

Characteristics of *Guru Penggerak* Questions in Indonesian Language Learning in Merdeka Curriculum in Junior High School

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ABSTRACT

Introduction: Literacy skills are always associated with Indonesian language learning. The Program for International Student Assessment (PISA) report shows that the government needs to improve literacy. This step is taken by implementing an independent curriculum and a *guru penggerak* education program. The role of *guru penggerak* is very important in improving the quality of learning. This study was motivated by the results of observations that showed that *guru penggerak* had implemented several questioning skills, but further studies were needed to determine the characteristics of the questions asked by *guru penggerak*.

Method: This study aims to analyze the characteristics of the questions from *guru penggerak* in learning Indonesian language in the independent curriculum at junior high schools. The approach used in this study is a phenomenological approach. Data sources were selected through purposive sampling. Participants were Indonesian language teachers who were *guru penggerak* from grades 7 to 11 in Pekalongan Regency. Data collection techniques in this research involved observation, interviews/discussions, documents, and documentation/audiovisual materials. The data analysis technique involved the stages

of preparing data and organising data for analysis, reducing data through coding and summarising codes, and presenting data.

Result: The characteristics of the questions spoken by the *guru penggerak* can move learners to open up discussion space and develop exploratory, analytical & reflective, creative, and critical thinking habits. Exploratory thinking questions consist of digging, leading, and confirming questions. Analytical & reflective thinking questions consist of convergent and divergent questions. The predominant use of convergent questions serves to ensure a strong foundation of factual understanding. Divergent questions focus on analysis and reflection. Creative thinking questions consist of productive, factual and imaginative questions. Factual questions build a knowledge base; productive questions encourage deep thinking and reflection. Imaginative questions spark creativity and innovation. Critical thinking questions consist of remembering (C-1), understanding (C-2), applying (C-3), analysing (C-4), evaluating (C-5), and creating (C-6).

Conclusion: Characteristics of *Guru Penggerak* Questions in Indonesian Language Learning in Merdeka Curriculum in Junior High School can encourage students to engage in positive and collaborative discussions. The questions

asked can motivate students to develop exploratory, analytical & reflective, creative, and critical thinking habits.

Keywords: guru penggerak, characteristics questions, independent curriculum

INTRODUCTION

Literacy skills are related to Indonesian language learning. The development of civilisation and technology has made Indonesian language learning undergo improvements (Yustinah et al, 2020: 3501). Based on the Program for International Student Assessment (PISA) score report, performance over the last 10 years (2012-2022) showed an average decrease of -42.1 points in reading. The data indicates that the government needs to improve literacy. This is because literacy skills are needed to achieve success (Syaifudin, 2019:1). The government is trying to improve the quality of human resources by implementing an independent curriculum and a teacher education programme. *Guru penggerak* education emphasises that teachers' pedagogical competence is very important. The implementation of the independent curriculum encourages the role of teachers as facilitators and guides in the teaching and learning process (Duhita & Zulaeha, 2018: 114). The driving teacher not only transfers knowledge, but also measures the ability of students to become superior individuals who are ready to face the complex challenges of the 21st century (Aryana & Zulaeha, 2024: 763).

Teachers must have good communication skills (Mukhlis et al., 2024:3). These skills can create a conducive classroom atmosphere, encourage learner participation, and help learners understand the material better (Richards & Lockhart, 1994:185). One of the most important aspects of teacher communication skills is questioning skills (Turney, 1973).

Questioning skills are the ability to ask for information/explanation/information/get a response when interacting with learners. For effective interaction with learners,

language mastery is absolutely necessary (Prasetyo et al, 2020: 161). Without good language choices, learning will not take place optimally (Widianto & Zulaeha, 2016: 126). The question asked by the teacher is a form of speech act. Speech act is an individual symptom expressed verbally with language (Aryanti, 2017: 112). Good speech acts facilitate the delivery of messages from teachers to students (Supriyono et al, 2020: 265).

Questions spoken by teachers open up opportunities for learners to learn effectively and build knowledge in order to achieve the expected learning objectives (Myhill, D., & Dunkin, F., 2005: 425). The reasons why teachers ask questions are to find out what learners already know, develop imagination, encourage problem solving, and for class management purposes (Wrag & Brown in Syamsi, 2020: 264).

In language teaching, questions can be divided into several types (Gozali et al, 2021: 5). The classification of question types is related to the mindset of learners (Hasanuddin & Ciptaningrum, 2021: 458). The questions spoken by teachers have characteristics. These characteristics can develop students' thinking skills which include exploratory, analytical & reflective, creative, and critical thinking skills.

Relevant research is the research of Mukhlis et al. (2024) entitled *Optimisation of Teachers' Verbal Communication Rhetoric In Improving the Quality of Education Services* revealed that teachers' questioning skills showed the lowest presentation of 72.8% compared to other skills so that this skill requires special attention.

Novarina & Sujadi's (2015) research entitled *Types of Questions Asked by Teachers Based on Purpose and Bloom's Taxonomy in Class X Mathematics Learning Activities at SMA Negeri 1 Purworejo*. The results showed that the types of questions were used in introductory activities, core activities, and closing activities. The questions spoken by

teachers in each activity have their own types.

This study has a novelty with previous studies, namely the respondents used by *guru penggerak* in Pekalongan Regency who are expected to have good question quality. This study aims to analyse the types of questions spoken by the *guru penggerak* in Indonesian language learning. It is hoped that this research can provide a comprehensive picture of the types of questions spoken by the *guru penggerak*.

MATERIALS & METHODS

The approach used is a phenomenological approach (Abdussamad, 2021:95). This approach was chosen because it describes a group of individuals who are in a certain phenomenon, namely as *guru penggerak* in Pekalongan Regency. The research data are fragment of teacher's question speech. The data source is a fragment of teachers of teacher question discourse. Participants were

selected through purposeful sampling (Creswell, 2015:215). Data collection techniques in this research involved observation, interviews/discussions, documents, and documentation/audiovisual materials. The data analysis technique involved the stages of preparing data and organising data for analysis, reducing data through coding and summarising codes, and presenting data (Creswell, 2015:251)

RESULT

The questions spoken by the driving teacher in Indonesian language learning in Junior High School showed characteristics. The characteristics found are questions that direct learners to open positive and collaborative discussion spaces. The questions spoken can move learners to develop explorative, analytical & reflective, creative, and critical thinking habits. The characteristics of these questions are clearly outlined in the following chart.

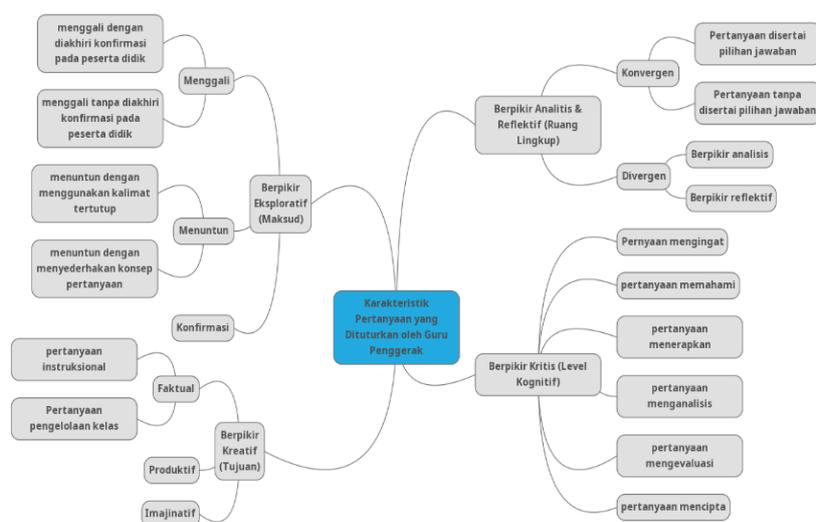


Chart 1. Mapping results question characteristics

The description of the question characteristics section is presented in detail in the following sections.

Exploratory Thinking Questions

Based on the intent, the types of questions consist of probing, leading, and confirming questions. The detailed explanation is presented as follows.

Probing Questions

Probing questions are needed in learning activities to check understanding. The process of asking questions to obtain in - depth information is done in stages. Each question begins with a question word that is conveyed in one complete sentence and gets a response from the students. After getting a

response, the next question is asked with the aim of probing up further information based on the previous answer.

This study classifies probing questions based on the way teachers end the questions. These methods are probing questions that end by asking for student confirmation and probing questions that end without asking for student confirmation and. The following is a fragment of the probing question utterance.

(1) Speech fragments

CONTEXT

TEACHER ASKS ABOUT THE

MEANING OF RECON TEXT

G : "What is the content of the recon text? (*teacher raises hand*)

PD : (*raises hand*)

G : "Yes, please, Mas Aji (*approaches*), **what is the content of the reconciliation text?**"

PD : "Retelling the experience"

G : "Retelling experiences, true or false? Friends?"

PS : "That's right"

G : "**Apart from experiences, what else is told in the recon text?**"

PD : "Event"

G : "Events! So telling about events or experiences in the past?"

PS : "Then"

G : "The past or the past, so for example, an event that has not happened yet and then you tell it, is it a reconstruction text or not?"

PS : "No"

G : "Yes, of course not, because the reconciliation text retells experiences or events that have already happened or are in the past."

(LU1 Data)

Fragment (1) shows a probing question. The teacher focuses on the students' understanding of the recon text. This question gets a response from the student (Aji). Aji's answer, namely "*Retelling the experience*" shows an understanding of the recon text. Aji answers based on the knowledge he has. The teacher responds to

this answer by asking other students whether Aji's answer is correct. The goal is to involve other students in learning.

The teacher asks follow-up questions to dig deeper into students' understanding. The teacher digs by asking about other aspects of the recon text that students have not mentioned. The question "*Apart from experiences, what else is told in the recon text?*" is used to broaden the understanding that the recon text does not only focus on personal experiences, but also other events or incidents in the past.

The fragment of speech (1) shows the teacher uttering a confirmation sentence to check the students' understanding that the recon text is related to time in the past. The confirmation question is "*so, for example, if you tell a story about an event that has not happened yet, is it a recon text or not?*" The students' simultaneous answer "*no*" shows that the students understand that if the event has not happened then it is not a reconciliation text.

Probing questions tend to be used by teachers because they are used to check students' knowledge. Teachers check students' understanding by asking confirmation questions. These questions are intended to confirm the understanding that is possessed. The following is a fragment of a question that does not end with a confirmation question.

(2) Speech fragment

CONTEXT:

THE TEACHER ASKS FOR THE POINT OF VIEW IN THE STORY

G : "**How many points of view are there, Miss?**"

PD : "4"

G : "**There are 4, what are they?**"

PD : "First person main character point of view, first person supporting character point of view, third person omniscient point of view, third person observer point of view."

G : "So there are 4 types of point of view. Broadly speaking, there are three points of view. First person point of view, second person point

- of view, and third person. **What words do you usually use in first person point of view?"**
- PS : "I, I"
- G : "I and me are singular, while the plural is we and?"
- PS : "We"
- G : "**Then what words do you use for the second person?"**
- PD : "You"
- G : "What else?"
- PD : "You"
- G : "You, what else? Eng.."
- PS : "You"
- G : "You, you guys, like that. **Then the third person, what word do you use?"**
- PS : "He"
- G : "What else? He, they, they are plural or **singular?"**
- PD : "Plural"
- (AL6 Data)

The fragment of speech (2) shows a probing question. The probing question spoken by the teacher encourages students to provide more complete answers. In The fragment of speech (1) the teacher begins with the question "*How many points of view are there, Miss?*". The students' answers to the questions were very short, namely *four*. Based on the answers, the teacher probed with follow-up questions to get more specific answers. The questions asked by the teacher were "*There are 4, what are they?*". From the question, the students gave quite complete answers, namely "*First person point of view of the main actor, first person point of view of the supporting actor, third person omniscient point of view, third person point of view of the observer.*" The answer is still being developed by the teacher to improve the quality of the answer. The teacher asks in detail about the pronouns used in the point of view that has been mentioned. The teacher sequentially tells the questions. "*If the first person point of view usually uses what words?*", "*Then if the second person,*

uses what words?", and "*Then the third person, using what words?*"

Probing questions in the fragment of speech (2) focus on obtaining specific information step by step, without any closing or confirmation from the teacher. The teacher uses probing questions because the aim is to dig up facts. The function of this question is as factual elicitation. Factual elicitation is a type of question that aims to obtain specific information or facts (Myhill & Dunkin, 2005:420).

▪ **Leading Questions**

Leading questions are questions designed to direct someone's thinking towards a particular answer or conclusion. Researchers classify leading questions based on the way teachers ask questions. These methods include using closed sentences and simplifying the concept of the question. The results of research related to leading questions are described as follows.

(3) Speech fragments

CONTEXT:

TEACHER ASKS ABOUT THE DEFINITION OF FANTASY STORIES

G : "**What is a fantasy story, son?"**

PD : (silence)

G : "A form of literary work that is fiction. **Is fiction real or unreal?"**

PD : "Not real"

G : "A literary work in the form of fiction that has imaginative elements. Imaginative is imaginary. It is okay for a story like that to have imaginary or unreasonable things. **Is that okay, son?"**

PD : "Yes"

(ES1 Data)

The fragment of speech (3) shows leading questions. The teacher gives questions in stages to direct students to answer the questions. The teacher's initial question is "*What is a fantasy story, son?*". The students' response is silence. This can happen because they are still thinking or do not know the answer to the question. In response to this response, the teacher gives leading questions in stages.

The method used by the teacher is to use closed sentences. The teacher begins by stating the general meaning, then asks a closed question. This question directs students to choose between two options that have been provided. With the question "*Is fiction real or not real?*" students' answers are limited to *real or not real*. This step can narrow down the possible answers. To ensure that students understand the teacher's explanation, the teacher asks for confirmation by asking the question "*Is it okay, kid?*". The teacher wants students to respond or agree that imagination or unreasonable things are allowed in fictional literary works.

The leading question is also done by simplifying the concept of the question. The fragment of the question can be seen as follows.

(4) Speech fragments

CONTEXT:

TEACHER ASKS ABOUT THE LANGUAGE OF RECON TEXT

G : "There are four linguistic elements of recon text. The first is called temporal conjunction. **Does anyone still remember temporal conjunction? Temporal comes from the word tempo. What is tempo?**"

PS : "Time"

G : "So temporal conjunctions are conjunctions that relate to time. What are some examples?"

PD : "Since"

G : "Since yesterday, my mother left the house. So, the one included in the temporal conjunction is since."

(LU4 Data)

The fragment of speech (4) shows a leading question. The steps taken by the teacher are to simplify the concept of the question. The teacher says that "*Temporal comes from the word tempo*" and continues with the question "*What is tempo?*". The question directs students to connect the word temporal with the word tempo. The teacher tries to make the concept of temporal easier

to understand by linking it to a more familiar word, namely tempo. By linking the word temporal with the word tempo, students can provide a specific answer, namely time.

Based on the students' answers, the teacher reinforces the answers by repeating the statement "*So temporal conjunctions are conjunctions related to time*". To reinforce understanding, the teacher asks for examples of temporal conjunctions. The students answer since, then the teacher gives an example of the sentence "*Since yesterday, my mother left the house*". It is hoped that by providing complete examples, students will be able to better understand temporal conjunctions.

The leading questions used by teachers function as elicitation cues. Elicitation cues are the methods used by teachers to obtain responses or information from students through the provision of stimulus or guidance.

▪ Confirmation Question

Confirmation questions are used by teachers to ensure that students' understanding of the information is correct. A fragment of a confirmation question is presented as follows.

(5) Speech fragments

CONTEXT:

THE TEACHER ASKS STUDENTS TO NAME CARTOONS THAT CONTAIN FANTASY STORIES

G : "**Mas Bian, can you mention a cartoon that contains a fantasy story?**"

PD : "Doraemon"

G : "That's right, Doraemon. Very imaginative, isn't it?"

PS : "Yes"

G : "What's imaginative?"

PD : "There is a pocket"

G : "There's a pocket, so how can there be a door to anywhere, there's a time-turning device that goes back to the past, that means it's all imaginary."

(WW2 Data)

The fragment of speech (5) shows the existence of a confirmation question. Questions do not only function to request information directly, but also imply hidden meanings or intentions (implicature). The question "*Can Mas Bian mention a cartoon that contains a fantasy story?*" The main implicature of the question is a request to mention an example of a fantasy cartoon. The teacher assumes that Mas Bian has knowledge about types of cartoons. The question is used to confirm knowledge. Confirmation questions in learning function as a means to practice skills. In the The fragment of speech (5) the teacher uses confirmation questions to encourage students to be more active in developing practical skills. By asking the question "*Can Mas Bian mention a cartoon that contains a fantasy story?* ", the teacher gives Bian the opportunity to develop his speaking skills.

Analytical and Reflective Thinking Questions

Analytical and reflective thinking questions consist of convergent and divergent questions. The following is a description of the research results.

▪ Convergent Questions

Teachers use convergent questions to ensure that students understand basic facts and concepts. This study classifies convergent questions based on the way teachers phrase the questions. The methods are questions phrased with answer choices and questions without answer choices. A fragment of convergent questions can be seen below.

(6) Speech fragments

CONTEXT

THE TEACHER ASKS ABOUT THE DETERMINATION OF THE SELECTION OF RESOURCES IN THE INTERVIEW ACTIVITY.

G : "One of the activities to obtain data is an interview. Have you ever seen an interview activity? The one who asks the questions is the interviewer who is asked by the source. **The source is usually free or chosen?**"

PD : "Selected"
(NP2 Data)

The fragment of speech (6) shows a convergent question accompanied by answer choices. The teacher explicitly provides two opposing answer choices, namely *free* or *chosen*. By providing this choice, the teacher limits the students' responses to only one of the two options. Students do not have the opportunity to provide opinions or other explanations outside the choices provided. The teacher's questions focus on introducing the concept that the interview sources are selected based on certain criteria.

This question is predominantly used in learning activities because the answer to the question is usually related to previously taught information or concepts that have been learned. A fragment of a convergent question without answer choices is described as follows.

(7) Speech fragments

CONTEXT:

THE TEACHER ASKS ABOUT THE CHARACTERISTICS OF SHORT STORIES

G : "Okay, kids, **short stories have characteristics. What is the first characteristic of a short story?**"
(walks and shows a man's PD)

PD : "No more than 10 thousand words"

G : "No more than 10 thousand words"

(AL3 Data)

The fragment of speech (7) shows a convergent question. The teacher uses this question to explore factual information about the characteristics of short stories. The teacher asks the question without providing answer choices. The teacher's question "*Okay, students, short stories have characteristics, what is the first characteristic of a short story?*" directs students to mention specific characteristics of short stories. Although there are many characteristics of short stories, the question "*the first?*" directs students to give one specific answer.

Convergent questions are well suited to factual elicitation because they help teachers ensure that students remember and mention relevant facts.

▪ Divergent Questions

Divergent questions are a type of question that opens up space for students with various possible answers, encouraging creativity, analysis, and high-level thinking. Divergent questions are spoken based on the type of thinking expected. These types of thinking are analytical thinking and reflective thinking. The following is a fragment from a speech that shows divergent questions of analytical thinking.

(8) Speech fragments

CONTEXT:

THE TEACHER PLAYS A VIDEO OF THE STORY OF GARLIC AND SHALLOT, THEN ASKS STUDENTS TO ANALYZE THE INTERESTING PARTS OF THE STORY

G : **What is interesting about the story of shallots and garlic?"**

PD : "Got a different pumpkin"

G : "Why **else?** Why is the story interesting, why is the story fantasy or imagination?"

PD : "The pumpkin, there is gold in it"

G : "The contents of the pumpkin contain gold. Usually, when you buy a pumpkin at the market, what's inside?"

PD : "Seed"

G : "Pumpkin contains seeds. This is a magical story, how it can contain gold."

(WW4 Data)

The fragment of speech (8) shows divergent questions with analytical thinking. The question *"What do you think is interesting about the story of shallots and garlic?"* is open-ended. This question can produce various answers based on the students' understanding. A person's interest in a story can be very subjective. Students can find various interesting aspects of the story of shallots and garlic. The teacher wants to know the students' personal opinions and

interpretations about which aspects are most interesting to them. In The fragment of speech (8) students are interested in the miracle of the pumpkin containing gold and the snake.

The teacher's divergent questions and students' responses indicate an active process in processing information, analyzing, interpreting, and providing reasons. These activities are indicators of thinking development.

Divergent questions are quite important to use in learning activities because they function as a means of building reflection. The following is a fragment from a divergent question that functions to build a means of reflection.

(9) Speech fragments

CONTEXT:

TEACHER DOES REFLECTION

G: "For today's reflection, there are four questions that must be answered in each book. The first one: **Do you like today's lesson?** Then **why?** Do you understand the material taught? Third, **what challenges did you encounter in the learning process? What were the difficulties?** Then **What new things did you get in today's lesson?** Later the representative will read it out"

PD : "I like today's learning because it is fun and not boring. Do you understand the material taught? Yes, I understand. The challenge I face is that I work on the recon text in a hurry because I have to be fast so as not to be the last three. The new thing I get in today's learning is a lot of new vocabulary from social media."

G : "Applause! Thank you to child IX G for being enthusiastic and expressing your opinion.

(AI2 Data)

In the fragment of speech (9), the bold part is a divergent question that functions as a reflection. The teacher gives four reflective questions to the students. The teacher starts with a question with low complexity. The first question is *"Did you like today's learning? Then why?"*. This question is very

divergent because it invites subjective, personal, and reflective answers. Students can give various reasons why they like or dislike learning. The question "Why?" encourages students to explain their feelings. The question "What challenges did you encounter in the learning process earlier? What were the difficulties?" is a divergent question that functions as a reflection. This question is very divergent because it requires students to identify and explain the challenges and difficulties they face. To answer this question, students need to reflect on their learning experiences. Each student must face different challenges. Their answers reflect their respective learning experiences.

Question "What new things did you learn in today's lesson?" These questions are divergent because they encourage students to identify and explain new things they have learned. Students' answers vary depending on their perspectives. These questions encourage students to think deeply about their learning experiences, identifying feelings, understandings, challenges, and new learning.

Teacher questions that trigger reflective activities are very important. The questions asked not only test understanding, but also encourage students to think more deeply about their learning experiences, connect them to existing knowledge, and develop metacognitive awareness (Slavin in Baharudin, 2015:56).

Creative Thinking Questions

Creative thinking questions consist of factual, productive, and imaginative questions. The detailed explanation is presented as follows.

▪ **Factual Questions**

Factual questions are types of questions that require specific, objective, and verifiable answers based on existing facts or data. Questions are formulated in clear and easy-to-understand words. Factual questions are distinguished from objectives that are not easily achieved. These objectives are as

instructional questions and classroom management questions. The following is a fragment of questions containing factual questions.

(10) Speech fragment

CONTEXT:

TEACHER ASKS ABOUT THE DIFFERENCE BETWEEN COMPARATIVE AND ANALOGIC SENTENCES

G: "We will compare comparative sentences, analogies, synonyms, and antonyms. In a paragraph, especially an article, sometimes comparative or analogous sentences are found. **What is the purpose of using these sentences?"**

PD : "Comparing 1 thing with another thing"

G: "That's right, Miss. So readers can easily imagine the situation or something."

(NP4 Data)

The bolded fragment (10) shows a factual question. Factual questions function as effective instructional questions to build basic understanding. Although they focus on specific information that can be remembered, their strategic use can trigger further thinking processes. Factual questions function as factual elicitation. The main function of factual elicitation is to obtain clear and precise truths or facts about a situation or topic.

The question "What is the purpose of using that sentence?" functions to ask the purpose of using comparative and analogous sentences in writing articles. The teacher tries to get factual information about the purpose of using both types of sentences. The teacher uses this question to test students' basic understanding. This question produces answers in the form of descriptive definitions.

Factual questions are dominantly used because they are easy for students to answer. One of the factual questions is asking about readiness. Questions about readiness can reveal various important information about the condition of students.

By asking about students' readiness, it can increase students' sense of involvement. In addition, it can also build a positive relationship between teachers and students. This question functions for class management. The following is a fragment from a factual question that functions as class management.

(11) Speech fragment

CONTEXT

TEACHER ASKS ABOUT STUDENTS' READINESS TO IDENTIFY STORIES

G: "Later we will understand the contents of the fantasy story that Mrs. Widya shared and then identify the story.

Are you ready? Still remember the group?"

PD : "Still"

The teacher divides the LKPD according to the group. PD works according to their group; the teacher carries out individual assessments with observation (25 minutes)
(WW 7 Data)

The bold question in the The fragment of speech (11) is a factual question. The question "Are you ready?" refers to information that can be confirmed or remembered by the students. Readiness and memory of the group are facts that exist within the students. The question "Are you ready?" is a direct way to ensure that students are mentally and physically ready to start learning activities. This helps teachers manage time and ensure the effectiveness of learning.

The question "Do you still remember the group?" aims to ensure that students remember the group divisions that have been made so that group learning activities can run smoothly and efficiently. This activity is an important aspect of class time management. Ensuring that students remember their groups is the first step so that they are ready to collaborate and carry out group tasks.

▪ Productive Questions

Productive questions are the type of questions designed to encourage critical, analytical, and creative thinking. A

fragment from a teacher's speech containing productive questions can be seen below.

(12) Speech fragments

CONTEXT

TEACHER DOES REFLECTION

G : **"What will you do to improve your learning outcomes?"**

PD : "Learn and read more fantasy stories"

G : "Okay, group 4, applause."

(WW13 Data)

The fragment of speech (12) shows a productive question. The question "What will you do to improve your learning outcomes?" requires students to look inside themselves and reflect on their learning outcomes. To answer this question, students must not only identify the problem, but also think about and plan concrete solutions. They need to consider various learning strategies that might be effective for them. This question places the responsibility for improving learning outcomes on the students themselves. They are encouraged to take the initiative and become active agents in their own improvement. This question is very personal and relevant to each student's learning experience. Answers will vary depending on the situation and needs of each individual.

▪ Imaginative Questions

Imaginative questions are the type of questions that encourage students to use their imagination, think beyond the facts, and generate creative ideas. Imaginative questions are found in the following fragment.

(13) Speech fragment

CONTEXT:

THE TEACHER ASKS FOR THE APPROPRIATE TITLE FOR THE EXPLANATION TEXT THAT IS READ

G : **"Do you think the title of this text has attracted the interest of readers?"**

PD: "Yes"

PD: "Not yet"

G: **"What should the title be?"**

PD: "The story of an umbrella taxi driver who became a chicken farmer"
(DY6 Data)

The fragment of speech (13) shows imaginative questions. Through the questions "Do you think the title of this text has attracted the interest of readers?" and "What should the title be?" encourages students to think more deeply about the title of the text. This question can stimulate creativity. This process involves imagination and the ability to see the text from different perspectives. They are encouraged to explore elements such as the relevance of the title to the content, clarity, appeal, and uniqueness.

Critical Thinking Questions

Critical thinking questions consist of remembering (C-1), understanding (C-2), applying (C-3), analysing (C-4), evaluating (C-5), and creating (C-6).

Remembering Questions (C-1)

Cognitive level C-1 questions are the lowest cognitive level in the Revised Bloom's Taxonomy. Questions considering the research results are presented as follows.

(14) Speech fragments

CONTEXT:

TEACHER ASKS ABOUT THE DEFINITION OF PROSE

G : "Do you know prose? What is prose?"

PD : "Text in paragraph form"

G: "Yes, the text is in paragraph form. What are the texts in prose form? Short stories, novels."

(AL2 Data)

The fragment (14) shows that the teacher asks questions that aim to test memory ability. The teacher uses the question word what to ask for a definition. The question "Do you know prose? What is prose?" directly asks for the definition or meaning of prose. Students are expected to remember and mention the information they have learned about prose. The student's answer

"Text in the form of a paragraph" shows their ability to remember and mention the definition of prose. The teacher confirms the student's answer and then asks follow-up questions to explore examples of prose texts. This also tests the student's ability to remember specific examples.

Recall questions serve to recall information or facts that have been learned. Fact-finding is carried out by teachers as an initial step to ensure that students have the necessary knowledge base.

Understanding Questions (C-2)

Cognitive level C-2 questions are the type of questions that emphasize students' ability to explain ideas in their own words, interpret information, compare concepts, and draw conclusions from the information provided. The description of cognitive level C-2 questions is as follows.

(15) Speech fragments

CONTEXT:

THE TEACHER ASKS STUDENTS TO DISTINGUISH BETWEEN ANTONYMS AND SYNONYMS.

G : "Now there is also something called antonym synonym. What is the difference? Who can answer. Sigit, antonym first!"

PD : "Yes sir?"

(where sir?) stop for a few seconds

PD : "Sir, I'm fine sir"

(just me, sir)

G : "Okay, another one. Aska, Aska antonyms and synonyms, Ka? The definition first!"

PD : "Antonyms are words that have opposite meanings, while synonyms are words that have the same or similar meanings."

G : "You already know the meaning, right?"

PS : "Yes"

(NP22 Data)

The fragment of speech (15) shows the teacher's efforts to check the level of understanding (C-2) of students regarding the concept of antonyms and synonyms. The

question asked uses the question word what. The question word what is used to ask something. The expected answer at this level is an explanation of the difference between antonyms and synonyms. Sigit's response when asked a question indicates that his understanding of the concept of antonyms and synonyms is still lacking. Meanwhile, Aska specifically proves that he has reached the level of understanding. This is shown by his ability to define both terms correctly.

▪ Applying Questions (C-3)

Applying questions are a type of question that refers to the learner's ability to apply knowledge or concepts in different situations. The description of applying questions is as follows.

(16) Speech fragment

CONTEXT

TEACHER ASKS STUDENTS TO APPLY KNOWLEDGE ABOUT SENTENCES.

STUDENTS ARE ASKED TO COMPOSE COMPARATIVE, ANALOGY, SYNONYM, AND ANTONYM SENTENCES.

G : "Earlier we discussed starting from comparison, analogy, synonyms, antonyms, **can what we discussed earlier be understood well?**"

PD : "Yes"

G : "If possible, I want proof! **Can you guys? write 1 example of a comparison sentence, analogy, synonym, antonym each?** We agree on how long it will take."

PD : "20 minutes"

G : "15 minutes"

PD : "15 minute deal"

G : "You can discuss with friends, if you are confused you can ask. Create your own, be creative, look at examples but don't make them exactly the same."

(NP9 Data)

The fragment of speech (16) describes the teacher wanting to check the ability to apply knowledge. The teacher confirms by asking

whether students can apply their understanding by asking them to construct sentences.

The success of students in constructing correct sentences will be concrete evidence that they have reached the level of application of understanding of the material that has been discussed.

▪ Analyzing Questions (C-4)

Cognitive level questions analyze (C-4) involve the ability to break material down into its component parts and determine how those parts relate to one another. An example of an analyze question is presented below.

(17) Speech fragment

CONTEXT:

TEACHER ASKS STUDENTS TO ANALYZE THE LEARNING VIDEO THAT IS PLAYED FOR THE CHARACTERISTICS OF FANTASY STORIES

G : (*playing video*) "What did you find from the story? What was interesting about the story? What do you think, children?"

PS : "There is a pumpkin"

G : "There's a pumpkin, **what's wrong with the pumpkin?**"

PS : "Contains gold"

G : "How come the pumpkin is full, ma'am? What's the first one filled with?"

PS : "Gold"

G : "The second one?"

PD : "Snake"

G : "Snake, even though when I buy it from my mother, it never happens like that. What 's inside?"

PD : "Seed"

G : "Biji, that's right (*nodding*) Well that's it, **what part is this fantasy story, children?**"

PD : (*silent*)

G : "Ima...?"

PD : "Imaginative"

G : "Yes, imaginative, the imaginary part"

(ES2 Data)

The fragment of speech (17) shows the teacher asking students to **analyze** elements in the story that lead to the identification of the characteristics of a fantasy story. The teacher begins by asking open-ended questions to all students. The questions "What did you find in the story? What was interesting about the story. What do you think, children?" encourage students to identify aspects that stand out or are unusual in the story. The teacher specifically asks about the contents of the pumpkin. The fragment (17) illustrates that the teacher provides a little guidance. The guidance is done by breaking the story into clear parts. Then the teacher asks students to analyze the relationship between the parts to understand the characteristics of a fantasy story. Therefore, the teacher's questions in this fragment function to build thinking.

• Evaluating Questions (C-5)

Evaluative questions not only ask students to analyze information, but also to provide an assessment. Students are required to make an assessment based on certain criteria or standards. The following is a description of a fragment of speech containing an evaluative question.

(18) Speech fragment

CONTEXT

TEACHER DOES REFLECTION

G: "If you were asked to give a star rating from 1-5, what would you give?"

PD : "Four"

G : "Why four?"

PD : "Quite difficult"

G : "Where do you think you're confused?"

PD : "Mandate"

G : "When determining the mandate, the moral message. Study a lot more, read often."

(WW15 Data)

The fragment of speech (18) shows that students are asked to assess or evaluate something based on certain criteria or standards. The teacher asks students to

explain the reasons behind the assessment. The teacher wants to know the reasons for the assessment/views of students on the material being taught, especially on parts that are considered quite difficult. Providing these reasons is part of a deeper evaluation process. Students are required to assess and provide reasons related to the difficulties they feel on a particular topic.

• Creating Questions (C-6)

The creative questions emphasize tasks that require students to create something. The results of the study are described as follows.

(19) Speech fragment

CONTEXT:

THE TEACHER ASKS STUDENTS TO CREATE A RECON TEXT FROM THE VOCABULARY THEY HAVE LEARNED

G : "Yesterday you made a paragraph containing the vocabulary you chose. Now, work in groups again. Did you choose the vocabulary yourself yesterday?"

PD : "Yes"

G : " Now the vocabulary is determined, from these eight vocabularies each group gets one vocabulary. **How do you make a recon text?"**

PD : "Developed his own vocabulary"

G : **Yes, from the vocabulary obtained, then develop it into a paragraph that contains references to the personal recon text of 5 - 8 paragraphs. Do you think you can do it?"**

PD : "Huh?"

(RS1 Data)

The fragment of speech (19) shows that the teacher wants to test creative abilities. Question: *How do you create a recon text?* shows the teacher wants to know whether students understand the process of writing personal recon texts. This question can be a trigger for creative questions because the teacher continues with the statement "Yes, *from the vocabulary obtained, then develop it into a paragraph that contains references*

to personal recon texts 5 - 8 paragraphs. Do you think you can do it? ". The core part of this instruction is to require students to create a personal recount text consisting of 5-8 paragraphs.

The teacher asks students to produce an original and complex written work based on the given elements. The question "Do you think you can do it?" become an affirmation to ensure students' readiness in facing this creative task. To do this task, students must develop ideas and storylines based on the vocabulary given.

CONCLUSION

The characteristics of the questions spoken by the *guru penggerak* can move learners to open up discussion space and develop exploratory, analytical & reflective, creative, and critical thinking habits. Explorative thinking questions consist of digging, leading, and confirming questions. Analytical & reflective thinking questions consist of convergent and divergent questions. The predominant use of convergent questions serves to ensure a strong foundation of factual understanding. Divergent questions focus on analysis and reflection. Creative thinking questions consist of productive, factual and imaginative questions. Factual questions build a knowledge base; productive questions encourage deep thinking and reflection. Imaginative questions spark creativity and innovation. Critical thinking questions consist of remembering (C-1), understanding (C-2), applying (C-3), analysing (C-4), evaluating (C-5), and creating (C-6).

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