning that do give emphasis to children that learning is not only to remember, but more than that, the experience. Learning outcomes are not a result of training but a change in behavior.

Therefore learning is a process of changing individual behavior through interaction with the environment. It is in this interaction that a series of experiential learning experiences occur. Thus learning is not a goal but a process to achieve goals. So, are the steps or procedures that are taken. Evidence that someone has learned is a change in behavior in that person, for example, from not knowing to knowing, from not understanding to understanding. Behavior has a subjective element and a motor element. The subjective element is the spiritual element, while the motoric element is the physical element. That a person can think can be seen from the look on his face, his attitude in his spiritual nature cannot be seen.

The learning method applied in this classroom action research is the question and answer learning method. In the question and answer learning process, teachers are required to strive to turn on the class by motivating and developing students' thinking to be more meaningful by working alone, finding their own knowledge and skills to answer correctly. So that the question and answer method in this study is one of the effective methods that can improve kindergarten learning outcomes , therefore children's learning outcomes as a benchmark must be tested for truth. As stated by Bloom in Usman (2005: 25) which states that cognitive change in children consists of six parts, namely: Understanding, Knowledge, Application, Analysis, Synthesis and Evaluation.

To determine the success of the learning process in this study, observations were made by peers as an observer. The results of observations of the teacher show the following: (1) the teacher has conveyed information about the learning objectives in cycle I, (2) the teacher motivates the children to ask questions if there are things that have not been understood about the learning material that has been taught, (3) the teacher involve VING children to infer lessons. Meanwhile, the results of observations of children show that children have not been able to express their thoughts about the material being taught. The children were still hesitant to ask questions even though they did not understand the material being taught. Children learn to draw conclusions from the results of the discussion. The percentage of successful learning cycle I is 68.33%

The learning process in cycle I have not been carried out properly so that the teacher and observer conduct reflections for improving the learning process in cycle II. After improvements are made, the quality of the learning process can be at Kindergarten level. The results of observations on the implementation of the action cycle II is getting better than the cycle I. It is seen from the observation of the teacher on the second cycle showing the following matters: (1) teachers carry out all stages learning just ran in accordance with the learning scenarios in the cycle Il, (2) the teacher monitors children's activities as a whole, (3) the teacher invites the children to make their own conclusions. While the results of the observation of the children showed the following matters: (1) The majority of the children have noticed the teacher's explanation, (2) Most of the kids active and enthusiastic in participating in learning activities in the classroom, (3) children are familiar with the question and answer method in learning. The implementation of the learning scenario in cycle II reaches 100%. The results of observations in cycle II carried out by observers to researchers and children at Arsun Indah Jaya Kendari Kindergarten showed an increase and learning actions ended in cycle II.

In learning using the question and answer method, the children and teachers play an active role, the teacher acts as a children's motivator and directs learning activities. Whereas in the conventional lecture method the active role is the teacher, where the teacher provides information or lectures, then questions and answers and exercises questions. Teachers and children are important factors in every learning process in the classroom. The teacher as the main and first element in the learning process requires the involvement of children in order to achieve learning objectives. Therefore, teachers need to design effective and maximum learning models; therefore teachers need to

design effective learning so that learning objectives can be achieved optimally. One of the benchmarks in the quality learning process or it cannot be known through the learning outcomes of children.

The results of research on learning that took place at the first and second meetings used the question and answer method both from the efforts of the teacher and the children, namely the aspects of using questions clearly and briefly, giving references by the teacher, shifting turns, distributing answering questions, giving children the opportunity to think , giving demands, active children , the interest of children to the material, the use of and procedures for the evaluation of the result is that learning in the classroom question and answer method is well underway.

From the research carried out, the researcher found several advantages and disadvantages of the question and answer method. The superiority of the answer method in learning, namely: (a) the learning process runs well because there is maximum interaction between children and teachers. Children have the courage to express their opinions; (b) learning problems will be resolved through a process of discussion. Children will spontaneously deliver the things that had been understood and have not been understood so that the teacher can explain the subject matter not understood by children.

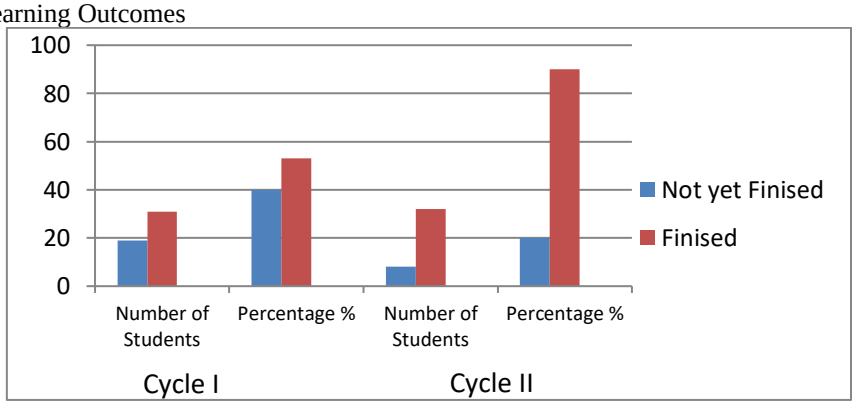
The problem with the question and answer method in Kindergarten learning is : (a) it takes a long time to discuss learning material, because sometimes children are more interested in talking about things that are not related to learning material, (b) children only It is silent if the material presented by the teacher is new to the children so that the teacher needs to explain in more detail the things that the children have not understood so that the interaction between the children and the teacher can be maximized.

4.2.2 Learning outcomes

The learning process will be meaningless if the teacher does not follow up the learning process with evaluation. Evaluation is carried out to determine the level of children's understanding of the learning material and changes in children's behavior. The results of the evaluation carried out are stated as learning outcomes.

As stated by Poerwadarminta (1974: 895) that learning outcomes are the results that have been achieved from learning activities that have been carried out, carried out. Learning outcomes are evidence of the success of a person after gaining learning experience or learning something. Meanwhile, according to Tu'u (2004: 75) learning outcomes are the mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given by the teacher.

Learning outcomes in this classroom action research are the learning outcomes that children have achieved in these subjects. Based on the research above, it can be concluded that learning outcomes are the results that have been achieved by children in learning activities which are indicated by test scores or scores from the evaluation results given by the teacher. The results of the evaluation in this classroom action research show that the average learning outcomes of children in the first cycle reached 71.96 with a percentage of classical completeness of 58.62%, where the children who had completed learning were 17 people and the children who had not yet completed it. Study is 12 people. After implementing learning improvements in cycle I, the percentage of classical completeness increased to 89.66% and the average value increased to 77.50. Thus the application can answer method builds up VING result of learning in Kindergarten-Nursery Arsun Indah Jaya Kendari in the academic year 2019/2020 . The improvement of children's learning outcomes in this study can be shown in the following graph. Figure 1. Graph of Improving Children's Learning Outcomes



The application of the question and answer method can improve children's learning outcomes because the question and answer method emphasizes understanding concepts and answering skills in children. Through the question and answer method, children look for and discover for themselves what they have learned, so that they do not easily forget the lessons they received in their kindergarten. In contrast to children who only memorized the material presented, this would quickly be forgotten by children over time. In addition, learning using the question and answer method is more interesting because it encourages children to think and analyze in answering compared to the conventional lecture method which children perceive as a saturating and boring activity, with this interest children feel motivated and motivated to be interested in learning. The enthusiastic children in this learning can be seen from the number of children who actively answer the correct questions after being asked by the teacher.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the results of research and discussion, it was concluded that the learning outcomes of children pad a Wildlife K children Kanak Arsun Indah Jaya Kendari can increase VING through the use of question and answer. This can be seen from the increase in the average value and percentage of children's learning completeness. The average score of the children as the children's learning completeness reached 80.00%. The average learning outcomes and learning completeness of children have increased after learning improvement actions were taken in this study. The average learning outcomes of children in cycle I was 73.28 increasing to 77.50 in cycle II. The percentage of completeness learning of children in cycle I was 52.5% increasing to 80.00% in cycle II.

5.2 Suggestion

Based on the results of the research and assessment carried out, the researcher provides several suggestions as follows:

1. For builds up VING an understanding of children on subjects should teachers present learning materials by applying the method Tanya replied.
2. Teachers should choose teaching methods carefully and appropriately according to the”material presented, in order to get kindergarten and optimal learning outcomes.
3. Teachers should strive to diversify teaching methods in order to attract attention and builds up Kindergarten child an understanding of children to the subject matter presented.
4. In presenting the material, question and answer method can be used as an alternative model of learning to motivate, builds up Kindergarten child’s learning outcomes.
5. To the next researchers, it is hoped that the results of this study can be used as a comparison material for conducting similar research

REFERENCES

Basuki Rahmat, 2005. *Metode Pembelajaran Efehif*. Jakarta: PT. Rineka Cipta.

Brown dan Edmonson. 2001. *Active Learning: 101 Strategies to Teach Any Subject.* Boston: Allyn and Boston

Darsono, Max. dkk., 2002. *Belajar dan Pembelajaran*. Semarang: IKIP Semarang Press.

Dimyati dan Mudjiono. 1999. *Belajar dan Pembelajaran*.jakarta: Depdikbud.

Djamarah, Saiful Bahri Aswan Zain. 2002. *Strategi Belajar Mengajar*. jakarta: Rineka Cipta.

Gintingst. 2008. *The Action Research Planner.* Deakin University :Australia.

Gross, 2002. A Teacher 's Guide to Classrom Boston : Allyn and Boston.

Hamidah, 2010. *Peningkatan Hasil Belajar Anak-anak Melalui Metode Tanya Jawab pada Mata Pelajaran IImu Pengetahuan Sosial (IPS) di kelas VI SD Negeri 16 Pulau Liang-Liang Kabupaten Sinjai.* Skripsi. Makassar : Universitas Negeri Makassar.

Hasan, Hamid. 2013. *Pendidikan llmu Pengetahuan Sosial Buku I dan 2*. Bandung : Jurusan pendidikan Sejarah.

La Himani, 2010. *MeningkaTaman kanak kanak an Hasil Belajar IPS Anak-anak Kelas V SDN I Wuura Kecamatan Mowila Kabupaten Konawe Selatan Melalui Penerapan Metode Tanya Jawab.* Skripsi. Kendari : Universitas Haluoleo.

Moedjiono dan Dimiyati, M., 2002. *Strategi Pembelajaran,* Jakarta : Depdikbud Dirjen Dikti.

Mukhlis. 2002. *Penelitian Tindakan Kelas untuk Guru Sekolah Dasar*. Jakarta Karunika.

Rusyan, Tabrani, 2000. *Metode Pembelajaran*, Jakarta: Amanah

Duta. Shuncke, 2004. *Learning to Learn in a Second Language*. Auskalia : Heinemann Portmourth NH.

Slameto, 1995. *Belajar dan Faktor- Faktor yang Mempengaruhinya*. lakarta : Remaja Rodakarya.

Skeel, 2002. *Reading For Meaning : skills Development For Active Reading*.New York: Longman.

Sumantri, Nu'man, 2001. *Strategi Pembelajaran TAMAN KANAK KANAK* . Bandung : Dirjen Dikti.

Suparno, 2008. *Teori Perkembangan KongnitfJean Piaget*. Yogyakarta : Kanisius.

Suwarma, Hadi. 2000. *Tujuan dan Manfaat Pembelajaran di TAMAN KANAK KANAK* . Jakarta : Amanah Duta.

Tumey, 2007. *Elementary Language Arts Instructlon*. Englewood Cliffs : Prentice Hall.

Usman, U. 1995. *Merjadi Guru Profesional.Bandung* : Remaja Rosdakarya. *ya optimalisasi Belajar Mengajar*.Ban