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Question and Answer Learning Method for Enhancing Learning Effectiveness in Archiving Education

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ABSTRACT

The question-and-answer learning method is a strategy in the world of education that aims to increase interaction between teachers and students and encourage a deeper understanding of the learning material. The implementation of this method in a vocational school environment is an important aspect in assessing the effectiveness of learning, especially in the subject of Archives. This study focuses on the effectiveness of the application of the question and answer learning method at SMKN 5 Pangkep and identifies supporting and inhibiting factors in its implementation. This study uses a qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the application of the question and answer learning method in the subject of Archives at SMKN 5 Pangkep is quite effective. Several indicators that influence this effectiveness are: (1) interesting and challenging material, (2) varied questions, designed with various levels (3) clear conclusions, which help students understand and connect the concepts that have been learned with practices in the world of work; and (4) good questioning techniques, using simple and easy-to-understand language so that students can respond more actively. However, this study also found challenges in implementing this method, such as a lack of confidence among some students in answering questions and the dominance of certain students in discussions. This situation indicates that although the question-and-answer learning method has the potential to be successful in increasing learning effectiveness, additional strategies are needed to encourage equal engagement of all students.

Keywords: learning methods, questions and answers, archiving

INTRODUCTION

Education is crucial in life, as it enables individuals to achieve their goals and facilitates a continuous learning process. Ability-based learning has evolved into Indonesian language education, with subject teaching conducted at the primary education level or equivalent. National Education Standards No. 20 of 2003 outlines that "Education is a deliberate and systematic effort to foster a learning environment and process that enables students to actively enhance their potential in spiritual and religious strength, self-regulation, character, intelligence, ethical values, and the skills necessary for themselves, society, the nation, and the state." (Aldalur & Perez, 2023; D'errico et al., 2018; Mathur, Nathani, Chauhan, Kushwah, & Quttainah, 2024) emphasized that character is a crucial aspect of a person's life, as it significantly influences one's achievements. Therefore, a strong and positive character must be cultivated appropriately. Education must not only enhance children's intelligence but also foster noble ideals and character. Initiatives to improve the quality of education must begin with improving teacher competency. Teachers typically employ traditional learning models characterized by lecture techniques, where instructors deliver or explain lengthy material

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without engaging students. Students listen passively to teachers, with little opportunity to ask questions or express their perspectives. Furthermore, after a teacher's explanation, students sometimes fail to fully understand and are often hesitant to seek clarification. As a result, the learning environment becomes unproductive, leading to student passivity. This makes the learning process boring, leading to decreased student motivation and thus negatively impacting academic performance. Students exhibit less enthusiasm and apathy during their engagement in learning activities. This tendency negatively impacts educators and the educational process. (González Hernández, 2023; Guardia, Del Olmo, Roa, & Berlanga, 2019; Mathur et al., 2024)

The question-and-answer method is one appropriate technique. It encourages dynamic engagement between educators and students. This increases lesson engagement, increasing student interest, motivation, and attention to the teacher's delivery. By using the question-and-answer method, educators can assess student understanding of the lesson, while students can ask questions to teachers, allowing educators to identify challenges and problems they encounter during the learning process. (Alzubi & Nazim, 2024; Arhas & Aryandi Septian, 2023; Athirathan, S., 2025)

State Vocational High School 5 Pangkep is an educational institution committed to shaping students with strong character and broad knowledge. The school also prepares learners to enter the workforce and engage in professional fields aligned with the competencies developed during their studies. As one of the leading vocational schools in Pangkep Regency, it demonstrates superior performance compared to similar institutions in the area, which serves as a key reason for its selection as the research site. The school is located in Mandalle Village, Mandalle District, Pangkep Regency, and offers several areas of specialization, including Computer and Network Engineering (TKJ), Motorcycle Business Engineering (TBSM), Office Management and Business Services (MPLB), as well as Building Modeling and Information Design (DPIB).

Based on information obtained through analyzing the number of students each year, one of the majors with the highest number of accepted students is Office Management and Business Services. The Office Management and Business Services major at SMK Negeri 5 Pangkep has one of its focal subjects, namely archiving. Problems that often occur in various environments include the difficult-to-retrieve archive management system, and inadequate facilities and infrastructure (Cook, 2017; Sobandi, Adman, & Suryadi, 2020; Zulkipli, Hussain, Yatin, Mostakim, & Hisham, 2021). Knowing that this major has a contextual learning domain that focuses on administrative and management activities, as well as business services, one inseparable aspect is then incorporated into the subject matter, namely archiving. The learning objective is to understand and implement archiving theories, including archives or document management, from formatting and receipt to storage and destruction.

Preliminary observations at SMKN 5 Pangkep indicate that teachers predominantly use a general teaching approach, with instruction largely centered on lecture-based delivery of material. This practice places students in a passive role, where they mainly listen without actively participating or posing questions. Such conditions create a learning environment that is less interactive and less conducive to meaningful engagement, leading to low levels of student participation. These findings encouraged the researcher to further investigate the application of the question-and-answer learning method in the Archiving subject within the Office Management and Business Services Department. This study seeks to provide initial baseline data, identify key instructional challenges, and assess the effectiveness of this method in promoting active student involvement and enhancing learning outcomes.

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METHODS

This study used a qualitative methodology to comprehensively examine the efficacy of the question-and-answer learning method in the topic of Archives at SMKN 5 Pangkep. The research used a descriptive approach, aiming to provide a methodical, factual, and accurate overview of the application of the question-and-answer approach in the educational process. This study used several key indicators to evaluate the method's effectiveness: (1) engaging and challenging presentation of the material, (2) diversity in question formats and types, (3) students' capacity to draw conclusions, and (4) effective questioning techniques used by the teacher.

The study involved one Archiving teacher and five students from the Office Management and Business Services department at SMKN 5 Pangkep, selected based on their active participation in classroom learning. The researcher served as the primary instrument, with data collected through observation, unstructured interviews, and documentation. Observations examined the implementation of the question-and-answer method, while interviews explored participants' experiences and challenges. Documentation, including learning records and photographs, was used to support data validity through triangulation.

The research process was conducted in a systematic and sequential manner, starting from the planning stage, followed by data collection, and concluding with data analysis aimed at identifying patterns, themes, and relationships within the data. The data analysis technique employed the interactive model developed by Matthew B. Miles and A. Michael Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing and verification. Data reduction involves selecting, focusing, and simplifying the data to highlight essential information, while data display allows the researcher to organize the data in a structured form for easier interpretation. The final stage, conclusion drawing and verification, ensures that the findings are consistent and supported by sufficient evidence. Through this comprehensive and systematic procedure, the study is expected to produce valid and reliable findings, as well as provide a deeper understanding of the effectiveness of the question-and-answer method in enhancing student participation and comprehension in Archival Studies learning.

RESULT AND DISCUSSION

The findings of this study are presented methodically based on data obtained through observation, interviews, and documentation. The main findings indicate that the use of a question-and-answer learning approach in the Archival subject at SMKN 5 Pangkep is very beneficial. Several indicators that influence the effectiveness of this method include: (1) interesting and challenging material, (2) varied questions, (3) conclusions about answers, and (4) good questioning techniques. Interesting and challenging material has been successfully implemented by teachers in the learning process, as demonstrated by increased student engagement in class. However, not all students can adapt to this method, especially those who lack confidence in expressing their opinions. Varied questions are one factor that encourages students' critical thinking. However, there are still students who tend to be passive and less courageous in answering questions for fear of giving wrong answers. The conclusions provided by the teacher after the question-and-answer session help students understand concepts in a more structured manner. By providing clear feedback, teachers can ensure that students not only answer questions but also understand the material in depth. Good

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questioning techniques are also a supporting factor in the effectiveness of this method, where instructors use clear and easy-to-understand language, thus enabling students to engage effectively during the learning process. The results of the analysis and data obtained during the research are explained as follows.

Interesting and Challenging Material

Engaging and challenging material in education has a significant impact on student participation in the learning process. Educators at SMKN 5 Pangkep have strived to present archival content in a more engaging and relevant way to students' everyday experiences by connecting archival principles to practical work. Furthermore, educators use a variety of learning media, including films, case studies, and simulations, to facilitate student understanding of the concepts presented.

esearch findings indicate that the implementation of engaging and challenging instructional materials has a positive impact on student engagement. At SMKN 5 Pangkep, students become more active in discussions and question-and-answer sessions when the material is perceived as relevant to their future needs. This is reflected in their higher level of interest when teachers apply interactive learning approaches compared to conventional lecture-based methods. However, several challenges remain. Some students still struggle to understand complex material and lack confidence in expressing their ideas, resulting in passive participation. Observations show that students with lower levels of understanding tend to rely on teacher explanations rather than exploring the material independently. Therefore, additional strategies such as project-based learning and group work are needed to promote more inclusive participation and enhance students' overall understanding.

Engaging and challenging educational resources are key aspects that can enhance the success of the teaching and learning process. In the context of Archival Studies learning at SMKN 5 Pangkep, engaging materials must effectively spark students' curiosity and align with their demands in everyday life and the professional world. Furthermore, challenging materials can stimulate students to engage more critically and actively in understanding the information presented. To ensure the success of learning techniques for students with low motivation, an interactive, engaging, and challenging approach is crucial to foster active participation and curiosity among students. (Akyeampong et al., 2006; Ice, 2023; Marquardt and Kearsley, 2024)

Research findings indicate that educators have made efforts to deliver instructional content in a more engaging manner by adopting approaches that are relevant to students' everyday experiences. At SMKN 5 Pangkep, teachers connect archiving theory with its practical applications, such as document organization in institutional or corporate settings, thereby enabling students to better understand the relevance and significance of the subject matter. In addition, the integration of diverse instructional media, including films, case studies, and simulations, has contributed to increased student engagement during the learning process. These varied approaches create a more interactive learning environment and support students in developing a contextual understanding of archival concepts.

Despite these efforts, several challenges persist. Some students continue to experience difficulties in comprehending more complex material. A number of them also demonstrate low confidence in asking questions when encountering obstacles, which limits their participation in classroom discussions. This condition suggests that engagement strategies have not yet fully accommodated varying levels of student readiness and confidence. Therefore, additional instructional strategies are required to optimize learning outcomes. Approaches such as project-based learning and small group discussions can provide more inclusive learning opportunities, allowing students to actively participate and collaboratively

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construct their understanding. Through the combination of engaging, contextual, and appropriately challenging materials within a question-and-answer learning framework, the effectiveness of instruction can be enhanced, ultimately improving students' overall comprehension.

Various Questions

A variety of questions in the learning process plays a significant role in fostering students' critical and in-depth thinking abilities. At SMKN 5 Pangkep, teachers have applied diverse questioning strategies in Archival Studies instruction, ranging from factual questions to more analytical ones. These questions are designed not only to assess students' comprehension but also to encourage them to connect theoretical knowledge with practical applications.

The use of varied question types contributes to increased student engagement in classroom discussions and provides opportunities for learners to construct their understanding independently. Through the integration of multiple forms of questioning, teachers are able to create a more dynamic and interactive learning environment. Such variation, spanning from simple to complex questions, supports students in grasping the material more effectively, enhances their critical thinking skills, and promotes active participation throughout the learning process.

Research shows that the use of diverse questions positively impacts student engagement in class. Students are encouraged to reflect on their responses and connect the content learned to real-life situations. Educators also facilitate an environment for students to ask questions, fostering a more dynamic relationship between instructor and learner. This is evident in the increased student engagement in responding and their courage in expressing their perspectives. However, challenges remain in implementing this technique. Some students lack confidence in answering questions, especially when the questions are analytical and require more complex thinking. Less engaged students tend to wait for answers from others and only passively participate in discussions. Therefore, additional approaches are needed, such as providing more structured questions or dividing questions according to difficulty level, to ensure all students participate more equitably in the learning process.

Diversity in question formulation is a crucial component of efficient learning. Effective questions not only assess student understanding but also stimulate critical thinking, connect theory to practice, and develop analytical skills. In the context of Archival Studies learning at SMKN 5 Pangkep, question variety is a highly effective tool in ensuring students truly understand the material and are able to apply it in real-life situations. In educational theory, questions can be categorized into several types based on their cognitive level, as outlined in Bloom's Taxonomy. Low-level questions are factual, which simply test students' recall of the information provided, while high-level questions are analytical, evaluative, and synthetic, which challenge students to think more deeply. Varied questions refer to the different types of questions used to elicit information, test understanding, or stimulate critical thinking. (Feng, 2013; Nappi, 2017; Seyoum, Yigzaw, & Bewuketu, 2022; Tholibon et al., 2022),

The results of the study indicate that educators have used a variety of question types in Archival Studies learning at SMKN 5 Pangkep. Teachers not only ask basic questions that test students' memory, but also analytical questions that encourage them to connect the concepts they have learned to real-world situations. For example, in addition to asking about the definition of archives and how to manage them, teachers also ask more complex questions, such as how to improve efficiency in a company's archival system. With a wider variety of questions, students are encouraged to think more deeply and not just memorize theory. However, despite the application of question variations, several obstacles remain in its

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implementation. Some students feel less confident answering analytical questions because they are accustomed to factual questions that only require simple answers. Furthermore, students who are less active in class tend to wait for answers from others rather than trying to think for themselves. This suggests that additional strategies are still needed to increase students' confidence in answering more complex questions.

Providing Conclusion Answers

Providing conclusions in the question-and-answer learning method means summarizing or summarizing the answers to the questions asked, with the goal of ensuring a clear and accurate understanding of the material being studied. Drawing conclusions in education is crucial to ensuring students' comprehensive understanding of the material presented. Instructors at SMKN 5 Pangkep have adopted this approach by allowing students to draw their own conclusions before the teacher validates the correct answers. This approach encourages students to actively reflect on their understanding of the material being studied while honing their critical and analytical thinking skills.

Research results indicate that the conclusion-making process in learning is highly effective. Students are given the opportunity to articulate their answers first, followed by the teacher providing explanations and validation of their answers. This strategy allows students to obtain accurate answers and understand the reasoning behind them. This is evident in the students' increased understanding of the archival concepts taught and their confidence in expressing their opinions in class. However, several challenges remain in its implementation. Some students tend to be passive and prefer to wait for the teacher to provide conclusions rather than trying to formulate their own. Furthermore, on several occasions, the teacher has not consistently asked students to formulate conclusions before providing final answers. Therefore, additional strategies are needed, such as small group discussions or the use of reflection-based learning techniques, so that students become more accustomed to drawing conclusions before receiving clarification from the teacher.

Providing a conclusion to a lesson is an important part of the knowledge transfer process. The conclusion not only serves as a summary of the discussion but also as a reinforcement of key concepts that students must understand. In the question-and-answer learning method, providing a conclusion is the final step, ensuring that students not only answer questions but also deeply understand the material discussed. In educational theory, providing a good conclusion must meet several criteria, such as clarity, accuracy, and relevance to the material taught. The conclusion must be structured systematically and serve as confirmation of the answers provided by students. The lesson closing activity occurs at the end of the learning process. Educators draw conclusions, assess, and implement further actions based on the learning that has been carried out (Farihin et al., 2022; Hawa et al., 2021; Seyoum et al., 2022).

The findings of the study indicate that educators at SMKN 5 Pangkep have effectively implemented a solution-providing strategy in Archival Studies learning. Following question-and-answer sessions, teachers encourage students to formulate their own conclusions before confirming the correct answers. This approach promotes active reflection and helps students develop a deeper understanding, as they are guided to process information independently rather than relying solely on teacher explanations. In addition, educators reinforce learning by presenting concrete and contextual examples, enabling students to connect theoretical concepts with practical applications in professional settings.

Despite its effectiveness, several challenges remain in the implementation of this strategy. Some students demonstrate limited initiative in drawing conclusions independently and tend to wait for direct answers from the teacher. This tendency is influenced by low self-confidence

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and learning habits that are still predominantly teacher-centered. As a result, while the strategy has the potential to enhance critical thinking and student autonomy, further efforts are needed to foster student confidence and encourage more active participation in the learning process.

Good Questioning Techniques

Effective questioning strategies foster an engaging and comprehensive learning environment. Questions should be formulated clearly and specifically to ensure students understand them easily and without ambiguity. This encourages students to actively engage in the learning process and fosters critical thinking skills. Effective questioning tactics used by educators in the question-and-answer learning method are crucial for fostering an engaging and productive learning environment. Effective questioning tactics in education play a crucial role in enhancing student understanding and fostering critical and active thinking. Educators at SMKN 5 Pangkep have employed effective questioning tactics by articulating questions in simple, easy-to-understand language. Furthermore, educators allocate sufficient time for students to reflect on their responses, allowing them to develop more coherent solutions.

Research has shown that the application of effective questioning techniques positively impacts classroom interactions. Students are more motivated to participate in discussions because the questions are tailored to their level of understanding. Teachers also employ a variety of questioning techniques, such as direct questions directed at specific students and open-ended questions that allow students to develop answers based on their own thinking. With these techniques, students not only understand the material better but also gain more confidence in expressing their opinions. However, several obstacles remain in its implementation. Some students who lack confidence tend to remain passive and simply wait for others to answer. Furthermore, on several occasions, teachers have not optimally provided in-depth feedback on student answers, limiting opportunities for further exploration. Therefore, additional strategies are needed, such as gradually presenting questions according to difficulty level and encouraging less active students to participate in discussions so that all students can be equally involved in the learning process.

Effective questioning techniques in education are a crucial skill for teachers to enhance the effectiveness of the teaching and learning process. Questioning not only elicits responses from students; it also fosters critical thinking, fosters in-depth understanding, and encourages active classroom engagement. The effectiveness of a question-and-answer pedagogical approach depends on the quality of questioning techniques, which significantly impact students' understanding of the material and their engagement in the learning process. Effective questions should be articulated in unambiguous language, tailored to the students' level of understanding, and have a clear purpose. In addition, good questioning techniques should also include variations in question forms, ranging from factual questions that test students' memory to analytical questions that encourage them to connect concepts and provide solutions to a problem. Good questioning techniques are a set of skills used to ask questions effectively, to stimulate critical thinking, increasing participation, and deepening understanding in the communication or learning process (Buchanan Hill, 2016; Ghafar and Hazaymeh, 2024; Shanmugavelu, 2021)

Based on the results of the research conducted at SMKN 5 Pangkep, it was found that teachers have implemented effective questioning techniques in Archival Studies learning. The questioning process is structured progressively, beginning with basic questions aimed at assessing students' initial understanding, and gradually advancing to more complex questions that encourage higher-order thinking and in-depth analysis. In addition, teachers make efforts

to contextualize questions by linking them to students' everyday experiences, thereby facilitating better comprehension and enabling students to relate theoretical concepts to real-life situations.

Despite the generally effective implementation, several challenges remain. A number of students tend to be passive and demonstrate reluctance in responding to questions, particularly when confronted with open-ended questions that require deeper cognitive engagement. This indicates that not all students are equally prepared or confident in expressing their ideas critically. Moreover, there are instances where teachers have not consistently provided comprehensive and constructive feedback on students' responses. This limitation may reduce opportunities for students to refine their understanding, develop critical thinking skills, and engage more actively in the learning process.

CONCLUSION

Based on the research results and discussion, it can be concluded that the implementation of a question-and-answer learning approach in the Archival Science subject at SMKN 5 Pangkep is very beneficial in increasing student knowledge and engagement. This is demonstrated through several key indicators, namely interesting and challenging material, varied questions, providing conclusions, and good questioning techniques. In terms of material, the teacher has strived to deliver the material in a way that is interesting and relevant to students' lives. The material linked to practical work situations and the use of more varied learning media helped students understand archival concepts more deeply. In terms of questions, the teacher's variety in question formulation has encouraged students to think more critically. Questions structured from factual to analytical levels have made students more active in discussions and have attempted to connect theory with real-world practice. In terms of providing conclusions, the teacher provides students with the opportunity to summarize and conclude the material before providing final clarification. This method is effective in improving student understanding and ensuring that they can develop logical and structured thoughts. Meanwhile, in terms of questioning techniques, the teacher has implemented a good questioning strategy by using clear language, providing sufficient thinking time, and directing questions to students evenly. This technique has had a positive impact on classroom interaction, although in some instances, feedback on student answers still needs to be improved to optimize their understanding. Thus, the implementation of the question-and-answer learning method in the Archiving subject at SMKN 5 Pangkep has been quite successful. However, additional strategies are still needed to increase student engagement evenly, such as the use of small group discussions and providing more in-depth feedback to make learning more effective.

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