

The Effect of Inquiry Methods Implementation in Civic Education Subject Towards The Learning Results and Interests for Guidance and Counseling Students in Hamzanwadi University

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Abstract. Educators or in this case are lecturers or teachers have to concern about an effort of increasing students' mastery towards subject matter, some of which are by improving teaching and learning processes. The success of a student in mastering a subject while it is determined by the internal factors of students, such as the level of intelligence, craft, and perseverance, it is also determined by external factors, including the effectiveness of strategies and learning methods used during the teaching. The purpose of this study was to find out whether the application of inquiry methods can influence the results and learning interest of the second semester of Civic Education subject at Counseling and Education Study Program. The benefits in this study were expected that the results can be further scientific study both for the researchers themselves and for other educators, so that there is an increase in the quality of education, especially in the efforts to improve student learning outcomes and interests. Based on the problems and studies above, the hypotheses in this study were: 1. Ha: there is an influence of the inquiry method application on learning outcomes in the subject of Civic Education for the second semester of the counseling study program; 2. Ha: there was an influence of the inquiry method application on the learning interest in the Civic Education courses in the second semester students of the Guidance and Counseling study program. Based on the results obtained, it was clear that inquiry method succeeded in improving student learning outcomes because inquiry methods more interesting to learn than the lecturing method. Interest test results show that students' learning interest with inquiry methods was higher than the lecture method.

Keywords: Inquiry Method, Learning Outcomes, Student Interests, Civic Education

1 Introduction

Education is the main aspect of the country in advancing the nation's progress. The advancement of a nation can be seen from the quality of education, whether it is from curriculum, educators, or students' perspective. The action that can be taken by the educators as the efforts to increase students' mastery of subject is by means of the process of improving teaching method. The success of a student in mastering the subject while determined by the internal factors of students, such as the level of intelligence, craft, and perseverance, it also can be determined by the external factors, including the effectiveness of strategies and learning methods used by educators when delivering their subject. To achieve a maximum

results from the learning process is absolutely necessary, as expressed by Subroto (1992) that "one of the efforts to improve the quality of education is through improving the teaching and learning process, which contains a series of actions of teachers and students on the basis of lead relations feedback that takes place in an educational situation to achieve certain goals. In this regard, the diversity of presentations in the form of activities, exercises, assignments and enrichment will have an impact on the ability to think rationally, social skills, improve intellectual, and be able to produce an appropriate decisions based on the situation and conditions experienced".

Many improvements made in the field of education, seen in the advancement of science and technology to give good impact on changes and adjustments to the education curriculum. The quality of education will describe the qualifications and competencies possessed by the students, especially at the tertiary level. In line with this, Mastuhu (2008: 11) suggests that the quality of education is closely related to the success of the implementation teacher as the manager of learning activities. This includes learning about Civic Education in higher education; as one of the compulsory courses (MKU) in all study programs, which means that this course is a very important subject.

The course in Civic Education is a compulsory subject that must be taken by students. Based on observations result on students in the second semester counseling study program the results were obtained that sometimes students feel bored with the subject because they were considered to revolve around things that are repeated continuously. This saturation often lead to reluctance to learn, while knowledge about Civic Education is absolutely necessary to equip the younger generation with knowledge of the culture and culture of the nation to foster a sense of love for their homeland.

Based on these problems, one of the researchers' efforts in solving various problems in citizenship learning is how an educator is able to create an effective and enjoyable learning during the process, so that the students do not feel bored during the class, even try to feel happy and enjoy the lesson.

The use of effective learning methods and strategies can create a directed and pleasant learning atmosphere. The ability of educators in designing learning and using appropriate learning methods is needed in achieving educational goals and objectives. One method that focuses on learning in students (student centered) is called inquiry method. This method requires the students to actively participate in the classroom, so that the learning process becomes more valuable and enjoyable. Based on the problems revealed above, researchers try to solve the problem by examining the application inquiry method in the course of Civic Education in the second semester student of Guidance and Counseling study program.

The formulations of the problems to be achieved in this study were: 1. Is there any influence of the inquiry method application to the learning outcomes in the civic education course? 2. Is there any influence on the inquiry method application towards learning interest in the civic education course?. The purpose of this study was to find out whether the application of the inquiry method can influence the results and learning interest for the second semester Counseling and Education Study Program. The benefits of this study were expected that the results of this study can be further scientific study material both for the researchers

themselves and for other educators, so that there will be an increase in the quality of education, especially towards efforts to improve student learning outcomes and interests.

Learning is a continuous process carried out by someone to get a change in behavior as a whole, as a result of own experience in interaction with the environment (Slameto, 2003: 2). One of the founders of the flow of behavior learning theory, put forward his theory that learning is a process of contraction between stimuli (which may be thoughts, feelings, or movements) and responses that can also be thoughts, feelings and movements (Hamzah, 2008: 11). Learning is a process of behavior change caused by interaction with the environment.

From some of the meanings above, it can be concluded that the learning process is individual and contextual, meaning that the true learning process in students is in accordance with their development and environment. Therefore, students should not only learn from teachers or educators, but can also learn with various learning resources available in their environment. Learning is a personal process that does not have to or is a result of teaching activities. Teachers do teaching activities not always followed by learning activities for the students. On the contrary, students can conduct learning activities without having to teach teachers. But in the learning activities of students there are teaching activities, for example those carried out by the author of teaching material books or the development of learning packages and so on Warsita (2008: 63). By looking at this point, it can be concluded that learning is an activity in the form of a willingness to study that is intentionally and consciously carried out in order to obtain a knowledge to then make that knowledge the basis for making decisions that can change overall behavior. Learning is also the result of good experience individually and because of environmental influences.

On the one hand, interest is very influential on learning because it might determine the degree of activity of students. If the learning material is not in accordance with the students' interests, it will be quite difficult to attract their attention. The position of interest in the teaching and learning process is very important in achieving the success of learning, both the interests that come from themselves and from outside the students. An activity that could attract someone must be considered continuously accompanied by pleasure. Great interest has an effect on learning, because if the material learned is not in accordance with their needs, there is no attraction for him, so students are reluctant to learn, students do not get satisfaction from the service. If students do not have an interest in learning, then there is a binding force.

Interest is a race that prefers and is interested in something or activity, without being told. And interest is basically acceptance or relationship between oneself and an outside self, the stronger or nearer the relationship, the greater the interest of. Slameto (2003: 180). In line with the above according to Singgih D. Gunarsa (2003: 129), interest is a driving force towards one's success. A person who has an interest in a field will easily learn the field. Interest is a deliberate concentration of attention and is born with his will and depends on his talents and environment.

From the opinion above, the author can conclude that interest greatly affects each activity. With the interest, all activities carried out become enjoyable. Learning without interest will feel saturating if the learning material is not suitable then there is no attraction for students to learn because the influence of interest is very large in learning activities. Where there is interest, students will be able to complete good activities.

Civic comes from two basic words, namely: "citizen" and "state". Having become a combined word, it becomes a term for who live in a particular country (Usman, 2008: 3). According to this understanding, it can be stated that civic can be interpreted as a state of citizenship and knowledge of the state with all rights and obligations that must be met by good citizens.

Strategy or method (hereinafter referred to as method only) is a method used to implement plans that have been prepared in real activities so that the objectives that have been compiled are achieved optimally (Vienna, 2008: 148). Whereas in the large Indonesian dictionary, strategy is an orderly way of thinking carefully to achieve purpose (in science etc.): how to work together to facilitate the implementation of an activity to achieve the specified goals (Ministry of Education and Culture, 1999: 52).

From the understanding of the strategy or method above, it can be argued that, the strategy or method is a method used by the teacher in conducting learning interactions with students during the learning process. This means that the method used in the learning process serves to realize predetermined strategies before the implementation of learning activities. Thus, the method in a series of learning systems plays a very important role, because to achieve educational goals and learning processes systematically and effectively only possible can be implemented through the use of learning methods.

Inquiry is a term in English; this is a technique or method used by the teacher to teach in front of the class. So that inquiry can be interpreted as a technique of learning by, investigating, asking and finding subject matter so that it can truly be understood in a comprehensive and comprehensive manner. Inquiry learning method is a learning method that focuses on the activities and creativity of learners independently which is applied by finding and solving learning problems independently with the guidance of the teacher.

Inquiry (finding) is a core part of learning activities using a constitutional approach. According to Sagala (2008: 89) the keywords of the inquiry method are students discovering themselves, while the steps of finding themselves are: (1) formulating problems in any subject; (2) observing; (3) analyzing and presenting results in writing, images, reports, charts, tables, and other works; and (4) communicating or presenting the work to readers, classmates, teachers, or other audiences. The teacher uses this learning technique with the aim that students stimulate the task and actively search for and examine the problem solving themselves, look for the source itself, and they learn together in groups, it is hoped that students are able to express their opinions and form conclusions later.

Based on the problems and studies above, the hypotheses in this study are: 1. Ha: there is an influence of the inquiry method application on learning outcomes in the subject of citizenship education for the second semester of the counseling study program; 2. Ha: there is the influence of the inquiry method application on the learning interest in the citizenship education courses in the second semester students of the counseling study program.

2 Methodology

Based on the objectives and problems studied, this study included pre-experimental research with a one group pre-post test design approach. The design of one group pre-post test design was to reveal a causal relationship by involving one group of subjects. The research design can be presented in the table below:

Table 1. Pretest-Posttest Design

	Pretest	Treatment	Posttest
Application	O1	X1	O2

Source: Sugiyono (2012:112)

Notes:

X1 : Learning process using inquiry

O1 : pretest

O2 : posttest

The population in this study were the second semester students of the counseling study program and the determination of the sample in this study was to use saturated samples caused by the entire population in this study used as a sample of the study, amounting to 31 people.

The analysis prerequisite test was used to determine the validity of the data. In this study the prerequisite test was used: the validity test of a test will be said to have this validation if it can measure certain specific objectives parallel to the material or content of the lesson provided, reliability testing correlates with the accuracy and determination of data obtained, the level of difficulty test items can indicate whether the question is easy or difficult which is used by looking at the index of difficulty, Different power is used to determine whether the questions used can distinguish between high and low ability students.

Initial ability test (pretest) similar ability initial test was used to determine whether the initial abilities of students (students) were the same, normality test was used to determine whether a data obtained was normally distributed or not, homogeneity test was used to determine whether or not the data analyzed, test student's final ability (posttest), ended with a hypothesis test measuring the influence of inquiry learning methods on student learning outcomes and interests.

3 Results and Discussion

3.1 Instrument Test Analysis

Instrument testing was conducted to test the instrument before being used for data retrieval. The instrument had been validated and discussion on the lecturers of civic education courses in other study programs and the distinguishing test and the level of difficulty of the questions were carried out by the 4th semester students of the counseling study program.

Contents Validation

The instruments included in content validation were test questions and questionnaires of student interest in learning methods.

Table 2. Results of Instrument Validation

No	Validated instruments	Percentages	characteristics
1	Item questions	91%	Very valid
2	Affective assessment	95,8%	Very valid
3	Students' interest questionnaire	93%	Very valid

Validation of Item Questions

The results of the validation analysis of the items indicated validity or validity in each item. A question will be said to be valid if $r_{count} \geq r_{xy}$ (table). It can be seen that all the test items were valid because they have a $ritung \geq r_{xy}$ (table) so that they can be used as a matter of pretest and post-test questions.

Reliability Test

Reliability test is related to the accuracy and determination of the data obtained. Based on the results of processing the reliability test data by looking at the Guttman Split-Half Coefficient value which was equal to 0.755, it can be concluded that the question was high reliability.

Test of questions' difficulty

From the test of the level of difficulty of the items can be seen the level of difficulty in the test questions

Table 3 Counting Result of the Level of Questions'

Criteria	No. of Questions	Percentages
Easy	2	4%
Neutral	1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 18, 19, 21, 22, 23, 25	76%
Difficult	10, 12, 17, 20, 24	20%

*Distinguishing Characteristics***Tabel 4.**

Criteria	No. of Questions
Passed	2, 4, 8, 9, 18, 19
Satisfactory	1, 3, 5, 6, 7, 10, 11, 12, 15, 16, 17, 20, 21, 22, 23, 24, 25
Very Satisfactory	13, 14

3.2 Students' Initial Ability

Data on the initial ability of students is the ability of students before being given treatment obtained from the results of the pretest. Data description of students' initial abilities.

Tabel 5 Data on the Initial Ability of the Students

Parameter	Results
Highest Score	81
Lowest Score	60
Average	71.39
Median	72
Modus	72
Standard of Deviation	6.5

After conducting the analysis prerequisite test that included normality and homogeneity tests, it was found that the value of the initial ability of students was normally distributed and had the same (homogeneous) variance level.

3.3 Data of the Final Ability of Students**Tabel 6** Data of Students' Results

Parameter	Results
Highest Score	98
Lowest Score	77
Average	85.2
Median	83
Modus	83
Standard of deviation	6.4

After analyzing the prerequisite test which included normality and homogeneity tests, it was found that students' learning outcomes were normally distributed and homogeneous.

3.4 Data of the Final Ability of Students

Hypothesis test results of learning outcomes before and after treatment

Table 7 Recapitulation of Learning Outcomes

Score	<i>Pretest</i>	<i>Post-test</i>
Average	71.2	85.2
Lowest Score	60	77
Highest Score	81	98

After testing, the results showed that the average value, the highest value and the lowest value of the students before treatment was carried out and after different treatments there was an increase in the value of learning outcomes. So it can be concluded that Ha 1 was accepted that there was an influence of the application of the inquiry learning method on the second semester student learning outcomes of civic education courses.

The results of the test of the student's interest in learning hypotheses before treatment and after treatment were obtained that:

Table 8 Recapitulation of Questionnaire

	Before Treatment	AfterTreatment
Average	3,0	3,98
Lowest Average Item	2,5 No 18	3,3 No 19
Highest Average Item	3,7 No 24	4,6 no 22

After giving an interest questionnaire before and after treatment, the results showed that: the average score of the questionnaire before being given treatment was 3.0 and after being given treatment the student interest increased to 3.9. So it can be concluded that Ha 2 is accepted that there was an influence of the application of the inquiry learning method on the learning interest of semester 2 students in civic education courses.

Student learning outcomes before and after the treatment were obtained that there were differences in student learning outcomes. The highest value learning outcomes for the pretest was 81 while the posttest was 98 and the lowest value for pretest 60 while for the posttest was 77. The average pretest was 71.2 while the posttest 85.2. Based on these results inquiry method managed to improve student learning outcomes, this was caused by the treatment that occurs in research that was used a lecture method in the initial learning and then carried out treatment learning by using inquiry method, inquiry method invites students to be active and participate in each learning activity (student center) not like the lecture method that focuses learning on educators.

Results of student learning interest before and after being given treatment. Questionnaires were given before and after being given treatment to see whether there was an influence of inquiry methods on student learning interest in civic education courses. Based on the results of the questionnaire distribution on the research respondents continued the data processing, the results showed that there was an increase in student learning interest, namely from 5 scales given on average before 3.0 treatments were given whereas after treatment was 3.98, the lowest average was 3.3 in the questionnaire number 19 relating to the division of groups, while the highest average of 4.6 in the questionnaire number 22 relating to the learning process with the inquiry method led students be more interested in attending civic education courses. Based on these results it can be seen that the inquiry method succeeded in increasing students' learning interest in civic education courses, the lowest score was caused by some students not liking group friends because they were not familiar with the group, but based on the interview results, this did not affect the group work process.

4 Conclusion

Based on the test results obtained that: 1. Ha 1 was accepted, there was the influence of the inquiry learning method application on the learning outcomes of the second semester students in civic education courses. This is due to the treatment that occurs in research, by using the lecture method in the initial learning process and then using the inquiry method, the inquiry method invites students to be active and participate in each learning activity (student center) is not like the lecture method that focuses learning on educators.

2. Ha 2 was accepted there is the influence of the application of inquiry learning methods on the learning interest of the second semester students in civic education courses, students were more interested in participating in learning using inquiry methods due to the more interesting lecture process compared to the lecture method.

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