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## **Implementation of Contextual Approach Based on Questioning in Biology Learning on Human Movement Material at MTs Assyafi'iyah NW Penangsak**

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**Abstract:** This study aims to explore the implementation of a contextual approach based on questioning in biology learning on human movement material at MTs Assyafi'iyah NW Penangsak. The research employs a qualitative descriptive method to gain an in-depth understanding of how the approach influences students' learning experiences. Data collection techniques include observations, interviews, and documentation to obtain comprehensive insights into the teaching and learning process. The collected data is analyzed using the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing. The findings reveal that the contextual approach based on questioning enhances students' engagement and comprehension of the subject matter. Teachers guide students to connect biological concepts with real-life contexts, encouraging critical thinking and active participation. The questioning strategy helps students construct knowledge effectively, improving their problem-solving abilities. Additionally, students demonstrate higher retention and motivation when learning through this approach. The study concludes that implementing a contextual approach based on questioning is effective in facilitating meaningful learning experiences in biology. It provides opportunities for students to relate theoretical knowledge to practical situations, leading to better understanding and academic performance. The implications suggest that teachers should incorporate questioning techniques within contextual learning strategies to foster deeper student engagement and comprehension. Future research could explore the effectiveness of this approach in different subjects and educational settings.

**Keywords:** Contextual Approach, Questioning Technique, Biology Learning, Human Movement, Student Engagement

## **INTRODUCTION**

Science education, particularly biology, plays a crucial role in shaping students' critical and analytical thinking skills. One of the topics in biology education that requires a deep conceptual understanding is the human movement system (Cofré et al., 2023; Gajsina et al., 2019; Park et al., 2022). However, in practice, many students struggle to comprehend the connection between the theories taught in class and real-life phenomena. This difficulty arises from teaching methods that are still focused on rote memorization and lack opportunities for students to think critically and analytically (Borger, 2023; Kim & Diong, 2012, p. 33; Nasri, 2019, p. 44, 2023b, p. 33). To address this challenge, a contextual approach based on questioning is one strategy that can be applied in biology learning. This approach aims to connect the subject matter with real-life experiences that are relevant to

students. Through questioning techniques, teachers can guide students to discover answers independently through exploration and analysis, making the learning process more meaningful. This approach not only enhances students' understanding of biological concepts but also fosters critical thinking and problem-solving skills (Diva Luthfiah Mukhlisyah & Maskhurin Fajarin, 2024; Ghafar & Hazaymeh, 2024; Serrat, 2017; Walsh, 2022).

At MTs. Assyafi'iyah NW Penangsak, conventional teaching methods still dominate biology instruction. This has resulted in a lack of active student engagement in the learning process, which negatively affects their comprehension and retention of the material. Therefore, this study aims to explore how the implementation of a contextual approach based on questioning can improve students' understanding of the human movement system

(Nasri, Mulyohadi, et al., 2024; Nasri & Rahmatullah, 2025; Saefudin et al., 2024).

Specifically, this research seeks to analyze the effectiveness of this approach in increasing student engagement, assess its impact on students' comprehension of biological concepts, and identify the challenges faced in its classroom implementation (Apipuddin et al., 2024; Arif Saefudin et al., 2024; Azzahidi & Nasri, 2024; Haris & Nasri, 2024; Muliadi et al., 2024; Nasihin et al., 2024; Nasri et al., 2023; Nasri, Indinabila, et al., 2024; Nasri, Muliadi, et al., 2024). It is hoped that the findings of this study will contribute to the development of more innovative and effective biology teaching methods and serve as a reference for educators in improving their instructional quality. With the implementation of a contextual approach based on questioning, students are expected not only to understand biological concepts theoretically but also to relate them to real-life situations. The application of this strategy is anticipated to create a more interactive, meaningful, and enjoyable learning experience, motivating students to engage more deeply in science learning.

## METHODS

This study employs a qualitative approach with a descriptive design to gain an in-depth understanding of the implementation of a contextual approach based on questioning in biology learning on the topic of human movement (Cissé & Rasmussen, 2022; Mainwaring & Aujla, 2023; Mey, 2023). The descriptive design was chosen to depict naturally occurring phenomena without manipulating variables, providing a comprehensive overview of the learning process (Lahiri, 2023; M.P. Brundha, 2023; Tshabangu et al., 2022).

The research subjects are eighth-grade students at MTs Assyafi'iyah NW Penangsak who are engaged in biology learning using the contextual approach based on questioning. The selection of subjects was conducted purposively, considering that this class possesses characteristics relevant to the research objectives, such as varying levels of understanding and student engagement in the learning process (Faculty of Bisnis, University "Haxhi Zeka", Pec/Pejë, Kosovo et al., 2023).

Data collection techniques include observation, interviews, and documentation. Observations were conducted to examine classroom learning activities, interactions

between teachers and students, and how the questioning strategy was applied in the teaching and learning process (Dursun, 2023; Li, 2024; M. Davison et al., 2023). Interviews were conducted with biology teachers and several students involved in the learning process to gain their perspectives on the effectiveness of this approach (Barrett & Twycross, 2018; Barrick, 2020; Gill et al., 2008; Nasri, 2023a; Nasri, Nuha, et al., 2024). Meanwhile, documentation in the form of field notes, student assignments, and learning materials was used to complement the collected data.

The collected data were analyzed using qualitative data analysis techniques, including data reduction, data presentation, and conclusion drawing. Data reduction was performed by filtering relevant information from observations, interviews, and documentation. Data presentation was carried out in a narrative description illustrating emerging patterns in the research findings (Mihas, 2023; Schwandt, 2021). Conclusions were then drawn based on the identified patterns to address the research objectives (Eftenaru, 2023; Ma, 2024).

To enhance data validity, this study applied source triangulation and method triangulation techniques. Source triangulation was conducted by comparing data obtained from different sources, such as teachers and students, while method triangulation was done by comparing results from various data collection techniques, including observation, interviews, and documentation. This approach ensures the accuracy and reliability of the collected data (Jansen et al., 2022; Nagashima et al., 2024).

The findings of this study are expected to provide deeper insights into the effectiveness of a contextual approach based on questioning in improving students' understanding of human movement material. Additionally, this study aims to identify potential challenges in implementing this approach, offering recommendations for developing more effective teaching strategies in the future.

## RESULT AND DISCUSSION

### Results

#### 1. Increased Student Engagement in the Learning Process

The implementation of a contextual approach based on questioning significantly increased student engagement among the eighth-grade students of MTs Assyafi'iyah NW

Penangsak during biology lessons on the human movement system. Observations revealed that students actively participated in discussions, responded to teacher-posed questions, and asked their own inquiries related to the lesson. The questioning strategy encouraged students to think critically and relate theoretical concepts to real-life experiences. Compared to traditional rote learning methods, this approach allowed students to construct their own understanding, resulting in a more interactive and engaging classroom environment. Interviews with students from MTs Assyafi'iyah NW Penangsak confirmed that they felt more involved in the learning process. Many expressed that the approach made lessons more interesting and less monotonous. Teachers also noted that students who were previously passive in class began to show enthusiasm by answering and questioning concepts they did not fully grasp. This improvement in engagement directly influenced students' ability to retain information better.

## **2. Improved Conceptual Understanding of Human Movement**

Data analysis from observations and student assessments at MTs Assyafi'iyah NW Penangsak indicated that students demonstrated a deeper understanding of the human movement system after learning through the contextual questioning approach. Prior to implementation, many students struggled to grasp the relationship between muscles, bones, and joints in enabling movement. However, after being guided through structured questioning, students were able to explain these connections more effectively. Student assignments and test results showed significant improvements in their ability to apply theoretical knowledge to practical scenarios. For example, when asked how different physical activities affect the musculoskeletal system, students were able to provide well-reasoned answers based on their understanding of biomechanics. These findings suggest that the contextual questioning approach facilitates higher-order thinking skills, helping students move beyond memorization to meaningful comprehension.

## **3. Strengthened Critical Thinking and Problem-Solving Skills**

One of the key advantages of the questioning strategy was its impact on students' critical thinking abilities at MTs Assyafi'iyah NW Penangsak. The teacher's role shifted from a mere knowledge provider to a facilitator guiding students through logical reasoning and problem-

solving. Instead of simply explaining the material, the teacher prompted students with questions that required analysis, synthesis, and evaluation. For example, during the lesson on joint movements, the teacher asked, "What would happen if the knee joint lost its flexibility?" This question encouraged students to think beyond textbook definitions and apply their understanding to real-life contexts. Observations showed that students engaged in discussions with peers, explored multiple perspectives, and formulated logical conclusions. Interviews with students revealed that they found the questioning approach beneficial for improving their analytical skills. Many reported that they became more confident in expressing their thoughts and justifying their reasoning. Teachers also noted that students exhibited greater curiosity and were more willing to explore scientific concepts independently.

## **4. Challenges in Implementing the Approach**

Despite its benefits, the implementation of a contextual questioning approach at MTs Assyafi'iyah NW Penangsak was not without challenges. One major difficulty observed was the varying levels of student readiness. While some students quickly adapted to the interactive questioning style, others struggled with formulating responses due to a lack of confidence or prior exposure to inquiry-based learning. Additionally, time constraints posed a challenge for teachers. Engaging students in meaningful questioning required more class time than conventional lecture-based teaching. Some teachers found it difficult to balance the need for student exploration with the requirement to complete the syllabus within the allocated period. Another challenge was the need for teacher preparedness. Effective questioning demands that teachers anticipate diverse student responses and guide discussions accordingly. Some teachers found it challenging to create thought-provoking questions that could accommodate all learning levels. However, with ongoing practice and professional development, teachers gradually improved their ability to implement the approach effectively.

## **5. Implications for Future Teaching Strategies**

The findings of this study at MTs Assyafi'iyah NW Penangsak highlight the potential of a contextual questioning approach in enhancing biology learning outcomes. Given the positive impact on student engagement, conceptual understanding, and critical thinking

skills, this strategy could be further refined and integrated into the curriculum. To address the challenges identified, future implementations should consider incorporating additional scaffolding techniques to support students struggling with inquiry-based learning. Teachers could provide guiding frameworks or structured question sequences to gradually build student confidence in responding to higher-order questions.

Furthermore, professional development programs for teachers should include training on effective questioning techniques. Workshops and collaborative lesson planning sessions could help educators develop a repertoire of thought-provoking questions tailored to different topics and student proficiency levels. Another implication is the need for flexible time management. Schools should consider adjusting lesson structures to allow for deeper exploration of scientific concepts through questioning. This may involve integrating more student-centered activities into the curriculum to balance content coverage with inquiry-based learning.

The results of this study at MTs Assyafi'iyah NW Penangsak demonstrate that a contextual questioning approach enhances student engagement, deepens conceptual understanding, and strengthens critical thinking skills in biology learning. While challenges exist in its implementation, targeted strategies can mitigate these difficulties, making it a viable instructional method for improving science education. Future research should explore long-term impacts and adapt the approach to different scientific disciplines to further validate its effectiveness.

## Discussion

The implementation of the contextual questioning approach in biology learning at MTs Assyafi'iyah NW Penangsak has revealed significant improvements in student engagement, conceptual understanding, and critical thinking skills. This discussion elaborates on these findings by analyzing their implications within the framework of educational theories and previous research, as well as identifying the challenges and possible solutions to enhance the effectiveness of this approach in future applications. A key aspect of this study is the role of questioning in fostering an active learning environment. The results indicate that when students were continuously engaged through structured and guided questions, they became

more participative and attentive in class discussions. This supports Vygotsky's Social Constructivist Theory, which emphasizes that learning is a social process where knowledge is constructed through interaction and dialogue. By engaging in a question-driven discussion, students were able to articulate their thoughts, refine their understanding, and develop a deeper interest in the subject matter. Research by Chin (2007) also supports this finding, stating that questioning techniques encourage student engagement by making them active contributors rather than passive recipients of information.

Furthermore, the study found that conceptual understanding of the human movement system improved significantly when students related theoretical knowledge to real-life experiences. The contextual approach allowed students to connect their learning to everyday activities, such as walking, running, and lifting objects, which facilitated better comprehension. This aligns with Piaget's Cognitive Development Theory, which posits that learning occurs when students assimilate and accommodate new information based on their prior knowledge. The study's findings also echo the work of King (1994), who found that questioning strategies enhance students' ability to integrate and apply scientific concepts in practical situations. Students who initially struggled with understanding movement mechanics were eventually able to describe and analyze the process more effectively after engaging in guided questioning.

Beyond engagement and conceptual understanding, the development of critical thinking and problem-solving skills was another notable outcome of this study. The questioning method required students to analyze different aspects of the movement system, evaluate the consequences of dysfunction, and propose possible solutions. This aligns with Bloom's Taxonomy, particularly the higher-order cognitive skills of analysis, synthesis, and evaluation. For instance, when asked about the effects of joint disorders, students had to synthesize their knowledge of biomechanics and evaluate the impact on human movement, demonstrating deeper cognitive engagement. Research by Taba (1966) also supports this, emphasizing that inquiry-based learning promotes critical thinking and problem-solving abilities by encouraging students to explore multiple perspectives. Additionally, students expressed greater confidence in discussing their

ideas, reinforcing findings by Chin & Osborne (2008), which highlight that questioning strategies help students articulate their thoughts and engage in meaningful discussions (Haris & Nasri, 2024; Nasri, 2023c, 2024b, 2024a; Nasri et al., 2023).

Despite these positive outcomes, several challenges emerged during the implementation of the questioning approach. One major challenge was student readiness, as not all students were accustomed to answering and formulating questions independently. Some students struggled with expressing their thoughts clearly, indicating a need for scaffolding strategies. Research by Dillon (1998) suggests that students who are not used to open-ended questioning require gradual exposure and guided support before they can confidently participate in discussions. To address this, teachers can implement structured scaffolding techniques, such as providing question prompts and modeling effective responses, before transitioning to more complex inquiries.

Another challenge was time management. The interactive nature of questioning-based learning required additional class time, making it difficult for teachers to cover the entire syllabus within the allocated schedule. This is consistent with the findings of Chin (2007), who noted that while questioning strategies enhance deep learning, they often require more time for exploration and discussion. To overcome this, teachers need to balance content coverage with inquiry-based discussions, possibly by incorporating questioning activities into lesson plans in a structured manner that ensures key concepts are addressed efficiently.

Additionally, teacher preparedness was identified as a critical factor in the successful implementation of the approach. Some teachers initially faced difficulties in formulating effective questions and managing student responses. This aligns with research by Walsh & Sattes (2005), which emphasizes that effective questioning requires specific training and practice. Schools should provide professional development workshops to help teachers design thought-provoking questions and facilitate student-led discussions more effectively.

Considering these findings, several implications for future teaching strategies can be drawn. First, it is crucial to develop a structured questioning framework that progresses from basic recall questions (e.g., “What are the functions of bones?”) to higher-order thinking

questions (e.g., “How would a bone disorder affect the entire movement system?”). This gradual approach can help students build confidence and develop their analytical and reasoning skills over time.

Second, teachers should incorporate inquiry-based learning activities, such as problem-solving tasks, case studies, and real-world applications, to enhance conceptual understanding. For example, students could analyze the causes of athletic injuries and relate them to biomechanical principles, reinforcing their understanding of the movement system. Third, continuous teacher training programs are essential to ensure effective implementation. Schools should conduct workshops and collaborative teaching sessions that focus on developing questioning techniques, managing classroom discussions, and integrating inquiry-based strategies into different subjects. Lastly, classroom time should be optimized to accommodate inquiry-based discussions without compromising syllabus completion. Teachers can integrate questioning strategies into daily lesson plans by allocating specific time slots for student-led discussions, peer questioning, and group analysis activities.

In conclusion, this study demonstrates that a contextual questioning approach significantly enhances student engagement, conceptual understanding, and critical thinking skills in biology learning, particularly in the topic of the human movement system at MTs Assyafi'iyah NW Penangsak. While challenges such as student readiness, time constraints, and teacher preparedness exist, these can be mitigated through structured scaffolding, optimized time management, and targeted teacher training. The findings reinforce prior research advocating for inquiry-based learning as a means to deepen student comprehension and foster higher-order thinking skills. Moving forward, educators should refine questioning techniques and explore their applications across various scientific topics to maximize learning effectiveness in secondary education.

## CONCLUSION

This study demonstrates that the contextual approach based on questioning in biology learning at MTs Assyafi'iyah NW Penangsak has a positive impact on student engagement, conceptual understanding, and critical thinking skills. Through a systematic

questioning strategy, students become more active in the learning process, able to connect theoretical concepts with real-life experiences, and develop analytical skills in understanding the human movement system. These findings align with constructivist theories emphasizing the importance of interaction in knowledge construction, as well as previous studies showing that questioning strategies can enhance student comprehension and participation. However, the implementation of this approach also encounters several challenges, such as students' readiness to answer and ask questions, time constraints in the learning process, and teachers' preparedness in formulating effective questions. To overcome these challenges, supporting strategies such as scaffolding, optimizing lesson time, and providing teacher training on questioning techniques that promote higher-order thinking skills are necessary. By implementing these measures, the effectiveness of the contextual approach based on questioning can be further maximized, ensuring long-term benefits for learning. Considering the findings of this study, the questioning approach can be an effective alternative in improving the quality of science education, particularly in biology lessons. The application of this method not only helps students gain a deeper understanding of concepts but also fosters critical thinking skills essential for daily life. Therefore, further research is needed to develop a more comprehensive learning model by considering various supporting factors so that this approach can be implemented more widely and sustainably.

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