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Inquiry Learning Strategies in Supporting Economic Learning Activities

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Abstract

This study aims to determine the effect of inquiry learning strategies on economic learning activities on accounting material for service company class XII IIS SMA Negeri 3 Takalar. The variables in this study are: (1) Inquiry Learning Strategy as the independent variable, and (2) Learning Activities as the dependent variable. The population in this study were all 139 students in class XII IIS SMA Negeri 3 Takalar, while a sample of 58 students was obtained using the Proportionate Stratified Random Sampling technique. Data collection techniques were carried out by observation, questionnaires and documentation. Data analysis techniques were carried out using descriptive analysis, instrument testing, and hypothesis testing.

Keywords: Inquiry Learning Strategies, Learning Activities.

INTRODUCTION

In the current era of globalization, quality Human Resources are urgently needed. In creating quality human resources, a learning process is needed, namely through education. Education is a fundamental thing that plays an important role for every individual. Education can also be used as a benchmark to determine the level of development and success of a country. Therefore, currently the government is still trying to improve the system, curriculum and learning process at every level of education.

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The learning process is an activity that can help students find predetermined educational goals. The learning process can run effectively if all influential components in the process support each other in order to achieve the goal. These components include students, teachers, curriculum, learning strategies, facilities and infrastructure, and the environment. In this case, the most influential component is the teacher. Because it is the teacher who can manage the other components. The role of the teacher determines the success in implementing a learning process

According to Sanjaya (2020) In implementing the Standard Education Process, teachers need to understand at least three things. First, understanding in planning educational programs, which involves understanding in elaborating content into a syllabus that can be used in learning. Second, understanding in the management of learning is included in the design and implementation of learning strategies that are in accordance with the goals and content of education. Third, an understanding of evaluation, both related to process evaluation and evaluation of learning outcomes.

One thing that needs to be considered by the teacher is the learning strategy. Inquiry learning strategies provide opportunities for students to seek and find their own answers to something questionable with confidence. According to Sanjaya (2020) The steps for an inquiry learning strategy are: 1) Orientation, 2) Formulating problems, 3) Formulating hypotheses, 4) Collecting data, 5) Testing hypotheses, 6) Formulating conclusions. Appropriate learning strategies are needed in the learning process. Inquiry learning strategies that require more students to play a more dominant and more active role will be very influential in increasing student interest and learning activities. "The learning activity itself can be defined as an activity given to learners in a teaching and learning situation." (Oemar, 2009) . "Activities are very important principles or principles in teaching-learning interactions". (Sardiman, 2018) . In the learning process, activities from the inquiry learning strategy are required.

Basically, inquiry learning strategies and learning activities are one unit that is difficult to separate. Learning activities become a benchmark in the implementation of inquiry learning strategies. Further indicators of learning activities according to Paul B. Diedrich in the book (Sardiman, 2018: 101) are as follows: 1) *Visual Activities* (Visual Activities) *,* 2) *Oral Activities* , 3) Listening *Activities*, *4*) *Writing Activities ,* 5) *Motor Activities* , 6) *Mental Activities* , 7) *Emotional Activities.* In this case the inquiry learning strategy becomes one of the indicators of a successful

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or failed learning process. To achieve the success of the learning process results are needed in various learning activities.

Inquiry Learning Strategy

The inquiry learning strategy is a series of learning activities that emphasize the process of critical and analytical thinking to seek and find answers to a problem in question. (Sanjaya, 2020). The inquiry learning strategy is the teacher's way of directing the learning process. In this case, students play a more dominant and more active role while the teacher only directs and guides students in the right direction.

The characteristics of the inquiry learning strategy are: first, the inquiry learning strategy emphasizes maximum student activity to search and find, meaning that the inquiry strategy places students as learning subjects. Second, all activities carried out by students are directed to seek and find their own answers from something in question, so that it is expected to foster self-*confidence* . Third, the purpose of using inquiry learning strategies is to develop the ability to think systematically, logically and critically, or to develop intellectual abilities as part of a mental process.

Learning activity

According to Djamarah (2011) states that learning itself can simply be defined as an activity carried out by individuals consciously to get a number of impressions from what has been learned and as a result of their interactions with the surrounding environment. "Activity in learning is an activity that we carry out in the teaching and learning process takes place". (Wahab, 2015) . Thus, it can be concluded that learning activities are activities carried out in the learning process.

The characteristics of learning activities consist of: changes that occur consciously, changes in learning are functional, changes in learning are positive and active, changes in learning are purposeful or directed, and changes cover all aspects of behavior. Based on this, the characteristics of learning activities carried out in schools are so complex and varied. So it can be concluded that every change that occurs is the result of learning.

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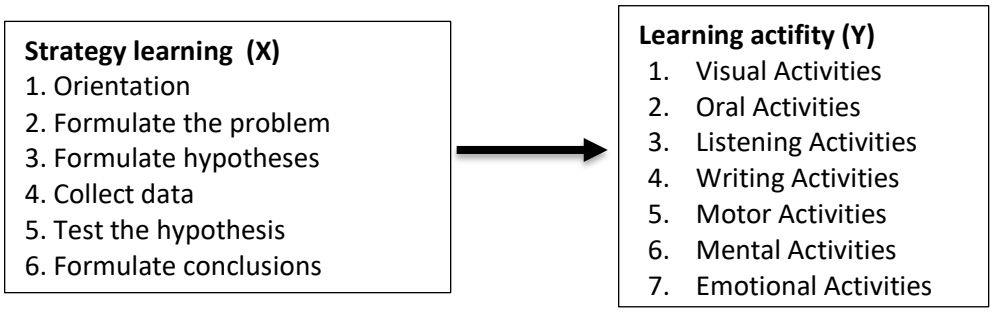
The Relationship between Inquiry Learning Strategies and Learning Activities

According to Sanjaya (2020) states that: A teacher needs to have the ability to design and implement various learning strategies that are considered suitable to the interests and talents and in accordance with the level of student development including utilizing various sources and learning media to ensure the effectiveness of learning. The learning strategy used by the teacher will be very influential in increasing learning activities. Therefore, a strategy that can make students more active in learning is an inquiry learning strategy. According to Mulyono (2015) states that: The inquiry learning strategy is a form of student-oriented learning approach (*student centered approach*). It is said so, because in this strategy students play a very dominant role in the learning process.

To find out that the learning process is said to be successful can be seen from the learning outcomes in various learning activities expressed in the form of symbols in the form of numbers, letters or sentences. Based on the previous explanation, it can be explained that the application of inquiry learning strategies has a link to student learning activities, in line with research conducted by Jumaisa Research (2018) that learning using the inquiry learning model can influence student activity thereby increasing student learning outcomes at SMA Negeri 14 Makassar.

RESEARCH METHODS

In this study, researchers used quantitative research methods. This research was conducted at SMA Negeri 3 Takalar. The population in this study consisted of all XII IIS classes for the 2022-2023 school year with a total of 139 students. The sampling technique in this study was Stratified Random Sampling so that a sample of 58 students was obtained. Data collection techniques using questionnaires and documentation. The data analysis technique in this research is to use descriptive analysis test, instrument test and hypothesis test.The research design is presented in the following schematic form:



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Figure 1. Conceptual Framework Schematic

In this study, the variable of inquiry learning strategy was measured by a questionnaire based on the *Likert scale*. "The *Likert scale* is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena." (Sugiyono, 2014) . The measurement of inquiry learning strategy variables using the following student variable instrument development grids are:

Table 1 Inquiry Learning Strategy Indicator Instrument

Variable	Indicator	Items
Inquiry learning strategies	1) Orientation	1,2,3
	2) Formulate the problem	4,5,6
	3) Formulate hypotheses	7,8,9
	4) Collecting data	10,11,12
	5) Test the hypothesis	13,14,15
	6) Formulate conclusions	16

Source: Millatul Khaniifa, (2013)

Learning activity variables are measured by giving scores to indicators of learning activities with test sheets and observation sheets.

Table 2 Lattice Development of Learning Activity Variable Instruments

Variable	Instrument	Items
Learning activity	1. *Visual Activities*	1,2
	2. *Oral Activities*	3,4,5
	3. *Listening Activities*	6,7
	4. *Writing Activities*	8,9
	5. *Motor Activities*	10,11
	6. *Mental Activity*	12,13
	7. *Emotional Activities*	14,15

Source: Aprilisa, H (2013)

Next, a hypothesis test will be carried out which consists of testing simple linear regression analysis. To determine the effect of inquiry learning strategies on student learning

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activities, simple linear regression analysis is used. Then correlation analysis To find out the correlation (closeness of relationship) between the variables X and Y. then tested the coefficient of determination. This analysis is used to determine the extent to which the contribution of each independent variable to the dependent variable individually (partial). And the last is the t-test to find out the significance/significance of the regression coefficient as well as to test the hypothesis proposed. In order for the results obtained by the regression to be explained in relation, the regression results will be tested using the t-test with a confidence level of 0.05.

RESULTS AND DISCUSSION

The data analysis used in the research uses quantitative analysis. In this research, the data to be analyzed is the influence of inquiry learning strategies on economic learning activities on service company accounting material for class XII IIS SMA Negeri 3 Takalar through distributing questionnaires to 58 students in class XII IIS SMA Negeri 3 Takalar. To measure each variable answer in the questionnaire is determined by a *Likert scale*. The collected data were then analyzed using instrument tests, and hypothesis testing with the help of the SPSS version 25 program. The following are the results of this study's data analysis:

Percent Descriptive Analysis

Based on the data analysis that has been carried out, the results of the analysis of the variable inquiry learning strategy and the cumulative grade point analysis are obtained on the following page:

Table 3 Recapitulation of Respondents' Responses to Inquiry Learning Strategy Variables

No	Indicator	Actual Score	Ideal Score	Actual Score (%)	Information
1	Orientation	738	870	84,82	Very high
2	Formulate the problem	736	870	84.59	Very high
3	Formulate hypotheses	722	870	82.98	Very high
4	Collecting data	746	870	85,74	Very high
5	Test the hypothesis	721	870	82,87	Very high
6	Formulate conclusions	242	290	83,44	Very high

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Amount	**3,905**	**4,640**	**84.07**	**Very high**

Source: Results of Questionnaire Data Processing

Based on the recapitulation of respondents' responses to the inquiry learning strategy variable in Table 22, it shows that the actual percentage score obtained was 84.07 percent and included in the very high category. However, there are still three indicators whose actual percentage scores are below the average, namely the hypothesis formulating indicator of 82.98 percent. This shows that 17.02 percent of students who have not been able to formulate a hypothesis in a problem solving in learning economics accounting services company material. The indicator tests the hypothesis of 82.87 percent. This shows that 17.13 percent of students who have not been able to formulate a hypothesis will also have difficulty testing a hypothesis. The indicator formulates a conclusion of 83.07 percent. This shows that 16.93 percent of the results of students who do not understand how to formulate good and correct conclusions.

Table 4 Recapitulation of Respondents' Responses to Learning Activities

No	Indicator	Actual Score	Ideal Score	Actual Score (%)	Information
1	*Visual Activities*	500	580	86,20	Very high
2	*Oral Activities*	753	870	86.55	Very high
3	*Listening Activities*	504	580	86,89	Very high
4	*Writing Activities*	507	580	87.41	Very high
5	*Motor Activities*	499	580	86.03	Very high
6	*Mental Activities*	509	580	87.75	Very high
7	*Emotional Activities*	492	580	84,82	Very high
Amount		**3,764**	**4,350**	**86.52**	**Very high**

Source: Results of Questionnaire Data Processing

As for the conclusions of the respondents' responses to the learning activity variable in Table 30, it shows that the actual percentage score obtained was 86.52 percent and was included in the very high category. However, there are still three indicators whose actual percentage score is below the average, namely the indicator formulating *Visual Activities* 86.20 percent. This shows

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that 13.80 percent of visual activity needs to be increased with lots of activities including reading. *Motor Activities* Indicator 86.03 percent. This shows that 13.03 percent of students need to be encouraged to be more active in learning, including in group activities. *Emotional Activities* Indicator 84.82 percent. This shows that 15.18 percent of students' feelings of pleasure and comfort in the learning process will greatly impact the formation of self-confidence in the students themselves.

Reliability Test

The reliability test was carried out to measure whether or not the respondents' answers were consistent with the questions or statements in an instrument. Instrument reliability testing in this study used the *Cronbach's Alpha technique* with a sample of 58 students. An instrument is declared reliable if *Cronbach's Alpha* > 0.60. The calculation of the reliability coefficient value of the instrument in this study used SPSS version 25. The reliability test table for the inquiry learning strategy instrument can be seen in the following description:

Table 7 Reliability Test Results of Inquiry Learning Strategy Instruments

Reliability Statistics	
Cronbach's Alpha	*N of Items*
,905	16

Source: Results of Data Processing from SPSS version 25

Based on the test results showed that *the Cronbach's Alpha value* of the variable instrument of the inquiry learning strategy was 0.905 > 0.60. Thus it can be concluded that in collecting data in this study it was declared "reliable". This means that it meets the requirements for further analysis. Reliability test results on learning activity variables can be seen in the following table:

Table 8 Reliability Test Results for Learning Activity Instruments

Reliability Statistics	
Cronbach's Alpha	*N of Items*
,891	15

Source: Results of Data Processing from SPSS version 25

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Based on the results of the study, it showed that *the Cronbach's Alpha value* of the learning activity variable instrument was 0.891 > 0.60. Thus it can be concluded that in collecting data in this study it was declared "reliable". This means that it meets the requirements for further analysis. Thus it can be concluded that the instruments of the two variables in this study are feasible to use and meet the requirements for further analysis.

Table 9 Conclusion of the Results of the Validity Test and Reliability Test of Research Instruments

Variable	validity			Reliability		
	r_{count}	r_{table}	Ket.	*Cronbach's Alpha*	Standard	Ket.
Inquiry Learning Strategy	0.371-0.770	0.258	Valid	0.905	0.60	Reliable
Learning activity	0.410-0.731	0.258	Valid	0.891	0.60	Reliable

Source: Results of Data Processing from SPSS version 25

Hypothesis testing

To test the hypothesis in the research which reads "It is suspected that the inquiry learning strategy influences the economic learning activities of accounting material for service company class XII IIS SMA Negeri 3 Takalar. In testing the hypothesis consists of a simple linear regression analysis which is used to determine the form of the relationship between the independent variable and the dependent variable. The independent variables in this study are inquiry learning strategies and the dependent variable is learning activities. From simple linear regression calculations using SPSS version 25, the following results are obtained:

Based on the table above, the simple regression equation with a value = 23.860 and a value of b = 0.611 so that the regression equation is obtained as follows:

Y = 23.860 + 0.611X

- A constant with a value of 23.860 indicates that when the inquiry learning strategy has a value of zero, then the learning activity remains at 23.860.
- The regression coefficient X of 0.611 indicates that when the inquiry learning strategy increases by 1 unit, the results of learning activities will also increase by 0.611 units.

Table 10 Simple Linear Regression Analysis Test Results

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Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	Q	sig
		B	std. Error	Betas		
1	(Constant)	23,860	5,590		4,269	,000
	Inquiry Learning Strategy	,611	,083	702	7,376	,000
a. Dependent Variable: Learning Activity						

Source: Results of Data Processing from SPSS version 25

Variable X is the inquiry learning strategy and variable Y is the learning activity of economics of service company accounting material for class XII IIS SMA Negeri 3 Takalar, from the equation above it can be explained that the regression coefficient X has a positive sign. Then it will be continued by conducting a personal product moment correlation analysis. To test the hypothesis and find out whether or not there is a relationship between inquiry learning strategies and economic learning activities for service company accounting material for class XII IIS SMA Negeri 3 Takalar, Pearson product moment correlation analysis was used which was processed with *SPSS* . version 25 in the following Table:

Table 11 Pearson Product Moment Correlation Analysis Test Results

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.702 [a]	.493	.484	4.26067
a. Predictors: (Constant), Inquiry Learning Strategies b. Dependent Variable: Learning Activity				

Source: Results of Data Processing from SPSS version 25

Based on the results of the calculations in the table above, a correlation between inquiry learning strategies and learning activities is obtained with a coefficient of 0.702 then consulted on the interpretation table of r values at intervals of 0.60-0.799 which has a strong correlation level.

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After carrying out the Pearson product correlation analysis test, the coefficient of determination test will be carried out to determine the level of influence of inquiry learning strategies on learning activities. The results of the analysis of the partial determination coefficients processed using SPSS version 25 can be seen in the following table.

Table 12 Value of the Coefficient of Determination

Summary models				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.702 [a]	.493	.484	4.26067
c. Predictors: (Constant), Inquiry Learning Strategies				
d. Dependent Variable: Learning Activity				

Source: Results of Data Processing from SPSS version 25

The coefficient of inquiry learning strategy (r^2) is 0.493 or 49.3 percent, which means that the influence of inquiry learning strategies on learning activities is 49.3% while 50.7% is influenced by other factors.

Finally, a partial test or t-test will be carried out to test and find out the significant effect of inquiry learning strategies on learning activities using SPSS version 25. The significant level of hypothesis testing is if the significant value is <0.05, then there is a significant influence between the independent variables and the variables dependent. Conversely, if the significant level value is > 0.05, then there is no significant effect between the independent variable and the dependent variable. The results of the t-test can be seen in Table 39.

Table 13 T Test Results

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	Q	sig
		B	std. Error	Betas		
1	(Constant)	23,860	5,590		4,269	.000
	Inquiry Learning Strategy	,611	,083	702	7,376	.000
a. Dependent Variable: Learning Activity						

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Based on the table above, it can be seen that the variable of inquiry learning strategy is 7.376 with a significant value of 0.000 which is less than 0.05 (0.000 <0.05) which means that the variable of inquiry learning strategy affects economic learning activities on accounting material for service company class XII IIS SMA Negeri 3 Takalar. The inquiry learning strategy variable has a significant value that is smaller than *alphaa* , which is 0.05, so it can be concluded that the hypothesis which states the inquiry learning strategy has a positive and significant effect on economic learning activities for service company accounting material for class XII IIS SMA Negeri 3 Takalar, is accepted.

DISCUSSION

The results of the description of the inquiry learning strategy research variables obtained an average actual score of 84.07 percent and included in the very high category. The indicator of inquiry learning strategy with the highest percentage level is collecting data with a score of 85.74 percent while the indicator with the lowest percentage is testing the hypothesis with a score of 82.87 percent. For the results of the description of learning activity variables, an average actual score of 86.52 percent is obtained and is included in the very high category. The learning activity indicator with the highest percentage level is *Mental Activities* with a score of 87.75 percent while the indicator with the lowest percentage is *Emotional Activities* (Emotional Activity) with a score of 84.82 percent.

The results of testing the hypothesis in this study used SPSS version 25. The results of simple linear regression analysis obtained the equation Y = 23.860 + 0.611X, this means that if the variable of inquiry learning strategy has a value of zero, then the learning activity is 23.413. The coefficient value is positive, namely 0.611, this means that if the inquiry learning strategy variable increases by 1 unit, then the results of learning activities will also increase by 0.611.

Pearson product moment correlation analysis , a correlation between inquiry learning strategies and learning activities is obtained with an R coefficient of 0.702 which has a strong correlation level. The results of the analysis of the coefficient of determination (r 2) is 0.493 or 49.3 percent. This means that the inquiry learning strategy has a contribution to learning activities of 49.3% while 50.7% is influenced by other factors.

The results of the t test obtained a significant value of 0.000 less than 5 percent (0.000 <0.05) which means that there is a significant influence between inquiry learning strategies and learning activities. Then the hypothesis proposed "allegedly that the inquiry learning strategy

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influences the economic learning activities of accounting material for service company class XII IIS SMA Negeri 3 Takalar, is accepted.

The results of this study are in line with the research of Sitti Zubaidan, et al (2015) which also shows that there is a significant positive effect of inquiry learning strategies on biology learning activities. The results of this study are supported by the theory put forward by Sanjaya (2020: 196) that "The inquiry strategy has a positive effect in emphasizing student activity to the maximum to seek and find". Thus it can be concluded that the right learning strategy will increase student learning activity, but it does not rule out that the right learning strategy also does not increase student learning activity, this can be caused by other factors.

CONCLUSION

Based on the results and discussion described in the previous chapter regarding the effect of inquiry learning strategies on economic learning activities on service company accounting materials for class XII IIS SMA Negei 3 Takalar, it can be concluded that based on the results of descriptive analysis, the average percentage of inquiry learning strategies is 84, 07 percent is included in the very high category. Based on the results of the descriptive analysis, the economics learning activities for service company accounting for class XII IIS SMA Negei 3 Takalar with an average percentage of 86.52 percent are included in the very high category. The inquiry learning strategy has a positive and significant effect on economic learning activities on accounting material for class XII IIS service companies at SMA Negei 3 Takalar.

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