



Inquiry learning: A path to better problem solving in Yogyakarta's school

a,¹ Yani Lutfia Rizki, b,² Arif Rahman

^a Faculty of Islamic Studies, Universitas Ahmad Dahlan, Indonesia

^b Faculty of Education, Universitas Ahmad Dahlan, Indonesia

¹ yani2000031142@webmail.uad.ac.id; ² arif.rahman@pai.uad.ac.id

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ABSTRACT

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This research is motivated by the inquiry learning strategy on students' ability to solve problems in classroom learning, this can be seen from an educator's efforts to have appropriate learning strategies for students so that learning can run effectively and efficiently. This research aims to find out how the inquiry learning strategy has an impact on problem solving in the classroom. This research uses descriptive field research with a qualitative approach. The primary data sources in this research were Islamic Religious Education subject teachers and class VIII students at SMPN 9 Yogyakarta, while secondary data were articles, books and documentation related to the research theme. There are three stages of data analysis techniques used in research, including data reduction, data presentation, and drawing conclusions. The results of this research show that: (1) The application of inquiry learning strategies to students' problem-solving abilities in class VIII SMPN 9 Yogyakarta involves several stages to increase student participation and understanding effectively. There are 4 aspects of the application of inquiry learning strategies to students' abilities in learning in the classroom, namely the implementation of learning, the obstacles faced by educators, factors that influence the success of inquiry learning, as well as the challenges faced by educators in implementing inquiry learning strategies. (2) Supporting factors in applying inquiry learning strategies to students' problem-solving abilities in class VIII SMPN 9 Yogyakarta are technology and a supportive environment. Meanwhile, the inhibiting factors in implementing inquiry learning strategies on students' ability to solve problems in class VIII SMPN 9 Yogyakarta are the lack of readiness of students to think logically and critically, decreased interest in learning among students and limited time.

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Introduction

Learning activities in schools are the relationship between teachers and students in studying subject matter arranged in the curriculum. Educators not only have to understand the material or

teaching materials when carrying out learning activities, but they also have to understand how the material is delivered and explained and how students behave in receiving it. One of the causes of teacher failure is usually not because they don't understand the material, but because they don't know how to explain the material effectively and interestingly (Solikhah, 2018).

A teacher must have the ability to improve student learning outcomes effectively and have more diverse or varied strategies for delivering lessons to students. Therefore, teachers must design effective and efficient teaching and learning activities. Efforts to improve the quality of education center on teachers' learning processes, namely changing the way they learn. Based on this, education today must lead to a process of activities that allows students to adapt to globalization, environmental problems, technological advances, and the integration of science and technology (Desmiatun Siti Hasanah, 2020).

Education is an important component in human life. The form of the education system cannot be denied that teachers occupy a position center and facilitator, so that an educator is required to have the right method so that students can learn effectively and efficiently regarding the required goals. The use of inquiry learning-based learning methods helps students gain a deeper understanding and proper understanding of how to solve problems. One way to change the learning process in Islamic religious education subjects is by implementing the inquiry learning learning method (Yunita Eny Saputri, n.d.).

The reality in the teaching and learning process in schools is that educators only fulfill their obligations, namely conveying lesson material and students are encouraged to remember what they know. The current reality shows that most educators are still unable to implement appropriate learning strategies based on topics of interest to students. Educators often use monotonous approaches such as lectures, making it difficult for students to master learning. Learning that focuses more on mastering material has been proven to be successful for short-term memory, but it is difficult to equip students to solve problems in long-term life. The problem currently faced by teachers is finding the best way to convey some of the concepts being taught in a way that allows students to remember and apply these concepts for longer (Annisa Aliffia Roiyani, 2022).

Based on these conditions, researchers focused on research related to teachers' efforts in implementing the inquiry learning model and the teacher's role in solving problems during classroom learning, because students are very dependent on their teachers in the learning process.

Method

This study used qualitative field research. The qualitative approach is descriptive. Primary data in this research was obtained from interviews with two subject teachers and four class VIII students directly by the researcher. Secondary data sources are collected in the form of journals, books,

articles, reports and other sources related to the research subject.

Result and Discussion

Understanding Learning Strategies

Strategy comes from the military idea of doing something. "Strategy" comes from the Greek word "strategos", which means general. Strategy is usually defined as a plan of action to achieve certain goals. Strategies are used in many fields, including education and learning, because they indicate how effective they are in achieving goals. The meaning of strategy in the learning context can be defined as a general scheme of teacher and student activities designed to achieve predetermined learning goals (Nani anggraeni, n.d.).

Then, the term "learning" simply means an effort to study a person or group of people using various methods, strategies and approaches to achieve the desired goals. As stated in the National Education System Law no. 20 of 2003, "learning is a process that involves students with educators and learning resources in a learning environment (Muhammad Nur Saleh, 2016).

Learning strategies are very important, because they can help the learning process become easier and obtain maximum results. For teachers, learning strategies can be a systematic guide and reference for action, and for students, it makes it easier for them to understand the material easily and more quickly (Nani anggraeni, n.d.). In order to achieve learning objectives, planning and strategies are needed to carry out interactions between students and teachers in the teaching and learning process. Students are more motivated to learn and make the material easier to understand if there is a good and safe learning environment (Hasridi, 2022).

The use of learning strategies can have a positive impact on students, because they can instill knowledge and improve learning skills needed to learn more effectively. Based on this, students can apply this strategy both at school and at home. Most factors influence improving student learning outcomes, including things that happen to students and the conditions of their environment, whether good or bad. approaches, models and methods are important components in improving and expanding individual expertise in learning strategies. One of the important elements in the learning system is these three things. No matter how good the module delivered by an educator, an educator must be prepared to face failure in teaching if no approach is used in the learning process. Through this approach, educators can better understand their students and ensure what learning models are appropriate and used well during the learning process (Hasridi, 2022).

Understanding Inquiry Learning

Inquiry comes from English, which means investigation or asking for information. In other words, "students are asked to search and discover for themselves". Inquiry learning is a learning activity that maximizes the ability of all students to solve and research a problem critically,

systematically, logically and analytically so that they can form their own findings with confidence and belief in them. Inquiry-based learning focuses more on the research and discovery process (Achmat Mubarok dan Lili Maslukha, 2022).

In the context of implementing inquiry learning as a teaching and learning method, students are identified as learning subjects, meaning they play an important role in determining the atmosphere and learning. Using this method, each student is encouraged to play an active role in the teaching and learning process. One way is by actively asking questions, the teacher is not always obliged to answer, because each student has the same opportunity to answer the questions asked. A good type of question is one that is related to the topic being discussed or discussed, can be answered in part or in full, and can be studied and studied meaningfully. Students must participate actively in learning with an inquiry learning model, which is expected to improve their learning outcomes, especially in terms of their communication and understanding skills. Inquiry-based learning aims to motivate students to be more creative and dare to imagine. When imagining, students must make discoveries, either in the form of improvements to what already exists, or by creating ideas, concepts or tools that have never existed before. Therefore, students must not only understand the subject clearly but also have the ability to explore creatively (Nurul Yebki Astuti, 2020).

Problem Solving Ability

Problem solving ability is the ability to identify a problem, analyze it, formulate a solution, and prove a hypothesis to solve the problem. The demand for problem solving skills is explicitly influential in the curriculum as a core competency that needs to be developed and integrated into various appropriate teaching materials. Most experts say a problem is something that needs to be answered and overcome. According to Hayes, a problem is "a gap between your current situation and the goals you want to achieve, but you don't know what you need to do to achieve those goals (Nur Fadillah, 2018).

A very important factor in implementing the learning process is that teachers need to create an environment that facilitates optimal learning for each student, even in groups. Therefore, the learning process must be designed in a way that connects topics with the problems students face every day. One of the most powerful thinking skills is problem solving (Herliani & Heryati, 2017).

Conclusion

Based on research conducted by researchers relating to the application of inquiry learning strategies to students' ability to solve problems in classroom learning. then the following conclusions can be drawn: critical, creative, and collaborative thinking skills that are important in problem solving by actively involving them and providing opportunities to explore and discover their own knowledge. In overcoming the obstacles faced by educators in implementing inquiry

learning strategies in the classroom, teachers must continue to improve their professional abilities by finding innovative ways to overcome these obstacles. There are many challenges faced by educators in implementing inquiry learning strategies in the classroom, but with the right approach, teachers can overcome these problems and make learning more effective and meaningful. The supporting factors of the inquiry learning learning strategy on students' ability to solve problems in learning are the use of technology and the existence of a supportive environment. The inhibiting factors of the inquiry learning learning strategy on students' ability to solve problems in learning in the Yogyakarta classroom consist of students' lack of readiness to think logically and critically, decreased interest in learning among students and limited time are often considered inhibiting factors in the inquiry learning learning strategy.

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