THE APPLICATION OF THE GUIDED INQUIRY LEARNING MODEL ON INDONESIAN LEARNING STUDENTS OF CLASS V SD NEGERI 39 LUBUKLINGGAU

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Abstract

This study aims to determine the completion of the Indonesian language learning outcomes for fifth grade students of SD Negeri 39 Lubuklinggau. The research method used is in the form of Pre Experimental Design. The population is the entire fifth grade of SD Negeri 39 Lubuklinggau and at the same time the research sample is 26 students. The data was collected using a test technique consisting of 9 questions. The collected data were analyzed by using t-test. Based on the results of the t-test analysis with a significant level of = 0.05, it was obtained that tcount (4.746) > ttable (1.708) Ha was accepted and Ho was rejected, so that it can be concluded that student learning outcomes after participating in Indonesian language learning using the Guided Inquiry model are significantly complete. The average learning outcomes of pre-test (46.65) and post-test (77.51).

Keywords – Model Guided Inquiry; Learning Outcomes; Indonesian

1. Introduction

Learning is the interaction between educators and students in a learning environment or study room. School is a formal educational institution that plays an important role in improving the quality of education through learning to create a generation that has potential resources. In schools, the teacher is a figure who occupies an important position in playing a role in education. Teachers are very influential in achieving a success during the learning process. Therefore, teachers are required to be able to design a learning process that is active, innovative, creative, effective and fun, so that it can increase students' understanding and learning experience and make learning more meaningful.

Students in a study are required to be actively involved in the learning process, so that students are able to gain more meaningful direct experience so that they can find their own material concepts based on the experiences that students get. Student activity in learning is one of the factors that must be improved in a student, so that students can have the courage and self-confidence of students, so that students are accustomed to finding out or doing things on their own and this activity can also affect student learning outcomes, because the results learning is the learning achievement of students who can measured by the value obtained by students after working on the questions that have been given by the teacher after the learning process takes place.

In the world of formal education, there are several fields of study that must be studied by students, one of which is the 2013 Curriculum, which places Indonesian as a subject that must be studied by students. Learning Indonesian is one of the lessons that must be implemented in education in Indonesia. The Indonesian language learning curriculum has four language skills that must be possessed by students, namely listening, speaking, writing and reading skills. Indonesian language itself is one of the subjects taught from basic education to higher education.

Based on the results of observations and interviews conducted by researchers on November 25, 2021 with class V teachers, both class VA and Class VB, regarding the learning process at SD Negeri 39 Lubuklinggau. Stating that students only listen, pay attention, and are not active in the learning process so that students are less able to develop their knowledge, skills, and potential. The teacher also explained that the material studied during one semester had not been conveyed in its entirety due to time constraints and learning activities still tended to use the lecture method in the learning process. In addition, student activity in the learning process is still low and students' understanding of Indonesian language learning materials is still low, resulting in low student learning outcomes, only some students reach the KKM. This can be seen from the daily test scores of 51 students in class V, only 33.33% (17 students) in class V who have completed the KKM. As for the Indonesian KKM itself, it is 70. This shows that only 66.66% (34 students) in class V have not completed the KKM. From the results of the interviews I conducted with the VA class teacher, Mrs. Eni Kusrini, S.Pd, only 32% (8 students) in the VA class had completed the KKM, while the 68% (17 students) had not yet completed the KKM. In class VB from the results of the interview I conducted with Mrs. Fenny Ekasari Widianti, only 34.62% (9 students) were able to complete the KKM, while 65.38% (17 students) had not completed. Students in the learning process are quite passive because it can be seen from the lack of students who respond to the teacher's questions, students are also less likely to ask questions, and students always feel enough with the material presented by the teacher.

To be able to maximize and improve students' Indonesian learning outcomes for the material given or taught, teachers must try to innovate in learning by using a learning model. According to Seokamto, et al (Trianto, 2009: 22)the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning objectives, and serves as a guide for learning designers and teachers in planning teaching and learning activities.

One of the learning models that are expected to be able to answer the problems that occur is the Guided Inquiry learning model. According to (Wulandari, 2016: 269), the Guided Inquiry learning model is a student-centered teaching and learning activity where in the process a group of inquiry students is formed into a content or looking for answers to the content of the question through procedures and methods that are clearly outlined in the group structure. and learning will be more memorable and meaningful if students are given the opportunity to be directly involved actively in finding facts that can be seen from the environment with direction and guidance from the teacher. Guided inquiry learning is a learning model that can create a teacher-student interaction where the problem is raised by the teacher or comes from a book, then the students will work to find answers to the problem and remain under intensive teacher or teacher role as a mentor or facilitator.

Based on the description above, the researcher is interested in conducting research with the title "Implementation of Guided Inquiry Learning Models in Indonesian Language Learning for Fifth Grade Students of SD Negeri 39 Lubuklinggau".

Conceptual Description

According to (Wulandari, 2016: 269), the Guided Inquiry learning model is a student-centered teaching and learning activity where in the process a group of inquiry students is formed into a content or looking for answers to the content of the question through procedures and methods that are clearly outlined in the group structure. and learning will be more memorable and meaningful if students are given the opportunity to be directly involved actively in finding facts that can be seen from the environment with direction and guidance from the teacher.

Meanwhile, according to Nurdyansyah & Fahyuni (2016: 145) guided inquiry is activity-oriented that allows students to learn to utilize various learning resources, not only using teachers as learning resources. So that way

students will be actively involved in every mental process through observation and data collection activities to draw a conclusion from what has been observed. This means that guided inquiry is a model that frees students to take advantage of various learning resources to look for existing answers with their ability to solve available problems and the teacher gives students the freedom to solve these problems. Meanwhile, According to (Jauhar, 2011: 69) guided inquiry is inquiry learning the teacher's readiness to guide students to give initial questions that lead to discussion. The teacher has an important role in determining the problem and the stages of solving it.

This can be strengthened by the opinion of (Nilasari & Adrian, 2009) the guided inquiry model is a type of inquiry where students are given the opportunity to work on formulating procedures, analyzing results and drawing conclusions independently, while in terms of determining the topic of questions and supporting materials the teacher only acts as a facilitator. According to (Bilgin, 2009) describes guided inquiry as a student-centered approach. This approach has a positive influence on students' academic success and scientific attitude.

Based on the opinion above, it can be concluded that guided inquiry learning is a learning model that can create a teacher-student interaction where the problem is raised by the teacher or comes from a book then the students will work to find answers to the problem and remain under the intensive care of the teacher or The teacher only acts as a facilitator.

Relevant Research

a. Research conducted by (Erliza, 2018) entitled "Application of Guided Inquiry Learning Models to Improve Student Learning Outcomes in Science Subjects in Class V MIN Banda Aceh". This study was to determine the activities of teachers and students as well as to determine the improvement of student learning outcomes by using the guided inquiry learning model in science learning in class V MIN 11

Banda Aceh. This study uses classroom action research (CAR) which includes four stages, namely planning, implementation, observation, and reflection. This research was conducted with 3 cycles where the results of this study obtained the percentage of teacher activity observations in the first cycle of 72.61%, the second cycle 85.41% and the third cycle 97.82%. The results of observation of student activities in the first cycle is 66.66%, the second cycle is 73.95% and the third cycle is 95.65%. As for the learning outcomes, the students also experienced an increase in which in the first cycle was 38.46%, the second cycle was 58.97% and the third cycle was 87.17%. Improvements that have been made in cycles I, II, III have increased which are included in the criteria for the success of the research implementation.

b. Research conducted by (Wulandari, 2016) entitled "Application of Guided Inquiry Learning Models to Improve Science Learning Outcomes of Elementary School Students". This study uses a guided inquiry learning model aimed to determine the application of the guided inquiry learning model to improve the learning outcomes of second grade students of SDN Keper Krembung in science learning. The research conducted was classroom action research (CAR), which was carried out in two cycles where there was an increase from cycle I and cycle II. So that the achievement of the criteria for this research is proven because it is proven that the application of the guided inquiry learning model is able to improve the learning outcomes of class II students at SDN Keper Krembung.

This research is relevant to the research conducted by (Erzaita et al., 2020) entitled "Application of the Guided Inquiry Model in Thematic Learning to Improve Activities and Learning Outcomes of Class IVA Students at SD Negeri 1 Bengkulu Tengah". In this study, which uses thematic learning with

guided inquiry model aims to improve student learning outcomes in affective and cognitive aspects. The classroom action research (CAR) method is carried out in 3 cycles consisting of planning, implementation, observation and reflection. The research conducted was classroom action research (CAR), which was carried out in two cycles where there was an increase from cycle I and cycle II. So that the achievement of the criteria for this research is proven because it is proven that the application of the guided inquiry learning model is able to improve the learning outcomes of grade IVA students at SDN Bengkulu.

2. Method

This study uses a quantitative approach with experimental methods. According to (Arikunto, 2014: 9), the experimental method is a way to find a causal relationship (causal relationship) between two factors that are deliberately caused by researchers by eliminating or reducing or leaving out disturbing factors. This type of research uses Pre Experimental Designs.

(Arikunto, 2013: 90) suggests that research design is a plan or design made by researchers as a description of the activities carried out. The research design used in this study is a one group pretest-posttest design (Arikunto, 2013: 124), the research design can be seen in table 1

Table 1. Experimental Design of Pre-Test and Post-Test Group

Pretest	*Treatment*	*Posttest*
O_1	X	O_2

Information:
O_1 : *Pre-test*
X : Model Pembelajaran Inkuiri Terbimbing
O_2 : post-*test*

a. Data collection technique

Researchers used data collection techniques in the form of tests. The test is a series of questions or exercises and other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or

groups (Arikunto, 2014: 193). So the test in this study is in the form of essay questions.

The test was used to collect data on student learning outcomes in grade V SD Negeri 39 Lubuklinggau. In this study, the test was given twice, namely the first test was given before the learning process (pre-test) and (post-test) was given to see the final ability of students after participating in learning using the Guided Inquiry Model. The test given is in the form of an essay as many as 9 questions.

b. Data analysis technique

1) Determine the mean and standard deviation

To determine the average value and standard deviation on the initial and final tests using the formula:

$$Me = \frac{\Sigma x_i}{n}$$ (Riduwan, 2018)

dan $$s = \sqrt{\frac{\Sigma (x_{i} - \bar{x})}{n.(n-1)}}$$ (Sugiyono, 2017)

Information:
Me = Mean (average)
x_i = The value of x to i to n
n = Number of samples
s = Standard Deviatio

2) Data Normality Test

This normality test is used to see whether the two groups of population data are normally distributed or not. The formula used in the normality test is the X^2 (chi squared) fit test, namely:

$$\chi 2 = \sum_{i=1}^{k} \left(\frac{(f_o - f_h)^2}{f_h} \right)$$ (Riduwan, 2018)

Keterangan:
χ^2 = *Chi kuadrat*
f_o = Observed frequency
f_h = Expected frequency

3) Hypothesis testing

The statistical hypothesis in this study is to test the difference in the average data, in this case the initial and final data, to analyze the null hypothesis (H_O) and the alternative hypothesis (H_α). If the two data are normally distributed and the standard deviation is unknown, then the statistical test used is the t-test with the following formula:

$$t = \frac{\bar{x} - \mu_o}{\frac{S}{\sqrt{n}}}$$

(Sugiyono, 2015)

Keterangan:
t = the calculated t value, hereinafter referred to as t count
$\bar{x}$ = the average value of xi
n = number of sample members
μ_o = hypothesized value ($\mu_o = 70$)
S = standard deviation

3. Result and Discussion

This research was conducted on April 21, 2022 to May 21, 2022 using one sample class where the sample was taken randomly, where the sample in this study was class V.B with a total of 26 students consisting of 9 male students and 17 female students. The total number of fifth grade students is 51 students from 2 existing classes. In this study, the learning model used is the Guided Inquiry learning model.

Before the implementation of the research begins, a test instrument is first tested, this has the aim of knowing the quality of the questions used. The instrument trial was conducted on May 13, 2022 in class VI of SD Negeri 39 Lubuklinggau which consisted of 19 students. Based on the results of the instrument trial of 12 questions, which showed that the questions were valid

and could be used, only 9 were valid, while 3 were invalid, so that the 9 questions could be used as pre-test and post-test questions.

The implementation of this research was carried out 4 times, namely with details of one pre-test, two meetings holding learning or giving treatment using a guided inquiry model, and once for the implementation of the post-test. The pre-test was used to determine the students' initial ability in advertising material where the pre-test was held on May 16, 2022. After the student's pre-test was known, the learning activities continued with the guided inquiry learning model. Before learning begins using the guided inquiry learning model, the researcher first explains what the guided inquiry learning model is. After that, learning is carried out using the guided inquiry learning model which is carried out in 2 meetings. At the end of the study, a post-test was carried out to determine the final ability of students in mastering advertising material.

a. *Description of Initial Test Data (Pre-test)*

The implementation of this research begins with conducting an initial test or pre-test. This is done to determine the initial ability of each student on advertising material. The questions given in the form of Essays consist of 9 questions. The initial test was carried out on May 16, 2022 with 26 students. Based on the results of calculations on the initial test, the recapitulation of students' initial test results can be seen in table 2

Table 2. Data Recapitulation of Pre-test Results

NO	Category	Description
1	Lowest Score (Score)	13 (33)
2	Highest Score (Score)	29 (74)
3	Average Score	46,65
4	Standard Deviation	16,21

Based on table 2 of the data processing of students' pre-test learning outcomes, an average value of 46.65 was obtained with a standard deviation of 16.21. The highest score was 29 with a score of 74 and the lowest score

was 13 with a score of 33. Of all the fifth grade students who took the pre-test (initial test), there was 1 student who scored more than or equal to the criterion value. Minimum completeness (KKM) is 70, while the other 25 students scored below the minimum completeness criteria (KKM) of 70. So, it can be concluded that the initial ability of students before the guided inquiry learning model was applied was in the incomplete category, because the average score was less than minimum completeness criteria applied.

b. *Description of Final Test Data (post-test)*

The implementation of the research at the last meeting was carried out a final test (post-test) was carried out with the aim of knowing the final ability of students after being given learning using the guided inquiry learning model. The questions given in the form of Essays totaled 9 questions.

Based on the post-test carried out on May 19, 2022. Based on the results of the calculation of the final test data, the recapitulation of the students' final test results can be seen in table 3

Table 3. Post-test Result Data Recapitulation

NO	Category	Description
1	Lowest Score (Score)	20 (51)
2	Highest Score (Score)	36 (92)
3	Average Score	77,51
4	Standard Deviation	8,09

Based on the data processing of post-test learning outcomes, students obtained an average score of 77.51 with a standard deviation of 8.09. The highest score is 36 with a score of 92 and the lowest score is 20 with a score of 51. There are 24 students who have scored more than or equal to the Minimum Completeness Criteria (KKM) which is 70. While the other 2 students got scores at below the Minimum Completeness Criteria (KKM) which is 70. So it can be said that the students' abilities after applying the guided inquiry model are included in the complete category. The average value of the initial test (pre-test) before the learning was carried out was

46.65 while the post-test obtained an average value of 77.51. So, it can be concluded that the final ability of students after the guided inquiry model is applied is included in the complete category, because the average value is more than the KKM.

c. *Normality test*

The normality test aims to determine whether the data obtained are normally distributed or not. To determine the normality of the data with the χ^2(chi squared) fit test. Based on the provisions of statistical calculations regarding the normality test of data with a significant level of 5% or $\alpha = 0.05$, if $\chi^2_{count} < \chi^2_{table}$ then the data is normally distributed and if $\chi^2_{count} > \chi^2_{table}$ then the data is not normally distributed.

Table 4. Recapitulation of Normality Test Results of Pretest

Data	χ^2_{count}	DK	χ^2_{table}	Conclusion
Pre-test	4,8695	5	11,07	Normal distribution

Based on the results of the normality test of the initial test data, the value of $\chi^2_{count} = 4.8695$. Then χ^2_{count} is compared to χ^2_{table} of degrees of freedom dk = n − 1, where n is the number of class intervals. If $\chi^2_{count} < x^2_{table}$ then the data is normally distributed. The value of χ^2_{table} with = 5% and dk = 5 is 11.07. With $\chi^2_{count} < \chi^2_{table}$, it can be stated that the pre-test data is normally distributed.

Based on statistical calculations . The results of the post-test data normality test can be seen in table 5 below.

Table 5. Recapitulation of Normality Test Results of Posttest

Data	χ^2_{count}	DK	χ^2_{table}	Conclusion
Post-test	5,774	5	11,07	Normal distribution

Based on the results of the normality test of the initial test data, the value of $\chi^2_{count} = 5.774$. Then χ^2_{count} is compared to χ^2_{table} of degrees of freedom dk = n − 1, where n is the number of class intervals. If $\chi^2_{count} < \chi^2_{table}$ then the

data is normally distributed. The value of χ^2_{table} with = 5% and dk = 5 is 11.07. With χ^2_{count} < x²table, it can be stated that the post-test data is normally distributed

d. *Hipotesis Test*

Based on the normality test, the data is normally distributed, so for testing the hypothesis in this study using the t-test. With tcount compared to ttable with dk = n − 1 and the confidence level used is = 0.05 with the provisions, if tcount ttable then accept Ha and reject Ho. The recapitulation of the post-test hypothesis test results can be seen in table 6

Table 6. Recapitulation of Post-test Hypothesis Test Results

Data	*tcount*	DK	*ttabel*	Conclusion
Post-test	4,753	25	1,708	*tcount > ttable* (accepted Ha and rejected Ho

In table 4.4 the results of the t-test analysis regarding the post-test ability of students obtained data *tcount* (4.753) and ttable at the confidence level 0.05 and dk 25 then *ttable* 1.708. The results of the t-test analysis on the ability *tcount* (4.746) > *ttable* (1.708) then Ha is accepted and Ho is rejected. This means that the learning outcomes of fifth grade students of SD Negeri 39 Lubuklinggau after the application of the guided inquiry model are more than or equal to 70 (μo 70). Thus the hypothesis proposed in this study can be accepted as true, so it can be concluded that "The results of learning Indonesian in class V SD Negeri 39 Lubuklinggau after the application of the guided inquiry learning model are complete."

e. *Discussion*

In this study, the researcher taught class V.B as a sample class. This study was conducted to determine the learning outcomes of fifth grade Indonesian students at SD Negeri 39 Lubuklinggau for the 2021/2022 academic year after the Guided Inquiry learning model was applied. Before

the learning process begins, the researcher gives a pre-test to determine the students' initial abilities. Then proceed with learning using the Guided Inquiry learning model. Implementation of the research by making the implementation of learning tools (RPP) and research instruments consisting of tests of students' cognitive abilities on the use of guided inquiry learning models. Based on the formulation of the problem raised in this study, is the result of learning Indonesian in fifth grade of SD Negeri 39 Lubuklinggau after the application of the guided inquiry learning model in Indonesian language learning is significantly completed.

At the first meeting the author conducted a pre-test in class V. Based on the analysis of pre-test data that the results of the pre-test before the guided inquiry learning model was applied had not been completed this was because the advertising material had never been taught and the teacher had never used a learning model during the learning process.

After the pre-test is carried out, treatment will be carried out using the guided inquiry learning model. At the second meeting on Tuesday, May 17, 2022. Before doing the learning using the guided inquiry model, the condition of the class was not conducive, then the author conditioned the class by explaining how to learn using the guided inquiry model. guided inquiry learning model. After that, learning is carried out using a guided inquiry learning model. The researcher first explained about the topic, the learning objectives that took place. Then the researcher asked the students "have you seen the advertisement"? students answer the question. Then the students were formed into 5 heterogeneous groups. At this first meeting, students were not familiar with the treatment using the guided inquiry learning model. This is because students are not familiar with the formation of study groups, besides that some students feel they are not compatible with other students in their groups. This also causes the absorption of learning materials by students is not optimal. In this guided inquiry learning,

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the researcher also uses LKS (Student Worksheet) to find out student learning outcomes in the learning process in every meeting that is held. One group is given one worksheet and this worksheet is filled in by students based on their understanding. In this worksheet, students are expected to be able to search and find through the thinking process according to the material being taught.

At the third meeting, students were still in group form, where the group was the same as the group at the beginning of the meeting that had been formed. As at the beginning of the meeting students were given problems at the beginning. At this meeting the students were very enthusiastic in discussing it and it was seen that the students had started to get used to the use of the guided inquiry learning model. In learning by applying the guided inquiry learning model, students are accustomed to being able to find solutions and the ability to think on their own, solve problems, develop students' thinking ideas and ideas.

At the fourth meeting, at this meeting, the guided inquiry learning model was applied to the advertising material. The researcher conducted a post-test with the aim of knowing the results of learning Indonesian after the implementation of the guided inquiry learning model. From the post-test results, it was found that the average value of student learning outcomes was in the complete category. This can be seen from the learning outcomes of students who achieved the minimum completeness criteria (KKM) as many as 24 students who completed and 2 students who did not complete with an average of 77.51, but these results have changed. Based on this description, it can be concluded that learning Indonesian by using a guided inquiry learning model on learning outcomes is declared to be significantly complete.

This is in line with previous research conducted by (Erliza, 2018), based on the results of the study showing that there was an increase in learning

outcomes in science subjects in class V after the implementation of the guided inquiry model. Previous research conducted by Fitria Wulandari (2016) that after the application of the guided inquiry model in science subjects there was also an increase in learning outcomes in the learning. There is also a previous study conducted by Erzaita, et al (2020) the results showed that after the application of the guided inquiry model (Guided Inquiry) in the fourth grade thematic learning was able to improve the learning process and student learning outcomes. There is also a study conducted by (Wayan & Widiana, 2013) with the title of applying the guided inquiry learning model to improve science learning outcomes which in this study also experienced an increase in learning outcomes for fourth grade students. And finally, there is a study conducted by (Setiawan & Dkk, 2017) that after the application of the guided inquiry learning model in science and Indonesian learning that after the application there was an increase in the learning outcomes of the 5th graders.

Based on the description above, it can be concluded that the results of this study indicate that student learning outcomes after the guided inquiry learning model was applied to Indonesian language learning for fifth grade students of SD Negeri 39 Lubuklinggau were significantly completed. For more details, the pre-test and post-test scores can be seen in Tables 4 and 5.

4. Conclusion

Based on the results of research and discussion of data about the application of the Guided Inquiry learning model in Indonesian language learning at SD Negeri 39 Lubuklinggau. An increase in the number of students who get scores above the KKM as many as 24 students and scores that are less or still below the KKM as many as 2 students. The highest score of the final test was 92 and the lowest score was 51. The average value of the overall final test results based on the calculation obtained 77.51 x_{table} 11.07 and $xcount$ 5.774. Because $xcount$ 5.774 < x_{table} 11.07 , the data can be concluded to be normally distributed. The magnitude of t$count$ is

4.746 and t*table* is 1.708 with a significant 5% ($\alpha = 0.05$) with degrees of freedom dk = n-1 where n is the number of student data. If the value of t*count* > t*table*, then the hypothesis is accepted, meaning that the average value of learning outcomes after applying the guided inquiry model is significantly complete.

Patents

In connection with the results that have been achieved and the obstacles encountered in this study, the researchers have the following suggestions:

1. Using the guided inquiry learning model in teaching and learning activities, teachers are expected to be more patient in guiding and training students to express opinions and develop their thoughts in class.

2. The use of guided inquiry learning models in teaching and learning activities in the classroom can be used as an alternative for teachers to improve student learning outcomes so that it will have an impact on improving the quality of school quality.

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