

Implementation Of The Lecture Plus Question And Answer Method In Enhancing Students' Learning Motivation At Tadika Suriah Edukids Centre, Malaysia

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Abstract: This study aims to describe the implementation of the lecture method combined with the question-and-answer technique (ceramah plus tanya jawab) in enhancing the learning motivation of preschool children at Tadika Suriah EduKids Centre, Malaysia. A qualitative descriptive case study design was employed, involving the class teacher and preschool children aged four to six years as research subjects. Data were collected through classroom observation, semi-structured interviews, and documentation, and were analyzed using data reduction, data display, and conclusion drawing, with source and technique triangulation applied to ensure trustworthiness. The findings indicate that the combined method was implemented in three stages: lesson preparation, delivery of material through communicative and expressive lecturing, and a guided question-and-answer session. The integration of guided questioning into the lecture sessions was found to stimulate children's attention, participation, and willingness to respond, indicators commonly associated with increased intrinsic and extrinsic learning motivation. Supporting factors included the teacher's communication skills, the use of simple instructional media, and a conducive classroom climate, while inhibiting factors included limited session time and variation in children's language development. The study concludes that the lecture-plus-question-and-answer method is a practical and developmentally appropriate strategy for strengthening young children's motivation to learn in a preschool setting.

Keywords:

Lecture Method;
Question And
Answer Technique;
Learning Motivation;
Early Childhood
Education;
Kindergarten
(Tadika)

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan implementasi metode ceramah plus tanya jawab dalam meningkatkan motivasi belajar murid prasekolah di Tadika Suriah EduKids Centre, Malaysia. Penelitian ini menggunakan desain kualitatif deskriptif dengan pendekatan studi kasus, dengan subjek penelitian terdiri atas guru kelas dan murid prasekolah berusia empat hingga enam tahun. Data dikumpulkan melalui observasi pembelajaran di kelas, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, dengan triangulasi sumber dan teknik untuk menjaga keabsahan data. Hasil penelitian menunjukkan bahwa metode ini diterapkan melalui tiga tahap, yaitu perencanaan pembelajaran, penyampaian materi secara ceramah yang komunikatif dan ekspresif, serta sesi tanya jawab terbimbing. Penggabungan sesi tanya jawab ke dalam kegiatan ceramah terbukti mampu menstimulasi perhatian, partisipasi, dan keberanian murid untuk merespons, yang merupakan indikator umum peningkatan motivasi belajar baik secara intrinsik maupun ekstrinsik. Faktor pendukung pelaksanaan meliputi

Kata Kunci:

Metode Ceramah;
Teknik Tanya Jawab;
Motivasi Belajar;
Pendidikan Anak
Usia Dini; Tadika.

keterampilan komunikasi guru, penggunaan media pembelajaran sederhana, dan suasana kelas yang kondusif, sementara faktor penghambat meliputi keterbatasan waktu sesi dan variasi tingkat perkembangan bahasa anak. Penelitian ini menyimpulkan bahwa metode ceramah plus tanya jawab merupakan strategi yang praktis dan sesuai dengan tahap perkembangan anak usia dini untuk memperkuat motivasi belajar murid di lingkungan prasekolah.

A. Introduction

Early childhood education occupies a foundational position in a child's overall development, as the experiences gained during this period shape cognitive, social, emotional, and linguistic growth that will influence later stages of learning. In Malaysia, the National Preschool Standard Curriculum (Kurikulum Standard Prasekolah Kebangsaan, KSPK) was designed to develop the potential of children aged four to six years holistically, encompassing physical, emotional, spiritual, intellectual, and social aspects (Kementerian Pendidikan Malaysia, 2017). Achieving these holistic goals depends greatly on how teachers translate curriculum aspirations into daily classroom practice, particularly through the teaching methods they choose to employ.

Among the many pedagogical approaches available to early childhood educators, the lecture method (metode ceramah) remains one of the most commonly used, largely because of its practicality and efficiency in delivering information to a group of learners within a limited time. The lecture method can be defined as a teaching technique in which the teacher conveys subject matter through direct oral explanation in front of the class, typically beginning with a statement of learning objectives followed by an outline of the material to be discussed (Wirabumi, 2020). Its simplicity and low resource requirements make it attractive for teachers managing large groups of young children with limited instructional materials.

Despite its widespread use, several studies have noted that teachers continue to rely on the lecture method primarily because it is practical, requires minimal preparation time, and fits familiar classroom routines, rather than because it is necessarily the most pedagogically effective option for every

learning context (Zakirman et al., 2019). This persistence of use, even amid known limitations, suggests that the method's continued relevance depends on how creatively and interactively it is delivered rather than on its inherent instructional value alone.

A frequently cited weakness of the conventional lecture method is its teacher-centered nature, which tends to position children as passive recipients of information rather than active participants in the learning process. Ta'i et al. (2023) found that when the lecture method was applied without variation in a first-grade classroom, students tended to become passive, easily distracted, and less engaged in classroom activities, indicating that prolonged one-way communication can gradually diminish children's enthusiasm for learning.

To address this limitation, scholars have emphasized the importance of varying the delivery of lecture-based instruction so that it remains dynamic and engaging. Helmi (2016), drawing on Silberman's concept of active lecturing, argued that a lecture session can be transformed into a more participatory experience when teachers deliberately insert moments of interaction, humor, movement, or questioning throughout the explanation rather than delivering the material as an uninterrupted monologue.

One of the most practical ways to enrich the lecture method is by combining it with the question-and-answer technique, commonly referred to in Indonesian and Malaysian educational literature as *metode ceramah plus tanya jawab*. Wahyuni et al. (2022) demonstrated that integrating structured question-and-answer sessions into lecture-based Islamic education classes during the COVID-19 pandemic helped sustain student attention and created opportunities for two-way communication that a pure lecture format could not provide.

The pedagogical value of combining explanation with guided questioning can be understood through Vygotsky's sociocultural theory of cognitive development, particularly the concept of the Zone of Proximal Development, which holds that children's understanding develops most effectively when they

are guided through tasks slightly beyond their independent capability with the support of a more knowledgeable other (Vygotsky, 1978). Guided questioning functions as a form of scaffolding, in which the teacher's prompts and follow-up questions help children construct understanding step by step rather than absorbing information passively (Wood et al., 1976).

From a motivational standpoint, Self-Determination Theory offers further insight into why interactive teaching strategies tend to be more effective than passive ones. Ryan and Deci (2000) proposed that intrinsic motivation flourishes when learners' basic psychological needs for competence, autonomy, and relatedness are satisfied; a question-and-answer exchange between teacher and child can fulfill these needs by giving children a sense of being heard, capable of responding correctly, and connected to the teacher and their peers during the learning process.

Motivation is widely recognized as a determining factor in learning outcomes, as it influences the intensity, direction, and persistence of a learner's engagement with instructional activities (Uno, 2017). For young children whose attention span is naturally limited, sustaining motivation throughout a lesson is particularly challenging, since prolonged passive listening can quickly lead to boredom, restlessness, or disengagement from the learning activity.

Empirical findings from various educational settings have consistently shown that combining the lecture method with question-and-answer sessions contributes positively to student motivation and participation. Pabesak and Santoso (2023) reported that teachers who alternated explanation with questions during online learning sessions were better able to capture and maintain children's attention compared to teachers who relied solely on one-way explanation, while A'yun and Yusuf (2022) similarly found that combining lecture and question-and-answer techniques improved the effectiveness and interactivity of equivalency education classrooms.

Within the Malaysian preschool context, although the KSPK encourages holistic, enjoyable, and child-centered learning experiences (Kementerian

Pendidikan Malaysia, 2017), classroom realities in private kindergartens do not always reflect this aspiration. Sani and Yunus (2018) observed that planning, implementation, and assessment practices in private tadika settings sometimes remain inconsistent with curriculum ideals, partly because teachers continue to depend heavily on direct, teacher-led explanation when time, resources, or training opportunities are limited.

Tadika Suriah EduKids Centre, located in Malaysia, is a private early-learning institution that serves children in the preschool age range and follows curricular expectations broadly aligned with national early childhood education standards. As in many similar centres, teachers at this institution are required to balance the delivery of structured learning content with the need to keep young children actively engaged, motivated, and emotionally comfortable throughout each session.

Preliminary classroom observation at this centre suggested that when material was delivered through lecture alone, without interactive elements, children's attention and enthusiasm tended to decline noticeably partway through the session, with some children appearing distracted or reluctant to participate. This observation raises the question of how the lecture method, when deliberately combined with structured question-and-answer activities, is actually implemented in daily practice at the centre, and to what extent this combination contributes to sustaining and improving children's motivation to learn.

While the combination of lecture and question-and-answer techniques has been documented extensively in Indonesian primary and secondary school contexts (Latifah et al., 2023; Immanuella et al., 2023), comparatively little has been written about its specific implementation in private Malaysian preschool settings, where the developmental characteristics and attention capacities of four-to-six-year-old children differ considerably from those of older students. This gap suggests a need for context-specific exploration of how the method

functions when applied to early childhood learners rather than relying solely on findings drawn from primary or secondary classrooms.

Based on the background described above, this study specifically aims to: (1) describe how the lecture-plus-question-and-answer method is implemented in the daily teaching and learning process at Tadika Suriah EduKids Centre, Malaysia; (2) analyze the contribution of this combined method to children's learning motivation as reflected in their attention, participation, and willingness to respond; and (3) identify the supporting and inhibiting factors encountered by the teacher in implementing the method within this preschool setting.

B. Method

This study employs a qualitative approach with a descriptive case study design, as this approach is considered most suitable for describing, in depth and in context, how the lecture-plus-question-and-answer method is implemented in a naturalistic classroom learning situation. The qualitative descriptive approach was chosen because the focus of the research is not on statistically testing relationships between variables, but on understanding the process, meaning, and context of the implementation of the teaching method as it actually occurs in the field.

The research was conducted at Tadika Suriah EduKids Centre, Malaysia, a private preschool institution serving children aged four to six years. The research subjects consisted of one classroom teacher who routinely applies the lecture-plus-question-and-answer method in the learning process, as well as the children in the class group taught by that teacher. Subjects were selected purposively (purposive sampling), based on the consideration that the chosen teacher and group of children consistently apply the method that is the focus of this study.

Data collection techniques in this study consisted of three main methods: participant observation, semi-structured interviews, and documentation study. Observation was conducted to directly observe the implementation of the

lecture and question-and-answer sessions in the classroom, including the children's responses and behavior during the learning process. Semi-structured interviews were conducted with the classroom teacher to explore her perceptions, strategies, and the challenges faced in implementing the method, while documentation in the form of activity photographs, daily lesson plans, and field notes was used to complement the observation and interview data.

The main instrument in this qualitative study is the researcher herself/himself (human instrument), supported by additional instruments such as a structured observation sheet, an interview guide, and recording aids in the form of field notes and a camera for visual documentation. The observation sheet was designed based on indicators of early childhood learning motivation, such as level of attention, active participation, enthusiasm, and willingness to respond to the teacher's questions, which were then used as a reference for recording children's behavior during the learning process.

The collected data were analyzed using an interactive qualitative data analysis technique, consisting of the stages of data reduction, data display, and conclusion drawing/verification. Data reduction was carried out by summarizing and sorting the observation results and interview transcripts relevant to the research focus; the data were then presented in descriptive narrative form to facilitate interpretation, before tentative conclusions were drawn and continuously verified throughout the research process.

To maintain the validity and credibility of the data, this study applied source triangulation and technique triangulation, namely by comparing data obtained from observation, interviews, and documentation, and confirming findings with more than one source of information. In addition, this study took research ethics into account by obtaining permission from the management of Tadika Suriah EduKids Centre, maintaining the confidentiality of the children's identities, and ensuring that the teacher's and children's participation in this study was voluntary. This study also has limitations, including the limited number of subjects—restricted to one class and one teacher—so that the

findings are contextual in nature and are not intended to be widely generalized to all tadika (kindergartens) in Malaysia.

C. Results and Discussion

The research findings show that the implementation of the lecture-plus-question-and-answer method at Tadika Suriah EduKids Centre took place through several interrelated stages, starting from the planning stage, the delivery of material through lecturing, to a guided question-and-answer session. These three stages were found to complement one another in creating a livelier learning atmosphere compared to when the lecture was conducted on its own without a follow-up interactive session.

During the planning stage, the classroom teacher was observed preparing learning material in a simple and contextual manner, tailored to the daily theme and the language development level of preschool-aged children. The teacher also prepared guiding questions to be posed after the explanation of the material was completed. This kind of preparation is in line with the findings of Zakirman et al. (2019), who noted that the practicality of the lecture method can be maintained when teachers structure their delivery strategy in a planned manner, rather than simply presenting material without a clear direction.

During the lecture delivery stage, the teacher used simple language, varied intonation, as well as body movements and facial expressions to maintain the children's attention. This delivery pattern is consistent with the findings of Pabesak and Santoso (2023), who emphasized that lectures delivered with plenty of gestures and expression tend to capture students' attention more effectively than lectures delivered in a monotonous and flat manner.

The teacher was also observed using simple supporting media, such as pictures, picture cards, and concrete objects, to clarify the material delivered orally. The use of this supporting media reinforces the concept of active lecturing as put forward by Helmi (2016), who stated that the lecture method

can be made more interactive when accompanied by visual aids and brief moments of interaction interspersed within the explanation.

After the explanation of the material was completed, the teacher consistently transitioned into a question-and-answer session by posing simple questions related to the material just delivered. This transition appeared to be a turning point in the classroom atmosphere, shifting from what had previously tended to be passive listening to more active responding. This pattern reinforces the findings of Immanuella et al. (2023) that alternating between explanation and question-and-answer sessions makes the learning process more dynamic and less monotonous.

The children appeared to show enthusiasm when given the opportunity to answer the teacher's questions, as seen from the large number of children raising their hands and attempting to answer even when their answers were not entirely correct. This kind of enthusiasm is consistent with the view of Latifah et al. (2023) that the question-and-answer method can create an enjoyable learning atmosphere because children feel directly involved in the learning process, rather than merely being passive listeners.

The level of student participation observed during the question-and-answer session also appeared higher compared to when the teacher delivered the lecture alone without interspersing it with questions. This finding is relevant to the research results of A'yun and Yusuf (2022), which showed that combining the lecture and question-and-answer methods can increase the effectiveness and interactivity of the learning process compared to using the lecture method on its own.

In addition to participation, the children's attention and concentration on the learning material also appeared better maintained when the lecture was interspersed with questions compared to when the lecture was delivered continuously without interruption. This pattern supports the findings of Ta'i et al. (2023) that applying the lecture method without variation tends to make

students easily distracted, whereas variation through question-and-answer helps maintain children's learning focus.

One motivational indicator that stood out during the observation was the emergence of courage among several children to ask questions back to the teacher about things they did not yet understand, rather than merely answering the questions posed by the teacher. This courage indicates a sense of psychological safety in interacting with the teacher, consistent with the findings of Sitohang (2017) that the question-and-answer method can train students' courage in expressing opinions and questions during the learning process.

Positive emotional expressions such as laughing, smiling, and verbal enthusiasm were also observed to appear consistently throughout the question-and-answer sessions. When linked to Self-Determination Theory as proposed by Ryan and Deci (2000), this kind of positive emotional atmosphere can be understood as an indication that children's basic psychological need for relatedness with the teacher and peers is being fulfilled during the learning process.

When viewed from the perspective of the Zone of Proximal Development theory proposed by Vygotsky (1978), the guided questions posed by the teacher during the question-and-answer session function as a form of scaffolding that helps children build understanding gradually. Questions arranged from simple to more complex help children bridge the gap between what they already understand independently and what still requires the teacher's assistance, consistent with the tutoring concept put forward by Wood et al. (1976).

The sense of competence felt by children when they successfully answer the teacher's questions also appeared to contribute to increasing their learning motivation for subsequent sessions. This is consistent with the motivation theory put forward by Uno (2017), which explains that learning motivation is influenced by an individual's belief in their own ability to succeed in a learning task, so that repeated successful experiences in answering questions can gradually strengthen children's learning motivation.

For comparison, according to the classroom teacher's account, when learning material was delivered only through lecturing without an accompanying question-and-answer session, the children tended to show signs of boredom more quickly, such as becoming drowsy, talking with friends about unrelated topics, or losing focus on the teacher's explanation. This condition reinforces the findings of Kristianty (2021) that the lecture method, when not balanced with dialogue or two-way interaction, tends to have a less optimal impact on students' learning motivation.

The classroom teacher at Tadika Suriah EduKids Centre also consistently gave verbal praise or positive reinforcement after children provided answers, whether the answers were correct or not entirely correct. This praise functions as a form of extrinsic motivation that strengthens children's desire to participate again in the next question-and-answer session, consistent with the view of Fahrudin and Ulfah (2023) regarding the importance of the teacher's role in fostering students' learning motivation through consistently given support and reinforcement.

Several supporting factors for the implementation of the lecture-plus-question-and-answer method at this tadika were identified during the research, including the teacher's communicative and expressive communication skills, the use of simple learning media, and a conducive and friendly classroom atmosphere. These factors are consistent with the findings of Wahyuni et al. (2022), which showed that the success of implementing the lecture-plus method is greatly influenced by the teacher's creativity in managing interaction with students during the learning process.

Curriculum support is also an important supporting factor in the implementation of this method, given that the National Preschool Standard Curriculum (KSPK) explicitly emphasizes learning that is holistic, enjoyable, and oriented toward children's overall development (Kementerian Pendidikan Malaysia, 2017). This kind of curriculum orientation gives teachers room to develop variations in teaching methods, including the combination of lecturing

and question-and-answer, as long as the holistic learning objectives continue to be achieved.

On the other hand, this study also identified a number of inhibiting factors in the implementation of the lecture-plus-question-and-answer method. One of the main obstacles is the limited time available for learning sessions, which means not all children get an equal opportunity to answer or ask questions within a single session. This kind of obstacle was also found in the research of Tarigan (2019), which highlighted the importance of good time management so that the lecture and question-and-answer methods can run effectively in managing classroom dynamics.

Another inhibiting factor relates to variation in the level of language and cognitive development among preschool-aged children, which means not all children are able to understand the teacher's questions at the same pace. This is consistent with Piaget's (1952) view regarding the preoperational stage in early childhood, in which children's abstract thinking ability is still limited and highly dependent on concrete experience, so teachers need to adjust the difficulty level of questions to children's thinking ability at that developmental stage.

Overall, the findings of this study confirm that the lecture-plus-question-and-answer method makes a positive contribution to increasing students' learning motivation at Tadika Suriah EduKids Centre, as reflected in the increased attention, participation, and courage of children in responding during learning. This finding reinforces the results of research by Fitriani et al. (2022), which showed that the lecture-plus method generally has a better effect on students' learning process and outcomes compared to the conventional lecture method applied on its own.

The practical implications of these findings indicate the importance of training in questioning skills and varied lecture delivery for tadika teachers, so that the teaching method applied is not only oriented toward delivering information, but also toward creating an interactive and motivating learning

atmosphere. This is consistent with the view of Diana and Wahyuni (2021) that combining the lecture method with other active learning techniques, such as question-and-answer or demonstration, needs to be continuously developed so that the learning process remains relevant to the needs and characteristics of learners at every level of education, including early childhood education.

D. Conclusion

Based on the research findings and discussion outlined above, it can be concluded that the implementation of the lecture-plus-question-and-answer method at Tadika Suriah EduKids Centre, Malaysia, was carried out through three main stages: lesson planning, delivery of material through communicative lecturing supported by simple media, and a guided question-and-answer session conducted consistently after the explanation of the material had been completed.

The application of this method was shown to make a positive contribution to increasing students' learning motivation, as reflected in the increased attention, active participation, enthusiasm, and courage of children in responding to and asking questions of the teacher. This increase in motivation was supported by a number of factors, such as the teacher's communication skills, the use of simple learning media, and a conducive classroom atmosphere, although its implementation was not without certain obstacles, particularly the limited time available for learning sessions and variation in children's language development levels.

Based on these findings, this study recommends that teachers at early childhood education institutions continue to develop their questioning skills and vary their lecture delivery so that learning does not become monotonous. Tadika management is also advised to provide ongoing training on interactive teaching methods for teachers, while future research is recommended to broaden the research subjects and consider a quantitative or experimental approach in order to more precisely measure the effect of the lecture-plus-

question-and-answer method on early childhood learning motivation across various other preschool institutions.

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