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# IMPLEMENTATION OF INQUIRY LEARNING STRATEGY TO IMPROVE MOTIVATION AND PAI LEARNING OUTCOMES OF GRADE 5 ELEMENTARY SCHOOL STUDENTS OF SDN 047166 SUKADAME, TIGA PANAH DISTRICT, KARO REGENCY

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## ABSTRACT

This research is motivated by the need for problem-solving skills both in class and in the community, the ability to overcome problems faced, and also the need for the ability to apply the knowledge, skills and skills they have acquired. The purpose of this study is to improve the motivation and learning outcomes of Islamic Religious Education in grade V students of SDN SDN 047166 Sukadame by applying the inquiry learning strategy. This inquiry learning strategy includes the steps (1) orientation, (2) formulating problems, (3) formulating hypotheses, (4) collecting data, (5) testing hypotheses (6) formulating conclusions. The research approach used in this study is called classroom action research. Based on the results of the study, using the inquiry learning strategy has been proven to increase student motivation and learning outcomes. Before the action, the average score of student motivation was 37.4 with moderate criteria, in cycle I the average score of student learning motivation increased to 42.2 with moderate criteria and in cycle II the average student learning motivation increased with high criteria (average score 46.4). Meanwhile, the increase in the average value of learning outcomes, namely before the action the average class value was 65.45; cycle I increased to 72.15; and in cycle II increased to 81.25. In the pre-cycle test, student learning completeness was 35%, in cycle I student completeness increased to 75% while in cycle II student learning completeness reached 85% of students or 17 students achieved a value above KKM (65).

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## INTRODUCTION

Background of the Problem Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning national education standards, contains process standards, stating that the learning process in educational units is carried out interactively, inspiringly, pleasantly, challengingly, motivating students to actively participate, and providing sufficient space for initiative, creativity and independence in accordance with the talents, interests and physical and psychological development of students.

From the formulation it is implied that students do not only understand the subject matter to develop intellectual abilities, but also how the knowledge they understand can color the behavior displayed in real life. The purpose of teaching carried out in the classroom according to Mager is to emphasize student behavior or actions (performance) as a type of output found in students and observed and shows that the student has carried out learning activities (Martinis Yamin, 2005:1).

The problems that occurred at SDN 047166 Sukadame include several problems, namely, (1) There are 12 students whose learning outcomes are low, below 65 (below KKM), or 65% of students get low scores. (2) The learning model used is lecturing so that learning tends to be monotonous; (3) Students do not make enough effort to find and solve the problems given; (4) Students pay less attention to the teacher's explanation and are just busy with themselves; (5) Inquiry learning strategies have not been used in Islamic Religious Education learning. Seeing the problems encountered, it is necessary to take action by implementing inquiry learning strategies in the implementation of learning in the classroom, so that student motivation and learning outcomes can increase. By using inquiry learning strategies, it is hoped that students will be able to solve problems given by teachers, then after they encounter problems outside the classroom or in the community, they will be able to overcome the problems (which are almost the same) that they face, and also be able to apply the knowledge, science and skills that they get from their teachers.

Therefore, students should be taught to find out for themselves every problem given to them, so that the experience will make students more independent. The objectives of this classroom action research are: 1) To describe inquiry learning in improving motivation and learning outcomes of Islamic Religious Education students of grade V SDN 047166 Sukadame Semester II

Academic Year 2013/2014; 2) To improve motivation to learn Islamic Religious Education by using inquiry learning strategies in grade V students of SDN 047166 Sukadame Semester II Academic Year 2013/2014; 3) To improve learning outcomes of Islamic Religious Education by using inquiry learning strategies in grade V students of SDN 047166 Sukadame Semester II Academic Year 2013/2014

Islamic Religious Education Learning in Elementary School According to Powler in Samatowa (2010:3) which states that Islamic Religious Education is a science related to natural phenomena and objects that are systematic, arranged regularly, generally applicable in the form of a collection of observation and experiment results. Systematic means that knowledge is arranged in a system, one with another is interrelated, explains each other so that the whole is a complete unity, while generally applicable means that knowledge is not only valid by one person or several people with the same experimental method will obtain the same or consistent results.

Islamic Religious Education learning using inquiry learning strategies is one of the learning strategies applied by teachers in the teaching and learning process, namely a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to relate the knowledge they have with its application in their daily lives, by involving six main components of effective learning, namely: constructivism, asking, finding, learning communities, modeling, and actual assessment (David SA. Jacobsen, 2009). Inquiry-Based Islamic Religious Education Learning In general, inquiry is a varied process and includes activities such as observing, formulating relevant questions, critically evaluating books and other sources of information, planning investigations or investigations, reviewing what is known, conducting experiments or experiments using tools to obtain data, analyzing and interpreting data, and making predictions and communicating the results (Susanto, 2013:173)

The main objectives of inquiry-based learning according to the National Research Council in Susanto (2013:173), are as follows: 1) Developing students' desire and motivation to learn the principles and concepts of science. 2) Developing students' scientific skills so that they are able to work like scientists. 3) Accustoming students to working hard to gain knowledge. Furthermore, Susanto (2013:174) stated that inquiry learning that requires active student involvement has been proven to improve children's learning outcomes and

attitudes towards science. Inquiry learning strategies can help develop, among others: scientific literacy and understanding of scientific processes, vocabulary knowledge, conceptual understanding, and positive attitudes.

Thus, inquiry learning can stimulate students' thinking activities, such as: sequential thinking, contradictory, association, causality, convergent, divergent, and syllogistic thinking. Inquiry Learning Strategy Gerlach and Ely explain that learning strategies are the methods chosen to deliver learning materials in a particular learning environment. Likewise, Dick and Carey explain that learning strategies consist of components of learning materials and procedures or stages of learning activities used by teachers in order to help students achieve certain learning (Hamruni, 2012:2). Inquiry learning strategy is a series of learning activities that emphasize the process of thinking critically and analytically to find and find answers to a problem in question. The thinking process itself is usually done through questions and answers between teachers and students. This learning strategy is also often called a heuristic strategy, derived from Greek, namely heuriskein which means I find (Sanjaya, 2010:197). The constructivist view suggests that reality exists in a person's mind. Constructivism directs its attention to how a person constructs knowledge from his experiences, mental structures, and beliefs used to interpret objects and events (Budiningsih, 2012:60).

In line with Trowbridge's opinion, Amien and Roestiyah said that inquiry is an extension of the discovery process used in a more mature way. In addition to the discovery process, inquiry contains higher-level mental processes, such as formulating problems, designing experiments, conducting experiments, collecting and analyzing data, drawing conclusions, fostering an objective attitude, honesty, curiosity, openness and so on. a. Main Characteristics of Inquiry Learning Strategy There are several things that are the main characteristics of the inquiry learning strategy according to Hamruni (2012:89). First, the inquiry strategy emphasizes maximum student activity to search and find. Second, all student activities carried out by students are directed to search and find their own answers to something that is questioned, so that it is expected to foster an attitude of self-confidence. Third, the purpose of using the inquiry learning strategy is to develop the ability to think systematically, logically, and critically, or develop intellectual abilities as part of the mental process. b.

Learning Steps Using Inquiry Strategy According to Sanjaya (2010:201-205) states that learning using inquiry learning strategy consists of several detailed steps presented in the following table: Table 1. Learning Steps Using Inquiry Learning Strategy Step Details of Learning Activities First Step Orientation 1. The teacher explains the topic, objectives, and expected learning outcomes. 2. The teacher conveys an overview of learning activities using inquiry learning strategy. 3. The teacher provides motivation/apperception, namely linking the material to be learned with examples in everyday life. Second step Formulating the problem 1. The problem should be formulated by the students themselves. Students will have high learning motivation when involved in formulating the problem to be studied.

Thus, teachers should not formulate learning problems themselves, teachers only provide topics to be studied, while how to formulate problems that are in accordance with the topics that have been determined should be left to students. 2. The problems studied are problems that contain puzzles that have definite answers. This means that teachers need to encourage students to be able to formulate problems that according to the teacher the answers actually already exist, students just need to find and get the answers for sure. The third step is to formulate hypotheses. The teacher asks various questions that encourage students to be able to formulate temporary answers or to formulate various estimates of possible answers to a problem being studied.

Fourth step Collecting data 1. The teacher asks questions that can encourage students to think about finding the information needed. 2. The teacher gives students the opportunity to have discussions and exchange opinions. Fifth step Testing the hypothesis The teacher gives students the opportunity to develop their rational thinking skills, namely proving the truth of the answers given not only based on arguments, but must be supported by data that is found and can be accounted for. Sixth step Formulating conclusions At the end of the learning, the teacher and students conclude the findings obtained based on the results of the hypothesis testing. c. Advantages and Disadvantages of the Inquiry Learning Model 1.

Advantages of Inquiry Learning Strategy According to Putra (2013: 104) some of the advantages of inquiry learning strategy in learning are as follows: a) Inquiry learning model increases students' intellectual potential. b) Students' dependence on extrinsic satisfaction shifts towards intrinsic satisfaction. c)

Students gain knowledge that is investigative in nature because they are directly involved in discovery. d) Inquiry learning can extend the memory process. Knowledge obtained from one's own thoughts is easier to remember e) Learning with inquiry, students can understand scientific concepts and ideas well. f) Teaching becomes student-centered. g) The inquiry learning process can shape and develop students' self-concept. h) Students have confidence or hope that they can complete their tasks independently based on their discovery experiences. i) Inquiry learning strategy can develop talents. j) Inquiry learning strategy can prevent students from learning by rote. k) Inquiry learning model provides students with the opportunity to digest and organize the information obtained.

Disadvantages of the Inquiry Learning Model In addition to having advantages, the inquiry learning model also has disadvantages, including the following (Putra, 2013): a) The inquiry learning model relies on a readiness to think, so that students who have slow thinking skills can be confused in thinking broadly. While students who have high thinking skills are able to monopolize the discovery learning model, causing frustration for other students. b) Inefficient especially for teaching large numbers of students, c) The expectations in this learning model can be disturbed by students and teachers who are accustomed to traditional teaching. d) It is difficult to apply this model because teachers and students are accustomed to lecture and answer methods. e) Learning using learning strategies emphasizes cognitive mastery and ignores aspects of skills, values and attitudes. f) The freedom given to students cannot always be utilized optimally and students often become confused. g) Requires facilities and infrastructure.

Learning Motivation Motivation is a change of energy within a person that is marked by the emergence of affective and reaction to achieve goals (Hamalik, 2009:173). Motivation dPAIndang as a mental drive that drives and directs human behavior, including learning behavior. There are three main components in motivation, namely (i) Needs, (ii) drives, (iii) goals (Dimyati and Mudjiono 2009:80). Likewise, according to Sadirman (2004:75) that learning motivation is the overall driving force within students that gives rise to learning activities, which guarantees the continuity of learning activities and which provides direction to learning activities, so that the goals desired by the learning subject can be achieved. According to Hamzah (2013:23) learning motivation indicators can be

classified as follows: 1. The desire and wish to succeed 2. The drive and need to learn 3. The hope and ideals for the future 4. The appreciation in learning 5. The existence of a conducive learning environment 6. The existence of interesting activities in learning Learning Outcomes According to Bloom in Agus Suprijono (2013) learning outcomes include cognitive, affective and psychomotor abilities.

The cognitive domain is knowledge, memory, comprehension, application, analysis, synthesis, valuing, organization, characterization. The psychomotor domain includes productive, technical, physical, social, managerial, and intellectual skills. According to Nawawi in Susanto (2013:5), learning outcomes can be interpreted as the level of student success in learning learning materials at school which is stated in the score obtained from the test results to recognize a number of specific subject materials.

**Factors Affecting Learning Outcomes**

Wasliman in Susanto (2013:12-13) argues that the learning outcomes achieved by students are the result of interactions between various influencing factors, both internal and external factors. In detail, the description of internal and external factors is as follows: 1. Internal factors; These internal factors include: intelligence, interest and attention, learning motivation, perseverance, attitude, learning habits, and physical and health conditions. 2. External factors; factors originating from outside students that influence learning outcomes, namely family, school and society. In line with Wasliman's opinion, Ruseffendi identified factors that influence learning outcomes into ten types, namely intelligence, child readiness, child talent, willingness to learn, child interest, material presentation model, teacher personality and attitude, and community conditions (Susanto 2013:15-18). b. Function of Learning Outcomes According to Hamalik (2000:42-43) the function of learning outcomes is: 1) Learning outcomes as an indicator of the quality of knowledge that has been mastered by students. 2) Learning outcomes as a symbol of satisfying curiosity. 3) Learning outcomes as computer and network materials in educational innovation.

## RESEARCH METHODS

Subject of the Study The educational institution used as the research location is SDN 047166 Sukadame. This school is located in Tingkir Tiga Panah District, Karo Regency. The time of this research was in the even semester of the 2013/2014 school year starting in January - April 2014. This research was conducted in class V with 20 students. Research Variables In this study there are two research variables, namely independent variables and dependent variables. Independent variables are variables that influence or cause changes or the emergence of dependent variables. The independent variable in this study is the inquiry learning model. While the dependent variable is a variable that is influenced or caused by the existence of independent variables (Sugiyono 2011: 4). The dependent variables in this study are Student Learning Motivation (Y1) and Student Learning Outcomes (Y2) Type of Research The research approach used in this study is called classroom action research. Classroom action research is an observation of activities that are deliberately raised and occur in a class. The expert who first created the action research model was Kurt Lewin, but the one that is widely known today is Kemmis and Mc Taggart (Arikunto 2010:130) Action Plan The action plan in this study will be implemented in 2 (two) cycles and is planned to be implemented with steps according to the model developed by Kurt Lewin in Arikunto (2010:131) based on the basic concept that action research consists of four main components that also show steps, namely: planning, action, observation, and reflection. The relationship between the four components shows a cycle or repetitive activity. "Cycle", this is actually one of the main characteristics of action research, namely that action research must be implemented in the form of a cycle, not just one intervention.

## RESULTS AND DISCUSSION

Implementation of Action 1. Initial Conditions Based on direct observation data, the author obtained data that the implementation of Islamic Religious Education learning still has problems. These problems are: (1) 65% of students get low scores. (2) The learning model used is lecturing so that learning tends to be monotonous and less meaningful; (3) Students do not make enough effort to find and solve the problems given; (4) Students pay less attention to the teacher's explanation and are just busy with themselves; (5) Inquiry learning strategies have not been used in Islamic Religious Education learning. At the end of the learning, the author distributed a questionnaire to determine the initial condition of student motivation in participating in Islamic Religious Education learning.

Based on the data on learning motivation before going through the inquiry learning strategy, an average of 37.4 was obtained and only 13 students received a score >30, while for classical completeness of 75%, this means that the increase in student learning motivation set at 80% has not been met.

**Cycle I**

In this stage, the teacher applies learning using inquiry learning strategies according to the learning plan that has been prepared in cycle 1. The learning in cycle I is carried out in 2 meetings. In cycle I, the material to be studied is the material on the attributes of Allah. This activity begins by conditioning students to be able to receive the lesson. The first step is for the teacher to explain the topic, objectives, and learning outcomes about the material on the attributes of Allah. Then the teacher delivers learning using inquiry learning strategies.

Continued by asking questions that encourage students to be able to formulate temporary answers or to formulate various estimates. Students are divided into groups with group members of 4 people. Students listen to the teacher's explanation about the task that will be given in groups to make an experiment to recognize the propagation of Allah and the experiment of Allah being able to penetrate transparent objects. Representatives from the group to present the results of the discussion in front of the class. Furthermore, the teacher and students conclude the results of each group's presentation as a reflection on the material on the attributes of Allah according to the results of the student's experiment. The teacher closes the learning with a greeting. As a final activity, students work on multiple choice questions given by the teacher according to the indicators in cycle I, the first meeting and the second meeting. The PAI cycle I score can be seen in the attachment. In learning, the teacher teaches using an inquiry learning strategy. Then at the end of the learning, the author distributes a questionnaire to determine students' motivation in participating in PAI learning.

**Cycle II**

In this stage, the teacher applies Islamic Religious Education learning using an inquiry learning strategy in accordance with the Learning Implementation Plan that has been prepared and in cycle II, 2 meetings are held. In cycle II, learning materials on the attributes of Allah and Asmaul Husana are presented. As an initial activity, the teacher checks student attendance. Furthermore, the teacher begins the learning by asking questions related to the material to be discussed. Furthermore, the teacher explains the topic, objectives, and learning outcomes of the attributes of Allah in everyday life. In the core activity, students formulate problems based on questions from the teacher regarding the topic of the attributes of Allah in everyday life.

The teacher asks questions that encourage students to be able to formulate temporary answers or to formulate various estimates. Furthermore, students are divided into groups with group members of 4 people. After conducting the experiment, each group makes a report from their discussion. Representatives from the group present the results of the discussion in front of the class. As a closing activity, the teacher and students conclude the results of each group's presentation, then distribute evaluation sheets to each student to be worked on independently and finally students collect the evaluation sheets that have been completed. Students and teachers provide reflections on the material on the attributes of Allah according to the results of the student's experiment which will be used as a summary of the material on the attributes of Allah related to Asmaul Husna. The teacher gives awards to the outstanding groups as a follow-up. As a closing activity, students work on the

evaluation sheets given by the teacher according to the indicators in cycle II meetings 1 and 2. Students collect the evaluation sheets that have been completed. Students and teachers provide reflections on the material regarding the use of the attributes of Allah in simple works. Students together with the teacher make a summary of the material regarding the use of the attributes of Allah in simple works

In this study, the increase in motivation and learning outcomes of Islamic Religious Education on the subject of Allah is indicated by an increase in the average value of each cycle which includes cognitive aspects, and an increase in student motivation. To determine the increase in learning outcomes, the assessment was carried out using written test scores, while to determine the increase in student learning motivation, a motivation questionnaire was used. From the assessment of the learning outcome test and the student learning motivation questionnaire on the subject of Allah, there is a significant difference between conventional learning usually carried out by teachers and learning using inquiry strategies. In conventional learning, students are passive, only listening to explanations from the teacher, teaching aids are limited to books and blackboards. While in learning using inquiry strategies, students are more active, the teacher is only a facilitator, real learning media and related to everyday life.

In this study there are many important lessons that can be used in further learning, these include: (1) teachers should expect students to be able to find their own answers to a problem they want to solve; (2) teachers should prepare learning materials that will be taught not in the form of facts or ready-made concepts, but a conclusion that needs proof; (3) teachers try to make the learning process start from students' curiosity about something; (4) the number of students who will learn is not too many so that it can be controlled by the teacher.

## CONCLUSION

Based on the results of classroom action research that has been carried out in two cycles on fifth grade students of SDN 047166 Sukadame, Tiga Panah District, Karo Regency, 2013/2014 academic year, the following conclusions can be analyzed: 1. Islamic Religious Education learning with the application of inquiry learning strategy in fifth grade students of SDN 047166 Sukadame, 2013/2014 academic year can be done by following the steps, namely (1) orientation, (2) formulating problems, (3) formulating hypotheses, (4) collecting data, (5) testing hypotheses through experiments, and (6) formulating conclusions. 2. Through inquiry learning strategy, it is proven to be able to increase the learning motivation of fifth grade students of SDN 047166 Sukadame, Tiga Panah District, Karo Regency, 2013/2014 academic year. This can be seen from the results of the student learning motivation questionnaire. Before the action, the average student motivation criteria were moderate (average value of 37.4), in cycle I the average student learning motivation criteria were still moderate (average value of 42.2), and in cycle II the average student learning motivation criteria were high (average value of 46.4). Students who were initially lazy and unenthusiastic in participating in learning activities became more motivated and focused in learning. 3. Increasing student learning motivation through inquiry learning strategies was also followed by increasing learning outcomes of fifth grade students of SDN 047166 Sukadame, Tiga

Panah District, Karo Regency in the 2013/2014 academic year. This can be seen from the increase in the average class value, namely before the action the average class value was 65.45; cycle I increased to 72.15; and in cycle II it increased to 81. For students who have completed learning with a minimum completion criteria (KKM) of 65, in the pre-cycle test 35%, in the cycle I test 75% and in the cycle II test 85% of students have achieved learning completion.

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