

Inquiry and Discussion Methods:

Interest in Students Learning

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Abstract—The purpose of this study was to analyze the effect of inquiry learning methods and discussion methods on the social studies learning interest of Al-Azhar Assyarif Beji Junior High School in Pasuruan Regency. This research uses an explanatory type approach (explanatory research). The population of this research is the SMP Al-Azhar Assyarif Beji students in Pasuruan Regency by using saturated sample techniques, as many as 87 students. Data collection techniques using a questionnaire that had previously been tested for validity and reliability of 30 students of Al-Azhar Assyarif Beji Junior High School in Pasuruan Regency. While the data analysis technique uses multiple linear regression assisted by the SPSS computer program. Based on the results of research conducted by the author, it can be concluded that there is a significant influence between the inquiry learning method and the discussion method on the learning interest of Social Sciences (IPS) subjects. The suggestion given by the writer is that IPS subject teachers should use inquiry learning methods in every social study learning supported by the use of discussion methods as a medium to strengthen and perfect the findings obtained from inquiry activities, where such learning activities can stimulate and increase the interest in students learning.

Keywords—*inquiry methods, discussion methods, interest*

I. INTRODUCTION

Education is a dynamic force in the life of each individual, which affects his physical development, mental power (reason, taste, and will), social, and morality [1]. Improving the quality of education in schools can be pursued in various ways, including increasing the initial provisions of new students, increasing teacher competence [2], improving curriculum content, improving the quality of learning and improving student learning outcomes, providing adequate teaching materials and providing learning facilities [3] and to improve the quality of education, a teacher not only has a high level of education but is required to create creative and innovative learning [2].

One of the learning methods that promote active students is the inquiry learning method [4]. The inquiry learning method is a learning method in which students formulate problems, design experiments, collect and analyze data to make their own

decisions [5]. The inquiry learning method must meet four criteria, namely clarity, appropriateness, accuracy and complexity. Students are placed as learning subjects. The role of the teacher in learning with the inquiry learning method is as a guide and facilitator [4,5]. The teacher's job is to choose a problem that needs to be presented to the class to solve. However, it is also possible that the problem to be solved is chosen by the student. The next teacher's task is to provide learning resources for students in order to solve problems.

Through the inquiry method learning students are oriented towards guidance and guidance from the teacher so that students can understand the concepts of the lesson, students get the necessary instructions, it can be in the form of questions that are guiding, so that students are not easily confused and will not fail because the teacher is involved full then gradually reduced guidance so that students can work independently in solving problems [6,7].

Based on the research results, it is known that the students' interest in learning in the guided inquiry class has a very high category [8-10]. The difference in learning interest between students in the experimental class and the control class is because, in the control class all learning activities still tend to be teacher-centered [8] This can be seen from the activities of students which are dominated by taking notes, answering questions given by the teacher, and listening to explanations from the teacher. The explanation of the material is delivered by lecturing, so that the interaction between teachers and students, as well as students and students, becomes less [8]. In the application of the Guided Inquiry method, students become more motivated when they learn to find something by themselves, compared to listening to what the teacher says [11].

In addition, an alternative learning method that needs to be developed in the social studies learning process is the discussion method [12]. With the discussion method, it is expected that in the learning process there will be no one-way communication, where only the teacher plays a role but also students can carry out their obligations as a student in full [12]. With discussion, students are encouraged to use their knowledge and experience to solve problems, without always depending on the opinions of others [13]. Students can express

their opinions verbally because it is necessary to practice a democratic life [14]. The discussion gives students the possibility to learn to participate in the conversation to solve a problem together [15].

Efforts to increase interest in learning to optimize the implementation of learning in the classroom are interesting for further study so that in this study a study will be conducted on "The Effect of Using Inquiry Learning Methods and Discussion Methods on Learning Interest in Social Sciences Subjects in SMP Al-Azhar Assyarif Beji, Pasuruan Regency.

II. METHODS

This research is explanatory research which is a study to test the hypothesis between the hypothesized variables, namely; the independent variable (X1) the inquiry method, the independent variable (X2) the discussion method, and (Y) students' interest in learning. This type of research uses quantitative research, because the data is embodied in the form of numbers and then analyzed using statistical analysis to determine the influence between variables. The population consisted of 87 students in grades VII to IX consisting of 3 groups at SMP Al-Azhar Assyarif Beji, Pasuruan Regency. The sampling technique was population sampling because the number was less than 100 the sample in this study was all students at SMP Al-Azhar Assyarif Beji, Pasuruan Regency

The data collection technique used a questionnaire that had previously tested the validity and reliability of 30 class students and was supported by the interview method to complete the data.

To clarify the concrete picture of the data, the quantitative data results were extrapolated using data tabulations. The method of determining the scale value using the response is categorized into four types of answer categories, namely: always (S), often (S) sometimes (KD), never (TP) ". Therefore, a modified Likert scale was used which was modified into 4 alternative answers. In this study, the scale with the answer category in the middle, namely doubtful (R) is eliminated, this is because the undecided category has a double meaning, it can also be interpreted as having not made a decision or answering.

This study uses multiple linear regression analysis using SPSS, this analysis uses statistical calculations of quantitative data, the data obtained in the analysis uses multiple linear statistics with a significant level of 5%.

III. RESULTS AND DISCUSSION

The inquiry method as a method that involves students through the process of collecting data and testing hypotheses has gone well. Because the teacher has planned inquiry learning very well. explain the objectives appropriately, provide instructions in inquiry learning, students are assigned to carry out planned practicum inquiries in the lesson plan (RPP), accompany, guide, and monitor the implementation of inquiries to find new meanings, observe changes in trial

practice and gain knowledge based on experience study on their own, and collectively summarize the results of inquiry together.

In the inquiry method, students learn actively and creatively to seek new knowledge. Students have an understanding of inquiry-based learning as a method that provides free space and passion for learning, so that students have freedom in guided learning so that students can learn optimally, creatively, critically, and productively.

Based on the results of the partial analysis of the Inquiry learning method variable, it shows that there is a significant influence on the interest in learning social studies. The Inquiry learning method variable has a regression coefficient of 0.462 indicating the magnitude of the influence of the Inquiry learning method on learning interest, where the effect is positive (unidirectional), meaning that the increase in Inquiry learning causes an increase in interest in social studies learning and vice versa. This is indicated by the condition of the students when the Inquiry learning method was applied, there had been communication, cooperation and active learning activities. With the data analysis, it can be concluded that the application of the Inquiry learning method in social science learning, especially natural resources material and its utilization has a significant effect on increasing student interest in learning.

In the learning process by applying the Inquiry learning method, students tend to be more active in following the learning process. This happens because students are given space and complete independence during the learning process. After all, learning activities, it has a psychological impact on the way or concept of critical thinking. Students become more confident, so students are more motivated to carry out intellectual activities in facing and solving problems independently.

The mental involvement of students in the learning process can increase students' motivation and seriousness in learning. This shows that when students are allowed to find out for themselves what they want, and their needs in the learning process, it can increase students' motivation and interest in learning. With the Inquiry learning method, students are better trained in dealing with new problems and situations with a scientific attitude and way. In classroom learning, students are deliberately left to think actively in finding facts, rules, and concepts from science, in this case meaning historical facts, rules, and concepts. Teachers are not too deep in guiding students so that they seem to be interfering, so they feel more respected.

In addition to giving students the freedom to discover historical facts and concepts for themselves, this Inquiry learning method is also active in inter-group discussions, which results in changes in activities that were previously less useful in the learning process such as playing pens, cell phones, cleaning fingernails, teasing other friends to create a class atmosphere. Learning has the impact of being a positive activity and supporting the learning process, such as being

active in asking questions, answering questions, debating opinions, strengthening opinions and so on. This positive activity turned out to be able to increase student attention and involvement. The success of the inquiry method is not only determined by the ability to master the material,

Thus, overall inquiry learning will emphasize the skills of students to develop thinking abilities to review their surroundings more systematically, logically and critically, or develop intellectual abilities as part of a mental process. Learners practice making decisions and are responsible for their choices. Schools will be a place to practice or prepare students for their participation in making decisions and responsibilities in social life. Thus, students are not only required to master learning material but more on how they can use and develop their potential in understanding certain learning materials that are more comprehensive.

The inquiry method has advantages, namely: a) Real life skills, students can learn about important things but easy to do, students are encouraged by the teacher to "do" not just "sit, be quiet and listen"; b) Open-ended topic: the themes studied can be sourced from anywhere such as research journals, textbooks, student/teacher experiences, internet, television, radio and so on; c) Intuitive, imaginative, innovative: students learn by directing all their potential, from creativity to imagination. Students will be active learners, out of the box, students will learn because they need it, not just an obligation; and d) Opportunities to make discoveries: with various observations and experiments, students have great opportunities to make discoveries.

A discussion method is a form of learning method by way of presenting lessons where students are faced with a problem which can be a statement or question that is problematic to be discussed and solved together, which is organized to accommodate various arguments in making the best decision.

The discussion method is a teaching and learning activity in the form of an exchange of opinions on existing questions, either from students individually or in groups or from the teacher so that a mutual agreement is obtained on the issues being studied. The use of the class discussion method aims to provide opportunities for students to express views on what attracts students' attention. The teacher in this process can find out the personality and cognitive, affective and psychomotor traits of students [16].

The results of the partial analysis show that the discussion method shows a significant effect on interest in learning social studies. The discussion method has a regression coefficient of 0.369. This means that the perception of the discussion method has a positive influence on student learning interest, which has a positive or unidirectional influence on interest in learning. This means that an increase in the level of use of the discussion method influences the increase in interest in learning social studies and vice versa. In this method, the teacher as a facilitator provides material or problems to students to solve or find a way out by discussing with their group friends, so that a joint conclusion will be drawn. The results of the analysis show

that this discussion method is a suitable method to use to make students more active and think critically in lessons, with students being active in the learning process, hence learning. discussion can have a positive effect by increasing student interest in learning. With this discussion method student feel comfortable and motivated to learn, while the teacher only acts as a facilitator, where the teacher is responsible for presenting an effective, innovative and motivational learning process to students.

Inquiry learning and discussion methods have been carried out jointly in social studies learning on the sociology sub-topic that students perceive well, both methods complement each other and strengthen students' understanding of the knowledge received. This combination can increase the motivation or interest of students to study the material more deeply and generate interest.

Based on the results of the analysis, simultaneously the two independent variables showed a significant influence on the dependent variable of 90.54%. This result shows a very high effect because the actual practice of these two methods has been planned and implemented with high commitment. This learning has been fully supported by the Principal and all teachers to realize the learning models recommended in the Indonesian National Curriculum Framework (KKNI) in the 2013 curriculum.

Based on the explanation above, it shows that the inquiry learning method and the discussion method also affect students' interest in learning in the social studies field. This means that the influence of the inquiry learning method and the discussion method on students' social studies interest is very high. Learning by applying the inquiry and discussion method can make learning interesting and fun, learning easier to understand, learning can increase high curiosity, learning can increase the ability to remember a learning concept, learning creates a pleasant learning atmosphere, learning makes students easier in solving problems/case studies, to increase students' interest in learning social studies.

IV. CONCLUSION

Learning by applying the inquiry and discussion method can make learning interesting and enjoyable, learning easier to understand, learning can increase high curiosity, learning can increase the ability to remember a learning concept, learning creates a pleasant learning atmosphere, learning makes students easier in solving problems/case studies, to increase students' interest in learning social studies. Teachers can create an interesting and fun learning atmosphere in the classroom, can innovate in teaching and learning activities and develop methods and media that will be used in the learning process, are able to control the course of the learning process in the classroom so that maximum learning outcomes are achieved.

The inquiry method has the advantage of learning for students to understand basic concepts and ideas better; can assist in using optimal memory, able to transfer learning activities to new learning process situations; increase the

thinking power of the initiative and formulate its hypothesis, and the learning situation becomes more stimulating. Whereas the use of the class discussion method aims to provide opportunities for students to express views of what attracts students' attention. The teacher in this process can find out the personality and cognitive, affective, and psychomotor characteristics of students. However, not all matter is suitable for the use of the inquiry method.

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