

Improving Students' Indonesian Language Learning Outcomes through the Planted Questions Active Learning Method in Grade V at MI NW Bagik Nyala

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ABSTRAK

Improving students' Indonesian language learning outcomes remains a significant challenge in elementary education, particularly in developing active participation, critical thinking, and meaningful learning experiences. This study aimed to examine the effectiveness of the Planted Questions Active Learning method in improving Indonesian language learning outcomes among Grade V students at MI NW Bagik Nyala. This research employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, consisting of two cycles, with each cycle including planning, action, observation, and reflection stages. The research subjects were Grade V students, and data were collected through learning outcome tests, classroom observations, and documentation. The collected data were analyzed using qualitative and quantitative descriptive analysis to identify changes in students' learning achievement and classroom engagement. The findings revealed that the implementation of the Planted Questions Active Learning method contributed to significant improvements in students' Indonesian language learning outcomes. In the first cycle, students showed initial improvements in participation and understanding, although several students still experienced difficulties in expressing ideas and comprehending learning materials. After the improvements implemented in the second cycle, students demonstrated higher achievement, increased confidence, active involvement in discussions, and better understanding of Indonesian language concepts. The study concludes that the Planted Questions Active Learning method is an effective instructional strategy for enhancing students' learning outcomes by creating a more interactive, collaborative, and student-centered learning environment. This research implies that elementary school teachers can utilize this method as an alternative approach to improve the quality of Indonesian language instruction..

INTRODUCTION

Language learning plays a fundamental role in developing students' cognitive, communicative, and literacy competencies, particularly at the elementary school level where foundational language skills are established. In Indonesia, Bahasa Indonesia is not merely a compulsory subject but also serves as the primary medium through which students acquire knowledge, construct understanding, communicate ideas, and develop higher-order thinking skills.

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Consequently, effective Indonesian language instruction is essential for improving students' academic achievement and preparing them to participate actively in the twenty-first century learning environment. According to Amelia et al. (2023), Indonesian language learning functions as a strategic instrument for developing students' knowledge, communication abilities, and thinking skills. Therefore, classroom instruction should encourage students to actively construct knowledge through reading, questioning, discussion, and idea sharing rather than relying solely on teacher explanations.

Current educational reforms have shifted the focus of classroom instruction from teacher-centered approaches toward student-centered learning. This paradigm emphasizes active student engagement, collaborative learning, critical thinking, and meaningful interaction throughout the learning process. In the implementation of Indonesia's Merdeka Curriculum, teachers are expected to design innovative learning environments in which students actively participate in exploring concepts, communicating ideas, and solving learning problems (Wibowo et al., 2023). Likewise, Wibowo (2026) argues that Indonesian language learning should be designed using student-centered instructional models that simultaneously develop listening, speaking, reading, and writing skills while positioning teachers as facilitators of meaningful learning experiences.

A growing body of educational research consistently demonstrates that active learning significantly improves students' learning outcomes because learners become directly involved in constructing knowledge rather than passively receiving information. Rahmat et al. (2022) reported that active learning strategies provide students with broader opportunities to ask questions, answer problems, participate in discussions, and express their opinions, thereby improving conceptual understanding and learning achievement. Similarly, Maimunah et al. (2026) emphasized that meaningful learning occurs when students actively construct knowledge through authentic interaction, collaboration, and reflective learning experiences. These findings are reinforced by Kurnia et al. (2021), who explained that language competence develops more effectively when students continuously practice reading, writing, listening, and speaking through active classroom participation.

The importance of active learning is further supported by studies investigating various innovative instructional models in Indonesian language education. Problem-Based Learning (PBL), for example, has been widely recognized as an effective instructional approach for improving students' critical thinking, communication skills, and conceptual understanding because students learn by solving authentic problems encountered in daily life. Research indicates that PBL promotes higher-order thinking and leads to significantly better learning outcomes than conventional instruction. Likewise, differentiated learning integrated with Problem-Based Learning enables teachers to accommodate students' diverse learning characteristics while encouraging collaborative problem-solving, resulting in improved Indonesian language achievement (Solehudin & Rochmiyati, 2023). Similar findings also reveal that learning models encouraging group discussion, collaborative inquiry, and shared problem-solving improve students' responsibility, communication skills, and self-confidence, ultimately leading to higher academic performance.

Beyond Problem-Based Learning, numerous innovative instructional approaches have demonstrated positive effects on Indonesian language learning. Inquiry Learning encourages students to observe, formulate questions, investigate information, analyze evidence, and draw conclusions independently, resulting in deeper conceptual understanding than traditional teacher-centered instruction. Likewise, Inquiry-Based Learning strengthens critical thinking, communication, and problem-solving competencies because students actively discover concepts through systematic investigation. Furthermore, integrating Inquiry Learning with Problem-Based

Learning creates a more interactive learning environment in which students participate actively in investigation, group discussion, and collaborative problem-solving, leading to continuous improvement in learning mastery.

Project-based instructional approaches also contribute substantially to Indonesian language learning. Project-Based Learning (PjBL) enables students to explore ideas, collaborate with peers, demonstrate creativity, and produce meaningful learning products. Such learning experiences not only improve narrative writing skills but also increase students' classroom participation and academic achievement (JED, 2023). Similarly, Chayaning and Nurdyansyah (2026) found that project-based learning significantly enhances students' critical thinking skills, learning participation, and comprehension of Indonesian language materials. These findings indicate that student-centered instructional strategies consistently generate better educational outcomes than conventional teaching methods.

Other pedagogical innovations have also contributed to improving Indonesian language learning quality. Interactive learning devices facilitate students' participation in various classroom activities, creating meaningful learning experiences that increase motivation and learning achievement. Likewise, animated instructional videos attract students' attention, enhance classroom participation, and improve conceptual understanding through visually engaging presentations. Interactive PowerPoint integrated with Problem-Based Learning has similarly been found to strengthen students' cognitive understanding by presenting learning materials systematically while encouraging active classroom participation.

Teachers' perceptions and instructional practices remain critical determinants of successful active learning implementation. Yuliejantiningasih et al. (2023) demonstrated that teachers who consistently implement active learning tend to involve students more frequently in questioning, discussion, collaboration, and problem-solving activities, thereby increasing students' motivation and academic achievement. Ghufon (2024) further emphasized that innovation in Indonesian language instruction should prioritize student-centered learning environments that foster critical thinking, communication, collaboration, and independent knowledge construction. Complementing this perspective, Aslina et al. (2026) argued that continuous instructional innovation is necessary to create engaging, adaptive, and meaningful learning environments capable of improving students' motivation, active participation, and higher-order thinking skills.

Collectively, these studies suggest that active learning has become an essential pedagogical approach in Indonesian language education because it transforms students from passive recipients of information into active participants in the learning process. Various instructional models—including Problem-Based Learning, Inquiry Learning, Project-Based Learning, Reciprocal Teaching, differentiated instruction, and interactive multimedia—have consistently demonstrated positive effects on students' motivation, participation, critical thinking, literacy, communication skills, and academic achievement. These findings provide a strong theoretical foundation for exploring other active learning strategies capable of promoting students' learning outcomes in Indonesian language classrooms.

Recent studies have consistently demonstrated that active learning strategies positively influence students' engagement and academic achievement in Indonesian language education. Nevertheless, the implementation of these strategies varies considerably across educational settings, and many classrooms continue to rely on teacher-centered instruction. As a result, students often have limited opportunities to participate actively in questioning, discussion, and collaborative learning activities, despite the substantial evidence supporting student-centered pedagogies.

The preliminary observation conducted in Grade V of MI NW Bagik Nyala reflects this situation. Classroom instruction in Indonesian language lessons was predominantly delivered through lectures and written assignments. Students generally acted as passive recipients of information, while only a few actively participated in asking questions, responding to the teacher, or expressing their opinions during classroom discussions. Several students also experienced difficulties in comprehending reading materials, identifying essential information, and answering comprehension questions. These classroom conditions contributed to relatively low learning achievement, with several students failing to attain the school's Minimum Learning Competency Criteria. Such findings indicate the need for an instructional strategy that actively involves students throughout the learning process while simultaneously improving their learning outcomes.

A number of previous studies have confirmed the effectiveness of active learning in Indonesian language instruction. Mancar et al. (2025) reported that the Planted Question model significantly increased students' classroom participation by encouraging structured questioning, discussion, and interaction among learners. Likewise, Darmawan and Arrizhma (2026) found that Active Learning strategies improved elementary students' academic achievement because students became more engaged in collaborative discussions and classroom activities. Hasanah et al. (2026) similarly concluded that discussion-based learning enhanced Indonesian language learning outcomes by increasing students' participation and critical thinking during classroom instruction.

Other studies have also demonstrated the effectiveness of student-centered instructional models. Istiqomatudiniyah and Eminita (2026) revealed that integrating Problem-Based Learning with collaborative digital reading improved students' literacy competencies and classroom interaction. Chayaning and Nurdyansyah (2026) further showed that Project-Based Learning enhanced students' critical thinking, participation, and comprehension in Indonesian language learning. These findings consistently indicate that learning models emphasizing active student involvement produce better academic outcomes than conventional instructional approaches.

Similar evidence has been reported in studies examining various active learning strategies. Rahmat et al. (2022) demonstrated that the Giving Questions and Getting Answers (GQGA) strategy significantly improved Indonesian language learning outcomes by encouraging students to ask and answer questions actively throughout the lesson. Bahri et al. (2022) emphasized that interactive learning materials increase students' motivation and classroom participation, whereas Amalia and Khaerunnisa (2022) found that animated instructional media positively affect students' interest and conceptual understanding. Furthermore, Rasyid et al. (2023), Salam et al. (2022), Mardiyanto et al. (2024), Alerbitu et al. (2025), Maknun and Haryanti (2022), Swari et al. (2024), Hawa et al. (2024), Dewani et al. (2024), Ghufro (2024), Solehudin and Rochmiyati (2023), Wibowo et al. (2023), Yuliejantiningasih et al. (2023), Amelia et al. (2023), Aslina et al. (2026), Maimunah et al. (2026), Kurnia et al. (2021), Wibowo (2026), and Nurhaedah (2025) likewise concluded that active, collaborative, inquiry-oriented, and innovative learning approaches improve students' participation, literacy skills, communication competence, critical thinking, motivation, and academic achievement.

Despite these encouraging findings, several important research gaps remain. First, previous studies have predominantly investigated general active learning models such as Problem-Based Learning, Project-Based Learning, Inquiry Learning, Reciprocal Teaching, discussion methods, and Giving Questions and Getting Answers. Comparatively little empirical attention has been devoted to the implementation process of the Active Learning Planted Questions method in Indonesian language classrooms, particularly at the elementary madrasah level. Second, most previous studies have emphasized the effectiveness of instructional models in improving participation, literacy,

motivation, or critical thinking, while limited research has simultaneously examined how the Planted Questions method is implemented in classroom practice and how its implementation contributes to improving students' learning outcomes. Third, empirical evidence regarding the application of this instructional method in Madrasah Ibtidaiyah remains scarce, although this educational context possesses distinctive instructional characteristics compared with general elementary schools.

The novelty of this study therefore lies in two main aspects. First, this research provides a comprehensive description of the implementation process of the Active Learning Planted Questions method in Indonesian language learning at Grade V of MI NW Bagik Nyala through Classroom Action Research cycles consisting of planning, implementation, observation, and reflection. Second, the study empirically examines the effectiveness of this implementation in improving students' Indonesian language learning outcomes. Consequently, this research contributes not only to evaluating learning achievement but also to explaining the instructional process through which the Planted Questions method facilitates active classroom participation and meaningful learning experiences.

Based on the background and research gaps presented above, this study seeks to answer the following research questions: (1) How is the Active Learning Planted Questions method implemented in Indonesian language learning in Grade V of MI NW Bagik Nyala? and (2) Can the implementation of the Active Learning Planted Questions method improve the Indonesian language learning outcomes of Grade V students at MI NW Bagik Nyala?

Accordingly, the objectives of this study are (1) to describe the implementation of the Active Learning Planted Questions method in Indonesian language learning for Grade V students at MI NW Bagik Nyala, and (2) to determine whether the implementation of the Active Learning Planted Questions method improves students' Indonesian language learning outcomes. The findings are expected to enrich the theoretical discussion on active learning strategies in elementary language education while providing practical guidance for teachers seeking to implement student-centered instructional approaches that foster active participation and improve learning achievement in Indonesian language classrooms.

METHODS

1. Research Approach and Design

This study employed Classroom Action Research (CAR) to improve students' Indonesian language learning outcomes through the implementation of the Active Learning Planted Questions method. Classroom Action Research was selected because it focuses on solving practical classroom problems while simultaneously improving teaching practices and students' learning achievement through cyclical interventions. According to Kemmis et al. (2014), Classroom Action Research is a reflective process that enables teachers and researchers to improve educational practices through continuous planning, action, observation, and reflection.

The research adopted the Kemmis and McTaggart action research model, which consisted of four interconnected stages: planning, acting, observing, and reflecting. These stages were implemented in two action cycles. The second cycle was designed based on the reflection results obtained from the first cycle to ensure continuous improvement in both the instructional process and students' learning outcomes.

2. Research Setting and Participants

The study was conducted at MI NW Bagik Nyala, East Lombok Regency, Indonesia, during the first semester of the 2025/2026 academic year. The research participants consisted of all Grade V students, totaling 20 students. The participants were selected using total sampling because

Classroom Action Research involves all students within the classroom where the instructional problem occurs.

The object of this study was the implementation of the Active Learning Planted Questions method and its effect on students' Indonesian language learning outcomes. As emphasized by Creswell and Creswell (2018), selecting participants based on the research context enables researchers to obtain meaningful information regarding educational improvement within a natural classroom setting.

3. Classroom Action Procedures

The research was carried out in two action cycles following the model proposed by Kemmis and McTaggart. Each cycle consisted of four sequential stages. During the planning stage, lesson plans were prepared based on the Active Learning Planted Questions method. Learning materials, question cards, observation sheets, and achievement tests were also developed before the instructional activities were implemented.

During the acting stage, the teacher implemented the lesson using the Planted Questions strategy. Several students received prepared question cards before the lesson began without informing other students. Throughout the learning process, students asked the prepared questions according to the predetermined sequence, while other students responded through discussion and collaborative interaction. At the end of each lesson, students completed an achievement test to evaluate their learning outcomes.

During the observing stage, classroom activities were systematically observed using observation sheets. The researcher collaborated with the classroom teacher to document both teacher performance and students' learning activities throughout the implementation process.

Finally, during the reflecting stage, the researcher and the classroom teacher evaluated the strengths and weaknesses of each cycle based on observation findings and students' test results. The reflection findings were subsequently used to revise the instructional plan for the following cycle until the predetermined success indicators were achieved. According to Burns (2019), reflection is an essential component of Classroom Action Research because it provides the basis for continuous instructional improvement.

4. Research Instruments

Two research instruments were employed in this study, namely achievement tests and observation sheets. The achievement test was administered at the end of each cycle to measure students' Indonesian language learning outcomes. The test consisted of 13 multiple-choice questions and 2 essay questions, with a maximum score of 100.

Observation sheets were used to assess both teacher performance and students' learning activities during classroom instruction. These instruments enabled the researcher to evaluate the implementation of the Planted Questions method and students' active participation throughout the learning process. Fraenkel et al. (2019) stated that combining observation and achievement tests provides comprehensive evidence regarding both learning processes and learning outcomes.

5. Data Collection Procedures

Data were collected using achievement tests and classroom observations.

Achievement tests were conducted at the end of each learning cycle to determine students' mastery of Indonesian language learning materials. Meanwhile, classroom observations were conducted throughout each instructional session to document teacher activities and students' participation during the implementation of the Active Learning Planted Questions method.

The researcher also recorded field notes during classroom implementation to support the interpretation of observational findings and reflection activities.

6. Data Analysis

The collected data were analyzed using descriptive quantitative and descriptive qualitative techniques. Quantitative data obtained from achievement tests were analyzed by calculating individual mastery, class average, and classical learning mastery. Students were considered successful individually if they achieved a minimum score of 75, while classical mastery was achieved when at least 85% of students reached the minimum mastery criterion.

Qualitative data obtained from classroom observations were analyzed descriptively by identifying patterns of teacher performance and students' learning activities during each action cycle. The results of quantitative and qualitative analyses were then integrated during the reflection stage to determine improvements for the subsequent cycle.

RESULTS

1. Initial Condition (Pre-Cycle)

Before implementing the classroom intervention, the researcher conducted a preliminary classroom observation and administered a pre-test to the Grade V students of MI NW Bagik Nyala to identify their initial achievement in Indonesian language learning. The preliminary observation was conducted on 15 May 2026, while semi-structured interviews with the classroom teacher were carried out on 15 May 2026 and 30 May 2026. According to Mr. Muhammad Rifa'i, S.Pd., the Grade V classroom teacher, most students tended to demonstrate passive learning behaviors during Indonesian language lessons. Students rarely initiated questions or responded voluntarily to the teacher's questions, resulting in predominantly one-way classroom communication.

The findings obtained from the classroom observations and teacher interviews further revealed that the instructional approach commonly employed in Indonesian language lessons remained largely teacher-centered. The teacher predominantly relied on the lecture method, while students mainly listened to explanations, took notes, and completed assigned exercises. Consequently, students had limited opportunities to participate actively in classroom discussions or collaborative learning activities. This instructional pattern contributed to reduced student engagement, diminished learning motivation, and difficulties in developing a comprehensive understanding of Indonesian language materials.

These classroom conditions directly affected students' academic achievement. Based on the students' daily assessment records obtained from the classroom teacher, only 8 out of 20 students (40%) achieved the school's Minimum Mastery Criterion (MMC), whereas 12 students (60%) failed to meet the minimum passing score of 75. To verify these findings, the researcher administered a pre-test before implementing the intervention. The results confirmed the teacher's observations and indicated that students' learning achievement remained relatively low.

Table 1 presents the pre-test results of the Grade V students in Indonesian language learning.

Table 1. Pre-Test Results (Pre-Cycle) of Grade V Students in Indonesian Language Learning at MI NW Bagik Nyala

No.	Student	Score	Achievement	Category
1	Ahmad Sauki Muslim	55	Not Achieved	Poor
2	Aqila Nur Arifa	75	Achieved	Fair
3	Dzakira Talita Zahra	45	Not Achieved	Poor
4	Evan Juni Amrul Rizky	80	Achieved	Good
5	Fatina Zahira	50	Not Achieved	Poor
6	Gia Ika Utami	78	Achieved	Good
7	Gilang Algifari	60	Not Achieved	Fair
8	Intan Seftiani	76	Achieved	Good

9	Irmayanti	55	Not Achieved	Poor
10	Lalu Muh. Haitul Mustaqim	40	Not Achieved	Poor
11	Maulida Lastari	75	Achieved	Fair
12	Muamalatan Karimi	65	Not Achieved	Fair
13	Muh. Irsyadul Anam	50	Not Achieved	Poor
14	Natasya Fitri Atmanegara	77	Achieved	Good
15	Nurmayanti	45	Not Achieved	Poor
16	Nurul An-Nissa Najwa	80	Achieved	Good
17	Sa'adatul Adawiyah	60	Not Achieved	Fair
18	Syakila Qotrunnada	55	Not Achieved	Poor
19	Tiara Septiana	76	Achieved	Good
20	M. Kholis Ardian Maulana	40	Not Achieved	Poor

Class Mean Score = 61.85

Source: Indonesian Language Pre-Test Results of Grade V Students at MI NW Bagik Nyala (2026).

As presented in Table 1, the mean score of the class in the pre-cycle stage was 61.85, indicating that the students' overall achievement remained below the expected standard. Only 8 students (40%) successfully achieved the Minimum Mastery Criterion ($MMC \geq 75$), whereas 12 students (60%) failed to reach the required benchmark. These findings suggest that the students' reading comprehension abilities—including identifying the main idea of a paragraph, locating explicit information, determining vocabulary meaning, identifying topic sentences, and drawing conclusions from reading passages—were still inadequate. Furthermore, the level of classical mastery was substantially lower than the predetermined success criterion of the study, which required at least 85% of students to achieve the Minimum Mastery Criterion.

The low level of student achievement observed during the pre-cycle was consistent with the classroom observation findings. Students rarely participated in classroom interaction, demonstrated limited confidence in asking or answering questions, and relied heavily on teacher explanations throughout the learning process. Consequently, the learning environment lacked meaningful interaction and collaborative knowledge construction, which are essential characteristics of active learning.

Considering these findings, the researcher and the collaborating teacher agreed to implement the Active Learning Planted Questions method as an instructional intervention to improve students' Indonesian language learning outcomes. This instructional strategy was selected because it encourages active student participation through structured questioning techniques. Rather than functioning merely as passive recipients of information, students were expected to become active participants who construct knowledge through questioning, discussion, collaborative interaction, and reflective thinking. Accordingly, the implementation of the Planted Questions method was anticipated not only to improve students' academic achievement but also to enhance classroom participation, communication skills, and overall learning engagement during Indonesian language instruction.

2. Results of Cycle I

Cycle I was implemented in two classroom meetings on 15 May 2026. The intervention followed the Kemmis and McTaggart Classroom Action Research (CAR) model, which consisted of four interrelated stages: planning, acting, observing, and reflecting. The primary objective of this cycle was to introduce the Active Learning Planted Questions method into Indonesian language instruction and to examine its initial influence on students' classroom participation and learning achievement.

a Planning

During the planning stage, the researcher collaborated with the classroom teacher to prepare all instructional materials and research instruments required for the implementation of Cycle I. The lesson plan was first developed by integrating the Active Learning Planted Questions method into the Grade V Indonesian language curriculum in accordance with the prescribed learning competencies. The lesson was designed to promote active student participation through structured questioning, collaborative discussion, and reflective learning activities.

The instructional material consisted of a reading passage entitled "The Importance of Maintaining School Cleanliness." The text was selected because it covered several targeted learning indicators, including identifying the main idea of each paragraph, locating explicit information within the text, determining the meanings of unfamiliar words, identifying topic sentences, and drawing appropriate conclusions from the reading passage. These competencies were aligned with the Indonesian language learning objectives for Grade V students.

To facilitate the implementation of the Planted Questions strategy, the researcher prepared a set of question cards that were confidentially distributed to selected students before the lesson began. Each question was carefully designed according to the post-test blueprint to ensure consistency between the classroom activities and the expected learning outcomes. The prepared questions focused on identifying paragraph main ideas, locating textual information, explaining the meanings of the words *routine* and *environment*, identifying topic sentences, and summarizing the content of the reading passage.

Furthermore, the students were divided into four cooperative learning groups, each consisting of five students, to facilitate classroom discussion, peer interaction, and collaborative learning throughout the instructional process. To document the implementation of the intervention, the researcher also developed two observation instruments. The teacher observation sheet consisted of 12 observation indicators, whereas the student observation sheet comprised 10 indicators measuring students' participation, confidence, interaction, and engagement during classroom learning activities.

Finally, a Cycle I post-test was prepared to evaluate students' learning achievement after the intervention. The assessment consisted of 13 multiple-choice questions, each valued at five points, and two essay questions, with Question 14 worth 20 points and Question 15 worth 15 points, resulting in a maximum score of 100.

b Acting

The instructional intervention in Cycle I was conducted in two classroom meetings, each lasting 2×35 minutes, following the lesson plan developed during the planning stage. The learning process consisted of three phases: preliminary activities, core instructional activities, and closing activities.

During the preliminary phase, the teacher opened the lesson by greeting the students, leading a collective prayer, and checking attendance. The learning objectives were then clearly communicated, followed by an apperception activity that connected the lesson topic with students' everyday experiences. Before the core learning activities commenced, the teacher discreetly distributed the prepared Planted Questions cards to five selected students, representing each learning group. These students were instructed to ask their assigned questions only after receiving a signal from the teacher at specific points during the lesson. The remaining students were unaware that the questions had been prepared in advance, thereby ensuring that classroom interactions appeared natural and spontaneous.

During the core instructional activities, the teacher introduced the Indonesian language lesson and distributed the reading passage entitled "The Importance of Maintaining School

Cleanliness" to all students. Students were given sufficient time to read the text carefully before the questioning activities began. Afterward, the teacher signaled the selected students to present their prepared questions sequentially.

The questions addressed essential aspects of reading comprehension, including identifying the main idea of each paragraph, locating explicit information within the text, determining the meanings of the words *routine* and *environment*, identifying the topic sentence of each paragraph, and drawing conclusions from the reading passage. Following each question, other students were encouraged to provide answers, explain their reasoning, and discuss alternative responses with their peers. This instructional procedure created an interactive classroom atmosphere in which students actively exchanged ideas, defended their opinions, and collaboratively constructed their understanding of the learning material.

Throughout the discussion, the teacher functioned primarily as a facilitator by guiding classroom interaction, encouraging students to participate actively, providing constructive feedback, clarifying misconceptions, and reinforcing correct responses. Compared with the conventional instructional approach previously implemented in the classroom, the Active Learning Planted Questions method generated substantially greater student participation and more meaningful classroom interaction.

At the end of the lesson, the teacher and students collaboratively reviewed and summarized the key concepts discussed during the instructional activities. A brief reflection session was subsequently conducted, allowing students to share their learning experiences and identify concepts they had understood or found challenging. Finally, all students completed the Cycle I post-test, which was administered to evaluate their Indonesian language learning achievement following the implementation of the Active Learning Planted Questions method.

c Observing

The observation stage was conducted simultaneously with the implementation of the instructional activities in Cycle I. The researcher, together with the collaborating teacher, systematically observed both teacher performance and student participation using the observation instruments that had been prepared during the planning stage. These observations were intended to evaluate the effectiveness of the implementation of the Active Learning Planted Questions method and to identify aspects requiring improvement in the subsequent cycle.

The observation of teacher activities indicated that the instructional procedures were generally implemented in accordance with the lesson plan. The teacher successfully carried out the major components of the Active Learning Planted Questions method, including presenting the learning objectives, organizing cooperative learning groups, facilitating classroom discussions, encouraging students to respond to questions, and providing feedback throughout the instructional process. The teacher also functioned effectively as a facilitator by guiding students during discussions rather than dominating the learning activities. These findings suggest that the instructional strategy was implemented consistently with the planned classroom action.

Nevertheless, several aspects of teacher performance still required improvement. Classroom observations revealed that time management during group discussions and question-and-answer sessions had not yet been fully optimized. As a result, several discussion activities were completed within a limited timeframe, reducing opportunities for all students to participate equally. In addition, although the teacher consistently encouraged student participation, motivational support for less active students remained insufficient. Some students continued to hesitate when expressing their opinions and required more intensive encouragement to participate actively during classroom discussions.

The observation of student activities demonstrated encouraging progress compared with the pre-cycle condition. Most students showed greater enthusiasm and interest throughout the learning process. They paid closer attention to the teacher's explanations, actively read the assigned text, and participated more willingly in group discussions. Students who received the Planted Questions cards displayed considerable confidence when presenting their assigned questions and successfully stimulated classroom interaction. Their questions encouraged other students to analyze the reading text critically, exchange ideas, and formulate appropriate responses through collaborative discussion.

Despite these positive developments, classroom observations also identified several remaining challenges. Some students continued to demonstrate passive learning behaviors and were reluctant to answer questions spontaneously, particularly those belonging to groups with relatively lower academic achievement. These students tended to rely on more capable classmates during discussions and required additional guidance before expressing their own ideas. Furthermore, a number of students still experienced difficulties in identifying paragraph main ideas, determining topic sentences, interpreting specific vocabulary, and drawing conclusions from the reading passage independently.

Overall, the observation findings indicate that the implementation of the Active Learning Planted Questions method successfully promoted a more interactive and student-centered learning environment than the conventional instructional approach used previously. Classroom participation, peer interaction, and collaborative discussion increased noticeably during Cycle I. However, the observation results also suggested that further improvements were necessary to ensure that all students participated actively and benefited equally from the learning process. These findings subsequently served as important considerations during the reflection stage and informed the revisions implemented in Cycle II.

d Post-Test Results of Cycle I

Following the completion of the instructional intervention in Cycle I, all students completed a post-test to evaluate the effectiveness of the Active Learning Planted Questions method in improving Indonesian language learning outcomes. Student achievement was assessed according to the school's Minimum Mastery Criterion (MMC) of 75, while the predetermined success indicator for this Classroom Action Research required at least 85% of students to achieve the minimum mastery level.

The results of the Cycle I post-test are presented in Table 2.

Table 2. Post-Test Results of Cycle I in Indonesian Language Learning for Grade V Students at MI NW Bagik Nyala

No.	Student Name	Score	Achievement Status	Performance Category
1	Ahmad Sauki Muslim	70	Not Achieved	Fair
2	Aqila Nur Arifa	85	Achieved	Good
3	Dzakira Talita Zahra	75	Achieved	Fair
4	Evan Juni Amrul Rizky	90	Achieved	Very Good
5	Fatima Zahira	70	Not Achieved	Fair
6	Gia Ika Utami	85	Achieved	Good
7	Gilang Algifari	75	Achieved	Fair
8	Intan Seftiani	80	Achieved	Good
9	Irmayanti	70	Not Achieved	Fair
10	Lalu Muh. Haitul Mustaqim	65	Not Achieved	Fair
11	Maulida Lastari	80	Achieved	Good
12	Muamalatan Karimi	75	Achieved	Fair
13	Muh. Irsyadul Anam	70	Not Achieved	Fair

14	Natasya Fitri Atmanegara	85	Achieved	Good
15	Nurmayanti	75	Achieved	Fair
16	Nurul An-Nissa Najwa	85	Achieved	Good
17	Sa'adatul Adawiyah	70	Not Achieved	Fair
18	Syakila Qotrunnada	75	Achieved	Fair
19	Tiara Septiana	80	Achieved	Good
20	M. Kholis Ardian Maulana	65	Not Achieved	Fair
Class Mean Score		76.25		

Source: *Cycle I Indonesian Language Post-Test Results of Grade V Students at MI NW Bagik Nyala (2026)*.

e Reflecting

Based on the classroom observation findings and the Cycle I post-test results, the researcher and the collaborating teacher conducted a joint reflection to identify the strengths and limitations of the instructional intervention and to formulate improvements for the subsequent action cycle. The reflection yielded the following findings.

First, the mean class score increased from 61.85 in the pre-cycle stage to 76.25 in Cycle I, indicating that the implementation of the Active Learning *Planted Questions* method had positively influenced students' Indonesian language learning outcomes. Nevertheless, the classical learning mastery rate reached only 65%, which remained below the predetermined success criterion of 85%.

Second, seven students had not yet achieved the Minimum Mastery Criterion (MMC). Classroom observations indicated that these students tended to be passive during learning activities and lacked the confidence to participate actively in classroom questioning and discussion sessions. Their limited engagement reduced the overall effectiveness of the learning process.

Third, the distribution of *Planted Questions* cards was limited to five students, resulting in unequal opportunities for classroom participation. Consequently, not all students were able to engage directly in the questioning activities, and some learners remained passive observers throughout the lesson.

Fourth, the reflection indicated that the teacher should broaden the distribution of question cards to involve more students directly in the learning process. In addition, incorporating more varied small-group discussion activities before the questioning session was considered necessary to encourage greater participation, particularly among students who were less confident in expressing their ideas.

Finally, classroom time management required further improvement. The allocation of time for group discussions and question-and-answer activities needed to be organized more efficiently to ensure that every stage of the instructional process could be implemented effectively and that all students had adequate opportunities to participate.

Based on these reflection findings, the researcher concluded that although Cycle I had produced meaningful improvements in students' learning outcomes and classroom participation, the predetermined success indicators had not yet been fully achieved. Therefore, the Classroom Action Research was continued to Cycle II, incorporating several instructional modifications designed to enhance student engagement, optimize the implementation of the Active Learning *Planted Questions* method, and achieve the targeted level of classical learning mastery.

To provide a more comprehensive representation of the findings obtained in Cycle I, the researcher developed a conceptual model illustrating the implementation process of the Active Learning *Planted Questions* method and its impact on students' learning outcomes. The model was constructed based on the synthesis of classroom observations, reflective evaluations, and empirical data analysis collected throughout the implementation of the classroom action.

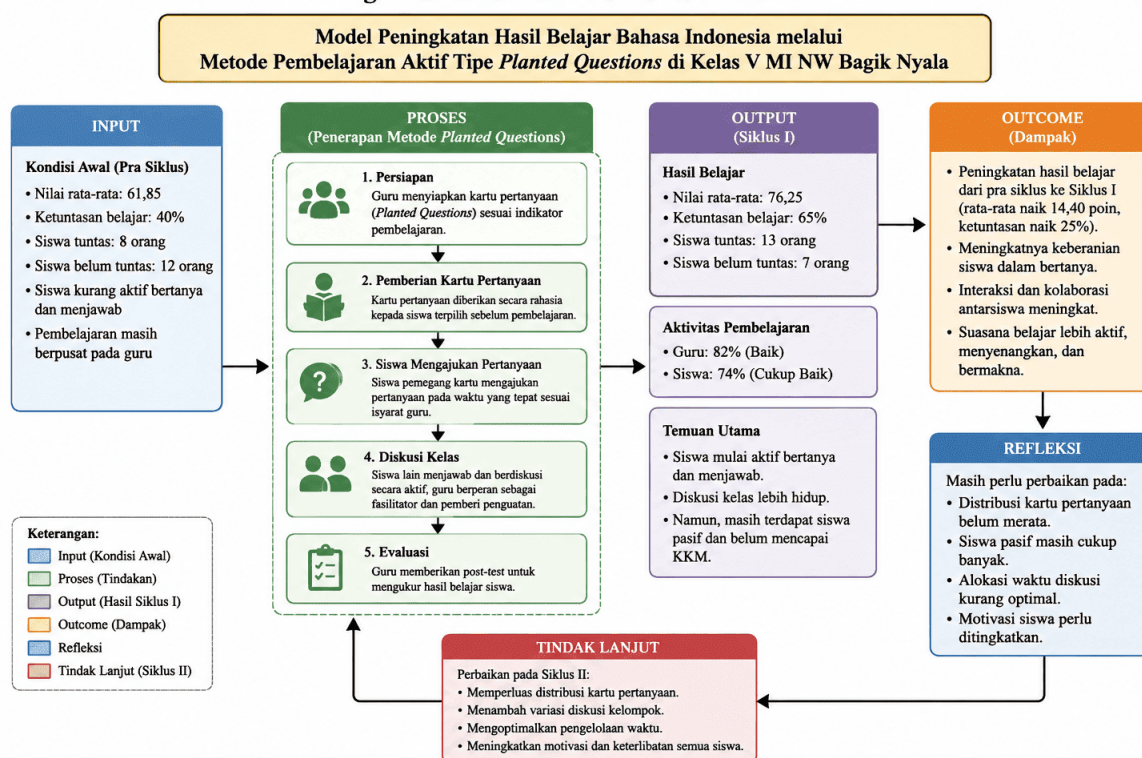
Figur 1. Model Hasil Temuan Penelitian

Figure 1 illustrates that the implementation of the Active Learning *Planted Questions* method began with the pre-cycle condition, which was characterized by low academic achievement, limited student participation, and predominantly teacher-centered instruction. Through a sequence of structured instructional activities—including the confidential distribution of question cards, student-generated questioning, collaborative group discussions, and learning evaluation—the intervention produced a noticeable improvement in students' learning outcomes. This progress was evidenced by an increase in the mean class score from 61.85 during the pre-cycle to 76.25 in Cycle I, while the percentage of students achieving the Minimum Mastery Criterion (MMC) increased from 40% to 65%.

Beyond improving academic achievement, the implementation of the *Planted Questions* method also enhanced students' confidence in asking questions, promoted more meaningful peer interaction, and fostered a more active, collaborative, and student-centered learning environment. Classroom observations further indicated that students became more engaged in discussing reading materials, exchanging ideas, and responding to their classmates' questions, thereby creating richer learning interactions than those observed during the conventional instructional approach.

Despite these encouraging outcomes, the reflection stage revealed that the predetermined criterion for classical learning mastery (85%) had not yet been achieved. Several challenges remained, including the persistence of passive participation among some students, the unequal distribution of question cards, which limited opportunities for all learners to participate actively, and less-than-optimal time management during classroom discussions. These limitations indicated that although the intervention had produced meaningful improvements, additional refinements were still necessary to maximize its effectiveness.

Consequently, the findings obtained in Cycle I served as the foundation for planning instructional improvements in Cycle II. The subsequent cycle was designed to address the identified shortcomings by expanding student participation, improving the distribution of

questioning opportunities, and optimizing classroom discussion management. These modifications were expected to enhance the effectiveness of the Active Learning *Planted Questions* method and enable the study to achieve the predetermined success indicators more comprehensively.

3. Results of Cycle II

Cycle II was implemented in two classroom meetings on 30 May 2026. This cycle represented a refinement and improvement of the instructional procedures implemented in Cycle I based on the findings obtained during the reflection stage. The modifications introduced in Cycle II were designed to address the limitations identified previously, particularly with respect to student participation, classroom interaction, time management, and the effectiveness of the Active Learning *Planted Questions* method in improving Indonesian language learning outcomes.

a Planning

Based on the reflection results from Cycle I, the researcher and the collaborating teacher jointly developed several instructional improvements before implementing Cycle II. First, the lesson plan was revised by addressing the shortcomings identified in the previous cycle, particularly regarding time allocation, classroom discussion management, and the equitable involvement of all students during the learning process.

Second, the distribution of Planted Questions cards was expanded from five students to eight students, with two students from each learning group receiving question cards. This modification was intended to provide more students with direct opportunities to participate actively in questioning and discussion activities.

Third, a new reading passage was prepared with more diverse learning objectives. The instructional material emphasized students' ability to summarize the content of the reading passage, identify the message conveyed by the text, and provide appropriate responses to the reading material. These learning objectives were aligned with the assessment blueprint, particularly for Questions 10 to 13 of the achievement test.

Furthermore, a small-group discussion session was incorporated before the implementation of the Planted Questions activity. This additional instructional stage allowed students to exchange ideas, discuss possible answers, and build confidence before participating in the classroom questioning session. Finally, the teacher planned to provide more intensive positive reinforcement for students who actively participated during the lesson in order to strengthen their motivation, confidence, and willingness to engage in classroom interaction. A Cycle II post-test, with an equivalent structure and level of difficulty to that used in Cycle I, was also prepared to ensure consistency in measuring students' learning achievement.

b Acting

The implementation of Cycle II incorporated several instructional improvements based on the reflection findings from Cycle I. The lesson began with the teacher greeting the students, reviewing the previous learning materials through a brief question-and-answer session, and introducing a new reading passage designed to develop higher-order reading comprehension skills.

Before the core instructional activities commenced, the teacher confidentially distributed the Planted Questions cards to eight selected students. Unlike Cycle I, the questions prepared for Cycle II represented a wider range of cognitive levels, including factual questions, interpretative questions, summarizing tasks, and questions requiring students to express opinions and responses toward the content of the reading passage. This variation was intended to encourage deeper comprehension and promote higher levels of classroom interaction.

An important improvement introduced in Cycle II was the addition of a small-group discussion session prior to the classroom questioning activities. During this session, students worked collaboratively within their respective groups to discuss the reading passage, exchange ideas, and prepare possible answers to potential questions. This activity particularly benefited students who had previously demonstrated limited confidence, as it provided opportunities to construct their understanding collaboratively before responding individually during the Planted Questions session.

The implementation of the Planted Questions strategy created a considerably more dynamic and interactive classroom atmosphere than that observed during Cycle I. Students who had previously been passive became noticeably more willing to ask questions, answer their classmates' questions, and participate actively in classroom discussions. Throughout the learning process, the teacher consistently provided positive reinforcement by appreciating students' contributions, encouraging hesitant learners, and acknowledging both correct answers and constructive attempts to participate. As a result, students demonstrated higher levels of confidence, motivation, and engagement throughout the instructional activities.

During the closing session, the teacher and students collaboratively summarized the key concepts learned during the lesson and conducted a brief reflection on the learning process. Subsequently, all students completed the Cycle II post-test, which was administered to evaluate the effectiveness of the revised instructional intervention in improving Indonesian language learning outcomes.

c Observing

The observation results obtained during Cycle II indicated substantial improvements in both teacher performance and student participation compared with those observed in Cycle I. The teacher managed the instructional process more systematically, implemented each stage of the lesson according to the revised lesson plan, and demonstrated more effective classroom management throughout the learning activities. Time allocation was considerably more efficient, allowing every planned instructional activity—including the small-group discussion session and the Planted Questions session—to be completed successfully.

The observation of student activities also demonstrated remarkable progress. Nearly all students actively participated throughout the learning process. They showed greater enthusiasm when reading the assigned text, discussing ideas with their group members, and responding to classroom questions. Students became increasingly confident in asking questions, answering their classmates' questions, and providing constructive responses during classroom discussions. Furthermore, collaborative interaction among students improved noticeably, creating a more active, communicative, and student-centered learning environment.

Overall, the observation findings indicated that the instructional improvements introduced in Cycle II successfully addressed many of the limitations identified during Cycle I. The broader distribution of question cards, the addition of collaborative group discussions, and the consistent provision of positive reinforcement contributed significantly to increasing student participation, confidence, and engagement throughout the learning process.

d Post-Test Results of Cycle II

Following the completion of the instructional activities in Cycle II, all students completed a post-test using an assessment instrument that had an equivalent structure, level of difficulty, and scoring weight to the post-test administered in Cycle I. The purpose of the assessment was to evaluate students' Indonesian language learning outcomes after the implementation of the revised Active Learning *Planted Questions* method.

The results of the Cycle II post-test are presented in Table 3.

Table 3. Cycle II Post-Test Results in Indonesian Language Learning for Grade V Students at MI NW Bagik Nyala

No.	Student Name	Score	Achievement Status	Performance Category
1	Ahmad Sauki Muslim	80	Achieved	Good
2	Aqila Nur Arifa	90	Achieved	Very Good
3	Dzakira Talita Zahra	85	Achieved	Good
4	Evan Juni Amrul Rizky	95	Achieved	Very Good
5	Fatina Zahira	80	Achieved	Good
6	Gia Ika Utami	90	Achieved	Very Good
7	Gilang Algifari	85	Achieved	Good
8	Intan Seftiani	85	Achieved	Good
9	Irmayanti	75	Achieved	Fair
10	Lalu Muh. Haitul Mustaqim	70	Not Achieved	Fair
11	Maulida Lastari	85	Achieved	Good
12	Muamalatan Karimi	80	Achieved	Good
13	Muh. Irsyadul Anam	75	Achieved	Fair
14	Natasya Fitri Atmanegara	90	Achieved	Very Good
15	Nurmayanti	85	Achieved	Good
16	Nurul An-Nissa Najwa	90	Achieved	Very Good
17	Sa'adatul Adawiyah	75	Achieved	Fair
18	Syakila Qotrunnada	80	Achieved	Good
19	Tiara Septiana	85	Achieved	Good
20	M. Kholis Ardian Maulana	70	Not Achieved	Fair
Class Mean Score		82.50		

Source: *Cycle II Indonesian Language Post-Test Results of Grade V Students at MI NW Bagik Nyala (2026)*.

As presented in Table 3, the mean class score increased to 82.50 in Cycle II, indicating a substantial improvement compared with the results obtained in Cycle I. A total of 18 students (90%) successfully achieved the Minimum Mastery Criterion ($MMC \geq 75$), while only 2 students (10%) remained below the required standard. These findings exceeded the predetermined success criterion of the study, which required at least 85% of students to achieve the Minimum Mastery Criterion. Therefore, the implementation of the Active Learning *Planted Questions* method was considered successful in improving students' Indonesian language learning outcomes. Since the research objectives and success indicators had been achieved, the Classroom Action Research was concluded at the end of Cycle II, and no further action cycle was required.

e Reflecting

Following the completion of Cycle II, the researcher and the collaborating teacher conducted a comprehensive reflection based on the classroom observation findings and the post-test results. The reflection demonstrated that the instructional improvements implemented in Cycle II had successfully addressed the weaknesses identified during Cycle I and had significantly enhanced both the learning process and students' academic achievement.

First, the mean class score increased from 76.25 in Cycle I to 82.50 in Cycle II, representing an improvement of 6.25 points. This result indicated that the revised instructional strategy effectively enhanced students' comprehension of Indonesian language learning materials.

Second, the percentage of students achieving the Minimum Mastery Criterion increased substantially from 65% in Cycle I to 90% in Cycle II, thereby exceeding the predetermined classical mastery target of 85%. This finding confirms that the instructional intervention successfully improved students' overall learning achievement.

Third, classroom observations revealed a significant improvement in students' learning activities. Students demonstrated greater confidence in asking questions, answering their classmates' questions, expressing opinions, and participating actively in classroom discussions. The learning environment became increasingly interactive, collaborative, and student-centered compared with the previous cycle.

Furthermore, the addition of the small-group discussion session prior to the implementation of the Planted Questions activity proved to be highly effective. The collaborative discussions provided students with sufficient opportunities to exchange ideas, prepare responses, and strengthen their understanding of the reading materials before participating in the classroom questioning session. Consequently, students' responses became more accurate, comprehensive, and well-reasoned during classroom discussions.

Overall, the final reflection confirmed that the Active Learning *Planted Questions* method was effective in improving the Indonesian language learning outcomes of Grade V students at MI NW Bagik Nyala. In addition to enhancing students' academic achievement, the instructional strategy successfully increased classroom participation, strengthened students' confidence in expressing ideas, fostered collaborative learning, and created a more engaging and student-centered learning environment. Accordingly, the intervention successfully achieved the objectives of the Classroom Action Research and fulfilled all predetermined indicators of success.

To provide a comprehensive representation of the instructional improvements achieved in Cycle II, the researcher developed a conceptual model illustrating the relationship between the refinement of the instructional process, the enhancement of students' learning activities, and the improvement of learning outcomes following the implementation of the Active Learning *Planted Questions* method. The model was developed through the synthesis of classroom observations, reflective evaluations, and empirical data analysis obtained during the implementation of Cycle II.

Figur 2. Model Hasil Temuan Penelitian Siklus II

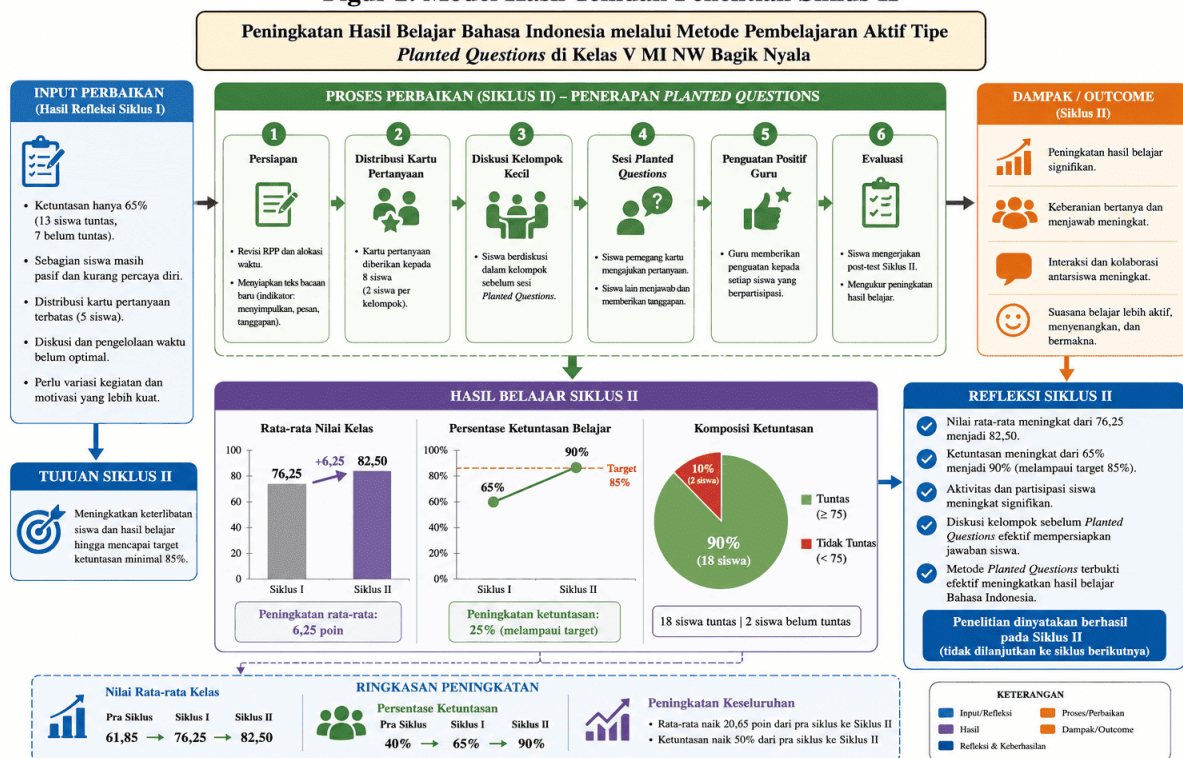


Figure 2 illustrates that the instructional improvements introduced in Cycle II—including the revision of the lesson plan, the expansion of the distribution of Planted Questions cards, the incorporation of small-group discussions prior to the questioning session, and the consistent provision of positive reinforcement by the teacher—substantially improved the quality of Indonesian language instruction in Grade V at MI NW Bagik Nyala. These instructional refinements promoted greater student participation and increased students' confidence in asking questions, responding to their peers, and expressing opinions throughout the learning process.

The effectiveness of these improvements was reflected in the students' academic performance. The mean class score increased from 76.25 in Cycle I to 82.50 in Cycle II, while the percentage of students achieving the Minimum Mastery Criterion (MMC) rose from 65% to 90%. Consequently, the level of classical learning mastery exceeded the predetermined success criterion of 85%, indicating that the objectives of the Classroom Action Research had been successfully achieved.

The findings further demonstrate that the Active Learning *Planted Questions* method was not only effective in improving students' Indonesian language learning outcomes but also successful in fostering a more active, collaborative, communicative, and student-centered learning environment. Through structured questioning, collaborative discussion, and continuous teacher support, students became more engaged in constructing knowledge, exchanging ideas, and participating meaningfully in classroom learning activities.

Overall, the results obtained in Cycle II confirmed that the instructional improvements effectively addressed the limitations identified during Cycle I and optimized the implementation of the Active Learning *Planted Questions* method. Since all predetermined indicators of success were achieved, the Classroom Action Research was considered successful, and no additional action cycles were required.

4. Summary of the Improvement in Students' Learning Outcomes

Based on the findings obtained throughout the two cycles of the Classroom Action Research, the Indonesian language learning outcomes of the Grade V students at MI NW Bagik Nyala demonstrated a consistent and progressive improvement from the pre-cycle stage through Cycle I and Cycle II. A comprehensive summary of the improvement in students' learning outcomes is presented in Table 4.

Table 4. Summary of the Improvement in Indonesian Language Learning Outcomes of Grade V Students at MI NW Bagik Nyala

Indicators	Pre-Cycle	Cycle I	Cycle II
Mean Class Score	61.85	76.25	82.50
Number of Students Achieving the Minimum Mastery Criterion (MMC)	8 students	13 students	18 students
Number of Students Not Achieving the Minimum Mastery Criterion (MMC)	12 students	7 students	2 students
Learning Mastery Percentage	40%	65%	90%
Non-Mastery Percentage	60%	35%	10%
Target of Classical Learning Mastery	≥ 85%	≥ 85%	≥ 85%
Achievement Status	Not Achieved	Not Achieved	Achieved ✓

Source: *Classroom Action Research Findings* (2026).

As shown in Table 4, a consistent improvement was observed across all performance indicators throughout the implementation of the Classroom Action Research. The mean class score increased substantially from 61.85 during the pre-cycle stage to 76.25 in Cycle I, before rising

further to 82.50 in Cycle II. Similarly, the proportion of students who achieved the Minimum Mastery Criterion (MMC) improved markedly, increasing from 40% in the pre-cycle stage to 65% in Cycle I and reaching 90% in Cycle II. Conversely, the percentage of students who failed to meet the mastery criterion declined significantly from 60% in the pre-cycle stage to 35% in Cycle I and ultimately to 10% in Cycle II.

These findings demonstrate that the systematic implementation of the Active Learning *Planted Questions* method, supported by continuous instructional improvements across successive action cycles, effectively enhanced the Indonesian language learning outcomes of the Grade V students at MI NW Bagik Nyala. The final results exceeded the predetermined criterion for classical learning mastery ($\geq 85\%$), thereby confirming the effectiveness of the instructional intervention in improving both students' academic achievement and the overall quality of the learning process.

DISCUSSION

1. Results Analysis

a. Improvement in the Implementation of the Active Learning *Planted Questions* Method in Indonesian Language Learning

The first objective of this Classroom Action Research was to examine how the Active Learning *Planted Questions* method was implemented in Indonesian language instruction for Grade V students at MI NW Bagik Nyala. The findings demonstrate that the implementation of the method progressed systematically through two action cycles and became increasingly effective after several instructional refinements were introduced in Cycle II. This indicates that the effectiveness of the *Planted Questions* method was not solely determined by the instructional strategy itself but also by the quality of its classroom implementation, including lesson planning, teacher facilitation, classroom interaction, and continuous reflection.

The classroom observations conducted during Cycle I revealed that the learning process had begun to shift from a conventional teacher-centered approach toward a more student-centered learning environment. During the implementation of the *Planted Questions* strategy, students actively participated by asking predetermined questions, responding to their peers' answers, engaging in collaborative discussions, and constructing knowledge through classroom interaction. These findings directly address the first research question regarding how the Active Learning *Planted Questions* method was implemented in Indonesian language learning. The evidence suggests that the instructional procedure was successfully executed according to the Classroom Action Research framework of Kemmis and McTaggart, encompassing planning, acting, observing, and reflecting in each cycle.

Nevertheless, the findings from Cycle I also revealed several instructional weaknesses. Classroom observations indicated that only five students received the question cards, resulting in unequal participation opportunities among learners. Moreover, classroom discussions were constrained by insufficient time management, and several students with lower academic ability remained reluctant to participate actively in questioning and discussion activities. These findings imply that merely introducing active learning techniques is insufficient to maximize learning effectiveness unless accompanied by equitable student participation, appropriate classroom management, and continuous instructional support.

The reflection conducted after Cycle I became the basis for revising the instructional procedures in Cycle II. Several improvements were introduced, including expanding the distribution of *Planted Questions* cards to eight students, incorporating small-group discussions before the questioning session, improving classroom time allocation, and providing more intensive

positive reinforcement to encourage hesitant learners. These modifications substantially improved the quality of classroom interaction. The observation data demonstrated that almost all students actively participated during reading activities, group discussions, questioning sessions, and classroom reflections. Students who had previously demonstrated passive learning behaviors became increasingly confident in expressing ideas, asking questions, and responding to their classmates.

From a conceptual perspective, these findings indicate that the effectiveness of the *Planted Questions* method lies not merely in asking questions but in establishing a structured interactive learning environment that enables students to construct understanding collaboratively. The confidential distribution of question cards encouraged students to prepare cognitively before classroom interaction occurred, while collaborative discussions provided opportunities for peer scaffolding and social negotiation of meaning. Consequently, learning shifted from passive knowledge transmission toward active knowledge construction, consistent with contemporary active learning principles.

Furthermore, the progressive improvement observed across both action cycles demonstrates the iterative nature of Classroom Action Research. The continuous process of observation, reflection, and instructional revision enabled the researcher to identify classroom constraints systematically and implement targeted improvements that enhanced instructional effectiveness. This finding suggests that the success of active learning strategies depends not only on selecting appropriate instructional methods but also on the teacher's capacity to evaluate classroom practices continuously and refine instructional decisions based on empirical classroom evidence.

These findings are conceptually consistent with the theoretical perspective presented in the Introduction, which argues that active learning enhances meaningful student participation through collaborative interaction rather than passive information reception (Bonwell & Eison, 2019). Likewise, Silberman (2021) explains that questioning activities constitute one of the most effective strategies for stimulating higher-order thinking, increasing classroom engagement, and encouraging students to construct knowledge actively instead of merely memorizing information. Furthermore, Zainal (2022) emphasizes that the *Planted Questions* strategy creates structured opportunities for student participation by encouraging learners to formulate questions, exchange ideas, and communicate their understanding during classroom instruction. Collectively, these theoretical perspectives reinforce the present findings, indicating that the systematic implementation of the Active Learning *Planted Questions* method successfully transformed Indonesian language instruction into a more interactive, collaborative, and student-centered learning process.

Overall, the findings demonstrate that the first research objective was successfully achieved. The Active Learning *Planted Questions* method was implemented effectively through systematic instructional planning, collaborative learning activities, structured questioning techniques, and continuous reflection across two action cycles. More importantly, the instructional refinements introduced in Cycle II substantially enhanced classroom participation and instructional quality, thereby providing a strong pedagogical foundation for the subsequent improvement in students' Indonesian language learning outcomes discussed in the following section.

b. Cycle I

The findings of Cycle I demonstrated that the implementation of the Active Learning Planted Questions (PQs) method produced a meaningful improvement in students' Indonesian language learning outcomes compared with the pre-cycle condition. Prior to the intervention, only 40% of the students achieved the Minimum Mastery Criterion (MMC), with a mean score of 61.85. After the first cycle of the intervention, the mean score increased to 76.25, while the proportion of

students achieving the MMC increased to 65%. Although these results did not yet satisfy the predetermined success criterion of 85% classical mastery, they indicate that the structured questioning strategy successfully initiated positive changes in students' academic performance and classroom participation.

From a conceptual perspective, the improvement observed in Cycle I suggests that the Planted Questions method functioned as a cognitive activation strategy rather than merely as an instructional technique. The structured questioning process encouraged students to engage actively with the reading text by identifying the main ideas, locating explicit information, interpreting vocabulary, determining topic sentences, and drawing conclusions. Instead of receiving information passively through teacher explanations, students participated in constructing knowledge through questioning and collaborative dialogue. This instructional process corresponds with the primary objective of the present study, namely improving Indonesian language learning outcomes through active student engagement.

The classroom observations further support this interpretation. Students who received the prepared question cards demonstrated greater confidence when initiating classroom interaction, while other students became increasingly willing to respond to questions and participate in group discussions. Consequently, classroom communication shifted gradually from a predominantly teacher-centered model toward a more interactive learning environment. Nevertheless, classroom observations also revealed that several students remained hesitant to participate actively, particularly those with lower academic achievement. These findings indicate that although the instructional intervention successfully stimulated classroom interaction, the learning opportunities provided in Cycle I had not yet been distributed equally among all students.

The findings also demonstrate that the effectiveness of the Planted Questions strategy extends beyond improving academic achievement. The instructional procedure appeared to strengthen students' learning motivation, increase their willingness to communicate, and encourage collaborative knowledge construction during Indonesian language instruction. These behavioral improvements are particularly important because reading comprehension requires learners to interact actively with texts, exchange interpretations, and justify their understanding through discussion rather than memorization alone. Therefore, the gains observed during Cycle I should be interpreted as improvements in both cognitive achievement and learning engagement.

However, the reflection stage indicates that several instructional limitations reduced the overall effectiveness of the intervention. The distribution of question cards to only five students restricted participation opportunities for the remaining learners, while insufficient time allocation during classroom discussions prevented several students from contributing meaningfully to the learning process. Consequently, although Cycle I demonstrated positive progress toward achieving the research objectives, additional instructional refinement was necessary to maximize student participation and achieve the targeted level of classical learning mastery.

The present findings are consistent with the conceptual foundations presented in the Introduction. Active learning strategies emphasize that meaningful learning occurs when students actively process information through questioning, discussion, and collaborative problem-solving rather than passively receiving teacher explanations (Bonwell & Eison, 2024). Similarly, Silberman (2023) argues that questioning-based instructional techniques increase students' cognitive engagement by encouraging learners to analyze information, formulate responses, and communicate their understanding during classroom interaction. Furthermore, Prince (2020) explains that active learning environments generally produce higher academic achievement because students become directly involved in constructing knowledge instead of merely reproducing

information delivered by the teacher. Collectively, these theoretical perspectives explain why the implementation of the Planted Questions method produced measurable improvements in students' Indonesian language learning outcomes during the first action cycle despite not yet reaching the predetermined success criterion.

Overall, the results of Cycle I indicate that the Active Learning Planted Questions method successfully addressed several weaknesses identified during the pre-cycle stage, particularly the dominance of teacher-centered instruction and limited student participation. Although the expected level of classical learning mastery had not yet been achieved, the findings provide empirical evidence that structured questioning can function as an effective pedagogical mechanism for enhancing reading comprehension, classroom interaction, and students' Indonesian language learning outcomes. These findings also provided the empirical foundation for refining the instructional procedures implemented in Cycle II.

c. Cycle I Implementation of the Active Learning Planted Questions Method

The findings obtained in Cycle I demonstrate that the implementation of the Active Learning *Planted Questions* method generated meaningful improvements in students' Indonesian language learning outcomes, although the predetermined indicator of success had not yet been fully achieved. The classroom action was designed to transform the previously teacher-centered instructional approach into a more student-centered learning environment by encouraging learners to participate actively through structured questioning, collaborative discussion, and guided reflection. This instructional shift directly addressed the primary objective of the study, namely improving students' Indonesian language learning outcomes through increased classroom engagement.

The quantitative findings indicate that the mean class score increased from 61.85 during the pre-cycle stage to 76.25 in Cycle I, representing an improvement of 14.40 points. Likewise, the proportion of students achieving the Minimum Mastery Criterion (MMC) increased from 40% to 65%, indicating that the Active Learning *Planted Questions* method had begun to improve students' reading comprehension and overall academic performance. Nevertheless, the classical learning mastery target of 85% had not yet been attained, suggesting that although the intervention was effective, additional instructional refinement remained necessary.

From a conceptual perspective, these findings indicate that the improvement in learning outcomes was closely associated with the increased opportunities provided for students to construct knowledge actively rather than receiving information passively. During the implementation of Cycle I, students participated in questioning activities, collaborative group discussions, and peer interaction, all of which encouraged them to process information more deeply while simultaneously improving their confidence in expressing ideas. Such learning experiences align with the principles of active learning, which emphasize cognitive engagement, social interaction, and learner participation as essential mechanisms for meaningful knowledge construction. As argued by Bonwell and Eison (2015), active learning strategies enhance students' understanding because learners become intellectually engaged in analyzing, discussing, and reflecting upon instructional content rather than merely listening to lectures.

The classroom observation findings further strengthen this interpretation. Compared with the pre-cycle condition, students demonstrated noticeably greater enthusiasm during reading activities, participated more actively in classroom discussions, and became increasingly willing to answer questions posed by their peers. Students who received the *Planted Questions* cards successfully initiated classroom interaction, while other students responded by analyzing the reading passage and collaboratively formulating answers. This pattern indicates that the structured questioning strategy functioned not only as an assessment tool but also as a catalyst for classroom

interaction and collaborative learning. These findings support the view of Slavin (2018) that cooperative learning environments facilitate higher academic achievement because students construct understanding collectively through discussion, explanation, and peer support.

Despite these encouraging developments, Cycle I also revealed several instructional limitations that prevented the study from achieving the targeted level of classical mastery. Observation data indicated that several students remained passive during classroom discussions, particularly those with relatively lower academic achievement. Moreover, the distribution of question cards to only five students limited opportunities for broader classroom participation, while less effective time management reduced the duration available for discussion and reflection. These limitations suggest that the effectiveness of the *Planted Questions* method depends not only on the questioning strategy itself but also on how equitably participation opportunities are distributed and how effectively classroom interaction is facilitated. According to Zainuddin et al. (2020), active learning approaches produce optimal learning outcomes only when teachers consistently provide equal participation opportunities, effective facilitation, and supportive classroom environments that encourage all learners to engage confidently.

Overall, the findings of Cycle I demonstrate that the implementation of the Active Learning *Planted Questions* method successfully initiated a transition from passive learning toward more interactive and student-centered instruction. Although the predetermined criterion of 85% classical mastery had not yet been achieved, the substantial improvements observed in students' academic performance, classroom participation, and learning engagement confirm that the intervention moved in the expected direction. Consequently, the reflection findings obtained in Cycle I provided an empirical basis for refining the instructional strategy in Cycle II, particularly through expanding student participation, improving discussion management, and strengthening positive reinforcement to maximize the effectiveness of the learning process.

d. Cycle II Implementation of the Active Learning *Planted Questions* Method

The findings obtained in Cycle II demonstrate that the instructional improvements implemented after the reflection stage of Cycle I substantially enhanced both the quality of the learning process and students' Indonesian language learning outcomes. This cycle was specifically designed to address the limitations identified previously by expanding students' participation opportunities, incorporating small-group discussions before the questioning session, improving classroom time management, and providing more consistent positive reinforcement. These refinements directly addressed the research objective of determining whether continuous implementation of the Active Learning *Planted Questions* method could effectively improve students' learning achievement.

The quantitative findings indicate a clear improvement over the results achieved in Cycle I. The mean class score increased from 76.25 to 82.50, while the percentage of students achieving the Minimum Mastery Criterion (MMC) increased from 65% to 90%, thereby exceeding the predetermined classical mastery criterion of 85%. These results indicate that the instructional modifications implemented in Cycle II successfully optimized the effectiveness of the Active Learning *Planted Questions* method. More importantly, the findings demonstrate that systematic refinement of instructional practices through the Classroom Action Research cycle can significantly improve both learning processes and learning outcomes.

From a conceptual perspective, the improvements observed in Cycle II suggest that students achieved better learning outcomes because they were provided with broader opportunities to participate actively in constructing knowledge. The expansion of the distribution of question cards enabled more students to become directly involved in classroom interaction, while the addition of

collaborative small-group discussions allowed learners to exchange ideas, clarify misconceptions, and strengthen their understanding before responding publicly during the *Planted Questions* session. Consequently, students demonstrated greater confidence in asking questions, answering their classmates, expressing opinions, and participating in collaborative learning activities. These findings support the constructivist perspective that meaningful learning occurs when students actively construct knowledge through social interaction and collaborative inquiry rather than through passive reception of information. As explained by Prince (2015), active learning environments that emphasize discussion, questioning, and student engagement consistently promote deeper conceptual understanding and stronger academic performance.

The classroom observation findings further reinforce this interpretation. Nearly all students participated actively throughout the learning activities, including reading the assigned texts, discussing ideas within their groups, presenting responses, and providing constructive feedback to their peers. Compared with Cycle I, classroom interaction became considerably more dynamic, communicative, and student-centered. Students who had previously demonstrated limited confidence gradually became more willing to express their ideas because the collaborative discussion sessions provided sufficient preparation before individual participation. These observations indicate that the effectiveness of the *Planted Questions* method extends beyond improving academic performance by simultaneously fostering communication skills, self-confidence, and collaborative learning behaviors. According to Johnson et al. (2020), instructional strategies that integrate cooperative interaction with structured questioning encourage higher levels of cognitive engagement because students learn not only from teacher explanations but also through dialogue, negotiation, and peer collaboration.

Another important finding emerging from Cycle II concerns the role of positive reinforcement during classroom instruction. Throughout the learning activities, the teacher consistently acknowledged students' participation, encouraged hesitant learners, and appreciated constructive responses regardless of whether the answers were entirely correct. This supportive instructional climate appeared to reduce students' anxiety and increase their willingness to participate actively during classroom discussions. Consequently, students became more motivated to contribute ideas, respond to questions, and engage in collaborative problem-solving. This finding is consistent with the argument proposed by Ormrod et al. (2020) that positive reinforcement enhances students' intrinsic motivation, strengthens learning confidence, and promotes sustained engagement in classroom activities, particularly when learners experience opportunities for success within supportive instructional environments.

Overall, the findings of Cycle II confirm that the revised implementation of the Active Learning *Planted Questions* method successfully achieved the objectives of the Classroom Action Research. The combination of broader student participation, structured collaborative discussions, equitable questioning opportunities, and continuous teacher support produced substantial improvements in students' academic achievement and classroom engagement. The attainment of 90% classical learning mastery, exceeding the predetermined success criterion, demonstrates that the instructional intervention effectively transformed the classroom into a more active, collaborative, communicative, and learner-centered learning environment. Consequently, the results obtained in Cycle II provide strong empirical evidence that continuous instructional refinement through Classroom Action Research can maximize the effectiveness of active learning strategies in improving Indonesian language learning outcomes.

e. Overall Improvement in Students' Indonesian Language Learning Outcomes

The overall findings of this Classroom Action Research demonstrate that the implementation of the Active Learning *Planted Questions* method produced a consistent and progressive improvement in students' Indonesian language learning outcomes across the two intervention cycles. The results indicate that the instructional strategy not only enhanced students' academic achievement but also transformed the quality of classroom interaction from a predominantly teacher-centered approach into a more active, collaborative, and student-centered learning environment. These findings directly address the primary objective of the present study, namely to improve the Indonesian language learning outcomes of Grade V students at MI NW Bagik Nyala through the systematic implementation of the Active Learning *Planted Questions* method.

The quantitative evidence clearly illustrates this progressive improvement. The mean class score increased from 61.85 in the pre-cycle stage to 76.25 in Cycle I and further improved to 82.50 in Cycle II. Similarly, the percentage of students achieving the Minimum Mastery Criterion (MMC) increased substantially from 40% during the pre-cycle, to 65% in Cycle I, and ultimately reached 90% in Cycle II, exceeding the predetermined classical mastery target of 85%. Conversely, the percentage of students who failed to achieve the MMC declined consistently from 60% to 35% and finally to only 10%. These improvements demonstrate that each successive cycle contributed incrementally to students' academic development, confirming the effectiveness of continuous instructional refinement through the Classroom Action Research process.

From a conceptual perspective, these findings suggest that the observed improvement resulted from the cumulative interaction of several instructional components rather than from the questioning strategy alone. The structured use of *Planted Questions*, collaborative group discussions, expanded opportunities for classroom participation, and continuous positive reinforcement collectively created a learning environment in which students actively constructed knowledge through questioning, discussion, reflection, and peer interaction. Such learning experiences promoted higher cognitive engagement, deeper reading comprehension, and stronger learning motivation, which ultimately contributed to sustained improvements in academic achievement. This interpretation is consistent with the principles of student-centered learning, which emphasize that meaningful learning occurs when students actively participate in constructing understanding through social interaction and collaborative inquiry. According to Biggs and Tang (2011), learning outcomes improve substantially when instructional activities actively engage students in constructing knowledge rather than simply receiving information passively.

The progressive improvement observed throughout the research also demonstrates the effectiveness of the cyclical nature of Classroom Action Research. Rather than treating instructional intervention as a one-time activity, the research employed continuous planning, implementation, observation, reflection, and instructional refinement across successive cycles. The weaknesses identified during Cycle I—including unequal student participation, limited discussion opportunities, and less effective classroom management—were systematically addressed in Cycle II through revised instructional planning. Consequently, the effectiveness of the Active Learning *Planted Questions* method increased substantially after these modifications were introduced. This finding supports the view of Kemmis et al. (2014) that Classroom Action Research enables teachers to improve instructional quality through systematic reflection and evidence-based refinement of classroom practices.

Another significant finding concerns the broader educational impact of the intervention beyond academic achievement alone. Throughout the implementation process, students became increasingly confident in expressing ideas, asking questions, responding to their classmates, and

participating in collaborative discussions. The classroom atmosphere gradually evolved into an interactive learning community characterized by communication, cooperation, and shared knowledge construction. These improvements indicate that the Active Learning *Planted Questions* method successfully fostered not only cognitive development but also important affective and social learning outcomes. As emphasized by Hattie (2023), instructional approaches that promote active engagement, constructive classroom dialogue, and continuous feedback generate stronger educational outcomes because they simultaneously improve students' achievement, motivation, self-efficacy, and learning engagement.

Overall, the findings demonstrate that the systematic implementation of the Active Learning *Planted Questions* method effectively improved Indonesian language learning outcomes while simultaneously enhancing classroom interaction, student participation, and learning motivation. The continuous increase in academic achievement from the pre-cycle stage through Cycle II confirms that the instructional intervention successfully fulfilled the objectives of the Classroom Action Research. Furthermore, the achievement of 90% classical learning mastery provides strong empirical evidence that structured questioning, collaborative learning, reflective practice, and continuous instructional improvement constitute an effective pedagogical approach for improving elementary students' Indonesian language learning outcomes. These findings establish a strong conceptual foundation for the subsequent section, which compares the present results with those reported in previous empirical studies.

2. Comparison with Previous Studies

The findings obtained in Cycle I demonstrate that the implementation of the Active Learning *Planted Questions* method successfully improved students' Indonesian language learning outcomes compared with the pre-cycle condition. The mean class score increased from 61.85 to 76.25, while the percentage of students achieving the Minimum Mastery Criterion (MMC) improved from 40% to 65%. Although the predetermined criterion of 85% classical learning mastery had not yet been achieved, the results indicate that the instructional intervention effectively initiated positive changes in both students' academic achievement and classroom participation. These findings suggest that structured questioning activities can serve as an effective catalyst for transforming passive classroom environments into more interactive learning communities.

The present findings are consistent with the study conducted by Tambak et al. (2022), who reported that active learning strategies emphasizing structured questioning significantly enhanced students' classroom participation, communication skills, and learning achievement. Their research demonstrated that students became more actively engaged when teachers created learning environments that encouraged questioning, discussion, and collaborative interaction. Similar patterns were observed in the present study, where the implementation of the *Planted Questions* method encouraged students to participate more confidently in classroom discussions and gradually reduced passive learning behaviors.

The findings also support the results reported by Sari et al. (2023), who found that cooperative learning combined with active questioning techniques significantly improved elementary students' reading comprehension and classroom engagement. Their study concluded that structured questioning enables students to process textual information more critically because learners are encouraged to analyze, discuss, and justify their responses collaboratively. Likewise, during Cycle I of the present study, students became increasingly involved in identifying main ideas, interpreting vocabulary, locating information, and drawing conclusions from reading passages through peer discussion and guided questioning activities.

Furthermore, the improvement observed during Cycle I is consistent with the theoretical perspective proposed by Slavin (2018), who argued that cooperative learning environments improve academic achievement because students actively construct knowledge through interaction, explanation, and collaborative problem-solving. According to Slavin, classroom learning becomes more effective when students assume active roles in discussing concepts and exchanging ideas rather than relying exclusively on teacher explanations. This theoretical explanation aligns closely with the classroom observations obtained in Cycle I, where students demonstrated greater participation, increased confidence, and more meaningful interaction during the implementation of the *Planted Questions* strategy.

Despite these similarities, the present study differs from previous investigations in several important respects. Most previous studies evaluated the effectiveness of active learning using quasi-experimental or survey-based research designs that primarily focused on comparing learning outcomes between experimental and control groups. In contrast, the current research adopted a Classroom Action Research (CAR) approach that emphasized continuous instructional improvement through iterative cycles of planning, acting, observing, and reflecting. Consequently, the present study provides richer evidence regarding how instructional modifications were systematically developed based on classroom observations and reflective evaluation rather than merely measuring changes in students' achievement scores.

Another distinctive contribution of the present study lies in its integration of the *Planted Questions* strategy with reflective classroom improvement. The findings indicate that the instructional limitations identified during Cycle I—including unequal participation opportunities, limited distribution of question cards, and suboptimal classroom management—were not regarded as research failures but rather as valuable information for designing more effective instructional interventions in Cycle II. This cyclical process illustrates one of the principal strengths of Classroom Action Research, namely its capacity to improve instructional quality through evidence-based reflection and continuous pedagogical refinement.

Overall, the comparison with previous empirical studies demonstrates that the findings of Cycle I are highly consistent with existing literature regarding the effectiveness of active learning and structured questioning strategies. However, the present research extends previous knowledge by showing that the effectiveness of the Active Learning *Planted Questions* method can be progressively strengthened through systematic reflection and continuous instructional improvement. Therefore, the findings of Cycle I not only confirm previous research but also provide a practical framework for optimizing active learning implementation in elementary Indonesian language classrooms through Classroom Action Research.

The findings obtained in Cycle II demonstrate that the instructional refinements implemented after the reflection stage of Cycle I substantially enhanced both students' learning achievement and the quality of classroom interaction. The mean class score increased from 76.25 in Cycle I to 82.50 in Cycle II, while the percentage of students achieving the Minimum Mastery Criterion (MMC) rose significantly from 65% to 90%, thereby exceeding the predetermined classical mastery criterion of 85%. These findings indicate that the systematic refinement of the Active Learning *Planted Questions* method successfully optimized its instructional effectiveness and fulfilled the primary objective of the Classroom Action Research.

The present findings are consistent with the study conducted by Zainuddin et al. (2020), who reported that active learning strategies become substantially more effective when they are continuously refined through reflective instructional practice. Their study demonstrated that providing students with greater opportunities for participation, collaborative discussion, and

structured feedback significantly improved learning achievement and classroom engagement. Similar patterns emerged in the present study, where expanding the distribution of *Planted Questions* cards, incorporating small-group discussions, and strengthening positive reinforcement successfully increased students' confidence, participation, and academic performance.

The results are also in agreement with the findings of Rahman et al. (2023), who concluded that collaborative learning environments supported by structured questioning effectively improve students' higher-order thinking skills, communication abilities, and reading comprehension. Their research emphasized that students develop deeper conceptual understanding when they are encouraged to exchange ideas, justify responses, and solve learning problems collaboratively. Likewise, the present study found that the instructional improvements introduced in Cycle II enabled students to participate more actively in classroom discussions, formulate more comprehensive responses, and demonstrate greater confidence in expressing their ideas during Indonesian language learning.

Furthermore, the findings support the educational theory proposed by Hattie (2023), who emphasized that instructional effectiveness is maximized when teachers consistently provide visible learning opportunities through continuous feedback, active classroom dialogue, and supportive learning environments. According to Hattie, positive reinforcement and structured classroom interaction enhance students' motivation and self-efficacy, thereby producing significant improvements in academic achievement. This theoretical perspective is strongly reflected in the present study, where the teacher's consistent encouragement and appreciation of students' participation contributed to creating a more engaging, collaborative, and student-centered learning atmosphere throughout Cycle II.

Although the present findings are highly consistent with previous studies, this research contributes several important extensions to the existing literature. First, unlike many previous investigations that primarily evaluated the effectiveness of active learning through experimental comparisons, the present study demonstrates how instructional effectiveness can be progressively improved through iterative cycles of planning, implementation, observation, and reflection. This process provides detailed empirical evidence regarding the mechanism through which instructional refinement contributes to sustained improvement in students' learning outcomes.

Second, the current study illustrates that the effectiveness of the Active Learning *Planted Questions* method depends not solely on the questioning technique itself but also on the quality of instructional design accompanying its implementation. The addition of collaborative small-group discussions, broader participation opportunities, improved classroom management, and continuous positive reinforcement collectively produced a learning environment in which students became active participants rather than passive recipients of knowledge. This finding extends previous research by demonstrating that the success of active learning strategies is strengthened when multiple student-centered instructional components are integrated systematically within the learning process.

Overall, the comparison with previous empirical studies confirms that the findings of Cycle II are consistent with contemporary research emphasizing the effectiveness of active learning, collaborative learning, and structured questioning strategies in improving elementary students' academic achievement. However, the present study makes a distinct contribution by providing evidence that the Active Learning *Planted Questions* method can be optimized through continuous instructional refinement within the Classroom Action Research framework, resulting not only in higher learning achievement but also in greater student participation, stronger communication skills, increased learning confidence, and a more collaborative classroom culture. These findings

reinforce the pedagogical value of reflective teaching practices as an effective approach to improving the quality of Indonesian language instruction in elementary schools.

3. Implications of the Findings

The findings of this study provide theoretical, pedagogical, and practical implications for Indonesian language instruction at the elementary school level. The implementation of the Active Learning Planted Questions method improved students' learning outcomes while promoting a more interactive, collaborative, and student-centered classroom environment.

a. Theoretical Implications

Theoretically, the findings support constructivist and active learning perspectives, which emphasize that students construct knowledge through questioning, interaction, discussion, and reflection. The improvement from pre-cycle to Cycle II indicates that structured questioning and collaborative activities facilitate deeper understanding and active engagement in learning. Thus, this study provides empirical support for the effectiveness of the Planted Questions method in enhancing reading comprehension and student participation.

b. Pedagogical Implications

Pedagogically, the findings suggest that teachers should integrate active learning strategies rather than rely solely on teacher-centered instruction. The success of Cycle II demonstrates that combining structured questions, group discussions, classroom management, and motivational support can improve students' confidence, participation, and achievement. Therefore, teachers are encouraged to act as facilitators who create opportunities for students to actively construct knowledge through communication and collaboration.

c. Practical Implications

Practically, the Active Learning Planted Questions method can be applied as an effective and accessible strategy for improving Indonesian language learning outcomes. The method requires simple instructional resources, such as reading materials and question cards, making it suitable for various elementary school contexts. Furthermore, this study highlights the importance of continuous reflection and improvement through Classroom Action Research to develop more effective teaching practices.

4. Limitations of the Study

This study has several limitations. First, the research involved only 20 Grade V students in one elementary school, limiting the generalizability of the findings to broader educational contexts. Future studies should involve larger and more diverse participants. Second, the study was conducted through two cycles of Classroom Action Research, focusing primarily on short-term learning improvement. Further research is needed to examine the long-term sustainability of students' achievement after the intervention. Third, the research focused specifically on Indonesian language learning using the Planted Questions method; therefore, its effectiveness in other subjects or educational levels requires further investigation. Additionally, the researcher's involvement in classroom implementation may have influenced data interpretation, suggesting the need for independent observers in future studies. Finally, this study mainly measured learning outcomes and classroom participation, while other factors such as motivation, critical thinking, and learning attitudes were not explored. Future research may incorporate these variables to obtain a more comprehensive understanding of the method's impact.

5. Partial Conclusion

The findings demonstrate that the Active Learning Planted Questions method effectively improved Indonesian language learning outcomes among Grade V students at MI NW Bagik Nyala. The intervention successfully shifted the learning process from a teacher-centered approach

toward a more active, collaborative, and student-centered environment. The improvement in students' mean scores from 61.85 in the pre-cycle to 76.25 in Cycle I and 82.50 in Cycle II, accompanied by an increase in classical mastery from 40% to 90%, confirms the effectiveness of the implemented instructional strategy. These results indicate that structured questioning, collaborative discussion, and continuous reflection contributed significantly to students' academic development. The findings also align with previous studies emphasizing the role of active learning and questioning strategies in improving student achievement and engagement. However, this study extends previous research by showing that the effectiveness of the Planted Questions method can be enhanced through the cyclical process of planning, action, observation, and reflection. Overall, the study confirms that the Active Learning Planted Questions method is an effective approach for improving Indonesian language learning outcomes while fostering communication, collaboration, and active student involvement. Although further research is needed in broader contexts, the findings provide valuable implications for elementary education practice.

CONCLUSION

This study concludes that the implementation of the Planted Questions Active Learning method effectively improved students' Indonesian language learning outcomes in Grade V at MI NW Bagik Nyala. The findings from the two cycles of classroom action research demonstrated a consistent improvement in students' academic achievement, learning participation, and classroom interaction. In Cycle I, students began to show increased engagement through question-based activities and group discussions, although several challenges remained, including limited confidence in expressing opinions and difficulties in understanding learning materials. After implementing improvements in Cycle II, including better classroom management, the distribution of question cards, and more structured group activities, students demonstrated significant progress in comprehension, active participation, and achievement scores. These findings indicate that the Planted Questions method can create a more interactive, collaborative, and student-centered learning environment.

The research findings provide important implications for Indonesian language learning practices, particularly at the elementary school level. The Planted Questions Active Learning method can serve as an alternative instructional strategy for teachers to increase students' involvement, critical thinking skills, and understanding of learning materials. The method encourages students to actively construct knowledge through asking, answering, discussing, and reflecting on questions, thereby shifting the learning process from teacher-centered instruction toward active student participation.

Future research is recommended to explore the application of the Planted Questions method in different educational contexts, grade levels, and Indonesian language competencies, such as reading comprehension, writing skills, and speaking abilities. Further studies may also combine this method with digital learning media or other active learning strategies to examine its broader effectiveness in improving students' cognitive, affective, and collaborative skills.

Overall, this study confirms that the Planted Questions Active Learning method is an effective pedagogical approach for enhancing Indonesian language learning outcomes. Its implementation not only contributes to improving students' academic achievement but also supports the development of meaningful, engaging, and learner-centered classroom practices in elementary education.

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