

## APPLICATION OF INQUIRY LEARNING METHOD IN PAI SUBJECT TO IMPROVE STUDENTS' LEARNING ACTIVITIES AT STATE ELEMENTARY SCHOOL 056635 PASIRAN AIR HITAM

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### ABSTRACT

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Learning is said to be good if a teacher succeeds in creating an active and creative teaching and learning process. In order to improve learning activities, an effective and efficient learning design is needed, one of which is using the inquiry learning method. The application of the inquiry learning method in the subject of Islamic Religious Education for fifth grade students of SDN 056635 Pasiran Air Hitam is in the high category, namely 60% (44 people). The student learning activity obtained a score of 4 or 80% as many as 35 people included in the high category. Meanwhile, the application of the inquiry learning method in the subject of Islamic Religious Education has an effect on the learning activities of fifth grade students of SDN 056635 Pasiran Air Hitam. This can be seen from the results of the hypothesis test obtained in the calculation (namely  $t_0 = 7.02$ ) is greater than  $t_t$  (both at the 5% significance level and at the 1% significance level)..

### INTRODUCTION

In the context of Islamic Religious Education, it is time for us to change the teaching paradigm that has been commonly used in the PAI teaching and learning process towards a learning paradigm. As a result, among students, PAI is often seen as a subject that is full of religious norms that do not provide enough space for students to be more critical and creative in the teaching and learning process. It is not surprising that students then become lazy and less enthusiastic about following the PAI subject. In this learning, students become more active. Teachers try to guide, train and accustom students to be skilled in thinking because they experience mental

involvement and physical skills such as being skilled in using tools, skilled in assembling experimental equipment and so on. Training and accustoming students to be skilled in thinking and physically skilled are absolute requirements for achieving larger learning goals, namely achieving scientific process skills, as well as the formation of scientific attitudes in addition to mastery of concepts, principles, laws and theories.

According to Winataputra (2010: 22), the inquiry learning method is an instructional technique where in the teaching and learning process students are expected to have a problem for learning, especially motivating students to investigate existing problems using scientific methods and skills in order to find explanations. The main purpose of this approach is to encourage students to develop scientific inquiry skills. In order to improve learning activities, an effective and efficient learning design is needed, one of which is using the inquiry learning method. According to Sanjaya, the inquiry learning method is seen as a series of learning activities that emphasize the process of thinking critically and analytically to find and find answers to existing problems. This study discusses the application of the inquiry learning method to Islamic religious education subjects in improving student learning activities at SD Negeri 056635 Pasiran Air Hitam, the aim is to determine the effectiveness of the application of the inquiry learning method to Islamic Religious Education subjects in improving student learning activities at SD Negeri 056635 Pasiran Air Hitam. This type of research is field research in the form of experiments with a quantitative approach. Sampling in this study uses the Cluster Sampling technique. The methods are observation, documentation, and testing, while the data analysis technique is analyzed using the t-statistic (t-test) IndependentSample T Test.

## **RESEARCH METHODS**

This study uses descriptive data, namely by using a qualitative approach. The type of research uses a case study where the. The case study is comprehensive. The data sources used in this study are primary and secondary data sources with data collection techniques, namely 1) Observation, according to Emzir in his book.

Observation can be defined as focused attention to symptoms, events, interpreting, and revealing the causal factors and finding the rules that govern them (Emzir,

2011:37-40). 2) Interviews, (Suharsaputra, 2013:213) explains that in qualitative research it is necessary to conduct more in-depth interviews on an activity of the research subject or an event. 3) Documentation, in qualitative research is generally obtained from sources through observation and interviews.

In addition, there are also other sources including documents and photos of learning activities. Documents consist of personal writings such as letters, diaries, and official documents such as magazines, statements and news broadcast to the mass media.

## RESULTS AND DISCUSSION

### Implementation of Inquiry Learning Method in Islamic Religious Education Subject

In the control class, the implementation of learning is carried out using the lecture method. In the initial stage by conditioning the class and giving post-test questions to students as many as 20 questions. In the core activity, explaining the material about the attitude of loving the Prophet as faith in the Prophet, then the researcher invites students to ask if there is an explanation that is not clear and understood, after that giving practice questions to students and asking students to work on them. While in the experimental class, the implementation of learning is carried out using the inquiry learning method for the material of faith in the Prophet by giving post-test questions in the experimental class as many as 20 multiple-choice questions.

To find out how the application of the inquiry learning method in the subject of Islamic Religious Education for fifth grade students of SD Negeri 056635 Pasiran Air Hitam, by giving test questions to 73 respondents consisting of 20 statement items. After the test questions were distributed and answered by the respondents and collected back, then give a score to the answers given. After the scoring process was carried out, the details of the raw data of the test scores for the application of the inquiry learning method in the subject of Islamic Religious Education for fifth grade students of SD Negeri 056635 Pasiran Air Hitam were obtained. Next is to find the percentage of the score group of the application of the inquiry learning method and enter it into the relative frequency distribution table as follows: Table 1. Relative Frequency Distribution of Inquiry Learning Method Application Test Scores Inquiry Learning Method Application Test Score Results Frequency ( f ) Percentage ( P )

Category Score High 76 - 95 44 60% Medium 58 - 75 24 33% Low 57 - 40 5 7 % Total 73 = N 100 % = P, it can be seen that the application of the inquiry learning method in the subject of Islamic Religious Education for fifth grade students of SD Negeri 056635 Pasiran Air Hitam is in the high category, which is 60% (44 people).

While the remaining 33% (24 people) are in the medium category and 7% (5 people) are in the low category. This shows that the application of the inquiry learning method in the subject of Islamic Religious Education for fifth grade students of SDN 056635 Pasiran Air Hitam is included in the high category. The steps of the inquiry learning method are: 1) Orientation Phase, the implementation of which includes: a) Delivering teaching materials; b) Explaining the implementation of learning activities; c) Explaining the benefits and importance of learning materials in learning activities. with the aim of creating student learning enthusiasm. 2) The phase of formulating problems; 3) The phase of observing or conducting observations; 4) The phase of analyzing and presenting results in writing, pictures, reports and 5) The phase of communicating or presenting results and drawing conclusions.

The process of implementing learning through the inquiry method in this study, shows that students learn actively and have a good impact on the success of teacher teaching and improving student learning outcomes, especially on the material of faith in the prophet. The form of design used refers to the principles in the applicable curriculum. The form of design and steps for implementing learning that are designed are based on the form of steps for implementing learning through the inquiry method, which include: Initial activities Core activities, Final activities, and ending with students working on evaluation questions and concluding all learning activities that have been carried out.

Student Learning Activities in Islamic Religious Education Subjects The results of the analysis of student learning activities in class V of SD Negeri 056635 Pasiran Air Hitam as seen from the results of observations of student learning activities in class in the Islamic Religious Education learning process using the inquiry learning method of class V students of SD Negeri 056635 Pasiran Air Hitam. The aspects observed towards student activities are as follows: Table 2. Observation of Student Learning Activities in Islamic Religious Education Subjects No. Aspects assessed 1 Orientation

or Student readiness to receive lesson materials Students are ready to carry out the learning process Entering class on time Preparing learning equipment Not doing other activities besides studying 2 Formulating problems in participating in learning activities Listening to all the information presented Students can formulate their own problems Providing responses to what the teacher asks 3 Student activities in learning Observing what the teacher says Raising hands to ask questions Doing practice questions 4 Student activities in gathering information Asking questions that can encourage students to think about finding the information needed Students practicing 5 Student participation in closing the learning The highest scores for each observation item on student learning activities are Score 1 is given a score of 20%, Score 2 is given a score of 40%, Score 3 is given a score of 60%, Score 4 is given a score of 80%, and Score 5 is given a score of 100%. Determining the value for each criterion uses the formula for average score, highest score, lowest score, score difference, and value range for each criterion.

The results of the analysis of the learning activities of fifth grade students of SD Negeri 056635 Pasiran Air Hitam: The implementation of learning using the inquiry method makes students more enthusiastic in receiving lessons, this happens because students learn from direct experience so that what they get during learning they understand better. The activities and learning outcomes of students during the implementation of learning gradually experienced quite significant changes, students became more active in participating in learning activities, actively asking and answering (critical of something they had just found) and more skilled in communicating. The steps in inquiry learning that were successfully achieved were formulating problems, formulating hypotheses, collecting and analyzing data and concluding. In the learning activities of students and teachers in guiding, directing, motivating and facilitating, they increased compared to the implementation of learning in general using the lecture method.

Implementation of Inquiry Learning Method in Islamic Religious Education Subject on Learning Activities To test the hypothesis in this study, the first step taken is to create an Alternative Hypothesis ( $H_a$ ) and Null Hypothesis ( $H_o$ ), the Hypotheses include:  $H_a$ : There is an effect of the application of inquiry learning method in Islamic

Religious Education subject on the learning activities of fifth grade students of SD Negeri 056635 Pasiran Air Hitam. H0: There is no effect of the application of inquiry learning method in Islamic Religious Education subject on the learning activities of fifth grade students of SD Negeri 056635 Pasiran Air Hitam. To test the truth or falsity of the existing hypothesis, the following steps are taken: (1) Finding the Standard Error of Variable I and Variable II; (2) Determining the Standard Error of the difference between Mean Variable I and Mean Variable II; (3) Finding "t" or  $t_0$ ; (5) Providing Interpretation. Because the " $t_0$ " obtained in the calculation (i.e.  $t_0 = 7.02$ ) is greater than  $t_t$  (both at the 5% significance level and at the 1% significance level, it means that the conclusion that we can draw is that there is a significant influence of the application of the inquiry learning method in the subject of Islamic Religious Education on the learning activities of class V students of SD Negeri 056635 Pasiran Air Hitam.

It can be concluded that teaching using the inquiry learning method in the subject of Islamic Religious Education has a significant influence on the learning activities of fifth grade students of SD Negeri 056635 Pasiran Air Hitam. So it can be concluded that the influence of the application of the inquiry learning method in the subject of Islamic Religious Education on the learning activities of fifth grade students of SD Negeri 056635 Pasiran Air Hitam is very influential for the development of student learning activities, and encourages students to play an active role in discovering knowledge themselves. The learning process is experienced throughout a human life and can apply anywhere and anytime. Learning has a similar meaning to teaching, although it has a different connotation.

In the context of education, teachers teach so that students as learners can learn and master the contents of the lesson to achieve a specified objective (cognitive aspect), can also influence changes in attitude (affective aspect), and skills (psychomotor aspect) of a learner. With the inquiry learning method, it provides opportunities for students to have real and active learning experiences, students are trained how to solve problems and make decisions.

With the inquiry learning method, students are allowed to learn the system because here it allows integration of various disciplines. When students explore, questions will arise involving language, social, mathematics, art and even

engineering. In the process of the inquiry learning method, students are also required to be fully responsible for their learning process so that teachers must adjust to the activities carried out by students so as not to interfere with the learning process.

## CONCLUSION

Based on the results of data analysis and discussion, several conclusions can be drawn that the application of the inquiry learning method in the subject of Islamic Religious Education for fifth grade students of SD Negeri 056635 Pasiran Air Hitam is in the high category, amounting to 60% (44 people). While the student learning activity obtained a score of 4 or 80% as many as 35 people included in the high category and the application of the inquiry learning method in the subject of Islamic Religious Education has an effect on the learning activities of fifth grade students at SD Air Hitam. This can be seen from the results of the hypothesis test obtained in the calculation (i.e.  $t_0 = 7.02$ ) is greater than  $t_t$  (both at the 5% significance level and at the 1% significance level).

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