
Students Questioning Skills in the Learning Process with Content Mastery Techniques at Islamic Boarding School

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Abstract: The positive impact of questioning skills is quite large on the learning process and student learning outcomes. Low questioning skills can cause students to hesitate when asking questions, thus forgetting the main idea of the question to be conveyed it affects effective learning in the classroom. The purpose of this study was to compare the difference in pretest scores before and post-test after participating in content mastery services. The research method used is quantitative using a Pre-Experiment design with One Group Pretest-Post-test Design. The subjects of this study were 36 students at *Ponpes Perkampungan Minangkabau Padang*. Determination of the subject of this study using a purposive sampling technique. The instrument used in this study was a self-assessing skill scale that had been tested for validity and reliability. The data analysis technique used is the Wilcoxon Signed Rank Test. The results of the data analysis stated that there was a significant difference in scores on the pretest and post-tests of students' questioning skills after participating in the content mastery service. Thus, content mastery services are effective in improving students' questioning skills.

Keywords: Questioning skills; learning process; content mastery services.

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INTRODUCTION

The intense to ask questions comes from students' curiosity. A question is a verbal utterance that asks for a response or answer from a teacher (Meldina, 2019; Siregar, 2018). The skill of asking questions must be mastered by the teacher to provoke answers, comments, and understanding from students (Ningrum, 2010). The teacher's teaching and strengthening methods have an indirect effect on questioning skills (Prilanita, 2017). Questions in learning are part of the stimulus in good thinking in student learning activities. Asking good questions can stimulate student curiosity, stimulate imagination, and motivate students to acquire new knowledge. The more skilled in asking questions, the more developed students' curiosity (Hosnan, 2014).

Suitable learning activities are proven by good question-and-answer activities, especially in learning activities that are large in number or group collaboration activities (Anggreini, 2018). Ask good. By the explanation above, Burhanuddin Salam (2004), suggests the advantages of asking questions, namely: a), can broaden scientific insights, b), can contain reinforcement, and c) can encourage further learning.

The learning process is a psychological or mental activity that takes place in active interaction in the environment, which results in changes in knowledge, understanding, skills, and attitude values (Kirom, 2017). The learning process is all joint efforts between teachers and students to share and process information, with the hope that the knowledge provided is beneficial to students and becomes the basis for sustainable learning, and it is hoped that there will be better changes to achieve an improvement which is marked by changes in individual behaviour to create an effective and efficient teaching and learning process (Nahar, 2016).

The results of administering the questionnaire revealed that, out of 103 students, it was revealed that the problem for students was: skills in asking, namely: experienced by 77 students (74.75%). The problem of asking for skills is a problem that requires serious handling to solve it. This problem can be a significant obstacle for students to follow the educational process in Islamic boarding schools. Furthermore, initial observations found that Minangkabau Padang Village Islamic Boarding School students were not skilled at asking questions during the learning process. This is indicated by being hesitant when asking questions, forgetting the main idea of the question you want to convey, and never even asking during the lecture process.

Based on the problems above, it is necessary to take action to improve the ability to ask questions so that students can be successful in the learning process because practice and speaking skills are highly demanded later in the learning they will carry out. Counsellors can improve students' questioning skills, namely with content mastery services. According to Prayitno (2012), content mastery service is one of the services in Guidance and Counselling that allows students to develop good study attitudes and habits. Tohirin (2015) explains the purpose of content mastery services, namely for students to master certain aspects of content (ability or competency) in an integrated manner.

The problems above are interesting to study, for this reason, researchers will reveal how the problems of students' questioning skills in classical format learning, and how counsellors carry out content mastery services to overcome problems of students' questioning skills. In connection with some of the phenomena that have been stated above, it is necessary to have a guidance and counselling service to improve students' skills in asking questions in learning. Knowing the effectiveness of content mastery services to improve students' questioning skills, especially in learning, needs to be researched. In general, the purpose of this research is to test the effectiveness of content mastery services in improving students' questioning skills. Furthermore, specifically, the purpose of this research is to compare the differences in pretest scores before and post-test after participating in content mastery services.

METHOD

The research method used in the research conducted at the Padang Minangkabau Islamic Boarding School was a quantitative study. Quantitative research is a way to gain knowledge or solve problems encountered and is carried out and carried out carefully and systematically and the data collected is in the form of a series or collection of numbers. Quantitative research is also systematic scientific research on parts and phenomena and the causality of their relationships. The purpose of quantitative research is to develop and use mathematical models, theories, and/or hypotheses related to a phenomenon. The research design used was pre-experimental with the One Group

Pretest-Post-test design. This design is an experiment carried out with a pretest before being given treatment and a post-test after being given treatment. The pre-experimental design group was given treatment in the form of content mastery services to improve students' questioning skills.

The design used is an experiment carried out with 1 pretest before and 1 post-test after being given 3 treatments to determine causal relationships. The subjects of this study were first-semester students using a purposive sampling technique. The purposive sampling technique is one of the non-random sampling techniques where the researcher determines the sampling by determining the special characteristics that are by the research objectives so that they are expected to be able to answer research problems. The instrument used is the Likert model scale. The level of reliability of this research instrument is 0.879. The hypothesis in this study is that there are differences in the scores of students' questioning skills before and after being given content mastery services. Then the data obtained were analysed using the Wilcoxon Signed Rank Test

RESULT AND DISCUSSION

The following are the results of the pretest data on the questioning skills of Minangkabau Padang village Islamic boarding school students before being given content mastery services.

Table 1. Results of the Pretest Data

Name	score	Category	Name	score	Category
NRS	79	Medium	RR	78	Medium
CN	79	Medium	FK	77	Medium
RYE	77	Medium	M	78	Medium
DRO	85	Medium	FR	85	Medium
RT	85	Medium	YIA	82	Medium
TF	80	Medium	DP	76	Medium
IH	56	Low	MY	88	High
MY	94	High	YAS	89	High
AMA	88	High	RA	80	Medium
ARH	92	High	YN	91	High
AR	85	Medium	FD	89	High
AK	93	High	FF	84	Medium
S	81	Medium	MP	86	High
YFL	80	Medium	AZ	85	Medium
KM	95	High	IA	85	Medium
SPD	93	High	I	84	Medium
MP	81	Medium	WA	86	High
SPS	75	Medium	PIM	92	High
Rata-Rata	83,6	Medium			

Based on the processing of the pretest results before the implementation of content mastery services, an overview of the condition of students' questioning skills was obtained. Of the 36 students, 16 people were in the high category, 17 people were in the medium category, person was in the low category. Then, the following are the results of the post-test data on the questioning skills of Padang Minangkabau Village Islamic Boarding School students after being given content mastery services.

Table 2. The Pretest Results

Name	score	Category	Name	score	Category
NRS	91	High	RR	94	High
CN	87	High	FK	90	High
RYS	87	High	M	87	High
DRO	87	High	FR	87	High
RT	93	High	YIA	89	High
TF	88	High	DP	87	High
IH	89	High	MY	97	High
MY	88	High	YAS	90	High
AMA	89	High	RA	88	High
ARH	87	High	YN	90	High
AR	89	High	FD	88	High
AK	89	High	FF	99	High
S	90	High	MP	100	High
YFL	86	High	AZ	96	High
KM	93	High	IA	92	High
SPD	93	High	I	87	High
MP	90	High	WA	86	High
SPS	88	High	PIM	92	High
Rata-Rata	90	High			

Based on the processing of the post-test results after the implementation of the content mastery service, an overview of the condition of the students' questioning skills was obtained. Of the 36 students experienced a significant increase in post-test score results in the high category. Furthermore, the following is the frequency distribution of pretest and post-test comparative data on the questioning skills of Padang Minangkabau Village Islamic Boarding School students before and after being given content mastery services.

Table 3. The Post-Test Results

Category	score	pretest		Post test	
		F	%	F	%
Very High	105-125	-			
High	85-104	17	47,2	36	100
Medium	65-84	18	50		
Low	45-64	1	2,8		
Very Low	25-44				
Total		36	100	36	100

Hypothesis testing

The hypothesis in this study is there are differences in the scores of students' questioning skills before and after being given content mastery services. This hypothesis testing was carried out using the Wilcoxon Signed Ranks Test statistical analysis technique through SPSS version 20.00. The following are the results of testing the research hypothesis:

	<i>Posttest - Pretest</i>
Z	-4.050 ^b
<i>Asymp. Sig. (2-tailed)</i>	.000

Based on the table above, the Asymp probability figure is obtained. Sig. (2. tailed) students' questioning skills of 0.000 or probability below alpha ($0.000 < 0.05$). Based on these results H_0 is rejected and H_1 is accepted. Thus, the hypothesis tested in this study is accepted, namely, there is a difference in the scores of students' questioning skills before and after being given content mastery services at the Minangkabau Padang Islamic boarding school. Furthermore, to see the direction of the difference, whether the pretest or post-test is higher, it can be seen in the following table:

	N	Mean Rank	Sum of Ranks
<i>Posttest - Pretest</i> Negative Ranks	6 ^a	9.00	54.00
Positive Ranks	27 ^b	18.78	507.00
Ties	3 ^c		
Total	36		

Based on the table above, the value of 27b means that 27 of the 36 students involved in the calculation experienced an increase in their questioning skills before and after being given content mastery service treatment. The mean rank or average increase is 18.78, while the total positive ranking or sum of ranks is 507.00. Ties are the similarity of the pretest and posttest values found, namely 3 people, so it can be concluded that 27 out of 36 students experienced an increase in their questioning skills.

The Minangkabau Village Islamic Boarding School is one of the Islamic boarding schools in the city of Padang. As for teaching and learning at this Islamic boarding school, it uses the applicable curriculum plus religious knowledge. There are also school extracurricular activities for students such as karate, basketball, futsal, study groups, and others. The Minangkabau Village Islamic Boarding School is the most popular Islamic boarding school in the city of Padang. Based on the processing of the pretest results before the implementation of the content mastery service, an overview of the condition of students' questioning skills was obtained in the medium category, and after the implementation of the content mastery service, the ability to ask questions increased to a high category. Students' low questioning skills at first can be caused by various factors. Several studies have shown that the factors causing low student questioning skills are low student self-confidence (Ginanjari et al., 2019), low interest in the material (Suryanti et al., 2019), low understanding of concepts (Muslichatun et al., 2021), method learning applied by the teacher (Hendawati & Kurniati, 2020), the attitude and nature of the teacher (Jais et al., 2019). According to Hasibuan (2009), asking is a verbal utterance that asks for a response from someone who is subjected to it. The response given can be in the form of knowledge up to matters that are the result of consideration. So, asking is an effective stimulus that encourages thinking skills. Meanwhile, according to Majid (2013) "Asking is one of the techniques to attract the attention of the listeners, especially regarding important matters that demand attention and need to be questioned.

From the definition above, it can be concluded that the ability to ask is the ability of verbal utterances to attract the attention of listeners who ask for answers concerning important matters, especially in learning. Learning is a process of interaction between students and educators and learning resources in a learning environment (Arsyad, 2011). Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students (Widoyoko, 2019). In other words, learning is a process to help students learn well (Anitah, 2007). One of the notions of learning put forward by Gagne

1977 (in Shani, 2022) namely learning is a set of external events designed to support several internal learning processes. Furthermore, Gagne 1985 (in Faturrahman, 2015) put forward his theory more fully by saying that learning is intended to produce learning, external situations must be designed in such a way as to activate, support, and maintain the internal processes contained in each learning event.

Learning is a process of teaching and learning activities that also plays a role in determining the success of student learning (Mulyaningsih, 2016). From the learning process, there will be a reciprocal activity between the teacher and students to get to a better goal. To carry out a learning process, you must first understand the meaning of the word learning, (Rohani, 2019). The learning process is a process in which there are teacher-student interaction activities and reciprocal communication that take place in educative situations to achieve learning goals (Rohmawati, 2015). In the learning process, teachers and students are two components that cannot be separated. Between the two components must be intertwined interaction that supports each other so that student learning outcomes can be achieved optimally.

In the opinion of Bafadal (Pane, 2017), learning can be interpreted as "all efforts or teaching and learning processes in the context of creating an effective and efficient teaching and learning process". In line with that, Subakti (2021) also argues that learning can be defined as a process in which an activity originates or changes through the reaction to a situation encountered and the characteristics of the change in activity cannot be explained based on the tendencies of the original reaction, maturity or temporary changes.

Types of Questions in the Learning Process

According to Bloom's taxonomy (in Hasibuan and Moedjiono: 2009) questions are categorized as follows: First, knowledge questions (recall questions or knowledge questions). Knowledge questions or memory questions are an increase in the ability to ask questions that require students to recognize or recall material that has been studied. Question words that can be memory questions include: who, what, where, when, and mention. Example: Mention the characteristics of the client; Second, comprehension questions. This question requires students to answer questions by organizing information they have received in their own words, or interpreting or reading information depicted through graphs by comparison. Example: Explain what the question means to you; Third, application questions (application questions) Questions that require students to give a single answer by applying/applying knowledge, information, rules, criteria, etc.; Fourth, Question analysis (analysis synthesis) Questions that require students to find answers. Example: Why do clients have different characteristics? Fifth, Synthesis question. The characteristic of this question is that there is no single correct answer, meaning that there is more than one, and requires students to think creatively. Example: What is the similarity between guidance and counseling? Sixth, Evaluation questions (evaluation question) Students are required to answer by giving an assessment or opinion on good and bad right and wrong based on the knowledge they have. Example: What do you think about the guidance services that have been provided?

Asking questions in the learning process is very important, with good and appropriate questions that have a positive effect on students. The skills and fluency of asking teachers and prospective teachers need to be trained and improved, both in content and technique. According to Mufarokah (2009), Questioning skills are utterances

or statements made by the teacher that demand responses or answers from students. Asking skills are activities in the learning process to improve students' thinking skills and gain more knowledge. Meanwhile, according to Hasibuan and Moejiono in the Mufarokah book; Asking is a verbal utterance that asks for a response from someone you know. The response given can be in the form of knowledge of things that are the result of consideration. So, asking is an effective stimulus that encourages thinking skills.

According to Mufarokah (2009), questioning skills aim to: (a) Stimulate and improve students' thinking skills; (b) Motivate students to be involved in interactions; (c) Train students to think divergently; (d) Practice the ability to express opinions; (e) Achieve learning objectives. According to Alma (2010), questioning skills can be divided into basic and advanced questioning skills. Basic questioning skills. How to use this type of question is as follows: 1) Express the questions clearly and briefly so that students can easily find answers; 2) Provide a reference, which is a description that can help students be able to answer questions; 3) Focus students' attention on the questions that must be answered; 4) Spread the questions throughout the class, to certain students or ask other students to respond to their friends' answers; 5) Give students time to think before they answer; 6) If students find it difficult to answer, provide guidance by using the question in another way, simplifying the question or repeating the previous explanation.

Advanced questioning skills are used to develop students' thinking skills and develop students' thinking skills and increase student involvement in learning. Things to note: 1) Change the demands of the cognitive level in answering questions, from the lowest level (remembering) to a higher level, such as: applying, analyzing, synthesizing, evaluating, and creating. 2) Arrange the order of questions from simple to complex. 3) Use tracking questions with various techniques, such as (a) clarification, namely asking for further explanation of student answers, (b) asking students to give reasons for their answers, (c) asking for agreement on views from other students, (d) asking for the accuracy of answers, (e) asking for more relevant answers, (f) asking for examples, (g) asking for more complex answers.

One thing that has an important role in the learning process is asking questions. Asking questions is one way to stimulate students' thinking power in carrying out the learning process. Learning that is considered successful is learning with excellent questioning skills, especially as seen in group learning. The application of questions can generate students' curiosity, and brilliant thinking and encourage them to gain new knowledge. If students' skills in asking questions increase, it will lead to the development of student curiosity (Hosnan, 2014).

Skills in asking questions are learning through a two-way relationship involving educators and students to obtain answers to definite questions verbally (Abimayu, 2007). Questions can help students find the truth of concepts and problems related to learning and teaching problems. The criticality level of students can be seen from their ability to ask questions. Fakhruddin (2009) explains that asking questions is constructing students' cognitive to find the best problem-solving for the benefit of everyone. Pierce (1978) explained that in the learning process, asking questions is seen as an educator's activity to encourage, guide, and assess students' thinking skills. Asking activities is the most important part of carrying out discovery-based learning (inquiry), namely gathering information, confirming what has been researched, and directing attention to aspects that are not yet known. To assess the effectiveness of student learning abilities, one of

which is assessed from the student's ability to respond to teacher or educator questions can also see the effectiveness of the level of learning that has been implemented.

Content mastery services are expected to be able to meet their needs and overcome the problems experienced by students in learning. Through content mastery services, it is also able to help individuals master these aspects of the content synergistically, including the skills of students asking questions in the learning process in class. Halidjah (2012) explains that asking questions is one of the language skills besides listening, reading, and writing. Naturally, the acquisition of these skills needs to be built and competence taught through active speaking and good listening. Myrick & Yonge (2002) explains Questioning is fundamental to student learning. Not only does it enable students to elevate their level of thinking, but in the process it also allows them to deal with their world intelligently. improve their thinking, but in the process also provide opportunities for them to face the world intelligently).

Asking skills in learning, we are familiar with the question-and-answer method. In the teaching and learning process, debriefing is a way of delivering subject matter by the teacher by asking questions and students answer or vice versa, students ask about a material to the teacher and the teacher answers with a full explanation of the material being asked. Suparta (2017) explains several forms of Qur'anic question-and-answer (dialogue) methods, including the following. Direct dialogue, addressed to people who have faith. Namely in Q.S. al-Baqarah verse 183.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا كُتِبَ عَلَيْكُمُ الصِّيَامُ كَمَا كُتِبَ عَلَى الَّذِينَ مِن قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ

Meaning: O you who have believed, decreed upon you is fasting as it was decreed upon those before you that you may become righteous -

Dialogue is a reminder of God's blessings a lot and to be grateful for. As God explained in Q.S. Ali Imran verses 102-103.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ حَقَّ تَقَاتِهِ وَلَا تَمُوتُنَّ إِلَّا وَأَنتُمْ مُسْلِمُونَ وَاعْتَصِمُوا بِحَبْلِ اللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا وَاذْكُرُوا نِعْمَتَ اللَّهِ عَلَيْكُمْ إِذْ كُنْتُمْ أَعْدَاءً فَأَلَّفَ بَيْنَ قُلُوبِكُمْ فَأَصْبَحْتُم بِنِعْمَتِهِ إِخْوَانًا وَكُنْتُمْ عَلَىٰ شَفَا حُفْرَةٍ مِّنَ النَّارِ فَأَنْقَذَكُم مِّنْهَا كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ تَهْتَدُونَ

Meaning: O you who have believed, fear Allah as He should be feared and do not die except as Muslims [in submission to Him]. And hold firmly to the rope of Allah all together and do not become divided. And remember the favour of Allah upon you - when you were enemies and He brought your hearts together and you became, by His favour, brothers. And you were on the edge of a pit of the Fire, and He saved you from it. Thus, does Allah make clear to you His verses that you may be guided?

Dialogue that reminds and explains. Form This dialogue is marked by the arrival of questions from Allah SWT accompanied by the answer. As Allah explained in his words Q.S. Al-Qari'ah verses 1-11:

الْقَارِعَةُ مَا الْقَارِعَةُ وَمَا أَدْرَاكَ مَا الْقَارِعَةُ يَوْمَ يَكُونُ النَّاسُ كَالْفَرَاشِ الْمَبْثُوثِ وَتَكُونُ الْجِبَالُ كَالْعِهْنِ الْمَنْفُوشِ فَأَمَّا مَنْ ثَقُلَتْ مَوَازِينُهُ فَهُوَ فِي عِيشَةٍ رَّاضِيَةٍ وَأَمَّا مَنْ خَفَّتْ مَوَازِينُهُ فَأُمُّهُ هَاوِيَةٌ وَمَا أَدْرَاكَ مَا هِيَ نَارٌ حَامِيَةٌ

Meaning: The Striking Calamity - What is the Striking Calamity? And what can make you know what is the Striking Calamity? It is the Day when people will be like moths, dispersed, And the mountains will be like wool, fluffed up. Then as for one whose scales are heavy [with good deeds], He will be in a pleasant life. But as for one whose scales are light; His refuge will be an abyss. And what can make you know what that is? It is a Fire, intensely hot.

Then, Sanjaya (2011) argues that questioning skills have a positive impact on the learning process, namely: 1) can increase full student participation in the learning process, 2) can improve students' thinking skills, because thinking itself is essentially asking questions, 3) can arouse students' curiosity, and guide students to determine answers, 4) focus students' attention on the problem being discussed. Questioning skills will be honed more if the counselor is active in providing content mastery services to students.

The PKO service is a provision of assistance that has the goal of making individuals master all interrelated aspects. Prayitno, (2017) explained that PKO services are the provision of assistance given to students individually or in groups with the aim that students have expertise in learning activities. The ability of students from ongoing learning is a unit of content or material that contains facts and data, concepts, processes, laws and rules, values, perceptions, affections, attitudes, and actions related to it. The definition above explains, that with the existence of PKO services, the aim is for individuals to overcome the problems they face and be able to meet the needs of everyday life.

Prayitno (2017) describes the provision of PKO services can be carried out in other ways to provide support such as group discussions, giving limited assignments and exercises, field surveys, literature studies, and other experiments. This PKO service is used because it is by the objectives to be achieved, namely: general goals so that students can master a concept or a skill and make individual cognitive develop, guide behavior, and be able to solve problems in life activities, and the specific goal is to be able to understand the material or content that students need (Prayitno, 2017),

Goetz (1984) in his research stated that repeated exercises will have a very large influence on skill acquisition, as well as the questioning skills of students and lecturers in the classical learning process. Astuti (2015) explains, that giving examples and simulations is indeed able to stimulate students to actively ask questions if these steps are done correctly. The use of PKO services can improve students' skills in asking questions. Furthermore, providing sufficient stimulus to students can also arouse curiosity and more confidence in these students.

According to Corr & Perkins (2006), the messages conveyed by the communicator will be received by each communicant according to their own decision. Starting from choosing, and interpreting even in terms of remembering it. Functions and Purpose of Asking in the Learning Process Asking is an important element in the teaching and learning process. There are several reasons for the importance of asking questions in the learning process. According to Reynolds (2008), the reason for the importance of asking is that asking questions makes students understand the subject matter they are studying. Asking is a form of direct student feedback in the learning process. Royani & and Muslim (2014) explained that if someone knows, the knowledge that someone has usually begins by asking questions first. Answering questions correctly also increases understanding of the material in the learning process, which in turn will increase student self-esteem.

Based on the opinion above, it can be concluded that the things that must be considered in asking. As Sudjana (2014) says students must pay attention to the following

when asking questions: (a) so that students understand the content of the lesson, (b) to cause students to think, (c) and so that students are critical in asking questions about things they do not know. The material taught by the teacher can be seen whether or not the students understand it from the student's ability to ask questions. Task Force 3SCPD (1997) explains the purpose of asking, namely: "checking the truth and knowing what individuals don't know yet". In line with the opinion above, Djafar (2001) also explains the purpose of using questioning skills for students is: 1) To be curious and increase attention to the topics explained by the teacher; 2) to focus students' attention on certain concepts; 3) Improving the learning process to be more active; 4) Developing a process of asking both yourself and others; 5) Arrange a task in such a way that it can learn optimally; 6) To reflect on the information that is understood; 7) Encourage other students to think; 8) Develop reflection on the responses of other students and teachers; 9) So that students are independent in the learning process through discussion. Expresses true desires through ideas and feelings.

Then it is also explained, that we need to learn questioning skills as educators because there are many purposes for us to have this type of skill, namely: first, Arouse students' interest and curiosity about a problem being discussed. By asking questions we will be able to attract students' interest in lectures. Especially if the questions we ask are not arbitrary, aka they require deep thought and reflection because they are quite complicated and cannot be seen in black and white. To provoke students' curiosity, we need to choose questions related to new issues that are relevant to the world of students; second, Focusing students' attention on a problem being discussed. By asking questions we can attract students' attention to one problem. We can prepare various types of questions that are relevant to the topic of the lecture we are delivering. There are certain tricks so that all students focus on the questions. For example, in the middle of explaining a topic, we suddenly threw a roll of paper that we had prepared at a student we thought was not paying attention. The students we threw immediately gave questions related to the topic. Usually, the other students will be silent and all focus on this incident and also on the questions we ask. This is part of shock therapy. At the next meeting, there are usually fewer people who do not pay attention to lectures. Third, diagnosing special difficulties that hinder students in learning. By asking questions, we will find out how far students understand the topic of the lecture. If we understand, we can continue with the next lecture topic, but if we don't understand, we can repeat the discussion discuss it further, or repeat it at the next meeting. In addition, if students do not understand the lecture material, we can immediately identify the various causes so that we can offer solutions. Fourth, Develop active student learning methods. Asking is a proactive understanding process. Asking means understanding some of the material. Asking questions can train students to actively seek knowledge. Fifth, provide opportunities for students to assimilate information. By asking real questions, it requires students to reflect on the information and knowledge that has been obtained. With questions, we can train students to carry out the knowledge selection process to answer the questions we pose. Sixth, encouraging students to express opinions in discussions. By asking questions to all children, they are accustomed to expressing opinions in public. In addition, if there are differences in views, they will be trained to respect the views of others. Seventh, Test and measure learning outcomes. The final goal of questioning skills is to test and carve out learning outcomes. This means that the activity of asking is related to the learning objectives whether they have been achieved or not.

Participation in the learning process through active asking will benefit these students. Salam (2004) suggests the advantages of asking questions, namely: a) can broaden scientific insights, b) can contain reinforcement, and c) can encourage further learning. With the demand to find answers, of course, along with that will be able to broaden horizons. Answering questions correctly will strengthen you to continue to be enthusiastic about asking and answering better and the enthusiasm for learning will arise by itself. Moedjiono (1996) suggests the function of asking questions for students as follows: 1) To improve learning achievement; 2) To help students associate the experience with lessons; 3) To stimulate interest in learning other students who are less active in asking questions; 4) Increase students' curiosity and interest in their intellectual; 5) To encourage thinking because good questions help find good answers too; 6) Develop ability; 7) To improve understanding precisely; 8) To develop critical thinking skills.

The question that is asked should be one whose answer is not known so that it creates motivation to seek answers to the question. Astuti (2015) explains that understanding concepts is good for students and asking questions by students can help improve learning outcomes. Students who involve themselves fully in the learning process can be done by actively asking questions. The questions raised will stimulate the search for alternative answers so that the knowledge aspect will be deeper. For the question to be responded to positively by others, it is necessary to pay attention to the criteria for a good question.

Maggio & Rosalie (2007) put forward the criteria for good questions, namely: a) relating to the problems discussed by the other person, b) finding similarities, c) facilitating the conversation process, d) directing to more complex answers e) sensitive, f) neutral, g) concrete. Rusman (2012) emphasizes it is often difficult for students to start asking questions, by paying attention to the last topics discussed by other people, for this reason, they can start asking questions about the motives they put forward. The questions asked also do not interfere with the meaning of blaming the person who brought up the topic, so as not to cause displeasure from the person being asked the question.

The questions raised should ask for complex answers, not just "yes" or "no". If the answers given are complex, of course, the opportunity to open further discussions will be easier. Questions are also stated in concrete language so that it is easier to understand. The function of asking questions was also put forward by Gulo (2002) namely developing interest and curiosity, focusing attention on the subject matter, strengthening levels of understanding, ability to understand information, and ability to express opinions. In line with that Myrick & Yonge (2002) describe "Questioning is fundamental to student learning. Not only does it enable students to elevate their level of thinking, but in the process it also allows them to deal with their world intelligently." Sanjaya (2011) also explains that teachers must have an understanding because it will determine the technique and type of guidance that will be given to them.

The functions of students asking questions in learning according to Parera (1998) are: 1) Developing a way of thinking, if someone always accepts ideas or theories without questioning them, then their knowledge is limited to what they receive; 2) Invite reinforcement (strengthening). In general, in the learning process, student satisfaction in asking questions lies in the teacher's response, meaning that if the teacher agrees to the questions posed by these students, students will feel satisfied, or this is also related to the questions asked that are relevant to the discussion and the questions posed invite

interesting discussion. Furthermore; 3) Motivate students or encourage students to learn more. Questions are a form of someone's curiosity about something. Based on the answers given will strengthen the memory of what was asked. The growth of the ability to express opinions is also preceded by questions raised.

CONCLUSION

Based on the processing of the pretest results before the implementation of content mastery services at the Minangkabau Padang village Islamic boarding school, an overview of the condition of students' questioning skills was obtained in the medium category and after the implementation of content mastery services, students' ability to ask questions increased to a high category. Asking questions is the most important part of carrying out discovery-based learning (inquiry), namely gathering information, confirming what has been researched, and directing attention to aspects that are not yet known.

To assess the effectiveness of student learning abilities, one of which is assessing the ability of students to respond to questions from the teacher or educator can also see the effectiveness of the level of learning that has been carried out at the Padang Minangkabau village Islamic boarding school. Educators as providers of counselling services need enrichment and improvement of the quality of professionalism, especially in improving students' skills in asking questions in learning. The PKO service model can also be implemented by subject teachers because the problem of asking skills often occurs in every lesson. Therefore, to improve student skills ask all teachers? Ustad or *Ustadzah* in Padang Minangkabau village Islamic boarding school must play an active role in carrying it out so that it can contribute to the success of the educational program.

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