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Application of the Inquiry Learning Model to Improve Indonesian Language Learning Outcomes in Class DIII Nutrition 1B Poltekkes Kemenkes Padang

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ABSTRACT

Learning Indonesian is a complex process that involves understanding grammar, vocabulary, reading, writing, listening and speaking skills. To improve Indonesian language learning outcomes, the application of an inquiry learning model is an effective and interesting approach. The inquiry learning model involves students actively in the learning process, where they ask questions, conduct experiments, observe, and find solutions to existing problems. In the context of learning Indonesian, this model can provide significant benefits for students. One of the advantages of the inquiry learning model is that it stimulates student activity in seeking understanding of Indonesian through exploration and discovery. Students are invited to become researchers and develop their critical thinking skills in the process. The research we are currently conducting is to see how much impact the learning model using the inquiry method has on Indonesian language learners, D3 1b students at the Poltekkes Kemenkes Padang. This study aims to determine the side effects of learning Indonesian in the use of inquiry learning models in class DIII 1B students of the Poltekkes Kemenkes Padang for the 2022/2023 academic year. This type of exam is a homeroom learning activity that is carried out in two cycles. In each cycle there are stages of planning, action implementation, observation/evaluation, and reflection. This research involved 35 first grade DIII B students of the Poltekkes Kemenkes Padang. The information collected was investigated using inquiry test techniques using 2 cycles. Test method data were then subjected to quantitative descriptive analysis. This study found that the learning outcomes of class DIII 1B Poltekkes Kemenkes Padang using the inquiry method in the Indonesian language learning process had been successfully implemented as evidenced by an increase in the student score index based on the tests that had been carried out. At the beginning of the first cycle test only got 50% then it increased in cycle II by 92.5%.

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INTRODUCTION

Learning Indonesian is a complex process that involves an understanding of grammar, vocabulary, reading, writing, listening, and speaking skills. To improve Indonesian learning outcomes, the application of the inquiry learning model has become an effective and interesting

approach. The inquiry learning model involves students actively in the learning process, where they ask questions, conduct experiments, observe, and find solutions to existing problems. In the context of learning Indonesian, this model can provide significant benefits for students. One of the advantages of the inquiry learning model is that it stimulates student activity in seeking understanding of the Indonesian language through exploration and discovery. Students are invited to become researchers and develop their critical thinking skills in the process. They are invited to ask questions, collect and analyze information, and draw conclusions based on available evidence. Through these steps, students become more involved in learning and have a deeper understanding of the material being studied.

In addition, the inquiry learning model also promotes communication and collaboration skills between students. In the inquiry process, students are given the opportunity to discuss, share ideas, and work together in finding solutions. They learn to listen and consider the opinions of others, and present their own thoughts and arguments clearly and effectively. In learning Indonesian, good communication skills are very important, and inquiry models can help students develop these abilities effectively. Furthermore, the inquiry learning model also facilitates relevant and meaningful learning for students. Students are invited to relate lessons to their real-life contexts, so they can see the relevance and practical application of what they learn. For example, they could conduct research on the use of Indonesian in advertising or social media, analyze literary writings, or investigate cultural aspects related to Indonesian. In this way, students will be more motivated and involved in learning because they see the value and benefits directly.

However, it is important for lecturers to play the right role in implementing the inquiry learning model. They should act as facilitators who support and guide students in their discovery process. Lecturers must also provide relevant resources, such as textbooks, reading materials, or access to information technology, which can assist students in finding the information they need. Education is the most important basis for managing, promoting and developing quality human resources. Education can optimally develop various human potentials, namely the development of the highest individual potential physically, intellectually, emotionally, socially and spiritually to produce quality human resources.

Mastery of the Indonesian language is closely related to the progress of science and technology. The innovations that we appreciate today are principally carried out by applying Indonesian ideas and standards which are actually contained in various tools and mechanical objects. Indonesia is very important to help the student progress cycle, students get information and gain the ability to discover their true capacity. If the theory is no longer supported by scientific facts, it cannot continue to hold true in the future. In educational and educational experiences, the promotion of ideas cannot be separated from the improvement of mentality and values. Process competence is a bridge between the formation of concepts and attitudes and values.

The essence of this training is to foster students and especially students' opportunities to become quality human resources. high-quality human resources, such as people who are moral, active, creative, and independent, among other qualities. Therefore, the government

aims to make regulations to ensure that all citizens receive high quality education. The learning model called exploratory learning involves students in the learning process. This inquiry-based learning model has the potential to train teaching and learning skills and foster critical and creative thinking. Students actively discuss and ask questions during the learning process.

Literacy, numeracy, scientific literacy, financial literacy, digital literacy, cultural literacy and citizenship are the six basic literacy skills currently being developed. Proficiency can increase quickly when students regularly connect seamlessly with available computerized learning assets, empowering students to engage data in inquiry-based learning. The meaning of the word inquiry itself varies, in this case the development prefers the use of the word inquiry which means "search" or "search" so that in inquiry-based learning, educators prepare students to become experts in finding solutions to the problems they face. Over time, these solution seekers become educators who become "problem solvers." Of course, being a problem solver also requires students to develop various skills such as: B. Critical thinking, creative communication and collaboration. Well, of course, if research learning is properly applied, it can enhance those skills. In order for learning objects to produce problem solvers, trainers cannot be directly used in implementing exploratory learning, but there are several steps.

There are three stages of inquiry-based learning, namely the discovery learning model, guided inquiry learning model, and open inquiry learning model. Of course, each stage of the learning model has different criteria. In this article, the development does not fully explain inquiry-based learning because it makes writing long and boring, but even though it is incomplete, the developer tries to explain that inquiry-based e-learning is an innovation related to learning. In the millennium era, the learning process must be carried out online. Is it a full online learning process or a blended online learning process. So, for that, the developer-researcher learning model is modified into an e-learning model. The difference between face-to-face and e-learning is actually simple and relates to the use of hypermedia as the main learning resource and the use of LMS as a means of communication between teachers and students.

METHODS

The observations made were classroom action research. According to Kunandari (2011), "classroom action research can be defined as action research carried out by a teacher who also investigates, in his class or together with other people, the quality of learning (quality) in his class through a particular activity". treatment) in the stage to improve or improve. According to Agung (2014) "CAR as a form of research that is reflective by taking certain actions to improve and make teaching and learning practices in the classroom more professional".

There are four stages in the examination stage. Planning, taking action, observing/evaluating, and reflecting are the fourth stages. It can be concluded that PTK is a direct means of solving problems raised in class, thereby increasing student learning outcomes. This classroom action research was conducted at the Poltekkes Kemenkes Padang. The research subjects were students in class DIII nutrition 1B for the academic year 2022/2023,

with a total of 35 students, consisting of 2 boys and 33 girls. The topic of study for this group activity is the results of learning Indonesian at DIII Class 1B, majoring in nutrition, Poltekkes, Ministry of Health, Padang Semester 2, Academic Year 2022/2023

FINDINGS AND DISCUSSION

Enforcement is carried out by applying the inquiry learning model to Indonesian language learning in class DIII Nutrition 1B for the 2022/2023 academic year, with a total of 35 students, according to the problems outlined in the introduction. This research collects information about the results of learning Indonesian. The following is an explanation of the data:

Table 1. Description of the student's initial condition

No	Kode siswa	Nilai	Ketuntasan
1	222110201	40	Not finished
2	222110202	30	Not finished
3	222110203	50	Not finished
4	222110204	40	Not finished
5	222110205	10	Not finished
6	222110206	60	Complete
7	222110207	50	Not finished
8	222110208	70	Complete
9	222110209	40	Not finished
10	222110210	0	Not finished
11	222110211	60	Complete
12	222110212	0	Not finished
13	222110213	60	Complete
14	222110214	50	Not finished
15	222110215	30	Not finished
16	222110216	70	Complete
17	222110217	60	Complete
18	222110218	20	Not finished
19	222110219	0	Not finished
20	222110220	50	Not finished
21	222110221	40	Not finished

22	222110222	70	Complete
23	222110223	70	Complete
24	222110224	0	Not finished
25	222110225	40	Not finished
26	222110226	60	Complete
27	222110227	50	Not finished
28	222110228	30	Not finished
29	222110229	50	Not finished
30	222110230	40	Not finished
31	222110231	30	Not finished
32	222110232	20	Not finished
33	222110233	40	Not finished
34	222110234	40	Not finished
35	222110235	50	Not finished

Implementation of Phase I Actions carried out in two sessions, consisting of one meeting of the learning process and evaluation.

Table 2. Schedule of research implementation cycle 1

Day / Date	Activity
Thursday, January 16 2023	RPP 1
Thursday, January 23 2023	RPP 2
Sunday, January 26, 2023	Study Results Test stage 1

Implementation of learning through RPP made with the minister of learning at the planning stage. Briefly, the following is the sequence of the learning process carried out at each stage 1 meeting:

First, divide into groups of students. Both provide learning materials. Third, given time for discussion in group discussions, the lecturer coordinates the meeting. The four members of the group presented the results of the group's work. Fifth, questions were asked by the lecturer. Students were given to provide input. This activity is carried out at each meeting. At the third meeting a test was carried out to see how the inquiry learning process had been applied to

Indonesian language learning outcomes at the student Indonesian Learning Outcomes Data stage. The six reinforcements and conclusions make observations or observations.

In Indonesian, a learning achievement test is used with objective questions to assess student learning outcomes.The test is described in Chapter III. The recipe is used as follows:

$$\text{Score} = \frac{\text{Score Obtained}}{\text{Maximum Score}} x100$$

Table 3. Data on Indonesian learning outcomes

No	Kode siswa	Skor	Nilai	Ketuntasan
1	222110201	4	50	Not finished
2	222110202	3	40	Not finished
3	222110203	5	60	Complete
4	222110204	4	50	Not finished
5	222110205	1	20	Not finished
6	222110206	6	70	Complete
7	222110207	5	60	Complete
8	222110208	7	80	Complete
9	222110209	4	50	Not finished
10	222110210	0	10	Not finished
11	222110211	6	70	Complete
12	222110212	0	10	Not finished
13	222110213	6	70	Complete
14	222110214	5	60	Complete
15	222110215	3	40	Not finished
16	222110216	7	80	Complete
17	222110217	6	70	Complete
18	222110218	2	30	Not finished
19	222110219	0	10	Not finished
20	222110220	5	60	Complete
21	222110221	4	50	Not finished
22	222110222	7	80	Complete

23	222110223	7	60	Complete
24	222110224	0	10	Not finished
25	222110225	4	50	Not finished
26	222110226	6	70	Complete
27	222110227	5	60	Complete
28	222110228	3	40	Not finished
29	222110229	5	60	Complete
30	222110230	4	50	Not finished
31	222110231	3	40	Not finished
32	222110232	2	30	Not finished
33	222110233	4	50	Not finished
34	222110234	4	50	Not finished
35	222110235	5	60	Complete
	Jumlah		1750	
	Rata-rata		50%	

The following is the process of calculating student learning outcomes.

1. Calculating the average result of learning Indonesian

The average student Indonesian learning outcomes are analyzed using the following formula.

$$M = \frac{\sum x}{N}$$

$$= \frac{1750}{35} = 50\%$$

2. Determine the average percentage of Indonesian learning outcomes

The average percentage of learning outcomes is analyzed by the following formula.

$$\mathrm{M}(\%) = \left(\frac{\mathrm{M}}{\mathrm{SMI}}\right) \mathrm{x}\, 100\%$$

$$=(\frac{50}{100})x100\%$$

$$=50\%$$

Judging from examining the information on students' Indonesian learning outcomes, it was found that the level of normal learning outcomes in stage 1 was half. Learning completeness

only reached 50% when the criteria were changed to moderate. Of the 35 students, only 16 students completed and 19 students did not complete or had not achieved the grade according to the KKM that had been set. The KKM that was set was a score of 60 for Indonesian language subject illustrations.

Rating 1

Stage 1 learning process runs very smoothly. Students in stage 1 usually meet the criteria for moderate learning outcomes, with learning completeness only reaching 50%. This shows that there are still half of the total students who score below the KKM that has been set. Despite the increase, the results obtained have not yet reached the indicators of research success. So there is still a requirement for development in the developing experience for stage II.

Action Implementation

Phase II was carried out in four meetings, consisting of three learning process meetings and one evaluation meeting. The following is a schedule for the implementation of phase II actions

No	Day / Date	Activity
1.	Thursday, 09 February 2023	RPP 1
2.	Thursday, 16 February 2023	RPP 2
3.	Thursday, 23 February 2023	RPP 3
4.	Thursday, 02 March 2023	Study Results Test stage 2

Based on the challenges faced in stage I, each learning implementation meeting seeks innovation and improvement to help students achieve better learning outcomes and optimize the learning process. To find out student learning outcomes, an assessment is carried out by giving objective tests related to learning material. The following table shows information about the learning outcomes obtained by students after being given a test.

Table 5. Data on Indonesian learning outcomes

No	Kode siswa	Skor	Nilai	Ketuntasan
1	222110201	37	92,5	Complete
2	222110202	38	95	Complete
3	222110203	39	97,5	Complete
4	222110204	40	100	Complete
5	222110205	40	100	Complete

6	222110206	38	95	Complete
7	222110207	40	100	Complete
8	222110208	38	95	Complete
9	222110209	40	100	Complete
10	222110210	39	97,5	Complete
11	222110211	38	95	Complete
12	222110212	34	85	Complete
13	222110213	32	80	Complete
14	222110214	39	97,5	Complete
15	222110215	35	87,5	Complete
16	222110216	39	97,5	Complete
17	222110217	39	97,5	Complete
18	222110218	39	97,5	Complete
19	222110219	40	100	Complete
20	222110220	37	92,5	Complete
21	222110221	38	95	Complete
22	222110222	38	95	Complete
23	222110223	39	97,5	Complete
24	222110224	36	90	Complete
25	222110225	39	97,5	Complete
26	222110226	39	97,5	Complete
27	222110227	39	97,5	Complete
28	222110228	38	95	Complete
29	222110229	39	97,5	Complete
30	222110230	38	95	Complete
31	222110231	39	97,5	Complete
32	222110232	37	92,5	Complete
33	222110233	37	92,5	Complete
34	222110234	38	95	Complete
35	222110235	40	100	Complete
	Jumlah		3237,5	

Rata-rata	92,5%

The following is the process of calculating student learning outcomes.

1. Calculating the average result of learning Indonesian

The average student learning outcomes of Indonesian are analyzed using the following formula.

$$M = \frac{\sum X}{N}$$

$$= \frac{3237,5}{35}$$

$$= 92,5\ \%$$

Based on the results of data analysis in stage 2, it was obtained that the average score of Indonesian language learning outcomes for DIII nutrition 1B students reached 92.5 with a percentage of 92.5%. The completeness of student learning reaches 100% Of the 35 students, all of them have been completed. If seen from the average percentage of learning outcomes and learning completeness in achieving indicators of success, it is determined that this learning has met the indicators of success as specified in this study.

Assessment II

Implementation of activities in stage II Streamlining and anticipating the obstacles that arise in stage I. In stage II there is an increase in the normal limits of Indonesian language learning outcomes for class DIII I B students by 100 percent with a high model and 100% learning fulfillment. In this study, it was sufficient to carry out two cycles of action because the students obtained met the specified targets. Even though learning outcomes increase in stage II and have reached the indicators of success that have been determined by research, this does not mean that learning runs smoothly. Development in learning however must be completed.

To achieve the goal of grouping heterogeneous students and encouraging critical interaction and mutual support for the growth and development of students' cognitive or knowledge, the application of the inquiry learning model in learning provides many opportunities for students to work together in groups. solve the problem. The indicators of success outlined in this study have been fulfilled based on data on student learning outcomes in stage II. Considering the results of their assessment, they decided not to participate in the next stage. The results of the research which was carried out in two stages and consisted of four meetings, namely three face-to-face meetings and one learning achievement test showed an increase in student learning outcomes and mastery in class DIII.

CONCLUSION

The application of the inquiry learning model to Indonesian language learning as shown from the results of classroom action research conducted in two stages has the potential to

improve Indonesian learning outcomes. This can be seen from the classical completeness of student learning outcomes in stage I reaching an average of 50% and the percentage level is categorized as 50%. In light of the findings in this review, following ideas are proposed: First of all, the exam results can be used for resource persons as a choice with the ultimate goal of further developing student learning outcomes in classes that have problems similar to those problems. distinguished by specialists. Second, the experience of researchers in this research can be used to improve the application of contextual learning and use other innovative methods to achieve educational goals as expected. Students in the learning process must always be active and able to explore their own knowledge so that learning becomes meaningful.

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