

The Development of Inquiry Learning Model on Indonesian Language Lessons

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ABSTRACT

This study aims to produce an inquiry learning model on Indonesian subjects. This model emphasizes the discovery of meaning contained in a text. This inquiry learning model was developed through the Plomp model (2013) which consisted of the preliminary research stage, the prototype stage, and the assessment stage. This model is validated by experts in terms of substance aspects, presentation, language, and graphics. This model was tested in class XII of SMA Negeri 1 Padang Bolak to see the practicality and effectiveness. This study shows that the inquiry learning model in Indonesian language subjects in class XII of SMA Negeri 1 Padang Bolak is valid, practical, and effective. The validity of the inquiry learning model seen from the results of content validation and constructs with a score of 3.70 is a very valid category. The practicality of the inquiry learning model can be seen from the results of the practical sheet filled by students of 84.5 with a very practical category, while the effectiveness of the inquiry learning model seen from the increase in student learning outcomes by 94.65 in the very effective category.

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1. INTRODUCTION

The most dominant aspect in improving the quality of learning is the quality of the competence of Indonesian language teachers. Language teacher competencies should be in line with the development of technology and information. Therefore, language teachers should use models, approaches, techniques, strategies to teach students to be able to learn languages well (Tiryaki, 2017:455). Teachers must improve creation and create effective learning. Language learning should pay attention to the language teacher's perspective and the development of language teacher freedom as educators (Khorasgani & Khaneghir, 2017:90; Arici, et al, 2017:516). Therefore, improving the quality of Indonesian language learning, teachers should use language learning strategies consisting of learning strategies, communication strategies, and social strategies.

Learning strategies are related to mental activities, while communication strategies are based on solving communication problems. Social strategies are the same as affective strategies and this strategy can develop social interactions (Lowenberg Ball & Forzani, 2009:23; Kavanoz, 2017:631; Kubra Koc, 2017:361). The development of

learning consists of four elemental compositions, namely the relationship between the teacher and students, the atmosphere of decision, school facilities and services, and the school department (Isayeva, 2014:52; Satinem and Juwita, 2017:15).

Regarding the quality of language teacher competencies, the Indonesian language learning process has been regulated in the 2013 curriculum. The 2013 curriculum has three domains, namely attitudes, knowledge, and skills in classroom learning. For core competencies and basic competencies Indonesian language subjects in Curriculum 2013 already have all three domains. The attitude domain consists of accepting, implementing, appreciating, living, and practicing. The domain of knowledge consists of remembering, understanding, applying, analyzing, evaluating, and creating. The domain of skills consists of interpreting, producing, editing, abstracting, and converting.

In connection with the three domains above, problems were found in the field when implementing 2013 Curriculum for Indonesian language subjects. The problem about the domain of attitudes, knowledge, and skills is

that the teacher is still confused with the three domains for Indonesian language subjects. In addition, they also experience confusion when compiling devices and implementing Indonesian language learning based on the 2013 Curriculum. The teacher's confusion in compiling learning tools and implementing learning should not be left out, because it can cause the effectiveness of the learning process not to be achieved (Kucukaydin and Sagir, 2017:544).

Relating to the objectives of the 2013 Curriculum which emphasizes the aspects of inquiry. Students are directed to find the substance or content themselves from the material being studied. The steps of the activity are (1) formulating problems in any subject, (2) observing or making observations, (3) analyzing and presenting results in writing, reports, charts, tables, and other works, and (4) communicating or presenting the work to readers, classmates, teachers, or other audiences (Sagala, 2013: 88). In addition, inquiry learning emphasizes search and discovery through a systematic process of thinking. Knowledge is not a number of facts the results of remembering, but the results of the process of finding itself (Sanjaya, 2012:264).

In the 2013 Curriculum, the discovery aspect (inquiry) of meaning is highly prioritized in reading texts in terms of substance and text elements. Through discovery, students can understand, analyze, and interpret meanings according to their abilities. Another problem is that the teacher handbook from the Ministry of Education and Culture is poorly understood by the teacher in implementing it. In addition, the teacher is still oriented towards the cognitive aspects of students which results in the affective and skill aspects not being achieved.

The product developed in this study was the inquiry language (inquiry) model in Indonesian. The research product is an inquiry learning model book. This model book is worth using after being validated and tested at school. The model specifications developed consist of learning syntax which aims to develop students' thinking to find during the learning process.

The principle of reaction that facilitates learning materials, provides guidance, and responds to students during the learning process. The social system is referred to as relating teachers to students, students with students, the underlying rules. The support system serves as a handle or guideline for the teacher in the learning process, while the student book includes the steps of the learning process for students that are in accordance with the components of inquiry learning.

2. METHODS

This research includes development research that refers to efforts to develop a new product or perfect an existing product accountably (Sugiyono, 2014:528). Development research methods can be categorized as "need to do"

research, namely research whose results are used to help carry out work, so that if the work is assisted with products produced from R & D, it will be more productive, effective, and efficient (Gay et al., 2009:18; Rasagama, 2011:2).

This type of research includes design research (design research) which consists of two types, namely development studies and validation studies (Plomp, 2013: 16). This type of development studies aims to develop research based on solutions to complex problems in education, while validation studies aim to develop or validate a theory. The research product produced is an inquiry learning model in Indonesian language that is valid, practical, and effective. This development uses the Plomp development model consisting of preliminary research, prototype stage (development or prototyping phase), and the assessment phase.

After researchers and researchers conducted a trial of this product, it was carried out on a limited basis at SMA N 1 Padang Lawas Utara, North Sumatra. The reason for choosing a trial subject is because it matches the needs and context analysis. The types of data in this study are quantitative and qualitative. Quantitative data was obtained from Indonesian language tests, questionnaires, and observation sheets, while qualitative data were obtained from the results of discussions, observations / observations, and interviews. In collecting data, researchers use instruments to measure, observe, or document quantitative and qualitative data (Creswell, 2008:161).

The research instruments used were grouped into three research focuses, namely (1) needs analysis, (2) validity, (3) practicality, and (4) effectiveness. First, the analysis of the needs of the instruments used is the matter of the Indonesian language pretest, the format of the interview with the teacher, the format of the interview with the students. Second, the validity of using the book validation sheet inquiry learning model, teacher handbook validation sheet and validation sheet, book validation sheet for students and validation sheet. Third, practicality with the observation sheet instrument implementing the inquiry learning model process and its validation sheet, the practicality questionnaire of the teacher's handbook and the validation sheet, the student book practicality questionnaire and the validation sheet. Fourth, the effectiveness of using the observation sheet of student learning activities, student learning motivation questionnaire and validity of the validity, and posttest questions in Indonesian and the validation sheet.

3. RESULTS AND DISCUSSIONS

The results of this study can be described according to the stages of the Plomp development model (2013) which consist of (a) the preliminary research stage, (b) the prototype stage, and the assessment stage. First, the preliminary research phase. The purpose of this stage is to

find out and analyze the main problems that underlie the importance of the inquiry learning model in learning Indonesian. This stage is carried out in three activities, namely needs and context analysis, literature review, and development of conceptual frameworks and theoretical frameworks. Analysis of needs and context in research is based on the rationality of the need to develop inquiry learning models, analyze the objectives and content of Indonesian language subjects, and analyze student characteristics. The steps taken, namely investigating the need for inquiry learning models on Indonesian language subjects seen from student learning outcomes by interviewing teachers and students, analyzing the purpose and learning content of Indonesian language and analyzing student characteristics.

Second, the prototype stage. The prototype stage activity is carried out by designing a prototype that is designing components of inquiry learning models consisting of learning syntax, social system or learning environment, designing principles, and designing support systems. The results of the design, made in the form of a model book, teacher handbook, and student books, and designing instructional impacts in learning. Perform formative evaluations, carried out to determine the quality of development carried out by experts who act as expert validators and Indonesian.

Third, the assessment stage. This stage is done by assessing the prototype that has been revised from the validator's suggestions. Assessment carried out by practicality tests and effectiveness tests. Activities carried out at this stage focus on field tests that aim to determine whether the model developed is practical and effective. Field tests conducted are still limited (limited field test). The results of the validation of the inquiry learning model by expert validators can be seen below.

Table 1. Result of Valid of Inquiry Learning Model

No	Rated Aspect	Validation Results	Category
1	Content	3,80	Very Valid
2	Language	3,85	Very Valid
3	Presentation	3,65	Very Valid
4	Graphics	3,50	Very Valid
	Score	3,70	Very Valid

The practical results of the inquiry learning model are obtained from questionnaires distributed to students who have been filled. The following are the results of the practicalities of teaching materials by students can be seen below.

Table 2. Results Of The Practicalities Of Teaching Materials

No	Statement	Percentage (%)	Category
1	The book inquiry learning model is easy to	80,9	Very Practical

	understand.		
2	The book inquiry learning model can increase my learning passion.	95,2	Very Practical
3	The concept described in the model book is very helpful for me to understand correctly.	90,4	Very Practical
4	Learning outcomes in the model book can be understood according to the indicators set.	76,1	Practical
5	How to use the model book can direct the concept of inquiry / discovery.	85,7	Very Practical
6	This inquiry learning model book can be studied independently by students.	85,7	Very Practical
7	The inquiry learning model book contains tips for finding meaning.	90,4	Very Practical
8	The material in the model book can add insight to students.	71,4	Practical
	Score	84,5	Very Practical

The results of the effectiveness of the inquiry learning model were obtained from student activities and student learning outcomes during the learning process using the model book. Student activities were observed by two observers who helped researchers, namely Ibu Komariah, S.Pd. and Mr. Budiman Siregar, S.Pd. The average percentage of student activity overall using the inquiry learning model of 94.65% is categorized as very effective.

Based on the description of the results of the above research, it can be stated several research findings in accordance with the validity, practicality, and effectiveness of the inquiry learning model after being tested in class XII of Padang Bolak General High School. The development of inquiry learning models can increase students' learning motivation in finding meaning learned by students. In addition, Indonesian language teachers at Padang Bolak General High School were more creative in applying the inquiry learning model book on Indonesian subjects in class XII. The teacher can learn according to general instructions and specific instructions in the model book. The material presented in the model book can be studied by the teacher independently by following the instructions and steps in the model book.

4. CONCLUSION

Based on the results of the development of the inquiry learning model on Indonesian language subjects can be summarized as follows. First, the development of the inquiry learning model uses the Plomp development model (2013) which consists of three stages, namely the preliminary research phase of the prototype stage, and the assessment stage. This study produced a valid, practical and effective inquiry learning model book. The book model is said to be valid, judging from the judgment of the expert validator from content validity and construct validity, while the practical model book is seen from the ease in using the model book for teachers and student books.

The material contained in the model book is presented from material that is easily understood to complex material. The aim is to see the teacher's ability to convey to students and students easily understand it. The book of inquiry learning model is effective seen from the results of the observer's assessment and the questionnaire given to students.

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