Uniglobal of Journal Social Sciences and Humanities

Journal Homepage: www.ujssh.com

# The Effect of Online Learning Model Reading Questioning and Answering on Motivation and Learning Outcomes

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#### To Cite This Article:

Usyan, A. N. R., Santoso, Setiadi, G. ., & Pratama, H. (2022). The Effect of Online Learning Model Reading Questioning and Answering on Motivation and Learning Outcomes . Uniglobal Journal of Social Sciences and Humanities, 1(1), 54–60. https://doi.org/10.53797/ujssh.v1i1.8.2022

Abstract: The objectives of this study were to 1) analyze the effect of online learning on the learning motivation of Science; 2) to analyze the effect of learning the learning model of RQA on the motivation to learn science; 3) to analyze the effect of online learning on outcomes. learning science; 4) analyzing the RQA model of learning science; 5) analyzing the influence of learning motivation on science learning outcome; 6) analyzing the effects of online learning and a model of RQA on motivation through science learning outcomes as an intervening variable. Methodology: quantitative with the type of "ex post facto", while the variables of this research are online learning, RQA model learning, learning outcomes are given symbols (Y1) and learning motivation, data mining techniques using questionnaires and documents, prerequisite test using validity test, reliability test, linearity test, homogeneity test, normality test and data analysis techniques using regression analysis. The results : 1) There is an effect of online learning on the motivation to learn Natural Science Class IV Elementary Schools, Bonang District, Demak Regency; 2) There is an effect of learning the RQA model on the motivation to learn Science Class IV Elementary Schools, Bonang District, Demak Regency; 3) There is online learning of Class IV Science learning outcomes in Elementary Schools, Bonang District, Demak Regency; 4) There is an effect of learning the RQA model on the learning outcomes of Class IV Science in Elementary Schools, Bonang District, Demak Regency; 5) There is an effect of learning motivation on science learning outcomes for Class IV Elementary Schools in Bonang District, Demak Regency; 6) There is an effect of online learning and the RQA model on science learning outcomes through motivation as an intervening variable in Class IV Elementary Schools, Bonang District, Demak Regency.

Keywords: Online learning, reading ruestioning and answering (RQA), model learning, learning motivation, learning outcomes

# 1. Introduction

Learning outcomes, especially in science subjects, are less than optimal because during the learning process the material is difficult to understand, tedious and boring, so students who have difficulty understanding it. The low motivation for student learning is due to the teacher giving more lectures and providing exercises so that the learning process becomes less interesting as a result students are less active in science learning (Nojen, 2021). The cultivation of confident, creative, hardworking, unyielding characters needs to be developed to improve student learning outcomes (Utaminingsih & Zuliana, 2019). This is reinforced by Santoso & Zamroni (2017) that the character of students needs to be known and developed to maximize student learning outcomes.

These problems can be overcome by using the Reading Question Answering learning model, namely learning that combines three elements, namely reading, asking and answering. the use of the RQA strategy can increase learning motivation so that it affects the improvement of learning outcomes (Mulyadi, Adlim & Djufri, 2018).

In addition to RQA, the method that can overcome the above problems is online learning because e-learning will be the future learning system, effectiveness and flexibility will be the main reasons (Kurniawan, 2014). Technology-based learning increases student learning motivation so that student learning outcomes also increase (Bintoro, 2021). Online learning has succeeded in increasing student interest in learning during the Covid-19 pandemic, by increasing interest in learning, learning outcomes also increase (Yunitasari & Hanifah, 2020).

#### **1.1 Conceptual Framework**

In order to realize the goal of learning science, namely developing an understanding of various natural phenomena, concepts and principles of science that are useful and can be applied in everyday life, growing motivation to learn, improving student learning outcomes is very necessary so that mastery of a concept by students is not only in the form of memorization of a number of concepts that they have learned, but they are also able to apply the concepts they have in other aspects. This will be achieved if the teacher is able to develop a learning process that requires active student involvement in it so that students' thinking skills will develop with the problems and challenges they face (Harun et al., 2021).

Active student participation in the learning process will be able to eliminate boredom and foster a sense of pleasure in learning and in the end it will have an impact on increasing student learning outcomes. To achieve this, schools and teachers as the main components of education need to manage learning in accordance with the principles of teaching and learning activities, including: 1) student-centered activities; 2) learning through action; 3) independent learning and learning to work. So, that learning is expected not to be focused on the teacher, but how to activate students in their learning (student active learning) (Muslich, 2017:13)

The high role of teachers and students in a learning process will greatly assist students in achieving optimal learning outcomes. From the results of pre-research interviews with teachers of science subjects at elementary schools in the district of Bonang Demak, currently there are still many students who think that science subjects are difficult to understand, boring and boring, so that not a few students have difficulty understanding them, especially in the current conditions. where learning is done online because of the study from home rules to prevent the transmission of the corona virus covid-19 (Pratama et al., 2020). Students have difficulty solving analytical problems related to the ability to solve a problem. From the results of interviews with students on February 23, 2021, when conducting interviews at schools, it was found that they found it difficult when they had to apply the concepts they knew to problems that were different from the teacher's explanation.

Based on these findings and observations of the learning process carried out by teachers, especially science teachers, it is found that students are not active in learning with skills in making understanding or concepts, applying, analyzing, synthesizing, and evaluating where all these activities are based on observations, experiences, thoughts. , consideration, and communication, which will guide in determining attitudes and actions. Teachers lecture more and provide exercises or written assignments according to the worksheets used but do not provide opportunities for students to experiment according to their ideas and knowledge so that the learning process becomes less interesting and meaningful because the dominance of the teacher is still very prominent and as a result students are less active and passive as a teacher. listeners in science learning.

These problems can be overcome by using models, methods or approaches that are in accordance with the RQA learning model. Priantari (2017:44) states that this RQA learning strategy is a newly developed strategy based on the fact that almost all students who are assigned to read future materials always do not read, which results in learning strategies designed to be difficult or not implemented so that understanding of the subject matter be low. The results of Mulyadi et al. (2018) research show that the use of RQA strategies can increase learning motivation so that it has an effect on improving learning outcomes.

In addition to the RQA strategy, the method that can overcome the above problems is online learning. Based on the development of e-learning from time to time which continues to develop following technological developments, it can be concluded that e-learning will become the learning system of the future, effectiveness and flexibility will be the main reasons (Kurniawan, 2014:32). The use of e-learning is expected to motivate the improvement of the quality of learning and teaching materials, as well as communication between teachers and students.

Based on Amin & Corebima (2016) research that the reading questioning and answering model is a model that can improve student learning outcomes in biology learning. Likewise, in Tendrita & Sari (2020) research that the reading questioning and answering learning model is able to increase learning motivation and communication skills. In Yunitasari & Hanifah (2020) research that online learning succeeded in increasing student interest in learning during the COVID-19 pandemic. Several previous journal studies have shown that the reading questioning and answering learning model are suitable to be used in this study to improve students' motivation and learning outcomes (Legowati et al., 2021).

#### **1.2 Research Objectives**

This study was to determine the effect of the RQA learning model and the online learning model on the motivation and learning outcomes of fourth grade elementary school students in the Sultan Trenggono cluster, Bonang District, Demak Regency.

# 2. Methodology

### 2.1 Research Design

The type of research used is "ex post facto" research, which is causal. This study only examines an event without any prior treatment of the object under study.

## 2.2 **Respondents of The Study**

The population in this study were all fourth grade students of State Elementary Schools in the Sultan Trenggono cluster, Bonang Demak District, totaling 185 students. The sample in this study is described in the following Table:

		-		
No.	Name of school	Class	Population	Sample
1	Public Primary School Number 1 Sukodono	IV	35	35
2	Public Primary School Babadan	IV	53	53
3	Public Primary School Number 1 Sumberejo	IV	30	30
4	Public Primary School Number 2 Sumberejo	IV	52	52
5	Public Primary School Kembangan	IV	15	15
	Total		185	185

Table 1. Population and research sample

#### **3.** Findings and Discussion

The following are the findings of the research entitled "The effect of online learning model reading questioning and answering on motivation and learning outcomes:

# 3.1 The Effect of Online Learning on The Motivation to Learn Science in Grade IV Elementary School

Based on the results of the SPSS output above, it is known that the regression coefficient ( $\beta$ ) of the online learning variable is 0.684 and the t-test value is 7.844 with a significance value of 0.000. The value of the regression coefficient ( $\beta$ ) and t-test uses a level of (significant) of 0.05, so that the value of the regression coefficient ( $\beta$ ) is 0.684 > 0.05 or T count is 7.844 >T table 1.97316, thus it can be concluded that this result shows that there is a learning effect. online learning motivation for learning science in Grade IV Elementary School, Bonang District, Demak Regency. Thus it can be said that the first hypothesis in this study can be accepted.

Based on the value of r square or correlation index of 0.252, it shows that the large influence of online learning (X1) on the motivation to learn science subjects for fourth grade students at the Elementary School, Bonang District, Demak Regency, is 25.2%, the remaining 74.8% is influenced by other factors. not included in this study.

The results of this study indicate that online learning if managed properly, it will be able to generate motivation for students in learning and actually become its own external encouragement, and this is in line with the theory of Uno (2011:23) learning motivation is an internal and external encouragement to students. students who are learning to conduct behavior, generally with several indicators or supporting elements. These indicators, among others: the desire and desire to succeed, encouragement and need in learning, hopes and aspirations for the future, appreciation in learning, and a conducive learning environment. This means that if the teacher at the Elementary School in the Bonang sub-district, Demak Regency, in the implementation of online learning is willing to continue to innovate and improve his abilities, then there are no obstacles and even motivation and interest for students.

# **3.2** The Effect of Learning The Reading Questioning and Answering (RQA) Model on The Motivation to Learn Science in Grade IV Elementary School

Based on the results of the SPSS output above, it is known that the regression coefficient ( $\beta$ ) of the RQA learning variable is 0.438 and the t-test value is 7.552 with a significance value of 0.000. The value of the regression coefficient ( $\beta$ ) and the t-test uses a level of (significant) of 0.05, so the value of the regression coefficient ( $\beta$ ) is 0.438 > 0.05 or T count is 7.552 > T-table 1.97316, thus it can be concluded that this result shows that there is a learning effect. RQA on motivation to learn science in Grade IV Elementary School, Bonang District, Demak Regency. Thus it can be said that the second hypothesis in this study can be accepted.

Based on the r-square value or correlation index of 0.438, it shows that the large influence of the reading questioning and answering (RQA) learning model on the motivation to learn science subjects for fourth grade students at the Elementary School, Bonang District, Demak Regency, is 43.8%, the remaining 56.2% is influenced by factors others not included in this study.

The results of this study show the importance of the role of learning models as students' external motivation in learning. Learning models are used to help clarify procedures, relationships and the overall state of what is designed.

According to Weil, Calhoun, & Joyce (2000), there are several uses of the learning model, among others, to clarify the functional relationship between various components, elements or elements of a particular system as well as to drive external encouragement in students.

The results of this study are in line with Guna & Hayari (2020) research entitled Application of the Student Team Achievement Divisions (STAD) Cooperative Learning Model Combined with Lesson Study-Based RQA to Improve Learning Motivation and Communication Ability of Biology Education Students, State University of Malang. Journal of Biology Education Vol. 5 No. 1, June 2020. The results showed that the application of the STAD type cooperative learning model based on Lesson Study could increase the learning motivation and communication skills of 7th semester students of 21st century learning lectures by increasing students' motivation from cycle I to cycle II by 6.55%. Meanwhile, the increase in students' communication skills from cycle I to cycle II was 8.21%.

### 3.3 The Effect of Online Learning on Science Learning Outcomes for Grade IV Elementary School

Based on the results of the SPSS output above, it is known that the regression coefficient ( $\beta$ ) of the online learning variable is 0.229 and the t-test value is 2.297 with a significance value of 0.000. The value of the regression coefficient ( $\beta$ ) and t-test uses a level of (significant) of 0.05, so that the value of the regression coefficient ( $\beta$ ) is 0.229 > 0.05 or T count is 2.297 >T table 1.97316, thus it can be concluded that these results indicate that there is a learning effect. online on the learning outcomes of Science Class IV Elementary School. Thus it can be said that the third hypothesis in this study can be accepted.

Based on the r-square value or correlation index of 0.310, it shows that the influence of online learning on the learning outcomes of fourth grade science subjects at the elementary school in Bonang District, Demak Regency is 31%, the remaining 69% is influenced by other factors not included in this study.

The results of this study are supported by the results of Sobron et. al. (2019), study of the Effect of Online Learning on Grade IV Mathematics Learning Outcomes in Elementary Schools. Journal of Research Innovation. Vol.1 No.3 August 2020. ISSN 2722-9467 (Online). The results of the study showed that there was an effect of using online learning media on the mathematics learning outcomes of fourth graders at the State Elementary School 01 Gentan Bendosari Sukoharjo in the discussion of fractions. The average post-test value shows that the experimental class is higher than the control class, which is 80.83 for the experimental class and 64.14 for the control class.

Likewise with another study in Sobron et. al. (2019), The Effect of Online Learning on Science Learning Outcomes of Elementary School Students. Journal of Educational Science Volume 2 Number 3 of 2020. The results show that online learning based on the Edmodo application, especially science subjects, has a very positive impact on class students. Based on the research, the data analyzed by SPSS showed the mean value in the experimental group was 89.62 and in the control group was 80.77, with a difference of 8.85. The results of the analysis with Mann Whitney have a p value of 0.000 <0.05, which means that there is an influence of online learning on science learning outcomes, so it can be concluded that there is a significant difference between Edmodo online learning and conventional learning. This study provides input to elementary school teachers to conduct online learning-based learning in order to improve learning outcomes for science subjects.

# **3.4** The Effect of Learning The Reading Questioning and Answering (RQA) Model on Science Learning Outcomes for Grade IV Elementary School

Based on the results of the SPSS output above, it is known that the regression coefficient ( $\beta$ ) of the RQA learning variable is 0.139 and the t-test value is 3.610 with a significance value of 0.000. The value of the regression coefficient ( $\beta$ ) and the t-test uses a level of (significant) of 0.05, so that the regression coefficient value ( $\beta$ ) is 0.139 > 0.05 or T count is 3.610 > T table 1.97316, thus it can be concluded that these results indicate that there is a learning effect. RQA on science learning outcomes for Grade IV Elementary School. Thus it can be said that the fourth hypothesis in this study can be accepted.

Based on the R Square value or correlation index of 0.502, it shows that the influence of the reading questioning and answering (RQA) learning model on the learning outcomes of science subjects for fourth grade students at the Elementary School in Bonang District, Demak Regency is 50.2%, the remaining 49.8% is influenced by other factors not included in this study.

The results of this study are supported by the results of Amin & Corebima (2016) research, Analysis of Lecturer's Perception of Learning Strategies for Reading Questions And Answering (RQA) and Argument Driven Inquiry (ADI) in the Biology Education Study Program in Makassar City. Proceedings of the 2016 National Seminar II, Postgraduate Biology Education, State University of Malang. The results showed that: 76.09% did not know the RQA strategy, 84.78% did not apply the RQA learning strategy, 84.78% did not know the steps of the RQA learning strategy, 13.04% experienced problems in implementing the RQA learning strategy, 82.61% did not know the steps of the ADI learning strategy, 13.04% experienced problems in implementing the ADI learning strategy. Therefore, it is necessary to introduce and

apply RQA and ADI learning strategies to biology lecturers in Makassar city in increasing innovation and the quality of the learning process.

The relationship between the model and learning outcomes is very close because the model is implemented to achieve maximum learning outcomes. This has a substantive meaning that when the learning model becomes a priority for the teacher in the learning process, the material presented will be given maximally which in the end is an increase in learning outcomes. So the results of this study show the truth of the theory that the learning outcomes achieved by students are influenced by two main factors, namely the ability of students and environmental factors. According to Slameto (2017), these factors globally can be described in two parts, namely internal factors and external factors.

# 3.5 The Effect of Learning Motivation on Science Learning Outcomes for Grade IV Elementary School

Based on the results of the SPSS output above, it is known that the regression coefficient ( $\beta$ ) of the learning motivation variable is 0.089 and the t-test value is 2.265 with a significance value of 0.000. The value of the regression coefficient ( $\beta$ ) and the t-test uses a level of (significant) of 0.05, so the value of the regression coefficient ( $\beta$ ) is 0.089 > 0.05 or T count is 2.265 > T table 1.97316, thus it can be concluded that this result shows that there is an influence of motivation learning on science learning outcomes for Grade IV Elementary School. Thus it can be said that the fifth hypothesis in this study can be accepted.

Based on the value of r square or correlation index of 0.609, it shows that the large influence of learning motivation on the learning outcomes of science subjects for fourth grade students at the Elementary School of Bonang District, Demak Regency is 60.9%, the remaining 39.1% is influenced by other factors that are not included in the this research.

The results of this study indicate that a person's success or failure in learning is caused by several factors that affect the achievement of learning outcomes. Dalyono & Suparman (2019) suggests the factors that influence learning outcomes, namely internal factors and external factors. Internal factors include health, intelligence and talent, interests and motivation, and ways of learning. While external factors include family, school, community and the surrounding environment.One of the external factors is interest and motivation.

# 3.6 The Effect of Online Learning and The Reading Questioning and Answering (RQA) Model on Science Learning Outcomes Through Motivation as an Intervening Variable in Grade IV Elementary School

Table 2. Regression coefficients model 1								
Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
		В	Std. Error	Beta				
	(Constant)	11.158	7.805		1.430	.155		
	Online	.549	.082	.403	6.717	.000		
1	Learning							
	RQA	.345	.054	.384	6.399	.000		
	Learning							
a. Deper	ndent Variable	: Learning Motivat	ion					

The analysis of the path coefficient of model 1 is described in the Table 2 below:

The path coefficient analysis of model 2 is described in the Table 3 below:

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		oefficients	Standardized Coefficients	t	Sig.	
		В		Std. Error	Beta			
	(Constant)		78.304	9.506		8.237	.000	
1	Online Learning		.140	.111	.131	2.365	.000	
	RQA Learning		.101	.072	.118	2.401	.000	
	Learning		.159	.090	.166	2.766	.000	
	Motivation							
a. Dependent Variable: Learning Motivation								

Based on the output of regression model 2 in the Coefficients table, it can be seen that the significance value of the three variables, namely online learning (X1) is 0.000, RQA learning (X2) is 0.000 and learning motivation (Y) is 0.000 which is smaller than 0.05. These results give the conclusion that regression model 2, namely online learning variables (X1), RQA learning (X2) and learning motivation (Y) affect learning outcomes (Y).

Based on the output above, the r-square value or correlation index is 0.620, this means that the contribution of online learning variables (X1) and RQA learning (X2) through learning motivation (Y) to learning outcomes (Y) is 62.0% while the remaining 38% is the contribution of other variables not included in the study.

The value of the direct influence of online learning variables on learning outcomes is 0.140 greater than the indirect effect that passes through the intervening variable, namely learning motivation of 0.067, these results indicate that online learning (X1) has a direct influence on learning motivation (Y) in subjects IPA grade IV students at Elementary School Bonang District, Demak Regency.

The value of the direct influence of the RQA learning model on learning outcomes of 0.118 is greater than the indirect effect that passes through the learning motivation variable as an intervening variable of 0.064, these results indicate that RQA learning (X2) has a direct influence on learning motivation (Y) in subjects Science grade IV students at the Elementary School in Bonang District, Demak Regency.

This study proves that motivation as an intervening variable is able to encourage student learning outcomes. This means that student learning outcomes are maximized because they pass through the variables of learning motivation and learning motivation to function as a bridge or intermediary for learning outcomes to occur. Crow quoted by Tabrani (2014), clarifies the importance of student learning motivation or motivation in learning, namely that learning must be motivated in various ways so that the interest that is emphasized in learning is built from the interests that already exist in the child. Motivation determines the level of success or failure of students' learning actions, because learning without motivation is difficult to succeed.

#### 4. Conclusions and Recommendations

There is an effect of online learning on the motivation to learn science in Grade IV Elementary School, Bonang District, Demak Regency. The amount of influence given is 25.2%. There is an effect of learning the reading questioning and answering (RQA) model on the motivation to learn science in Grade IV Elementary School, Bonang District, Demak Regency. The magnitude of the influence given is Demak by 43.8%. There is online learning on the learning outcomes of Science Class IV Elementary School Bonang District, Demak Regency. The amount of influence given is 31%. There is an effect of learning the reading questioning and answering (RQA) model on science learning outcomes for Grade IV Elementary School, Bonang District, Demak Regency. The magnitude of the effect given is 50.2%. There is an influence of learning motivation on the learning outcomes of Science Class IV Elementary School, Bonang District, Demak Regency. The magnitude of the effect given is 50.2%. There is an influence of learning motivation on the learning outcomes of Science Class IV Elementary School, Bonang District, Demak Regency. The magnitude of the effect given is 50.2%. There is an influence of learning motivation on the learning outcomes of Science Class IV Elementary School Bonang District, Demak Regency. The magnitude of the effect given is 60.9%.

There is an effect of online learning and the reading questioning and answering (RQA) model on science learning outcomes through motivation as an intervening variable in Class IV Elementary School Bonang District, Demak Regency. The amount of influence given is 62.0%.

Based on the results of the study, several suggestions can be taken, can be the basis for recommendations for teachers in the concept of learning that online learning and RQA which are currently being carried out in a state of the COVID-19 pandemic, teachers should be able to combine material with creative content so that it will generate interest in student learning and ultimately improve student learning outcomes.

#### Acknowledgement

The researcher would like to thank the participation of the State Elementary Schools in the Sultan Trenggono cluster, Bonang Demak District. The researcher also wishes to express appreciation to the postgraduates of Muria Kudus University for the guidance and direction of the research results.

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