



# Application of Question Card Media Towards Students' Question Skills

Rita Harisma<sup>1</sup>, Melyani Sari Sitepu<sup>2✉</sup>, Dewi Juni Artha<sup>3</sup>, Dian Novianti Sitompul<sup>4</sup>

Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sumatera Utara, Indonesia<sup>(1,3)</sup>

Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Sumatera Utara, Indonesia<sup>(2)</sup>

Pendidikan Akuntansi, Universitas Muhammadiyah Sumatera Utara, Indonesia<sup>(4)</sup>

DOI: [10.31004/obsesi.v10i1.7743](https://doi.org/10.31004/obsesi.v10i1.7743)

## Abstrak

Penelitian ini mengkaji pengaruh penggunaan media *Question Card* terhadap keterampilan bertanya peserta didik kelas IV. Latar belakang penelitian ini menyoroti rendahnya keterampilan bertanya peserta didik dalam proses pembelajaran karena masih banyak peserta didik yang tidak percaya diri untuk mengajukan pertanyaan dan jarang guru menggunakan media yang dapat menstimuli kemampuan peserta didik dalam mengajukan pertanyaan. Penelitian ini adalah penelitian kuantitatif dengan desain pretest-posttest one group design. Teknik pengumpulan data menggunakan non tes. Instrument penelitian menggunakan lembar observasi untuk melihat keterampilan bertanya peserta didik. Data dianalisis menggunakan Paired Sample T-Test. Hasil penelitian menunjukkan bahwa penggunaan media *Question Card* berpengaruh terhadap keterampilan bertanya peserta didik. hal ini dapat dilihat dari data analisis uji paired t-test dengan membandingkan nilai  $\text{sig} < \alpha$  (5%). Hasil analisis menggunakan spss menunjukkan bahwa nilai sig lebih kecil dari alpha ( $0.000 < 0.05$ ). Dari perolehan nilai sig tersebut dapat disimpulkan bahwa penggunaan *Question Card* terhadap keterampilan bertanya peserta didik Sekolah Dasar.

**Kata Kunci:** *Media Kartu Kata, Keterampilan Bertanya, Sekolah Dasar*

## Abstract

This study examines the effect of using Question Card media on the questioning skills of fourth-grade students. The background of this study highlights the low questioning skills of students in the learning process because many students are still not confident in asking questions and teachers rarely use media that can stimulate students' ability to ask questions. This study is a quantitative study with a pretest-posttest one group design. The data collection technique uses a non-test. The research instrument uses an observation sheet to see students' questioning skills. Data were analyzed using a Paired Sample T-Test. The results of the study indicate that the use of Question Card media has an effect on students' questioning skills. This can be seen from the paired t-test data analysis test by comparing the  $\text{sig} < \alpha$  (5%). The results of the analysis using SPSS show that the sig value is smaller than alpha ( $0.000 < 0.05$ ). From the obtained sig value, it can be concluded that the use of Question Card media on the questioning skills of fourth-grade students.

**Keywords:** *Word Card Media, Questioning Skills, Students*

---

Copyright (c) 2026 Rita Harisma, et al..

✉ Corresponding author: Melyani Sari Sitepu

Email Address: [melyanisari@umsu.ac.id](mailto:melyanisari@umsu.ac.id) (Sumatera Utara, Indonesia)

Received 1 December 2025, Accepted 7 January 2026, Published 13 January 2026

---

## Introduction

Education is defined as the process of coaching and guidance carried out by a teacher to his students to achieve educational goals. (Nasution et al., 2025). Education in general has a very important role in the formation of a child's personality and intellectual development (Sitepu & Nasution, 2018). Education is a learning process that can transform students' thinking. Therefore, in the learning process, teachers must not only impart knowledge to students but also actively engage them in the cognitive process, enabling them to think independently and improve their learning outcomes in line with learning objectives. (Zakia et al., 2024).

Learning is basically an interaction that is built between students, teachers and learning resources in a learning environment (Nikmatul Izzah & Taufan Hadi, 2024). Learning is carried out consciously by teachers and students so that students can plan a valuable direction. Planning towards that direction means fully understanding the material presented in class. (Dewi & Ibrahim, 2019). The main goal of learning is for students to become independent individuals, able to understand social life, and hone their independence through the use of effective and superior educational facilities. (Sutopo & Setyantoro, 2020). Media in learning has an important role as a tool for conveying messages and learning materials from teachers to students, so that it can become an effective and efficient tool (Afrina & Putra, 2024). Learning media can create a supportive learning environment in the form of conveying messages to achieve learning objectives (Firmadani, 2020). This learning media can also increase students' creativity and cognitive abilities. (Lin & Wang, 2021). Illustrations, images, or digital devices that can convey verbal and visual explanations are learning media. In elementary schools, media are needed to ensure the learning process is successful (Humaira & Ninawati, 2023).

Learning media is a teaching aid used by teachers to deliver material, enhance student creativity, and enhance student attention during the learning process. Media can motivate students to learn, stimulate their writing, speaking, and imagination. Therefore, learning media can make the teaching and learning process more effective and efficient, and foster positive relationships between teachers and students (Sitompul et al., 2024). Teachers need to select media that align with learning objectives, integrate them effectively into the curriculum, and ensure they are high-quality and accurate. (Maulya et al., 2021). The use of instructional media in the teaching and learning process can develop new interests and desires, stimulate motivation, and foster active participation in learning. Learning naturally has a purpose. One goal teachers want to achieve is for students to be more active in learning, actively responding to questions posed by the teacher, and thereby developing questioning skills. The ability to ask questions is a way to measure students' critical thinking skills. This can be seen from the way students ask questions during learning, as evidenced by the quality of their questions (Hakim et al., 2023). Asking questions is one of the most important aspects of the learning process. The teacher's goal is to gauge student understanding, obtain information from students, stimulate student thinking, and maintain classroom control. Student questions serve different purposes (Pasaribu et al., 2023). Through the process of asking, explaining, and discussing, students can stimulate mental activity, stimulate other students' ideas, and actively discuss them. The process of asking questions can provide students with stimulation that can be obtained through experiments, photographs, and illustrations. (Hafizo et al., 2022). One way to measure student questioning is to look at how often students ask and answer questions and the quality of their questions (Rahayuningsih & Janattaka, 2019).

One of the causes of low questioning ability is that students do not care about the material, are afraid of being considered stupid, students do not understand the material so that students are confused about asking questions. Students don't understand the difficulties they face when given lesson material. They accept everything the teacher gives them without seeking further information, making it difficult for them to hone their critical thinking. Furthermore, students rarely study at home, so they rarely encounter problems with the material taught by teachers. Students are afraid to ask questions due to embarrassment and fear of being seen as stupid by their peers (Zahrani et al., 2020).

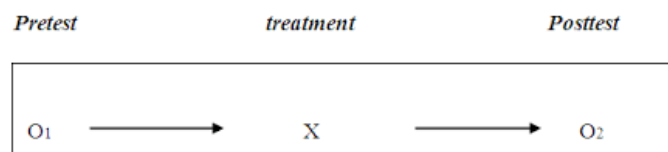
Not all students have the skill of asking questions. One school whose students have low questioning skills is Class IV SDN 060871 Medan. Based on classroom observations, many students still do not dare to ask questions when they do not understand the material presented by the teacher. The teacher's explanation regarding students who are still unwilling to ask questions during the learning process. This situation makes the teacher feel confused whether or not the students have understood the material that has been explained. Based on the results of interviews with the class teacher, it is explained that the achievement of students' questioning skills is still low, only 30%, out of 25 students, there are 9 students who are willing to ask questions during learning in the classroom.

The problems described in Class IV of SDN 060871 Medan certainly require solutions. One way to address these issues is through learning media. One learning medium that can support these solutions is Question Cards. Question Cards are considered appropriate for helping teachers achieve their learning objectives (Susanti, 2023). According to research, Question Card media has a high level of comprehension for children because question card media is able to stimulate the sense of touch, sight and hearing of respondents (Fadly Rizky et al., 2024). Research (Kholipah et al., 2022) shows that the application of Question Card media can increase student learning activity in science learning in grade IV at Nurul Hikmah Elementary School, Jambi City. Research penelitian (Alwavi & Alfurqan, 2025) shows that question cards have a high level of understanding for children because they can stimulate respondents' senses of touch, sight, and hearing. The difference between this study and previous research is that the research subjects were elementary school students. The difference between this study and previous research is that the subjects were elementary school students. Furthermore, this study aimed to address the gap in whether Question Card media can influence elementary school students' questioning skills in civics.

Based on the background outlined above, the researcher aims to determine the effect of using question cards on improving elementary school students' questioning skills. This research can be an alternative strategy for improving elementary school students' questioning skills. Teachers can use question cards to encourage active student participation and increase students' confidence in communication, a key 21st-century skill.

## Methodology

A research method is a scientific way to obtain data for specific purposes and purposes. This type of research is quantitative research with a single-group pretest-posttest design. The research design is shown in the figure below. This research was conducted in fourth-grade students studying Natural Sciences and Social Sciences.



Picture 1. Desain pretest-posttest one group desain

The population in this study was all 25 fourth-grade students at SDN 060871, while the sample size was 25 students. To determine the sample size, the researcher used saturated sampling. Saturated sampling is a sampling technique where all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people. (Swarjana, 2022). This study grouped two major variables, namely independent variables and dependent variables. In data collection, researchers used a test technique with the same test sheet as the research instrument. In data collection, the researcher used a non-test technique with a questioning skills observation sheet as the research instrument. The observation sheet can be seen in Table 1.

**Table 1. Questioning Skills Observation Sheet**

| No | Indicator                   | Sub Indicator                                       |
|----|-----------------------------|---|
| 1  | Basic Questioning Skills    | Questions are asked concisely and clearly           |
|    |                             | Providing references                                |
|    |                             | Focusing questions                                  |
|    |                             | Changing turn-taking                                |
|    |                             | Distributing questions                              |
|    |                             | Allowing time for thinking                          |
| 2  | Advanced Questioning Skills | Providing guidance                                  |
|    |                             | Controlling changes in cognitive level              |
|    |                             | The sequence of questions is from easy to difficult |
|    |                             | Use of follow-up questions                          |
|    |                             | Interaction takes place in class                    |

Sumber : (I Kadek, 2023) & dimodifikasi oleh peneliti

The questionnaire instrument was developed according to the questioning skill indicators and tested for validity and reliability using Pearson correlation and Cronbach's alpha. Before analysis, the data were tested for normality using Shapiro-Wilk. Data analysis used paired sample t-test with the help of SPS version 22. The paired sample t-test was used to test the research hypothesis, namely whether the use of Question Card media affects students' questioning skills.

## Results and Discussion

The results of the data analysis in this study were to determine the effect of the use of Question Card Media on the questioning skills of fourth-grade students at SDN 060871 Medan. The results of the descriptive statistical analysis of students' questioning skills obtained from the pre-test and post-test data can be seen in Table 1.

**Table 2. Pretest Data of Students' Questioning Skills**

| Description        | Initial test ( <i>Pre-Test</i> ) |
|--------------------|----------------------------------|
| Subject            | 25                               |
| Lowest score       | 67                               |
| Highest score      | 83                               |
| Average Vaule      | 76,5                             |
| Standard deviation | 4,26                             |

Based on the data above, it is known that the average (mean) value of fourth grade students is 76,5 , the pre-test results obtained a minimum value of 67 and a maximum value of 83. For post-test data on students' questioning skills, it can be seen in table 3.

**Table 3. Posttest Data of Students' Questioning Skills**

| Description        | Final Test ( <i>Post-Test</i> ) |
|--------------------|---------------------------------|
| Subject            | 25                              |
| Lowest Value       | 87                              |
| The highest score  | 96                              |
| Average value      | 71,2                            |
| Standard Deviation | 4,32                            |

Based on the data above, the average (mean) of fourth-grade students is 93,3, with a minimum score of 87 and a maximum score of 96 for the post-test. A normality test was performed using the IBM SPSS Statistics 25 application with the Kolmogorov-Smirnov test or the chi-square test at a significance level of  $\alpha = 0.05$ . The normality test data can be seen in Table 4 below.

**Table 4. Pre-Test and Post-Test Data Normality Test**

| Category           | Class       | Shapiro - Wilk |    |      |
|--------------------|-------------|----------------|----|------|
|                    |             | Statistic      | Df | Sig  |
| Questioning Skills | Pre - Test  | .968           | 25 | .853 |
|                    | Post - Test | .964           | 25 | .785 |

The results of the normality test shown in Table 4 show that both classes have a significance value of more than 0.05, which means that the data is declared normally distributed. After conducting the normality test, the next step was hypothesis testing. This hypothesis testing was conducted to determine whether the Question Card media influenced students' questioning skills. A paired-sample t-test was conducted using SPSS version 22. The results of the hypothesis testing can be seen in Table 5.

**Table 5. Inferential Statistical Analysis**

| Pair |  | Paired Samples Test |                |                 |   |        |    | T  | df    | One-Sided p | Significance<br>Two-Sided p |
|------|--|---------------------|----------------|-----------------|---|--------|----|----|-------|-------------|-----------------------------|
|      |  | Paired Differences  |                |                 |   |        |    |    |       |             |                             |
|      |  | Mean                | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        |    |    |       |             |                             |
|      |  |                     | Lower          | Upper           |   |        |    |    |       |             |                             |
| 1    | Pretest experimental class - Posttest experimental class | -5.133              | .434           | .079            | -5.295                                    | -4.971 | 4. | 25 | <.001 | <.001       |                             |

Table 5 of the paired sample test hypothesis test statistics above shows that the sig <a value is  $0.001 < 0.001$ . This proves that there is an influence of the use of question card media on students' questioning skills.

## Discussion

Based on the data in Table 5 above, the statistical inferential analysis obtained a Sig. (2-tailed) value  $< 0.05$ , which means that the use of Question Card media has an effect on students' questioning skills. Statistical data analysis was obtained by comparing the value before treatment (pre-treatment) with the value achieved by students after learning using Question Card media.

When the Question Card media was administered, students were seen to be more active because they felt more focused and enjoyed it, which led to them actively asking and answering questions from the researcher. Question Card media provides a high level of comprehension for children because it stimulates the respondents' senses of touch, sight, and hearing. (Nikmatul Izzah & Taufan Hadi, 2024). Question Card Media is the right choice because this media has the advantage of being easy to use in the classroom thanks to its minimalist dimensions, and its design can be adjusted to suit learning objectives, making the implementation time of this card media also not take a long time and the message conveyed can be conveyed and can be accepted by respondents (Nauli Situngkir et al., 2023). Question Cards are easy to use in the classroom thanks to their minimalist dimensions, adaptable design to learning objectives, and affordability. They also offer a positive value in terms of their ability to concretely illustrate abstract concepts and direct attention to a central point (Kinanti & Istianah, 2022). Additionally, interaction with students can be enhanced through Question Cards, ensuring that the teacher's intended message is conveyed effectively. Question Cards are a great choice for classroom learning, as a tool to encourage active participation and improve students' argumentative skills (Putri et al., 2023).

Improved questioning skills after applying question card media because the question card media is easy to use and encourages student involvement in learning and discussion (Kholipah et al., 2022). Question Cards contain questions that require students not only to memorize facts, but also to understand, analyze, and provide logical reasons for their answers (Dwi et al., 2020). When answering questions in groups or class discussions, students need to clarify their thinking, provide

strong reasons, and defend or revise their answers based on discussions with their peers. This structure trains students to analyze problems systematically, starting from identifying key information, understanding relationships between concepts, and drawing logical conclusions (Widyadhari et al., 2024). Interactive-based media, such as Question Cards, have great potential to overcome these obstacles because they can trigger in-depth reflection, active dialogue, and student participation in learning (Nikmatul Izzah & Taufan Hadi, 2024).

This research is in line with previous research regarding the use of Question Card media as an innovative and interactive learning tool. Research conducted by (Syazali, 2022) concluded that the implementation of Student Questioning Cards as an additional learning facility explored the quality of student questions during lectures. Question quality was assessed based on aspects of relevance to the paper topic, language structure, and cognitive level based on the revised Bloom's taxonomy. Several studies have also examined the use of questioning cards, albeit with different contexts and aspects (Batubara et al., 2023). Previous research has focused more on speaking skills, learning outcomes, and critical thinking skills.

This research has implications for the use of theory in education, particularly in the selection of learning media. Several challenges were also observed during the implementation of the Question Card media. Teachers face challenges such as motivating students to be more confident. Furthermore, some dominant students make others hesitate to ask questions. However, teachers were able to overcome this. Despite these promising results, this study has several limitations. The sample size was relatively small and limited to one classroom in one district, which may limit the generalizability of the findings. Furthermore, the implementation period may not fully reflect the long-term impact of Question Card use.

## Conclusion

The results of the study indicate that the use of Question Cards has an effect on the questioning ability of fourth-grade students at SDN 060871 Medan. This effect is seen from the ability to ask questions before and after the use of Question Cards. It is concluded that the use of Question Cards has an effect on students' questioning ability. Teachers are advised to use Question Cards in learning because they can increase student interaction so that messages from teachers can be conveyed well and can help improve students' questioning ability. Further research can involve larger and more diverse samples and longer periods of media use in learning to provide deeper insights with a research design using a control class.

## References

- Afrina, & Putra. (2024). Development of Environment Smart Box Media To Improve Social Science Learning Outcomes. *Jurnal Cakrawala Pendas*, 10(July), 582-595. <http://doi.org/10.31949/jcp.v10i31.0078>
- Alwavi, N., & Alfurqan. (2025). Pengaruh Penggunaan Question Card sebagai Media Pembelajaran Terhadap Hasil Belajar Pai Kelas V Sd N 01 Ulak Karang Selatan. *A LSY S; Jurnal Keislaman Dan Ilmu Pendidikan*, 5(September 2025), 1855-1868. <https://doi.org/10.58578/alsys.v5i5.7083>
- Batubara, N., Yanti, F., & Pane, E. P. (2023). Pengaruh Model Pembelajaran Talking Stick dengan Berbantuan Media Question Card Terhadap Minat dan Hasil Belajar Peserta Didik Pada Materi Sistem Periodik Unsur Di Kelas X SMA Negeri 3 Pematang Siantar. *INNOVATIVE: Journal Of Social Science Research*, 3(6), 9158-9171. <https://j-innovative.org/index.php/Innovative/article/view/7634/5178>
- Dewi, S. Z., & Ibrahim, T. (2019). Pentingnya pemahaman konsep untuk mengatasi miskonsepsi dalam materi belajar IPA di sekolah dasar. *Jurnal Pendidikan UNIGA*, 13(1), 130-136. <http://dx.doi.org/10.52434/jpu.v17i1.2553>
- Dwi, I. K., Mahardika, O., & Putra, M. (2020). *Teams Games Tournament Assisted by Question Card Increases Student Knowledge Competence in Science Learning*. 4(3), 301-309.
- Fadly Rizky, R., Dewi Sodja Laela, Fatimah, S., Utami, U., & Nurjanah, N. (2024). *The Effect Of*

- Question Card Media Education On The Improvement Of. November, 28–29.*  
<https://doi.org/10.34011/ichce.v6i2.319>
- Firmadani, F. (2020). Media Pembelajaran Berbasis Teknologi Sebagai Inovasi Pembelajaran Era Revolusi Industri 4.0. *Prosiding Konferensi Pendidikan Nasional*, 2(1), 93–97.  
[http://ejournal.mercubuana-yogya.ac.id/index.php/Prosiding\\_KoPeN/article/view/1084](http://ejournal.mercubuana-yogya.ac.id/index.php/Prosiding_KoPeN/article/view/1084)
- Hafizo, R., Lian, B., & Jayanti. (2022). Analisis Keterampilan Bertanya Siswa pada Pembelajaran Matematika Kelas IV Sekolah Dasar. *Journal on Teacher Education*, 4(1), 202–211.
- Hakim, A., Fara, B., Sofia, D., Studi, P., & Kimia, P. (2023). ASAM BASA *The Relationship Between Asking Ability With Critical Thinking Skills In Acid-Base Topics.*  
<https://doi.org/10.29303/cep.v6i1.3739>
- Humaira, T., & Ninawati, M. (2023). Development of Contextual Media Diorama of Water Cycle in Science Subject in Elementary School. *Jurnal Cakrawala Pendas*, 9(4), 631–641.  
<https://doi.org/10.31949/jcp.v9i4.5653>
- I Kadek, S. (2023). E-Modul Keterampilan Bertanya Tahun 2023. In *Upa Laboratorium Pendidikan Terpadu Universitas Pendidikan Ganesha*. Universitas Pendidikan Ganesha.  
<https://cdn.undiksha.ac.id/wp-content/uploads/sites/30/2024/08/14004718/Modul-1-Keterampilan-bertanya-3.pdf>
- Kholipah, N., Forijati, R., & Surindra, B. (2022). Penerapan Media Qestion Card dalam Model Pembelajaran Problem-Based Learning untuk Meningkatkan Kualitas Pembelajaran. 8(1), 43–52.
- Kinanti, P., & Istianah, F. (2022). Pengembangan Media Qc Materi Tata Surya Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 10(5), 973–986.
- Lin, Y.-J., & Wang, H. (2021). Using virtual reality to facilitate learners' creative self-efficacy and intrinsic motivation in an EFL classroom. *Education and Information Technologies*, 26(4), 4487–4505. <https://doi.org/10.1007/s10639-021-10472-9>
- Maulya, N. A., Martanti, F., & Rinjany, E. D. (2021). Pengembangan Media Pembelajaran Roda Putar Stiker Pintar Dalam Materi Asean Kelas Vi Sekolah Dasar. *Jurnal Cakrawala Pendas*, 7(2), 201–214. <https://doi.org/10.31949/jcp.v7i2.3083>
- Nasution, M., Padya, A. D., Sitepu, M. S., & Wanda, K. (2025). Pengaruh Penggunaan Media Pop Up Book Terhadap Motivasi Belajar Siswa Kelas V SDN 067258 Medan. 1–9.  
<https://doi.org/10.54069/attadrib.v8i2.940>
- Nauli Situngkir, S., Lubis, W., Masri Perangin-angin, L., & Pgsd, P. (2023). Pengembangan Media Question Card Berbasis Model Time Token untuk Meningkatkan Keterampilan Berbicara Siswa Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 7(3), 21415–21426.
- Nikmatul Izzah, & Taufan Hadi. (2024). Penggunaan Metode Bermain Media Question Card Pada Pembelajaran Teks Deskripsi. *Impressive: Journal of Education*, 2(2), 49–56.  
<https://doi.org/10.61502/ijoe.v2i2.89>
- Pasaribu, M. B., Fernando, A., & Hindrasti, N. E. K. (2023). Analisis kemampuan bertanya siswa pada model pembelajaran discovery learning materi animalia kelas X. *Bio-Pedagogi*, 11(2), 99.  
<https://doi.org/10.20961/bio-pedagogi.v11i2.64459>
- Putri, C. R., Sukendro, S., & Nugraha, U. (2023). Penggunaan Media Question Card untuk Meningkatkan Keaktifan Belajar Siswa pada Muatan IPA di Kelas IV Madrasah Ibtidaiyah Nurul Hikmah Kota Jambi. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(7), 4617–4625.  
<https://doi.org/10.54371/jiip.v6i7.2332>
- Rahayuningsih, A., & Janattaka, N. (2019). Analisis Keterampilan Bertanya Siswa Mata Pelajaran Tematik Tema 8 Subtema 3 Kelas V SDN 2 Mojoarum. *Inventa*, 3(2), 158–169.  
<https://doi.org/10.36456/inventa.3.2.a2014>
- Sitepu, J. M., & Nasution, M. (2018). Kreativitas Pembuatan Media Pembelajaran Big Book Pada Guru-Guru RA Di Kecamatan Medan Maimun. *Jurnal Prodikmas: Hasil Pengabdian Kepada Masyarakat*, 3(1), 8–16.
- Sitompul, D. N., Sitepu, M. S., & Arianto. (2024). The Effectiveness of Using Playclock Media on Students' Critical Thinking Skills. *Journal of Psychology and Instruction*, 8(3), 134–140.

<https://doi.org/10.15294/physcomm.v6i1.35726>

- Susanti, O. (2023). *Analisis keterampilan bertanya siswa dalam pembelajaran di kelas iv mi darul hikmah bantarsoka purwokerto skripsi*.
- Sutopo, H., & Setyantoro, D. (2020). Developing Educational Mobile Game on Entering School During the New Normal of COVID-19 Pandemic. *Journal of Mobile Multimedia*, 16(4), 477–494. <https://doi.org/10.13052/jmm1550-4646.1643>
- Swarjana, I. K. (2022). *Populasi-Sampel, Teknik Sampling & Bias Dalam Penelitian* (Erang Risanto (ed.)). CV ANDI OFFSET.
- Syazali, M. (2022). Observasi keterampilan bertanya mahasiswa melalui implementasi Student Questioning Card ( SQC ). *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 9(2), 82–89.
- Widyadhari, C. R., Santosa, A. B., & William, N. (2024). Team Games Tournaments Learning Model Assisted by Question Cards on Improving Critical Thinking Skills. *EduStream : Journal of Elementary Education*, 8(2), 58–67. <https://doi.org/10.26740/eds.v8n2.p58-67>
- Zahranie, M., Andayani, Y., & Loka, I. N. (2020). *Hubungan Keaktifan Bertanya Dengan Kecenderungan Berpikir Kritis Siswa Kelas Xi Ipa Di Sma / Ma Se-Kecamatan*  
*Correlation Between Frequency of Asking Questions and Critical Thinking Tendency 11 th Grade Students from Senior High Schools in Narmada Regency*. <https://doi.org/10.29303/cep.v3i1.1426>
- Zakia, T., Marwahanif, S., & Supratmi. (2024). Analisis Kemampuan Komunikasi Matematika Siswa Sekolah Dasar Kelas VI Pada Materi Statistika. *Jurnal Inovasi Dan Humaniora*, 1(6), 855–859.