

## **The Impact of the Question-and-Answer Method on Learning Outcomes in Elementary Civic Education (PKn): A Systematic Literature Review**

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**Abstract:** In elementary PKn Education, traditional teacher-centered approaches often limit student engagement and hinder learning outcomes. To address this, interactive teaching strategies such as the Question-and-Answer (Q&A) method have gained attention for their potential to enhance conceptual understanding and student participation. This study aims to systematically review existing literature to evaluate the impact of the Q&A method on student learning outcomes in elementary PKn Education classes. Using a quantitative approach within the framework of a Systematic Literature Review (SLR), the research analyses relevant studies that explore the application of the Q&A method in primary school PKn Education. The review focuses on student engagement, conceptual understanding, and academic performance. The findings reveal that the Q&A method significantly enhances student involvement, supports deeper understanding of PKn concepts, and leads to improved academic achievement. The method fosters a more dynamic and participatory classroom environment, which positively affects learning outcomes. This systematic review highlights the effectiveness of the Q&A method as a student-centred instructional strategy in PKn Education at the elementary level. It underscores the need for educators to adopt interactive teaching techniques to improve student learning, and provides a foundation for future research and practice in the field.

**Keywords:** Elementary School, Learning Outcomes, Q&A

### **A. Introduction**

According to Law No. 20/2003 on the National Education System, the aim of Civics (PKn) Education is "to provide students with basic knowledge and understanding of the duties and rights of citizens and the nature of national defence, in order to make them be reliable citizens of the Republic of Indonesia". The aim of PKn in schools is for students to actively develop their various potentials so that they better understand their rights and obligations as Indonesian citizens (Anisah & Marzuki, 2019). PKn is one of the most important subjects to be studied by elementary school students, which teaches about events, facts and concepts related to national life. It

should be noted that PKn for students will have positive impacts on students themselves. Therefore PKn is very important for students to foster better character values in students (Hendrik, 2024) (Hermansyah et al., 2021). PKn is one of the subjects that focuses on the formation of diverse self in terms of religion, social, culture, language, age and ethnicity to become intelligent, skilled and characterful citizens based on Pancasila in the Constitution. The purpose of learning PKn in elementary schools is to make students good citizens, namely students who know, want, and are aware of their rights and obligations (Adiputra et al., 2021). Therefore, discussing the results of good education cannot be separated from the role of teachers. Thus, PKn lessons can influence students' thought patterns, attitudes, and behavior to become good citizens. Learning PKn in secondary schools also helps students become active and responsible citizens in the future. They are taught to appreciate diversity, respect the rights of others, and participate in the decision-making process that takes into account common interests (Setiawati et al., 2024). Therefore, the learning process must be changed immediately. The role of teachers who have dominated learning activities must be reduced and students must be given greater opportunities to participate actively in the learning process. It is time for teacher-centred learning to be changed to student-centred learning. Teachers must be able to adjust between teaching materials and learning models so that students can learn well (Hang & Van, 2020).

However, in reality in the learning process, this hope has not been realized. Turns out that in PKn learning, one of the subjects that is less popular with most elementary school students (SD) both in lower and upper classes. This is because in PKn learning, students will learn about ideology, democracy, unity and unity of citizenship, etc. So it is expected to help them understand the laws and regulations. Problems with learning outcomes factors that influence learning outcomes include internal factors and external factors. Internal factors include physiological factors and psychological factors (Bhowmik et al., 2023). While external factors include environmental factors and international factors (Bayudi, 2020).

Student learning problems are influenced by internal and external factors. Internal factors include intellectual components, such as intelligence, talent, interest, and motivation, as well as physical conditions and conditions. External factors include students' social conditions, such as their environment, finances, family, school, and the community around them. To overcome these difficulties, students need help and digest textbooks, as well as overcome other obstacles. Students' learning difficulties need to be understood and overcome as soon as possible to achieve teaching goals correctly in order to obtain the best learning outcomes.

One of the causes of low learning outcomes is that in the implementation of learning, teachers still predominantly use lecture and assignment methods in the PKn learning process, so that the learning process in the classroom does not take place as expected (Rone et al., 2023). This is identified by problems such as low PKn learning outcomes

for grade V students. Stated that the curriculum is too heavy for elementary school level is too high compared to the abilities of elementary school children so that teachers still make many mistakes (Putri & Riastini, 2023).

This is what makes the learning process boring for students. Of course, this will result in student learning outcomes that are not in accordance with the targets that the teacher wants to achieve. During learning, teachers and students talk to each other. Students must be actively involved in the learning process so that the process is more effective. Teachers must encourage students to listen, provide opportunities to view media, ask questions, or provide responses, so that creative and interactive discussions occur. All of this will help the learning process become more effective. Teachers and the way students learn are closely related, especially in the process of developing skills. Skills that need to be developed by students include thinking skills, social skills, and practical skills (Rokhmah, 2022).

Learning outcomes are the abilities possessed by students after receiving their learning experiences. The achievement of PKn learning objectives can be seen from the learning outcomes obtained by students in PKn learning. The efforts made by teachers in the learning process are to help students achieve the expected goals, including improving learning outcomes. (Mahdalena et al., 2014) stated that "learning outcomes are values in student success in the classroom after undergoing evaluation". The purpose of learning outcomes is to achieve educational goals through the implementation of the learning process in the classroom, which will have an impact and change students. Based on the results of one of (Mahdalena et al., 2014) revealed that research on low student learning outcomes, according to research, is a poor learning strategy applied by teachers as educators. This condition is characterized by a lack of media that supports the teaching and learning process, which causes teaching and learning activities in the classroom not to run well.

Based on the results of (Knowles, 2018) said that the problem of delivering material in civic education in the classroom is still less contextual. This can be seen from the learning process that does not give students the opportunity to learn to build their own knowledge. Teachers, however, more often provide explanations about the material and give individual assignments. However, student learning should not memorize lesson material, instead they must learn through experience and solve problems in real-world situations. Education is a conscious and planned effort to create a learning environment and learning process where students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed for themselves, society, nation, and state. from ignorance to knowledge, from inability to understand to understanding, and so on (D. R. Damanik et al., 2023).

In civics learning, it is still teacher-centered and textbook-centered. For aggressive children, the self-development process will run if given ample opportunity to be

creative (Mahdalena et al., 2014). On the other hand, for passive children, the role of teachers as influences and facilitators is needed for maximum student self-development. The consequences of teachers' teaching methods that have not used the right learning methods have an impact on student learning outcomes. Researchers believe that learning outcomes for Civics subjects in elementary schools are expected in learning activities that are carried out to be as interesting as possible to improve learning outcomes (Subkhi Mahmasani, 2020).

The Q&A method is a learning approach that allows direct communication between teachers and students because there is a direct discussion between the two. This can be applied by the teacher asking questions about the subject matter and students answering them or by students asking questions and teachers answering them (Hasanah, 2022). The phenomenon of such learning practices has an impact on low student learning outcomes in Civics subjects. As expressed by (Reichert & and Print, 2018), the influence of the Civics curriculum has not been implemented effectively in most schools. According to (Serin, 2018), the teacher-centred Civics learning method causes the learning process to be less effective and students only receive concepts or materials without providing collaboration, therefore, learning must try new things to improve student learning achievement. The solution to overcome this problem can be solved by improving the learning activity process that involves students playing an active role in the Civics learning process to influence student learning outcomes by using effective and innovative learning methods with the Q&A method.

According to (Nguyen et al., 2021) Q&A learning is a method of delivering lessons by teachers by asking questions and students answering. Q&A learning emphasizes interaction between students. As a result, students will be more active in talking to their friends. From this communication, it is expected that students can master the lesson material easily as stated by (Muthmainnah et al., 2022), students find it easier to understand explanations from their friends than explanations from teachers, because their level of knowledge and thinking is more in line and equivalent. This method is intended to review the previous lesson so that students can focus their attention again on a number of advances that have been achieved so that they can continue to the next lesson and to stimulate students' attention. This method can be used as apperception, interlude, and evaluation. According to (Ulfa et al., 2023), the benefits of the Q&A method are: (1) Questions can attract and focus students' attention; (2) Stimulate students to train and develop their thinking skills, including memory; (3) Increase students' courage and skills in answering and expressing opinions; (4) Can find out students' thinking abilities and their specialties in expressing main ideas in answers; (5) Can find out how strong the knowledge that students have learned is; and (6) Can find out how the process is used (Gani, 2021).

The advantages and disadvantages of the Q&A method are a) learning becomes more lively by encouraging students to think actively; b) this approach teaches students to dare to express ideas and opinions; c) encourages students to pay

attention to the teacher during the learning process; and d) teachers can control what students know and understand. However, the disadvantages of the Q&A method include: 1) Students' answers do not always match the answers to the questions; 2) it takes time to get the correct answer; 3) teachers must create a pleasant and relaxed atmosphere so that students are able to answer; 4) create questions that are appropriate to the level of students' thinking and are easy for students to understand; and 5) it takes time to ask questions to each student. By using the Q&A method effectively, teachers can improve the quality of learning and help students achieve learning goals so that Civics learning outcomes can be overcome by the Q&A method to change conventional learning methods into innovative and constructive learning models so that they can spur students to learn which influences student learning outcomes (Immanuella et al., 2023).

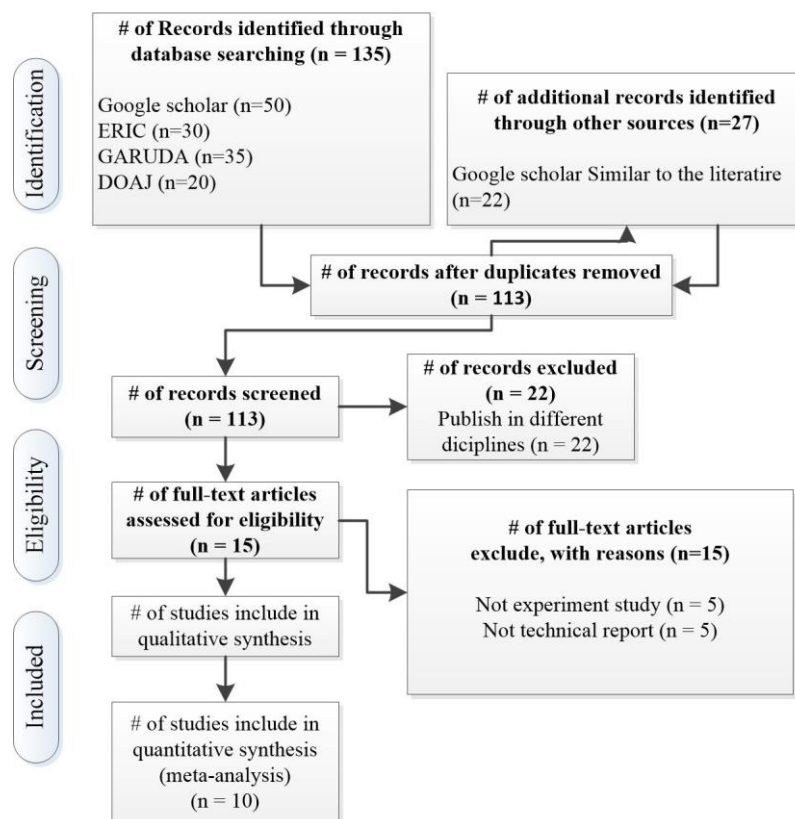
Based on the description above, analysing the application of the Q&A Method in improving learning outcomes in elementary PKn education is important. The purpose of this study is to determine the description of the Q&A method on civics learning outcomes for elementary school students.

## **B. Methods**

This study employs a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize relevant research concerning the use of the Q&A method in improving learning outcomes in Civic Education (PKn) among elementary school students. The SLR was conducted following the PRISMA (Preferred Reporting Items for Systematic Reviews) protocol, ensuring transparency and reproducibility in the review process. The results of the study indicate that in the development of information systems, web-based platforms are the most common (Triandini et al., 2019). This method aims to identify, evaluate, and interpret all findings related to the research topic in order to answer previously established research questions by analyzing relevant scientific articles from Google Scholar, with the keywords "Q&A Method", "Learning Outcomes", "Elementary School" and PKn. The inclusion criteria include: (1) Journal articles with subjects X and Y, (2) Journal articles using Indonesian, (3) Journal articles that are appropriate to the subject for elementary school students, (4) Journal articles published in the Google Scholar database, (5) Journal articles with a publication period of the last 10 years, (6) Journal articles that can be accessed and downloaded.

To ensure comprehensive coverage, the literature search was conducted across multiple academic databases, including Google Scholar, DOAJ (Directory of Open Access Journals), ERIC (Education Resources Information Center), and Garuda (Garba Rujukan Digital). Using Boolean operators, the following keyword combinations were used during the search process: "Metode tanya jawab" AND "hasil belajar" AND "sekolah dasar" AND "PKn", "Q&A method" AND "learning outcomes" AND "elementary school" AND "civic education".

Articles were selected based on the following inclusion criteria: published between 2014 and 2024 written in the Indonesian, focused on the elementary school level (grades 1-6), examined the impact of the Q&A method on learning outcomes. Published in peer-reviewed academic journals Accessible and downloadable full-text articles. Articles were excluded if they (a) focused on non-elementary levels, (b) used other teaching methods without comparison to Q&A, or (c) lacked empirical findings. The initial search yielded 135 articles. After duplicate removal and title/abstract screening, 22 articles were considered potentially relevant. Following a full-text review based on inclusion criteria, 10 articles were included in the final synthesis. The selection process is illustrated in the PRISMA flow diagram (Figure 1).



**Figure 1. Illustrates the Stages Involved in the Literature Selection Process for This Study**

The selected articles were analyzed qualitatively and quantitatively. Thematic analysis was used to extract recurring patterns and outcomes. In terms of quantitative synthesis, findings from the 10 reviewed studies revealed that the Q&A method led to an average improvement of 44.07% in student learning outcomes, particularly in cognitive and affective domains of Civic Education. This study has several limitations. First, the analysis was limited to articles written in Indonesian, which may exclude high-quality international studies relevant to the topic. Second, although multiple databases were consulted, there remains a possibility of

publication bias due to the predominance of open-access sources. Lastly, this review focused only on PKn subjects, limiting generalizability to other subjects.

### C. Result and Discussion

The literature was searched through the Google Scholar database using predetermined keywords, the number of search results reached 10 journals that met all inclusion criteria. To see the overall results of the study can be seen in Table 1. This study aims to examine the use of question-and-answer methods that can affect the learning outcomes of elementary school students' civics. The research method used in this study is the Systematic Literature Review (SLR) or systematic literature review is a literature review method that identifies, assesses, and analyses the results of research on all findings on a research topic (research questions) that have been previously determined.

The Q&A method is a method used by educators in the context of active individual learning by resulting in direct communication that is two-way traffic between fellow students, or between students and educators. (Saragih et al., 2022). The Q&A method is considered very necessary to be applied in learning activities, especially at the elementary school level, students prefer fun things rather than learning which is sometimes boring to do. After reviewing several journal articles found, it turned out that there were many problems in learning activities explained by grade IV students of Tebing Tinggi Elementary School. That teacher-centered learning results in students getting less opportunity to think actively, express opinions, interact with their classmates, and students feel bored. To overcome the problem of declining student learning outcomes, several researchers have applied the Q&A method in learning. Based on Table 1, the results of the research of the 10 journals above, there are 8 research journals in high class, namely IV, V and 2 research journals in low class, namely class II. The results prove that the Q&A learning method can improve the learning outcomes of elementary school students' civics. All 10 journals analyzed met all inclusion criteria, with the following analysis: (journal), (2) Problems, (3) Samples, (4) Research Results.

**Table 1. Multiple Linear Analysis Result**

No	Journal	Problems	Sample	Results
1	Enhancing PKn outcomes through discussion. Erminawaty (2016).	Low PKn outcomes result from poor methods and student hesitation to speak.	Grade IV students at SD Negeri 112136 Rantaurapat, totaling 31 students.	Question-and-answer method enhances learning.
2	Improving PKn Learning Through Q&A. (Suwela, 2018).	Overuse of lectures and lack of creativity lower student engagement and understanding.	Grade IV students in the odd semester of the 2015/2016 academic year, totaling 19 students.	Question-answer method improves learning.
3	Improving Student Learning Outcomes in Civics Learning Using the Question-and-Answer Method. I Wayan Ardianta (2014).	Students show low understanding of PKn Education concepts due to teachers' reliance on lecture-based methods.	There are 17 students in grade V of SDN 3 Kasimber, 8 male students and 9 female students.	The use of question-and-answer methods improves student learning outcomes
4	Use of Question-and-	Can the use of question-	There are 20 students in grade	Question-and-answer

	Answer Method to Improve Student Learning Outcomes in Civics Learning. Sri Mahdalena (2014).	and-answer methods improve student learning outcomes in civics education in grade V of elementary school?	V of elementary school, consisting of 12 male students and 8 female students.	methods enhance student learning outcomes in Civic Education.
5	Dellia Mila Shopia (2024) Improving Student Learning Outcomes in Civics Subjects Through Question-and-Answer Methods	Low student learning outcomes by continuously using the lecture method without any question-and-answer method	Students of class II of Pamulang Timur 02 Elementary School. There are 34 students.	The use of question-and-answer methods can improve student learning outcomes in civics learning.
6	Improving Civics Learning Outcomes Through the Use of Question-and-Answer Methods in Class II Students. Ageng Martadi (2022).	PKn learning remains weak; students struggle with material and textbook-based methods.	Grade II students at SD Negeri Banyoneng Dajah 2, totaling 14 students.	Question-and-answer method improves learning.
7	Improving Students' Understanding and Mastery of Learning Materials by Using Appropriate Media in Civics Learning with Discussion and Q&A Methods. Hafsah, (2018).	Limited resources and weak strategies hinder students' understanding of Civic Education.	Class IV students of Mataram, Mataram District, students consist of 21 students	Improving student learning outcomes in civics learning with the question-and-answer method can improve student learning outcomes in civics learning.
8	Improving Civics Learning Outcomes Through Question-and-Answer Methods in Grade V Students of Tanjungpura Elementary School, Pontianak Roestiyah (2014)	Poor lesson planning leads to student boredom, disengagement, and classroom disruption.	Fifth grade students at Tanjungpura Elementary School Pontianak. There are 20 students consisting of 12 male students and 8 female students.	The application of the question-and-answer method in civics learning can improve learning outcomes for grade V students at Tanjungpura Elementary School, Pontianak
9	Improving Civics Learning Outcomes through Question-and-Answer Method. Subana (2014)	Lack of ability to capture SK and KD keywords in selecting SK and KD so far	Class IV of State Elementary School 112136 Rantauprapat, North Rantau District, Labuhan Batu Regency	The application of the question-and-answer method can improve student learning outcomes
10	Improving Student Learning Outcomes in Civics Subjects in Class IV SDN 1 Bale. Ian Trianti (2014)	Lack of student participation in the learning process, because teachers do not master the material being taught, a learning method is needed that can make students understand why they are doing it.	The fourth-grade students of SDN 1 Bale consist of 20 students, consisting of 9 boys and 11 girls.	Using the question-and-answer method in Civics subjects has proven to be quite effective and efficient in improving student learning outcomes.

All journals use the Classroom Action Research (PTK) method. Based on the results of 10 journals, the application of the question-and-answer method improves learning outcomes in the Civics subject for elementary school students.

### **Analysis Based on Classroom Action Research (CAR) Method**

In the analysis of research journals, 10 journals were found using the Classroom Action Research (CAR) method based on the results of the analysis of the 10, it was found that the question-and-answer method can improve students' abilities in Civics subjects in Elementary Schools. This is proven by the existence of various improvements in each cycle in each research journal. The following are the research results based on the percentage values obtained from each research journal which

are described in the Table 2.

Based on the research methodology used, the application of the question-and-answer method in the table above from the journals that have been analyzed, there are 8 journals that use PTK (Classroom Action Research) and 2 journals that carry out three cycles, the rest carry out two cycles. This identifies the use of the Q&A method through the PTK method can improve student learning outcomes in civic education learning. From the average value of 10 journals, there was an increase of 44.07%, the effectiveness of the question-and-answer method on learning outcomes in the subject of Civics for Elementary School Students.

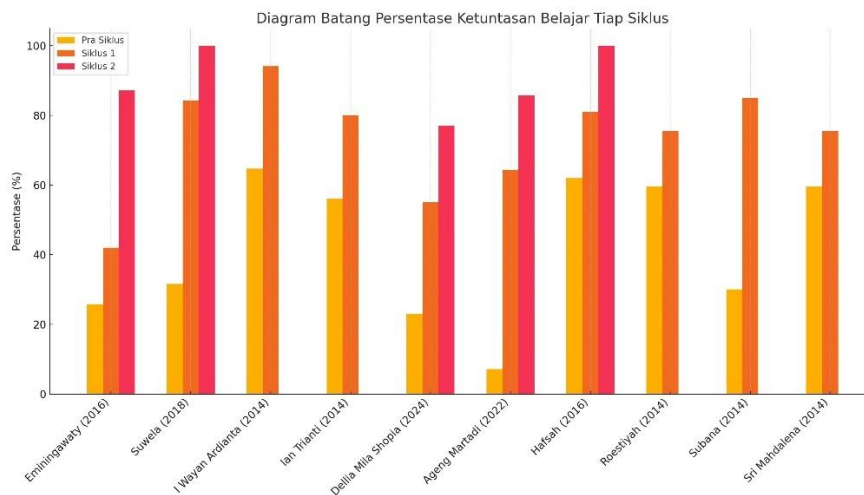
**Table 2. Percentage values obtained from each research journal**

Research	Subject	KKM	Completion (%)				Improve
			Pra Cycle	Cycle 1	Cycle 2	Cycle 3	
Erminawaty (2016)	31 Student of Grade IV	70	25,81%	41,94%	87,10%	-	61,29%
(Suwela, 2018)	19 Student of Grade IV	65	-	31,58%	84,21%	100%	68,42%
I Wayan Ardianta (2014)	17 Student of Grade V	-	-	64,70%	94,12%	-	29,42%
Ian Trianti (2014)	20 Student of Grade IV	-	-	56%	80%	-	24%
Dellia Mila Shopia (2024)	34 Student of Grade II	-	23%	55%	77%	-	54%
Ageng Martadi (2022)	14 Student of Grade II	-	7,14%	64,29%	85,71	-	78,57%
Hafsah (2016)	21 Student of Grade IV	-	-	62%	81%	100%	38%
Roestiyah (2014)	12 Student of Grade V	-	-	59,50%	75,50%	-	16%
Subana (2014)	11 Student of Grade IV	-	-	30%	85%	-	55%
Sri Mahdalena (2014)	20 Student of Grade kelas V	70	-	59,50%	75,50%	-	16%
Improvement							44,07%

There are pre-cycles, cycles 1, cycles 2 that researcher Erminawaty (2016) with subjects consisting of fourth grade students of SDN Negeri 112136 Rantaurapat. The results are based on each student's increase in PKn learning which shows good results. This can be seen from the increase in the percentage of student completion of PKn learning materials. In PKn learning materials, Erminawaty (2016) obtained a percentage of learning completion in the pre-cycle of 25.81%, in the first cycle 41.94%, and in the second cycle 87.10%. Dellia Mila Shopia's research (2024) with subjects of second grade students of SDN Pamulang Timur 02, the results are based on each student's increase in PKn learning which shows good results (Shopia et al., 2024). This can be seen from the increase in the percentage of learning completion in the pre-cycle of 23%, in the first cycle 55%, and in the second cycle 77%. The results are based on what is obtained, each student has an increase in civics learning which shows good results. This can be seen from the increase in the percentage of completion of civics learning materials. (Hanif, 2019) obtained a pre-cycle percentage of 7.14%, in the first cycle 64.29%, and the second cycle 85.71%.

### By Year of Publication

If you look at the table, there is a graph that discusses the year of the author’s search on Google Scholar. The author determines the search for the last 10 years of the journal analysed, which shows a diagram that goes up and down every year. In the year (2014) there were 4 journal search results, the search results for the year (2015) were 0, the search results for the year (2016) were 2, the search results for the year (2017) were 0, the search results for the year (2018) were 1, the search results for the year (2019) were 0, the search results for the year (2020-2021) were 0, the search results for the year (2022) were 1, and the search results for the year (2023) were 0, the search results for the year (2024) were 0. The journal analysed is Classroom Action Research. In relevant research according to the journal inclusion, the search for the last 10 years of journals is described in the graph Figure 2.



**Figure 2. Graph Showing Relevant Research Based on Journal Inclusion Criteria From the Past 10 Years**

After analysing various journal articles on the question-and-answer method, researchers recommend implementing this method in both lower and upper grades in elementary schools. The recommendations include the following steps: expressing questions clearly and concisely, determining topics, focusing in the form of questions, changing turns to ask questions, providing thinking time, providing guidance. Use of the question-and-answer method. The use of the Q&A method is expected to help the learning process be more effective and optimal. The following are the steps in the Q&A method a) Determining topics and materials The teacher chooses and compiles relevant learning topics to be discussed b) Preparing question objectives The teacher designs clear, focused questions that support student understanding c) Paying attention to the form of questions and question techniques The teacher ensures that the teacher’s questions delivered are able to provoke students’ deep thinking d) Creating a calm atmosphere The teacher maintains a

conducive classroom atmosphere and is free from pressure so that students are comfortable e) Managing opportunities to ask questions The teacher gives students a fair turn to ask questions, ensuring that everyone has the opportunity f) Providing time to think The teacher is not in a hurry and gives students enough time to respond to questions.

Learning is an activity that has a purpose and includes cognitive, affective, and psychomotor components that change behavior as a result of experience. Because students are directly involved in the learning experience becomes more meaningful, (Sunarso, 2019) Internal factors that include physiological and psychological factors; and external factors that include social and national environmental factors, as well as the role of students, teachers and learning models. However, according to Doni Juni Priansa, learning outcomes are something that students achieve or obtain through effort or thought expressed in the form of mastery, knowledge, and basic skills that exist in various aspects of life, thus showing changes in behavior (Hamzah et al., 2022). The purpose of learning is to master the material given by the teacher to students. The indicator of achieving this goal is that student learning outcomes will be better and better if there is active interaction between teachers and students during the learning process. A good response from students will also ensure that good learning comes from their own desires. Students must enjoy learning (Rinjani et al., 2023). One of them is the way the teacher teaches. Learning managed by teachers must be non-teacher-centred learning and actively involve students in the learning process, so that learning becomes more meaningful (Handayani, 2022).

One element of education that greatly influences the success of teachers in achieving educational goals is the learning method. Thus, the learning method functions as a tool or way to achieve educational goals (Nasution et al., 2023).. The Q&A method of teaching where the teacher delivers material through questions answered by students. Interaction occurs through statements from teachers and students, but can also occur from teacher to student (Syaharani et al., 2024). The Q&A method allows students to actively participate in the learning process. This makes learning not only teacher-centred, but also allows students to give their opinions on the lesson topics that have been discussed by the teacher (Napitupulu & Susanti, 2023). The Q&A method can enable active interaction between teachers and students. Teachers can use this method to ask students about how far they understand the lesson material, and students can also ask questions to the teacher to find out the problems and difficulties faced by students during the learning process. The Q&A method also has the potential to develop thinking power, including memory power, as well as students' courage and skills in answering and expressing opinions. This is very important (Kamsul, 2024).

Learning habits or learning methods that influence learning include, among others, repeating lesson materials, reading and taking notes, concentrating, doing assignments, how to manage study time. The learning process can be said to be

successful if changes in a person are in accordance with their goals, namely, gaining knowledge from experience and practice. When a person experiences changes in themselves, it cannot be said to be successful in the learning process. (N. B. Damanik et al., 2024). This civics lesson is very important for elementary school students. However, Indonesia's national and moral awareness is very low and especially occurs in school children with a civics curriculum. (Kusliyanti et al., 2024). Learning is an activity that has a purpose and includes cognitive, affective, and psychomotor components that change behavior as a result of experience. Because students are directly involved in the experience, learning becomes more meaningful. in the learning process. Learning activities cannot be separated from the main role of the teacher in the learning process, namely creating a learning environment. In the learning process, teachers try to activate learning activities through various activities carried out by students. Several factors influence the success of learning, such as the process that is directly involved in the learning process and the optimal level of interaction between teachers and students. Student achievement in subject matter can be indicated by the level of student mastery of the material and the grades they obtain (Rostiawati, 2021).

#### **D. Conclusion**

The analysis of 10 journal articles reveals that the Q&A method improved learning outcomes by an average of 44.07%, particularly in grades IV and V, but also demonstrated effectiveness in lower grades such as grade II. Both cognitive and affective indicators of learning outcomes were positively impacted during Civics (PKn) instruction in elementary school. For Teachers: The Q&A method can be used to enhance student engagement and active participation, especially in Civic Education. It encourages dialogue, critical thinking, and deeper understanding among students. For Policymakers and Curriculum Developers: There is a strong rationale to promote training programs and professional development for elementary teachers focused on interactive teaching strategies, including the Q&A method, to improve learning outcomes more broadly. Further studies should explore the application of the Q&A method in multilingual and multicultural classroom settings, and consider experimental or quasi-experimental designs to more precisely measure its effectiveness. Expanding the analysis to other subjects beyond Civics would also be beneficial for generalizing its impact.

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