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STUDY LITERATURE REVIEW: STUDENT LEARNING OUTCOMES IN MATHEMATICS LEARNING WITH PROBING PROMPTING MODEL

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Abstract (English)
This study aims to analyze student learning outcomes in mathematics learning using the probing prompting model. The probing prompting learning model involves providing a series of questions that guide and test students' thinking, to improve the thinking process that links previous knowledge and experience with the newly learned material. This research is a literature research or literature review study. Data collection was done by searching for scientific articles relevant to the topic. The data obtained is secondary data in the form of scientific articles and research journals. The information obtained is reduced and then described scientifically to arrive at a research result. From the review of several studies that have applied the probing prompting model to mathematics learning, it can be concluded that the application of the probing prompting model has a positive impact on students' mathematics learning outcomes.

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Kata Kunci
Learning Outcomes, Math Learning, Probing Prompting.

INTRODUCTION

Mathematics has a central role in the education system because it is a discipline that must be studied at all levels of education, from elementary school to college. This is due to math's ability to encourage critical, logical thinking and numerical problem-solving. However, math is often considered difficult, boring, and scary for some students. Generally, students' learning outcomes in math tend to be lower than other subjects. Some factors that influence low student learning outcomes are students' lack of interest in mathematics, lack of student concentration during the learning process, low understanding of student concepts, and lack of student discipline (Ardilla & Hartanto, 2017).

These factors are closely related to the role of the teacher. The role of the teacher is to overcome problems that arise during the learning process. Teachers are required to be more able to think critically to be able to generate student curiosity, increase student understanding and discipline through activeness in learning by providing good learning models and encouragement to improve student learning outcomes. Based on this, the focus of the problem in improving student learning outcomes is motivation in learning interest and student activeness during learning. One of the steps that can be implemented to realize the above goals is to use the right learning model.

The right learning model to increase students' interest in learning, especially in learning mathematics, is the probing prompting learning model (Anisah & Carlian, 2020). The probing prompting learning model is a learning model where the teacher presents questions that guide and explore so that there is a thinking process that can link knowledge for each student. The questions that will be asked to students will later help them think more rationally about the various knowledge they have acquired. This probing prompting model is suitable for mathematics subjects (Afsari et al., 2021).

Some studies also suggest that the probing prompting learning model can increase student activeness during the learning process (Winda Holillah & Siti Romlah, 2022). Questions in the probing prompting model delivered by the teacher can guide and explore students' understanding so that a thinking process occurs that connects each student's knowledge and experience with the

new concepts being learned. As a result, students then build new concepts, principles, and rules, so that the knowledge is not just taken for granted. Through this process, teachers direct students to increase curiosity, foster self-confidence, and train their ability to solve math problems.

Previous research has applied the probing prompting learning model to improve student learning outcomes, so the author wants to examine more deeply the success of this approach. In this study, researchers will analyze the application of the probing prompting learning model to student mathematics learning outcomes through a review of published scientific articles.

METHODS

This research is a literature review study. The research was conducted by collecting information or scientific articles on the research problem. The material obtained from various literature is compiled to answer research problems. The data used in this study came from previous research results published in national online journals. The data collection process is carried out by filtering according to the criteria determined by the author of each article taken. The criteria for collecting articles are adjusted to the research study. This research uses three stages of systematic literature review (SLR) according to (Choifah et al., 2022).

Planning

The planning stage involves determining the research topic, which is about the probing prompting learning model on students' mathematics learning outcomes. Furthermore, article search criteria were determined from the period 2020 to 2024. The keywords used in this study include learning outcomes in mathematics learning with probing prompting models in elementary, junior high, high school / vocational school, and universities.

Conducting

The conducting stage is the implementation stage in SLR research. After collecting several articles that are relevant to the research study, the next step is to conduct an in-depth analysis of each selected source. This involves a critical and reflective reading of the content of the literature, paying attention to the key findings, arguments, research methodology, and conclusions reached. The researcher should also consider the accuracy, reliability, and relevance of each source in the context of the study. At this stage, 35 domestic articles that met the keyword criteria were obtained, which acted as the study population. After making a selection according to the inclusion and exclusion criteria of the existing population, 16 articles were selected. The inclusion criteria applied in this study are articles with clear sources and academic proceedings, publication of articles in the 2020-2024 timeframe, types of experimental research and PTK with elementary, junior high school, high school/vocational school, and college education levels. The exclusion criteria include irrelevant titles, unavailable full text, and unclear conclusions of research results. After the selection process, the next step is to synthesize data to analyze and evaluate research results from various articles.

Reporting

The reporting stage is the last in the SLR method. It involves identifying patterns, similarities, differences, and trends from various sources. The results of the research are then summarized in the form of a table that includes: researcher's name, year of publication, research title, school level, research location, and research results.

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By using a careful and systematic literature review research method, this research will provide a deep insight into the probing prompting learning model on students' mathematics learning outcomes through a comprehensive synthesis of the literature. This research is expected to make a valuable contribution to our understanding of the factors involved in the probing prompting learning model on students' mathematics learning outcomes and its impact, as well as alternative strategies to prevent and overcome the problem.

RESULTS AND DISCUSSION

The probing prompting learning model is done by asking a series of questions that aim to guide and explore students' knowledge. Through this approach, students' thinking process is developed by connecting students' existing knowledge and experience with the new information being learned. In its application, the question and answer session is conducted by randomly selecting students, so every student must always be ready to participate in the learning process.

Based on the results of the review of several studies that have applied the probing prompting learning model in the mathematics learning process to student learning outcomes, the following results are obtained:

Table 1. Analyzed Article Data

No	Researcher Name	Year	Research Title	School Level	Research Location	Research Results
1.	Norhidayati, Jumiati, M. Fahmi Arifin	2024	Meningkatkan Hasil Belajar Matematika dengan Menggunakan Model Pembelajaran *Probing prompting* di MI Sabilal Muttaqin Desa Mantuyan Kecamatan Halong Kabupaten Balangan	MI	Balangan, Kalimantan Selatan	The learning outcomes of all 8 students were completed through the application of learning with the Probing Prompting model on addition, subtraction, and measurement materials.
2.	Hendry Wahyuni, I Wayan Suwira, Ahmad	2024	Penerapan Model Pembelajaran *Probing prompting* Learning Untuk Meningkatkan Hasil Belajar Pada Materi Pecahan Mata Pelajaran Matematika Siswa Kelas IV Sekolah Dasar	SD	Badung, Bali	The increase in math learning outcomes with an average in cycleI of 78,93 and increased to 80,71 in cycle II. While learning completeness in cycle I was 82,14% and cycle II became 100%.

3.	Sarwi	2023	Peningkatan Hasil Belajar Matematika Siswa Kelas VI SD Negeri I Minggarharjo Dengan Penerapan Model Pembelajaran *Probing prompting* pada Semester Ganjil Tahun Pelajaran 2022/2023	SD	Wonogiri, Jawa Tengah	Cycle I students who had reached KBM were 57% with an average score of 73,93 and in cycle II reached 100% with an average score of 87,14. The increase in students' math learning outcomes was significant at 71%.
4.	Johanes Lumi	2023	Perbandingan Penerapan Model Pembelajaran *Probing prompting* dan Model Pembelajaran *Discovery Learning* Terhadap Hasil Belajar Siswa pada Materi Barisan dan Deret Aritmatika	SMAS	Tomohon, Sulawesi Utara	Students' mathematics learning outcomes through the Probing prompting learning model have an average value of 80,97. Higher than the average learning outcomes of students taught with the Discovery Learning model on the material of arithmetic rows and series.
5.	Maylinda Dwi Astuti, Davi Apriandi, Ika Krisdiana	2023	Pengaruh Model Pembelajaran *Probing prompting* Berbasis Active Learning terhadap Hasil Belajar Ditinjau dari Self-Efficacy	SMP	Madiun, Jawa Timur	The test between rows (A) obtained the test statistic value Fa = 13,52 and $F_{0,05;1,58}$=4,01 then H_{0A} is rejected. It is found that the mean of Probing prompting type learning model

						based on active learning is higher than the mean of conventional learning model.
6.	Ahmad Sofiyullah, Robisha Zarifa Ribaah, Ariyaningsi, Felisa Asnawi	2023	Penerapan Model Pembelajaran *Probing prompting* Learning Dengan Media Pembelajaran Geogebra Untuk Meningkatkan Hasil Belajar Pada Materi Persamaan Garis Lurus Kelas VIII MtTAl Majidi	MTs	Tanggul, Jember, Jawa Timur	The completeness of math learning outcomes is indicated by the percentage of student scores in cycle I which is 72,2% and in cycle II the percentage of student scores is 100%.
7.	Anis Hidayana	2022	Penerapan Pembelajaran *Probing prompting* untuk Meningkatkan Hasil Belajar Materi Bangun Ruang pada Siswa Kelas VI MIN Kota Blitar Tahun Pelajaran 2021/2022	SD	Kota Blitar, Jawa Timur	Student learning outcomes increased by 32%. The completeness in cycle I was 57% and cycle II was 96%.
8.	Okpin Manambe, Cori Pitoy, Oltje T. Sambuaga	2022	Penerapan Model Pembelajaran *Probing prompting* pada Materi Statistika	SMP	Lirung, Sulawesi Utara	The results of hypothesis testing with the t test at the real level α: 0,05 obtained the value of posttest $t_{hitung} =$ 2,08 $db = n1 + n2 - 2 = 46$ with $t_{tabel} = 1{,}68$. Thus 2.08 > 1.68 ($t_{hitung} > t_{tabel}$). The learning outcomes of students who use the Probing

						prompting learning model are greater than the learning outcomes of students who use conventional learning models.
9.	Nopelia Peni, Sumadji, Vivi Suwanti	2022	Pembelajaran *Probing prompting* Berbasis Demonstrasi Untuk Meningkatkan Motivasi dan Hasil Belajar Siswa	SMP	Pampang, Kalimantan Barat	At the end of the cycle the learning dominance rate was 75% and during the final exam cycle the learning completeness rate increased to 100%.
10.	Risnawati Manoppo1, Sarson W. Dj. Pomalato, Siti Zakiyah	2022	Pengaruh Model Pembelajaran *Probing prompting* Terhadap Hasil Belajar Siswa Pada Materi Segiempat	MTsN	Bone Bolango, Gorontalo	Student learning outcomes with learning using the Probing Prompting model are higher than student learning outcomes with learning using the Direct Learning model.
11.	Siti Zavira, Rita Sari, Nina Rahayu	2022	Intervensi Model *Probing Prompting* untuk Meningkatkan Hasil Belajar Matematika Siswa	MIN	Kota Langsa, Aceh	The level of completeness of student learning test results classically increased from 32% (8 students) in cycle I, then in cycle II it increased to 84% (21 students) by achieving an increase of up to 52%.
12.	Hery Setiyawan	2022	Penerapan Pembelajaran	SD	Surabaya, Jawa Timur	Student learning completeness on

			Matematika Menggunakan Model *Probing prompting* untuk Materi Aritmatika Sosial Sekolah Dasar			social arithmetic material individually and classically was declared complete and student responses were categorized as positive.
13.	Oktavia Tri Wulandari, Nureva, Ali Mashari2	2022	Pengaruh Model Pembelajaran *Probing prompting* Terhadap Hasil Belajar Matematika Siswa	SD	Lampung Selatan	It was found that t count ≥ t table namely 21,476 ≥ 1,708. Probing prompting learning model affects students' math learning outcomes.
14.	Indayani Wardana Kusuma Wati, Fury Styo Siskawati, Tri Novita Irawati	2021	Penerapan Model Pembelajaran *Probing prompting* Untuk Meningkatkan Aktifitas Dan Hasil Belajar Matematika	MTs	Ranuyoso, Jawa Timur	There is an increase in student math learning outcomes. Obtained in cycle I, the average score of 31,5 increased by 48,45 points to 79,95 in cycle II.
15.	Ingga Alifianti, Sudargo, Muhammad Saifuddin Zuhri	2020	Efektivitas Model *Probing prompting* dan Model LAPS-Heuristik Berbantu Adobe Flash CS3 Terhadap Hasil Belajar Siswa SMA	SMA	Kendal, Jawa tengah	Ho is rejected, so learning completeness is achieved. The results of the calculation of the right one-party t test obtained the value t_{hitung} = 6,1395 and t_{tabel}= 2,6295. So the learning outcomes of students with Probing prompting learning model

						assisted by Adobe Flash CS3 is better than the learning outcomes of students with conventional learning model.
16.	Novidawaty Tambunan	2020	Penerapan Metode PTS *Probing prompting* Untuk Meningkatkan Aktivitas dan Hasil Belajar Matematika Mahasiswa AMIK Mitra Gama	Brngkalis, Riau		A total of 17 students (65,2%) were declared complete in cycle I. A total of 28 students (93,1%) were declared complete in cycle II.

The results of the analysis of several studies show that the application of the probing prompting learning model in the process of learning mathematics at various school levels has a positive impact on student learning outcomes. Learning that uses the probing prompting model has a higher average score of student learning outcomes than classes that do not use.

Based on the 16 articles analyzed, there are 2 categories of research types used, namely the PTK type of Kemmis and McTaggart theory in research with 1 sample that focuses on the probing prompting model and the quasi-experimental type research that compares with other learning models. The implementation of the probing prompting learning model is carried out in 4 stages, namely planning, implementation, observation, and reflection. In the article with the type of PTK theory of Kemmis and McTaggart, the implementation was carried out in 2 cycles with a minimum of 2 meetings per cycle. The implementation of 2 cycles is due to the lack of achievement in the first cycle.

The average initial problems in the first cycle found during the learning process were that students did not pay much attention to the teacher's explanation, still did not understand identifying questions, had minimal questions or opinions from students, and were not familiar with the learning process with the probing prompting model. Some obstacles also occur to the teacher in implementing the probing prompting model, namely the teacher is constrained to arouse students' prior knowledge because it is still an adjustment stage, difficulty providing a series of questions to students, and lack of motivation for students to express their ideas. These problems and obstacles became a reflection and then improved in implementing the second cycle. Furthermore, in the second cycle, the results obtained can be maximized from the first cycle.

The increase in results in the second cycle was due to the role of the teacher who was more optimized through existing reflections. In the second cycle the teacher motivated students to be more active in learning activities, gave assertiveness in reprimanding less active students, gave a sense of enthusiasm to students so that they could do their assignments, optimized the implementation of the probing prompting learning model, and tried to create a supportive classroom environment for learning activities so that students felt comfortable in participating in the teaching and learning process.

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Applying the probing prompting learning model, the teacher encourages students to think, provides opportunities for students to ask questions that are not understood so that the teacher can clarify the topic, and the teacher develops students' courage and responsiveness to express opinions. Interaction between teachers and students will not be built without question and answer activities. Questioning is done by the teacher so that learning activities take place in two directions, the aim is to build students' curiosity. By this, the probing prompting learning model is a question-based learning strategy that can improve students' questioning skills. In its implementation, the Probing prompting model begins as follows (1) the teacher explores students' curiosity by exposing students to new situations, either by sharing videos, pictures, or reading materials or asking questions related to the subject without prior explanation (2) the teacher asks students to mark the parts they do not understand, or formulate questions from the parts they do not understand, (3) the teacher poses problems that are by the learning objectives or indicators, (4) the teacher provides opportunities for students to formulate answers or conduct small discussions, (5) the teacher assigns one student to answer the question, (6) the teacher invites other students to respond to the answer to ensure that all students are involved in the ongoing activities, (7) at the end of the lesson, the teacher asks various questions to confirm that all students have understood the indicators.

The probing prompting learning model which is a question-based strategy is something that needs to be considered when implemented in mathematics learning. As in the initial problem students still do not understand in identifying questions. This happens because the math material is complicated if integrated with questions that guide student understanding. The role of teachers who are skilled in designing and delivering questions is needed to help students overcome these difficulties. Teachers need to ensure that the questions given can explore students' understanding gradually, starting from simple questions to more complex ones. In addition, teachers must also be able to provide guidance and constructive feedback so that students feel confident in answering and developing their thoughts. Thus, the teacher's role is not only as a material provider, but also as a facilitator who creates an interactive learning atmosphere, where students are invited to think critically and understand mathematical concepts in depth through exploration and discussion. This strategy can improve students' ability to understand questions, solve problems, and apply mathematical concepts in a broader context.

In general, the probing prompting learning model has several advantages, namely encouraging students to think and behave actively, thus developing students' courage to answer and express opinions. Through this activeness, it can also improve students' concentration, concept understanding, and discipline. In addition, the probing prompting learning model strengthens students' curiosity through questions during the learning process to increase students' interest in learning. The probing prompting model also has several disadvantages, namely (1) in a large class, it is difficult to provide an opportunity to ask questions to every student, (2) students may feel anxious or afraid to answer questions, especially if the teacher does not create a comfortable atmosphere, (3) asking questions that are appropriate to the students' level of thinking and easy to understand is not an easy thing, (4) if students cannot answer questions, learning time can be wasted, (5) inappropriate questions or a tense atmosphere can hinder student’s thinking process.

Despite the positive impact on student learning outcomes, implementing the probing prompting learning model still faces various obstacles in the field. Some are students who are not fully prepared to use this model and the fear that arises when they are given questions. Therefore, corrective measures are needed to optimize its application. One of the efforts that can be made is to prepare this model more thoroughly so that both teachers and students can be better prepared so

that learning can take place effectively. In addition, the material taught with the probing prompting model should be relevant to real life so that students can more easily understand the material provided. Teachers are also expected to be able to create a fun and comfortable learning atmosphere so that students do not feel tense when expressing their opinions.

The application of the probing prompting model is in line with the current educational paradigm that focuses on students, is interactive, and provides contextual information and examples. This model is supported by various learning theories emphasizing the importance of a meaningful learning process, where students connect new information with their prior knowledge. Thus, learning related to everyday life will help students link their previous experiences with the new material being learned. This becomes one of the important elements in the probing prompting model, which presents a series of questions that guide students to connect their knowledge and experience with the new knowledge being learned.

CONCLUSIONS

The probing prompting learning model has been proven effective in improving student learning outcomes at various levels of education. This model uses a series of questions to guide students to think critically, allowing them to connect prior knowledge with new concepts being learned. As a result, students not only understand the material more deeply, but also develop courage, activeness, concentration, and understanding of concepts during the learning process.

The research reviewed shows that this model significantly increases the level of student learning completeness compared to conventional learning methods. In addition, the probing prompting model's advantages are that it encourages students' curiosity, increases active participation, and helps them build concepts through exploration and discussion. This makes this learning model relevant to the interactive, student-centered, and experience-based education paradigm.

However, its implementation is not free from challenges. Some of the obstacles that are often faced include students unfamiliar with this approach, a less conducive classroom atmosphere, and the teacher's difficulty in designing effective questions. Therefore, the implementation of this model requires careful preparation, including creating a comfortable and pleasant learning atmosphere so that students are more prepared and not afraid to participate. Overall, the probing prompting learning model is a promising method improving the quality of mathematics learning. With proper implementation, this model can not only improve learning outcomes, but also support the development of students' critical and creative thinking skills by the demands of modern education.

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