

Inquiry Learning: Strategy to Improve Economic Learning Outcomes and Student Activities

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Abstract

The goal of this study is to determine the increase in economic learning outcomes and activities in class XI of social science Senior High School 2 Banjar by applying research learning strategies of the fourth core competencies with the price, inflation, demand and money supply material index. Class Action Research is the type of the research and data obtained through the process of observation and testing. The data type is quantitative data. Study findings show that after applying inquiry learning strategies in class XI of social science Senior High School 2 Banjar economic learning outcomes and activity should increase.

Keywords: *inquiry learning strategies, learning activity, learning outcomes*

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I. Introduction

Education is a meaningful condition to educate and achieve the standard of ability of one's personality (Chandrayani, 2016). In education has very important characteristics to describe mental changes and personal attitudes of students (Thohir, 2015). According to Qomariah, (2016) education is a characteristic that must be mastered in order to produce quality human resources (HR).

Quality human resources are able to determine goals in learning (Melinda, 2017). The success of the education process is inseparable from the learning process because the learning process can directly determine the learning outcomes received. The education system as a social intermediary that is able to make society able to take on the challenges that appear and be able to overcome the generation that can reach a critical mindset of social problems and be able to provide a response to the social problems that have been encountered.

Students are able to elaborate abilities by playing an active role in implementing the learning process (Chandrayani, 2016). According to Wahyuni&Baroroh (2015) the learning process can be achieved if all aspects of learning are able to help to create a conducive situation. Learning is a business technique implemented by students to achieve better behavior by being actively involved in the learning process (Slameto, 2010). According to Arsyad (2019) by being actively involved, students can successfully get answers to problems faced with their own skills, so that a student can remember skills in daily activities. In the implementation of learning in addition to an important role the teacher also determines the success of the learning system because the teacher as a learning facilitator (Sinaga, Basir&Rusmin, 2014)

In schools, it is very much needed various learning strategies that are able to increase learning activeness and learning outcomes (Sumarno, 2013). Expected learning strategies in accordance with student characteristics namely inquiry learning strategies (Surya, 2017).

Inquiry learning strategy is a collection of study actions that focus on the process of thinking in a responsive and systematic way in completing and creating responses independently of a question being studied (Sanjaya, 2006). The learning strategy can be used in every subject (Melinda, 2017).

the inquiry learning strategy consists of six steps viz. First, the teacher's orientation will refute and encourage students to overcome the problem. Second, formulating the problem is a step to raise students to a question that listed the problem. Third, proposing a hypothesis is a temporary response to the question being examined. Fourth, collecting data that is the activity of getting the input needed. Fifth, testing the hypothesis is a technique to find responses that are considered to be comparable with the information and instructions obtained according to data collection. And sixth, formulating conclusions is outlining the findings obtained based on the results of hypothesis testing (Sanjaya, 2006).

The main characteristics of the inquiry learning strategy according to Sanjaya (2006) include the maximum focus on student activity in solving problems. In addition, all activities carried out by students are shown to solve and find individual responses that are being asked by teachers, this will create students more confident in expressing opinions. And finally, it is intended to elaborate the students' perceptive absorption into an intellectual process.

This model serves to increase student learning activities to the maximum in order to obtain a questionable problem (Sapitri, 2018). According to Sumarno (2013) learning activities have the meaning of creating and making students active learning rather than passive in accepting learning so that it results in learning outcomes to be achieved.

Learning activities are students participating directly psychologically and emotionally, so students really play a role and work together actively in the actions made when the teaching and learning process takes place (Sudjana, 2006). According to Sardiman (2011) learning activities are divided into eight groups including them. Visual activities, is interpreting, looking at paintings, probing, one's career. Oral activities are actions, summarizing, debating, adding input, complaining about provisions, doing insights, exchanging ideas, interrupting. Listening activities are examples of scrutiny, description, conversation, conversation, rhythm, lecture. Writing activities are composing stories, works, descriptions, questionnaires, repeating. Drawing activities are perpetuating, forming graphs, atlases, diagrams. Motor activities are conducting experiments, printing construction, repairing models, acting, farming, raising animals. Mental activities are commenting on, understanding, solving problems, servicing, describing, calculating relationships, making decisions. Emotional activities are putting desires, feeling saturated, cheerful, uplifting, confident and stuttering.

Learning outcomes are things that students are able to do and master as learning outcomes (Burhanuddin, 2017). Students' intelligence in completing a level of achievement of learning skills in basic competencies (Kunandar, 2007). Learning outcomes can be divided by two factors: internal factors are physiological and psychological factors, and external factors are family environment, school environment and community environment (Prihatiningtyas, 2017).

Based on the results of observations and documentation on the economic learning system in class XI of social science Senior High School 2 Banjar Banjar that the activities and results of economic learning are still in the low category. It is suspected that the cause of interest in learning economics tends to decrease, resulting in low learning values. Some students have not tried to fulfill the Minimum Completeness Criteria (KKM), KKM has been applied at school is 65, from the data of economic learning outcomes in class XI IPS2 of 29 students, a total of 8 (eight) people (27.59%) are complete and the remaining 21 (twenty one) people (72.41%) have not yet finished.

The results of coordination with economic subjects are known to the researchers' first observations, showing that the causes of low student learning activities are caused by students often not listening to what is explained by the teacher, the lack of student activity when asking questions and expressing opinions, so the learning cycle does not go well, lack of student participation so that the decline in the quality of students in understanding learning, it has an impact on the decline in student learning outcomes obtained. Meanwhile, according to students of class XI IPS-2 the low learning activities allegedly the instructor style provides less diverse material and leads to only use one model and is less enjoyable, then the teaching and learning process of students becomes quickly saturated, when expressing learning material the lack of teacher attention to students who haven't memorized the lesson. So that in the learning process takes place the most dominant role of teachers as a result students become bored and decreased student interest in learning results in decreased student learning value, then the goal of economic learning has not been reached optimally.

Based on the description above, the writer can study to find out whether the application of Inquiry Learning Strategy can improve student learning activities in Economics subjects in the fourth KD with Price Index, Inflation, Demand and Money Supply in class XI of social science Senior High School 2 Banjar and whether the application of Inquiry learning strategi can improve student learning outcomes in Economics in the fourth KD with the material Price Index, Inflation, Demand and Supply of in class XI of social science Senior High School 2 Banjar.

II. Method

The study design used Classroom Action Research (CAR). With the aim of increasing economic learning activities and results through the application of Inquiry learning strategies. In this study, using approximately two cycles, namely in a cycle divided into four parts, is the action planning stage, the implementation phase of the action, the observation or evaluation stage of the action, and the reflection phase of the action (Arikunto, dkk., 2012).

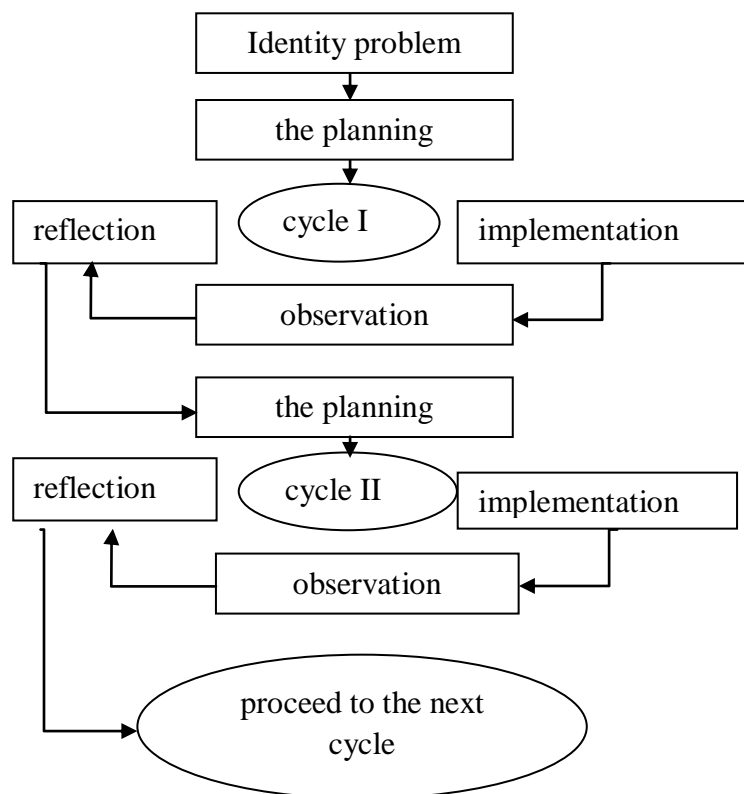


Figure 1. Classroom Action Research Pathway

The location of this research is in class XI of social science Senior High School 2 Banjar. The subjects of this study were students of class XI IPS-2. The object of research is the Implementation of Inquiry Learning Strategies, learning activities and learning outcomes. Then this research uses quantitative data types. Quantitative data can produce activity data and learning outcomes after an inquiry learning strategy is applied. The data source used is primary data. Primary data obtained activity data and learning outcomes in the application of inquiry learning strategies.

The method of collecting learning activity data uses the observation method with an observation sheet instrument. Then the learning outcome data uses the test method with test instruments in the form of objective questions. After the data is collected it will be analyzed using quantitative descriptive data analysis. Student learning activity data can be obtained with the following formula. Formula for calculating individual learning activities.

$$\times = \frac{I}{S} \times 100\% \quad (1)(\text{Sudjana, 2006})$$

The formula for calculating an average of classic student learning activities.

$$\bar{X} = \frac{\sum X}{N} \quad (2) (\text{Sudjana, 2006})$$

Learning Outcomes can be calculated using the formula in between.

The formula for calculating the class average score (X).

$$X = \frac{\sum X}{N} \quad (3)(\text{Sudjana, 2006})$$

Table 1. Guidelines for Converting Student Learning Outcomes Scores

No	Score	Category
1	89 – 100	Very good
2	77 – 88	Well
3	65 – 76	Enough
4	0 < 65	Less

(Source: Guidelines for Assessment of Banjar 2 Public High School)

III. Research Results And Discussion

Student Learning Activity Data Cycle I

This study was conducted to determine increased activity and learning outcomes after inquiry learning strategies were applied. Based on the results of the first cycle of data analysis, which was held in two meetings

on the material of the first meeting was "understanding and characteristics of price indexes, types of index numbers, methods of calculating price index numbers" and at the second meeting with material understanding of inflation, types type, and calculate inflation. Then the learning activity data can be seen in table 2 as follows.

Table 2. Student Learning Activity Data in Cycle I Meeting I and Meeting II.

No	Learning activity	Category	Number of Students (Individuals)			
			Meeting I	Average Percentage	Meeting II	Average Percentage
1	85 - 100	S A	0	0,00%	1	3,85%
2	76 - 84	A	0	0,00%	5	19,23%
3	70 - 75	C A	11	37,94%	19	73,07%
4	51 - 69	K A	18	62,06%	1	3,85%
5	0 - 50	S K A	0	0,00%	0	0,00%
Amount			29 Students		26 Students	

Based on the results of data analysis in the first meeting and second meeting in cycle I. It is known that in the meeting I and II meeting has increased. This change refers to an increase in learning activities at the second meeting with changes in category categories that increase from the first meeting. Increased student learning activities in the second meeting because students are able to cooperate actively in the learning system in the classroom, students are able to actively ask questions that are less understood and some students are able to overcome the problems that are formulated.

Student learning activities in the first cycle reached an average score of 64.31 or included in the category of less active so that the percentage achieved in the first cycle has not been declared optimal, then must be followed up to the next cycle with the aim of the next cycle to increase learning activities.

Student Learning Activity Data in Cycle II

Student learning activity data at the first meeting and the second meeting with the first meeting material that is "understanding of the demand and supply of money" and at the second meeting with the discussion of the material is to explain monetary policy, objectives and monetary policy instruments. With this material it is hoped that later it can get the expected results.

Table 3. Data on Student Learning Activities in Cycle II Meeting I and Meeting II

No	Learning activity	Category	Number of Students (Individuals)			
			Meeting I	Average Percentage	Meeting II	Average Percentage
1	85 - 100	S A	7	24,13%	9	31,03%
2	76 - 84	A	12	41,38%	19	65,52%
3	70 - 75	C A	10	34,49%	1	3,45%
4	51 - 69	K A	0	0,00%	0	0,00%
5	0 - 50	S K A	0	0,00%	0	0,00%
Amount			29 Students		29 Students	

At the first meeting and the second meeting it was found that there was an increase in learning activities. This refers to the improvement of the category at the second meeting with a change in the category which is greatly improved compared to the first meeting. The increase in learning activities at the second meeting because it seems students are good at tackling the problems that have been studied, students are able to interact productively between teachers and students, students are active when asked questions by the teacher, and students are optimistic, calm and brave in solving problems with their groups.

So in the second cycle obtained an average score of learning activities of 82.58 or classified as active categories, the second cycle increased compared to the first cycle. Therefore, the second cycle was declared optimal with the appropriate objectives, so as to obtain satisfactory results.

Student Cycle I Learning Outcomes Data

Cycle I data obtained by student learning outcomes by providing tests conducted at the end of the cycle. Obtained the results of the first cycle test with the largest value of 90 and the smallest value of 50. Then can get an average in the first cycle is 76.03% or included in the category of sufficient value. The Minimum Mastery Criteria (KKM) applied in schools in Economic subjects is 65. To find out the frequency of mastery learning in learning in the fourth KD economic subjects Cycle I can be observed in the following table 4.

Table 4. The Frequency of Completeness of Student Learning Outcomes Cycle I

Information	Total students	Percentage
Complete	21 student	72,41 %
Not completed	8 student	27,59 %
Amount	29 student	100,00 %

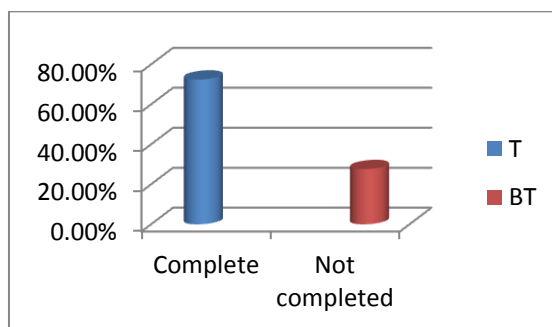


Figure 2. Percentage Diagram Completion of Student Learning Outcomes Cycle I

Based on the picture, it can be stated that students who completed 21 (twenty one) people or 72.41% and students who did not complete as many as 8 (eight) people or 27.59%. The results of the study confirm that student learning outcomes are still unsatisfactory or have not achieved the expected goals, so it is necessary to take the next cycle of action. In the first cycle there are still many obstacles that are obtained when the learning process goes on like. Students have not absolutely tried to adhere to the teaching and learning approach, in the learning process of students there seems to be confusion in linking learning material with the environment, group discussion activities have not been maximized, when in groups one person is seen working on the worksheet and the rest does not help. Seeing these constraints, further action must be taken. This is done with the hope that subsequent research can improve student learning outcomes by improving learning techniques that have been implemented in cycle I.

Student Learning Outcomes in Cycle II

Data on student learning outcomes in the second cycle carried out repairing difficulties in learning techniques and providing tests held at the end of the cycle. By using the material at the first meeting is the demand and supply of money, then at the second meeting using material monetary policy. Obtained the test results that have been distributed in the second cycle with the largest value is 100 and the smallest value is 60. Then able to get an average in the second cycle of 89.13% or included in the category of very good value. To get the result of the frequency of students' mastery learning in Cycle II Economic Subjects, it can be seen in the following table 5.

Table 5. The Frequency of Students' Mastery Learning Cycle II

Information	Total students	Percentage
Complete	27 student people	93,11%
Not completed	2 student people	6,89%
Amount	29 student people	100,00%

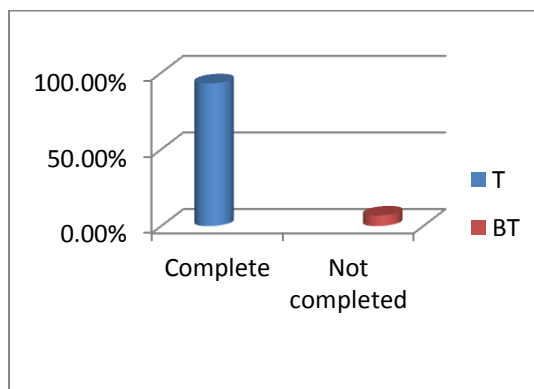


Figure 3. Percentage Diagram Completion of Cycle II Student Learning Outcomes.

Based on the picture, it can be determined that the complete students are 27 (twenty seven) people or 93.11% and the students who are incomplete are 2 (two) people or 6.89%. The results of the study convinced that there was an increase in mastery learning in cycle II than in the previous cycle. Then it can be shown that this study raises the learning outcomes that have been carried out in cycle II, thus the cycle can be declared optimal because the results obtained are very satisfying.

Based on the results of research that has been held in two cycles through the application of inquiry learning strategies have been able to improve student learning activities and outcomes in class XI of social science Senior High School 2 Banjar. In the first cycle, the learning activities of students were found to be unsatisfactory because in the first meeting the category of students was classified as low, this was due to the participants seem indecisive and seemed to not understand the learning model that involved students fully, at the second meeting the learning activities were considered to be higher compared to the first meeting. because students are able to confidently ask learning is not understood, able to participate actively in the teaching and learning process even though not all students are able to be active in learning but some students are seen to be actively involved. Achieved an average score in the first cycle of 64.31% or included in the less active category. Then it is stated that student activities are still not said to be satisfactory, so improvements must still be made to the next cycle.

Student learning activities In cycle II have been stated to be optimal or satisfactory because at the first meeting it was suspected that students seemed able to play an active role in learning techniques, students had solved the problems that had been given to their respective groups, at the second meeting learning activities increased from those at the first meeting it was shown that students are seriously following the ongoing learning process, students are able to provide satisfying answers from problem solving, student interactions with the teacher are very very active, and learning becomes fun because all students are actively involved during learning. Student learning activities obtain an average score in the second cycle of 82.58% or included in the active category. This proves that in cycle II it has been said to be optimal with an increase from cycle I but to cycle I, so the results obtained are very satisfying.

The application of inquiry learning strategies can also be achieved by increasing student learning outcomes. The percentage of student learning outcomes obtained an average value score in the first cycle is 76.03% or classified in the sufficient category, then the learning objectives are still not satisfactory, so the next cycle continues so that learning outcomes can meet the expected goals. The percentage obtained an average value in the second cycle of 89.13% or classified in the category of very good value. The second cycle data got a very large increase compared to the first cycle, besides getting a very high increase also in students' learning completeness from the initial observation of learning completeness by 27.58% to 21 people (72.42%) from the first cycle, and the cycle II became 21 people (93.17%).

Upon the achievement of activities and learning outcomes after outlined above, of course economic learning by discussing the fourth BC with the material price index, inflation, demand and money supply rises from the previous cycle. Although in the first cycle it has been said to increase but the results obtained are not satisfactory because there are many obstacles that are found in the learning process. Obstacles that are obtained can be corrected to the next cycle by solving the problems encountered in the previous cycle in the second cycle.

Cycle II activities and learning outcomes have reached an increase from the previous cycle it is known that students are very actively participating in the learning system, the results obtained are very optimum compared to the previous cycle. So that this inquiry learning strategy can improve economic learning activities and outcomes. Learning uses the application of inquiry learning strategies in essence not only directing students to interpret and study the material. But it is also necessary to expand mastery of the material through critical thinking techniques, accustom to assuming, the intellectual system will expose students to assume and use all the expertise to solve and create individual responses to the given problem.

This research agrees with the opinion of Sanjaya (2006) "Inquiry learning strategy is a collection of learning actions that focus on critical and systematic thinking techniques in completing and creating responses independently of a question being studied. In this case this strategy is very effectively used to encourage students to develop critical thinking skills and build their own knowledge regarding the material being studied. In line with previous research (1) Watiah (2017) this study shows that the results of the study indicate an increase in activity, cooperation and student learning outcomes in economic learning in each cycle after applying the guided inquiry approach. Furthermore, the research agrees with research conducted by (2) Vanbela (2016) which states that there is an increase in learning activities and outcomes through inquiry learning with social science learning.

This research is able to respond to the problems that the research has formulated can be declared successful because the standards of achievement that are applied are able to be met as expected. So the application of inquiry learning strategies can increase the activity and learning outcomes in class XI of social science Senior High School 2 Banjar

IV. Conclusion

The results of this study can be concluded that the application of inquiry learning strategy is able to achieve an increase in student learning activities by looking at the first cycle to get an average of 64.31% in the less active category. So the first cycle has not yet obtained optimal results, then it must be continued to the next cycle with the aim of the next cycle being able to increase learning activities in the direction of the expectations applied. In cycle II, it was found that the average was 80.17% included in the active category. This is evident from the increase in the average has been able to increase learning activities in the second cycle. The application of inquiry learning strategies can also improve student learning outcomes by obtaining an average of 76.03% in the category of sufficient grades with a mastery of learning by 21 people (72.41%) and students who have not completed a total of 8 people (27.59%). So in the first cycle student learning outcomes are not satisfactory. Obtained an average in the second cycle of 89.13% with the category of very good grades and completeness of learning as many as 27 students (93.17%) and students who have not completed a number of 2 students (6.89%). Thus the implementation of the strategies used in this study can increase learning activities and economic learning outcomes with increasing changes in each cycle.

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