

Influence of Guided Inquiry Learning Model and Entry Behavior to the Students Competency in Class X Senior High School (SMA) Laboratory of UNP

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ABSTRACT

There are still many problems that arise in the learning process, starting from the lack of teacher attention to the entry behavior of students and the lack of selection of the learning model applied by the teacher, so that it tends to be monotonous. Based on these problems, it is necessary to have an effort to improve the quality of biology learning. One effort that can be done by the teacher to help students to be more active and understand the concept of the lesson is to use the guided inquiry learning model. The purpose of this study was to determine the effect of guided inquiry learning model and entry behavior on the learning competencies of students in class XI MIA SMA Laboratory UNP. This research uses a Factorial Design, with the Normality, and Homogeneity test, and then Hypothesis test using the Two-Way ANOVAs test and Man Whitney U test. It can conclude that the teacher need to apply the Guided Inquiry learning models to approve student competency in Class X SMA Laboratory of UNP and describe it entry behavior.

Keywords: *Entry Behavior, Guided Inquiry, Learning Competence*

1. INTRODUCTION

Education is important for human life. The most important activity in education at school is learning activities. According to Lufri, learning is a learning thing, which means it refers to all efforts to make a person learn, how to produce a learning event in a person [1]. According to Mulyasa, the 2013 curriculum emphasizes the character education of students in the form of knowledge, attitudes and skills as a manifestation of students' understanding of the concepts learned contextually[2]. At the level of secondary school education, biology is one of the subjects of science that provides a variety of learning experiences to understand the concepts and processes of science.

Biology is a science that has contributed to improving the quality of education, so that it can support the development of modern technology and advance the power of human thought. Biological material deals with nature broadly and systematically, so biology is not only the mastery of a collection of knowledge in the form of facts, concepts or principles, but also is a process of safeguarding and discovering scientific methods [3]

Given the important role of biology in improving the quality of education, the biology learning process should be interesting, fun and student centered. Biology learning requires students to be able to master the competencies

that have been set, mastery of competencies by students is inseparable from the teacher's role as a guide and facilitator in learning activities. In an effort to improve the quality of education, teacher quality is one component that has a very important role [4]. One effort to improve the quality of education in schools is to improve the learning process. Various new concepts and insights about learning in schools have emerged and developed along with the rapid development of science and technology. Teachers as educators who occupy strategic positions in the development of human resources, are required to keep abreast of developments in new concepts in the world of education[5]

The process of learning biology in Class X MIA SMA UNP Development emphasizes more on the cognitive aspects of students, while the affective and psychomotor aspects are not given much attention. The weak competency of student learning is not only due to the low desire of students to study biological concepts through the process of thinking, it is also influenced by the teacher's lack of attention to students' initial abilities. If the initial ability of students is low, it will affect the process of forming a new understanding of the student.

Phenomenon in the field so far shows that in the learning process there are still many problems that arise, ranging from the lack of teacher attention to the students' initial

abilities and the inaccurate selection of learning models applied by the teacher during the learning process so that they tend to be monotonous. The teacher still uses the usual scientific learning model, namely the delivery of material, questions and answers and then ends with the provision of exercises and presentations.

From the results of observations in class, in the process of learning biology in Class X MIA SMA Padang State University development in the 2019 school year there are some disadvantages including: 1) low student participation in learning activities; 2) the dominance of certain students in the learning process; 3) students are less interested in the way the teacher presents the material (the methods presented are less varied).

Based on these problems, it is necessary to have an effort to improve the quality of biology learning. One effort that can be done by the teacher to help students to be more active and understand the concept of the lesson is to use the guided *inquiry* learning model. This learning model can overcome one of the student problems that has been explained above, namely the problem of low student participation in learning activities and lack of student interest by the way the teacher submits the material.

This learning model and initial ability are two things that are very important to be considered by the teacher before starting the learning process. The learning model is a whole series of presentation of teaching material that covers all aspects before, being and after learning is done by the teacher, and it is also expected that the teacher can choose the learning model in accordance with the material to be taught. Meanwhile, according to Astuti, the initial ability is the result of learning obtained before getting a higher ability [6].

Based on these problems, researchers are interested in conducting a study entitled "The Effect of Guided Inquiry Learning Model and Students' Early Ability on Student

4. CONCLUSION

The teacher need to apply the Guided Inquiry learning models to approve student competency in Class X SMA Laboratory of UNP and describe it entry behavior

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2. METHODS

This research is an experimental research.

a. Analysis of problems and needs

This phase is the stage of gathering information about problems in the learning process and the need to make new innovations in the selection of learning models according to the material being taught. This data collection is obtained from student learning outcomes obtained directly from teachers in the field of biology studies at school. The results of the analysis of problems and needs can be used to see the effect of guided inquiry learning models and initial abilities on learning outcomes of students in the learning process at school.

3. RESULT AND DISCUSS

Based on data obtained from the teacher, showing student learning outcomes obtained by students is low on the material classification of living things. Learners consists of two classes with the number of students for class 25 X Mia 1 and 25 for class X Mia 2. Retrieved average learning outcomes of students in the class X Mia 1 is 58, while the average results of learners class X Mia 2 is 63. Then, from the results of observations conducted by researchers, teachers are still using model saintifik usual, regardless of the material being taught is in conformity with the model lesson. Then there are still many teachers who do not pay attention to the initial abilities possessed by students.

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