IMPLEMENTATION OF INQUIRY APPROACH TO IMPROVE STUDENTS 'LEARNING MOTIVATION IN PKN LESSONS IN KELAS IX-1 SMP NEGERI 1 NAMORAMBE STUDY YEAR 2017/2018

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Abstract

Motivation is a change in energy in a person that is characterized by the emergence of feelings and is preceded by a response to the existence of learning objectives, namely changes in behavior or appearance, with a series of activities such as reading, observing, listening, imitating This research aims to determine the increase in student learning motivation by using Inquiry approach in Class IX-1 SMP Negeri 1 Namorambe Academic Year 2017/2018. The research method is classroom action research and the research subject is Class IX-1. The class studied consisted of 34 students. Based on the learning outcomes of the first cycle, an average value of 70 was obtained. After the second cycle, there was an increase to 85. In this study, data on individual and classical learning completeness criteria were obtained, to as many as 34 students or by 100%. Thus the learning in this study can be said to have been completed. The level of student mastery of the material being taught, which is made based on the final test is 100% of students who have very high mastery. Based on the results of the research above, it can be concluded that learning using the inquiry approach in Class IX-1 SMP Negeri 1 Namorambe for the 2017/2018 academic year has increased student learning motivation.

Keywords: Inquiry Approach, Learning Motivation, Civics

INTRODUCTION

The development of science and technology today brings changes in the lifestyle of humans in the fields of social, science, technology, culture, information and education. This is a challenge and an opportunity to improve the quality of human resources so that they can compete in a world full of competitive life. Therefore, to improve human resources is to improve the quality of education.

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. Education is also a

lifelong process and is carried out in the community, school and family environment. Education is a shared responsibility among school teachers, families, communities and government.

To get the maximum results from the educational process, creative and innovative thinking is needed. To obtain creative and innovative thinking, motivation is needed in the learning process. Motivation can be said to be a driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and which gives direction to learning activities so that the objectives of Civics subjects are achieved. The problems that can be identified are as follows: The low test results of grade IX-1 students of SMP Negeri 1 Namorambe in Civics lessons, Lack of student motivation in Civics learning, Teachers apply a learning process that is centered on teacher activeness so that students feel bored in learning activities. The use of media in learning is still not optimal.

In Civics learning requires student motivation so that students are not bored / bored in the teaching and learning process. Civics is a subject that studies many concepts related to everyday life. Given the wide scope of Civics, the learning process not only emphasizes the many memorized concepts but on how students practice finding these concepts. Therefore, in designing optimal learning activities, the teacher's accuracy is needed in choosing the learning approach to be applied.

Based on the results of observations made by researchers in class IX-1 SMP Negeri 1 Namorambe on the Civics learning process, it was found that not all students understood the subject matter. 50-55, while the Minimum Graduation Criteria (KKM) that students must achieve is 75. Of the 34 students who took the exam in Civics lessons only 10 students managed to get a score above 75, while 24 students scored below the grade. 75. This is because in the learning process, teachers tend to be monotonous and still teacher-centered, without giving students the opportunity to arouse the courage to express their opinions. Many students are sleepy, tell stories because they are bored, causing a lack of motivation for students in learning. In addition, teachers have also not been able to optimize learning resources and media to assist learning activities. Therefore, teachers are required to be able to use a learning approach that is in accordance with the conditions and learning situations so that student motivation remains high in learning activities.

It is hoped that by using an inquiry approach in Civics learning students can improve understanding, and make Civics learning interesting

and fun, and can also build cognitive, affective and psychomotor in the learning process.

From the description above, the authors are interested in conducting classroom action research with the title: "Application of Inquiry Approaches to Increase Student Motivation in Civics Class IX-1 in SMP Negeri 1 Namorambe in the 2017/2018 Academic Year".

Motivation is the most basic thing in learning activities. Students must be given motivation in learning activities so that learning objectives are achieved. Without motivation, the student learning process will be difficult to run smoothly. The teacher must raise, mobilize, and direct students in learning activities. If students get the right motivation, learning outcomes will be achieved.

Learning success can be determined by the motivation it has. The more someone feels attracted to a material the easier it will be for him to master the material. The level of motivation can determine the results obtained. Students who have high learning motivation tend to have higher learning outcomes as well. Conversely, students who have low learning motivation, will also have low learning outcomes. Because motivation is the driving force and impetus to take certain actions.

Inkuiri comes from English inquiri, means a question or examination, investigation. Inquiry is a general process by which humans seek or understand information (Trianto, 2009: 166). According to Sagala (2009: 196) states that "the inquiry approach starts from the view that students, as subjects and objects in learning, have the basic ability to develop optimally according to their abilities".

RESEARCH METHODS

This classroom action research was conducted at SMP Negeri 1 Namorambe, located in Kec. Namorambe Serdang Deli Regency Prov. North Sumatra. This research took place from February to April 2018. The subjects of this study were 34 students of class IX-1 SMP Negeri 1 Namorambe in the 2017/2018 academic year consisting of 14 male students and 20 female students.

This type of research is classroom action research (PTK) through two learning cycles. In each cycle, planning, implementation, observation and reflection are carried out.

According to Arikunto (2009) there are several experts who propose an action research model with different parts, but in general there are four

stages that are commonly passed, namely: (1) planning, (2) implementation, (3) observation and (4) reflection.

The steps for implementing classroom action research can be seen in Figure 3.1.

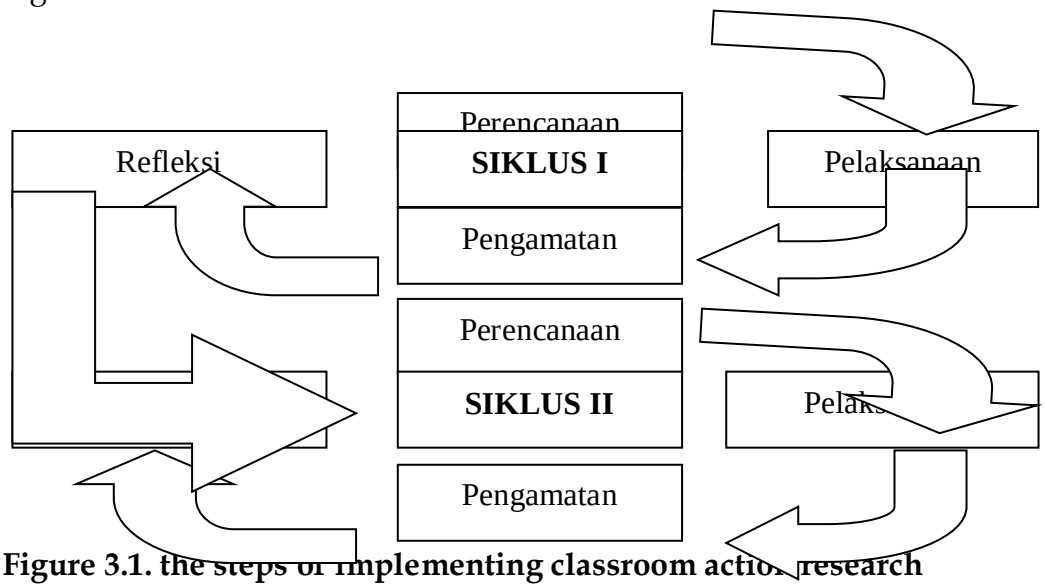

Figure 3.1. the steps of implementing classroom action research

The research design carried out is as follows:

1) Conducting observations of the research site to determine the aspects that support the conduct of research.
2) Preparation. In the implementation of this classroom action research consists of 2 (two) cycles, each cycle is carried out in four stages, namely: planning (planning), action (acting), observation (observation), reflection (reflection).

The test was conducted on students who were the research sample in order to obtain data about achievement in a subject. To filter the research data on the learning outcomes of subjects used tests. The instruments used in this research are:

1) To find out the results of student achievement, the instrument used is a question sheet.
2) To obtain data about student observer activities, student observation sheets are given.
3) To find out the data about the activities of the teacher observers are given teacher observation sheets.

In this classroom action research, there are two types of data that will be collected: Qualitative data, data in the form of information in the form of statements that provide an overview of student expressions of subjects and student responses to understanding of a subject. in learning, self-

confidence, learning motivation (psychomotor) can be analyzed qualitatively.

Quantitative data, data to test the hypothesis, namely to determine the increase in student learning activities by applying the Inquiry approach learning model, namely by comparing with cycle 1 to cycle 2. If cycle 2 is greater than cycle 1 means that there is an increase in student learning outcomes, in other words hypothesis is accepted.

To calculate the percentage level of student activity in the teaching and learning process, the formula is used:

% aktifitas = $\frac{Jumlah\ Siswa\ Yang\ Aktif}{Jumlah\ Seluruh\ Siswa}\ x\ 100\ \%$

(Sudjana,2009: 103)

To test the student's hypothesis 2, namely to determine the increase in student learning outcomes by applying the Inquiry approach learning model by comparing learning outcomes in cycle 1 to cycle 2, if cycle 2 is greater than cycle 1 and has reached the KKM value, it means that . To measure the level of students' mastery of accounting learning material, a formula is used:

DS = $DS = \frac{Skor\ yang\ diperoleh\ siswa}{Skor\ maksimum}\ x\ 100\ \%$ (Arikunto : 2010)

RESEARCH RESULT

After the teaching and learning process took place using the Inquiry approach learning model, a test was carried out on each student's learning subject for each cycle and the test results were obtained for each student. The value of student learning outcomes can be seen in table 1 below:

Table 4.1. Student learning outcomes data in cycle I

No	Siswa	KKM	Nilai	Ketuntasan
1	X1	70	75	TUNTAS
2	X2	70	75	TUNTAS
3	X3	70	100	TUNTAS
4	X4	70	88	TUNTAS
5	X5	70	75	TUNTAS
6	X6	70	75	TUNTAS
7	X7	70	63	TIDAK TUNTAS
8	X8	70	88	TUNTAS
9	X9	70	63	TIDAK TUNTAS
10	X10	70	75	TUNTAS
11	X11	70	63	TIDAK TUNTAS
12	X12	70	88	TUNTAS
13	X13	70	63	TIDAK TUNTAS
14	X14	70	75	TUNTAS

15	X15	70	88	TUNTAS
16	X16	70	50	TIDAK TUNTAS
17	X17	70	75	TUNTAS
18	X18	70	63	TIDAK TUNTAS
19	X19	70	75	TUNTAS
20	X20	70	75	TUNTAS
21	X21	70	75	TUNTAS
22	X22	70	63	TIDAK TUNTAS
23	X23	70	63	TIDAK TUNTAS
24	X24	70	63	TIDAK TUNTAS
25	X25	70	63	TIDAK TUNTAS
26	X26	70	75	TUNTAS
27	X27	70	63	TIDAK TUNTAS
28	X28	70	63	TIDAK TUNTAS
29	X29	70	63	TIDAK TUNTAS
30	X30	70	75	TUNTAS
31	X31	70	50	TIDAK TUNTAS
32	X32	70	88	TUNTAS
33	X33	70	75	TUNTAS
34	X34	70	63	TIDAK TUNTAS
	Jumlah		**2572**	
	Rata-rata		**71,44**	
	PresentaseKetuntasan		**55,56** %	

Based on table 4.1. indicates that the student's mean score is 71.44. In the first cycle (I). Students who complete learning are 55.56% students while those who do not study are 44.44% students.

Reflection

After seeing the results of data analysis on student learning outcomes in cycle I and observations during the learning process and seeing student activities, it is necessary to carry out learning in cycle II by making design improvements, teaching methods, delivering material. The acquisition of values in cycle I was not as expected because it had not reached the completeness of learning, namely learning was said to be complete if it had reached 75% of the number of students had reached a value of ≥ 75, so that classroom action research was continued in cycle II where learning continued to use the Inquiry approach learning model.

Research Data Cycle II

No	Siswa	KKM	Nilai	Ketuntasan
1	X1	70	88	TUNTAS
2	X2	70	100	TUNTAS
3	X3	70	100	TUNTAS
4	X4	70	88	TUNTAS
5	X5	70	100	TUNTAS
6	X6	70	88	TUNTAS
7	X7	70	75	TUNTAS
8	X8	70	88	TUNTAS
9	X9	70	75	TUNTAS
10	X10	70	100	TUNTAS
11	X11	70	88	TUNTAS
12	X12	70	88	TUNTAS
13	X13	70	75	TUNTAS
14	X14	70	88	TUNTAS
15	X15	70	88	TUNTAS
16	X16	70	75	TUNTAS
17	X17	70	88	TUNTAS
18	X18	70	75	TUNTAS
19	X19	70	100	TUNTAS
20	X20	70	100	TUNTAS
21	X21	70	88	TUNTAS
22	X22	70	75	TUNTAS
23	X23	70	88	TUNTAS
24	X24	70	75	TUNTAS
25	X25	70	88	TUNTAS
26	X26	70	88	TUNTAS
27	X27	70	88	TUNTAS
28	X28	70	88	TUNTAS
29	X29	70	75	TUNTAS
30	X30	70	88	TUNTAS
31	X31	70	75	TUNTAS
32	X32	70	100	TUNTAS
33	X33	70	88	TUNTAS
34	X34	70	88	TUNTAS
Jumlah			**3134**	
Rata-rata			**87,05**	

PresentaseKetuntasan	**100 %**

Based on table 4.2. indicates that the students' mean score was 87.05. In cycle II, all students have been declared complete in learning.

CONCLUSION

Based on the results of research and research discussion it can be concluded as follows: Learning carried out using the Inquiry approach learning model in class IX-1 SMP Negeri 1 Namorambe Academic Year 2017/2018 can improve student learning outcomes this can be seen from the average value during the cycle I, 71.44, in the second cycle there was an increase in the average score of students to 87.05. Using the Inquiry Approach Learning Model in class IX-1 SMP Negeri 1 Namorambe 2014/2015 academic year can improve student learning completeness where at the time of cycle I 55.56% but increased to 100% in cycle II.

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