

## **INCREASING INTEREST OF LEARNING SCIENCE THROUGH THE GUIDE INQUIRY APPROACH TO BASIC CLASS III STUDENTS**

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### **ABSTRACT**

Low science learning outcomes are less interested and active in learning. This study aims to increase interest in learning science in third grade students of SD N 14 Tapan. Classroom action research (PTK), data obtained during the research process are analyzed qualitatively and quantitatively. The approach used in this study is the Inquiry Guide approach with the following steps: (1) Orientation, (2) Formulating a problem, (3) Formulating a hypothesis, (4) Gathering data to prove the hypothesis, (5) Formulating a conclusion. The research data was obtained using tests, observations, and field notes. The results of each cycle carried out in the study have seen an increase, where in the first cycle showed that the average percentage of student interest reached 54.44% with the category of interest while in the second cycle the average percentage of student interest reached 73.72% with the category very interest. The average student learning outcomes in the first cycle reached 64, and in the second cycle reached 75. The average learning outcomes in the second cycle had exceeded the KKM (Minimum Completion Criteria) set by SD N 14, which was 65.

**Keywords: Inquiry Guide, Interest in Learning, Learning Outcomes**

### **INTRODUCTION**

Experience is the best teacher for someone; this expression implies that one can learn through experience. The experience they produce in the learning process will be able to develop the various potentials they make. Students can develop as much as possible according to their own learning methods. There are some children who like to learn when the teacher explains it as clearly as possible; there are also children who like

to learn if the teacher explains with pictures, there are also children who like to learn if given the opportunity to do activities in learning.

In connection with this, as a teacher who is able to produce education that makes it possible to develop various intelligences for their own children. Based on the description above, the teacher must start that each student has a different intelligence, maybe students (Hermon and Dalim, 2005). An intelligence in mathematical logic, B intelligent students in music or C students including intelligent children in body kinestek. So, children must learn from various aspects before we sentence them students because they are unable to respond verbally.

If a teacher has started and accepted our students according to their characteristics, of course we need to find and find learning models that can be used in the process and analysis to find and find the right answers (Hermon and Dalim, 2006). One of the learning models is the Inquiry approach. Inquiry Questions are learning strategies that carry out process-focused and analytical learning activities to find and find answers to the problems in question. Whereas the Inquiry Guide (guided inquiry) is inquiry that is often interfered with by the teacher here the teacher directs a lot and gives instructions both through complete procedures and directional questions during the inquiry process.

Through the inquiry approach, students need to understand what learning means, what the benefits are, in what status or role they are in, and how to achieve it. This is very important so that students have an understanding that what they are learning is useful for their lives. This is because the teacher learning process tends to be only a transfer of knowledge from teacher to student so students are less interested in learning. Students also do not fully like science lessons due to a lack of interest in learning and creativity possessed by students. In addition, teaching aids especially for science subjects are also limited so interest has resulted in reduced student interest in science lessons (Hermon, 2015). The lesson will run smoothly if there is interest, and if there is no interest in learning or students are lazy in learning then they will fail. Taking into account the observations of class III students at SDN 14 Tapan ago, obtained several factors that are thought to be the cause of the problems stated above, namely: Is the Guide Inquiry approach (guided inquiry) can increase interest in learning Natural

Sciences (IPA) in students class III SDN 14 Tapan with the aim of increasing interest in studying IPA.

## METHOD

This research is a qualitative research. Therefore, the data sources in this study were fourth grade students and class teachers. Data collection methods used are test methods, field notes, and documentation. The test method is used to determine the students' initial abilities in writing poetry. collect data or field notes to record obstacles or problems that occur by observing the activities of students, documentation taken when the test activities take place or matters related to interests in this study. The data obtained in this study were processed by qualitative descriptive analysis. Data analysis in the research carried out took place simultaneously with the data collection process. The data processing includes through three stages of the flow model, namely data reduction, data presentation, and data verification. The technique used in checking the validity of data and the saturation of data in this study are persistence of observation and data triangulation. Data triangulation carried out using two ways, namely through sources and theories.

## RESULTS AND DISCUSSION

This research was conducted in class III of SDN 14 Tapan Selatan coast in the 2018/2019 school year with a total of 25 students, consisting of 13 men and 17 women. In this study researchers acted as educators, while class IV educators acted as observers. This study was conducted in two cycles, cycle I consisted of II meetings and cycle II consisted of I meetings. In this section a discussion of the results of the research has been carried out. The focus of the discussion is the use of a Inquiry Guide approach to increase interest in learning science in third grade students at 14 tapan Public Elementary School. The focus of the discussion was then discussed and implied for the development of science learning.

From the results of the research on the implementation of learning using the Inquiry Guide approach to science learning with material movement material, various preparations were made before the learning was carried out. One of them is making

learning design in the form of learning implementation plan (RPP). Planning arranged in the study consists of several components: 1). Competency standards, 2). Basic competency, 3). Indicator, 4). Learning objectives, 5). Main material, 6). Learning activities, 7). Media and Sources, 8). Evaluation. The standard of competence and basic competency is taken from the third grade elementary school science education unit curriculum.

### **Discussion of cycle I**

Implementation of learning in the first cycle according to what was planned. In the first cycle the learning is presented in two meetings (4x35 minutes). In a learning activity students are said to have learned when a behavior change process occurs in students. The implementation of learning using the Inquiry Guide approach is a process of discovery of a concept that is often found.

Learning using the Inquiry Guide approach is not an activity of transferring knowledge from teacher to student, but rather an activity that allows students to discover their own knowledge through research conducted. This means that the use of the Inquiry approach in learning places students as subjects of learning even though the teacher participates in these learning activities but the teacher only acts as a guide in learning. All activities carried out by students in learning that use the Inquiry approach are directed to build the initial concept and prove the hypothesis of a concept through discovery.

Learning in the first cycle is carried out in accordance with the steps of the Inquiry Guide, the steps in implementing the Inquiry Guide approach are orientation, formulating problems, formulating hypotheses, collecting data to test hypotheses, and formulating conclusions. The learning process in this first cycle is not perfect because of the habits of students in learning who are accustomed to receiving information from the teacher, so students find it difficult to adjust by using a Inquiry Guide approach that requires students to be active in learning so they can build knowledge of learning material and better understand the existence findings made in their respective groups.

Based on the results of observations and discussion of researchers with class III teachers, the causes of the unsuccessful first cycle are that students have not been

seen as active in learning activities so that learning looks one-way. In terms of the teacher himself, it seems that the teacher lacks motivation for students and the management of the class is also lacking. So that the class looks not conducive because the teacher does not control the students, and when giving the evaluation the teacher does not discuss the work of the students. From the analysis of research data in the first cycle, the results of observations of student interest showed that the average percentage of student interest was categorized as with a value of 54.44% but it seems that the indicators of courage to ask and comment were still very rare because many students seemed silent. And based on the results of the research in the first cycle, the average class of learning outcomes is 64. Based on the results of observations of the first cycle obtained, it is planned to make improvements to the next cycle of learning. In the second cycle, the teacher must pay attention to the shortcomings during the learning process in the first cycle and improve it in cycle II.

### **Discussion of cycle II**

Science learning with the material movement of objects through the Inquiry Guide approach in the second cycle runs smoothly in accordance with the plans that have been set through the implementation plan of learning. In this second cycle students are familiar with the approach given by the teacher, learning takes place (4x35 minutes) for two meetings.

The implementation phase of learning in the second cycle is the same as the steps in the first cycle. Based on cycle II, it was seen that the students already seemed familiar in group discussions, the teacher gave guidance to each group by visiting each group. If the teacher is able to design learning like this, then the learning will be more alive and there will be no one-way learning that is only centered on the teacher. And in the second cycle, the distribution of tools and materials during group discussions was given more attention. And to spur students' enthusiasm at the end of the discussion for groups that answer well, they are given prizes to the group.

The implementation of the evaluation in the second cycle occurred a little change, namely in the first cycle the teacher did not discuss the evaluation when giving an evaluation, in the second cycle the teacher and students discussed the evaluation so

students know where they made mistakes when answering evaluation questions. From the analysis of research in cycle II, the use of the Inquiry Inquiry approach in learning is good. It can be seen that during the learning process students are seen to be so old that the classroom atmosphere becomes alive and students have dared to ask questions and express their opinions during group discussions. This is evidenced by the increasing interest of students in science learning with the percentage of students' average interest of 73.72% based on criteria of interest already showing a very interested category. And from the research cycle II the results of student learning have also increased with the average class 75 exceeding the KKM that has been determined by the school that is 65. This proves that the increase in student interest can be indicated by the increase in student learning outcomes. The use of a Inquiry Guide approach can increase students' interest in learning because in learning students are more active in learning while the teacher's role is only as a facilitator. The process of discovery is carried out entirely by students with the LKS guide provided by the teacher.

## CONCLUSION

From the results of data analysis it can be concluded: Through the Guide Inquiry Approach can increase interest in learning science in third grade students of SDN 14 Tapan. This can be seen from the average percentage of student interest in the first cycle obtained 54.44% and the second cycle increased to 73.72%. Increased student interest in science learning can be shown by increasing student learning outcomes, namely in the first cycle the average learning outcomes obtained 64 in the second cycle increased with the acquisition of learning outcomes that is 75 and has exceeded the KKM determined by the school that is 65. It can be concluded that through the approach The Inquiry Guide can increase interest in learning science in third grade students at SDN 14 Tapan.

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