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The Effectiveness of the Inquiry Learning Model on Increasing Students' Interest in Learning Economics

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Abstract

This study aims to determine the effectiveness of the inquiry learning model in increasing student interest in learning economics. This study was conducted at SMA Negeri 3 Wera. This research is experimental research with one group pretest-posttest design. The research sample was students of class XI IPS 2, totaling 26 students were been selected through cluster random sampling technique from 4 classes. The research sample was taught using the inquiry model. The data collection technique is non-test, namely using a learning interest questionnaire. Data analysis used paired samples test with the help of SPSS 22 software. The questionnaire results on student interest in learning obtained a mean pretest percentage of 48.91% (low) and 66.76% posttest (high). The data analysis results obtained sig. < 0.05. It means that there are differences in students' interest in learning economics between before and after learning. The results of this study indicate an increase in student interest in learning economics. So, the inquiry learning model effectively increases students' interest in learning economics.

Keywords
inquiry; learning interest; learning economic

I. Introduction

The problem that often occurs in education is the disinterest of students in the learning process, where students want a class that is lively or conducive. There is a need for quality improvements in the learning process to overcome these problems (Daryanto, 2013). The ability of teachers to carry out the learning process is very significant to provide understanding to students. Teachers are the most necessary component in the entire learning process because their performance can affect the continuity of the whole learning process and ultimately affect the quality of graduates.

In the initial findings in the field, researchers found that teachers are less creative in developing learning resources was suitable for student needs, especially the achievement of the quality or quality of learning in the classroom is the teacher's responsibility. A teacher's success in teaching depends on his ability to design effective learning for students (Kilbane & Milman, 2014). For example, creating comfortable learning conditions, meaningful learning experiences, and learning media that support the subject matter. Meanwhile, in the learning process, the teacher has not fully linked the material to factual conditions in the field. Reinforced by Warsono & Hariyanto (2013) that the learning carried out by teachers so far has not stimulated students' thinking power to think highly, creatively, and innovatively. So that in delivering the material is still dominated by understanding in the form of concepts and is still teacher-centered.

In the development of the world of education, especially after the rolling reforms, new phenomena have arisen in educational institutions, which are schools that use the term Integrated Islamic Schools (Titik, 2010: 42). The school is essentially aimed at helping parents teach good habits and add good character, also given education for life in society that is difficult given at home. Thus, education in schools is actually part of education in the

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family, which is also a continuation of education in the family (Daulay in Ayuningsih, W. et al. 2020).

The activeness of students in the learning process is one of the factors that influence success in the teaching and learning process. Sagala (2010) stated that the success of a teaching program should be measured based on the level of differences in the ways students think, feel, and act before and after receiving learning experiences in dealing with the same situation. Students who have succeeded in learning have a better mindset and behavior change. Students will become more independent in solving problems encountered in life.

Economics is a dynamic learning and is very close to students' daily lives. The concepts of need, priority scale, scarcity, rationality, choice, benefit, and risk are often found in economic activities and taught in economics subjects at the formal education level. Therefore, one way the teachers can do this is by applying alternative learning models because the learning model is an educational component that will determine the success or failure of learning. In addition, getting students used to recognizing problems and looking for solutions will make it easier to understand and master the material. Learning models that support student activities include the inquiry model because the inquiry model is a model that emphasizes the thinking process (Hamruni, 2012).

The learning is aimed at reconstructing students who are looking for information and finding out knowledge that is able to solve problems, cooperate, and tolerate diversity. If the desire is successful in a satisfying way, it will increase students' self-confidence as well as a high sense of responsibility and civilized humans who can identify themselves with stable, independent personalities and have emotional stability with intellectual knowledge. (Pradana, D. et al. 2020)

Inquiry is a learning process based on search and discovery through a systematic thinking process (Istarani, 2016). It means that knowledge is not some facts resulting from remembering, but the result of the process of discovering for yourself. The inquiry learning model can develop abilities and skills in solving problems by making decisions objectively and independently.

The inquiry model makes students active in the learning process. This learning model allows students to interact with peers and teachers to get guidance in gaining understanding so that students become overactive in analyzing, asking questions, expressing opinions, and responding to questions from students and teachers. It is so that students can increase their understanding independently through the experience they get and finally will be able to increase student interest in learning. Katlea & Subroto (2017) stated that the inquiry model could actively involve students in the learning process.

In addition to the learning model, another factor that influences success in learning is interested in learning. Learning interest is very influential on successful learning because it plays a significant role in learning activities. With the availability of learning interests, students will be focussing their attention on learning activities. Susanto (2013) stated that interest is a driving factor that significantly influences learning success.

Interest in learning is also a situation that can foster a sense of liking, interest, attention, and involvement in participating in the learning process (Widjajanti, 2008). Students' learning interests can be effect by the teacher through the learning he applies. The way teachers design teaching and learning environments has a substantial impact on the emergence of students' learning interests (Keller et al., 2014). Teachers who succeed in fostering and attracting students' interest in learning mean that they have done the most significant thing in the learning process (Dahliani et al., 2020).

II. Research Method

This research used the experimental method. It is a strategy used to obtain empirical knowledge about a phenomenon (Nahartyo, 2013). The design used in this research is One Group Pretest-Posttest Design. In this design, there is a pretest and posttest so that the results become more accurate because it can compare the conditions before and after being given treatment (Sugiyono, 2018).

The research sample was the students of class XI IPS 2, totaling 26 people. Sample selection using a cluster random sampling technique from 4 classes. This sampling was developed based on the theory issued by Margono (2004), which stated that the population does not consist of a single individual but groups or clusters. The data collection technique used is non-test, namely a questionnaire. Data analysis used the Paired Samples Test with the help of SPSS 22 software.

III. Results and Discussion

3.1 Results

The questionnaire used to measure learning interest consists of 30 statements and has been tested and analyzed for validity and reliability. Interest in learning is divided into two categories, as presented in Table 1.

Table 1. Learning Interest Category

Percentage	Category
X ≤ 62,50	Low learning interest
X > 62,50	High learning interest

The questionnaire to measure learning interest before and after learning is the same. The results of the analysis showed in Figure 1 and Figure 2.

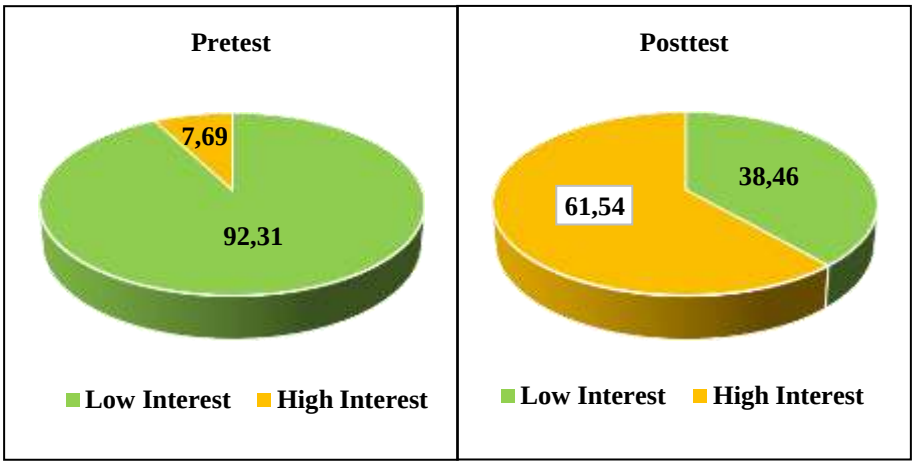

Figure 1. *The Number of Students in Each Category of Learning Interest*

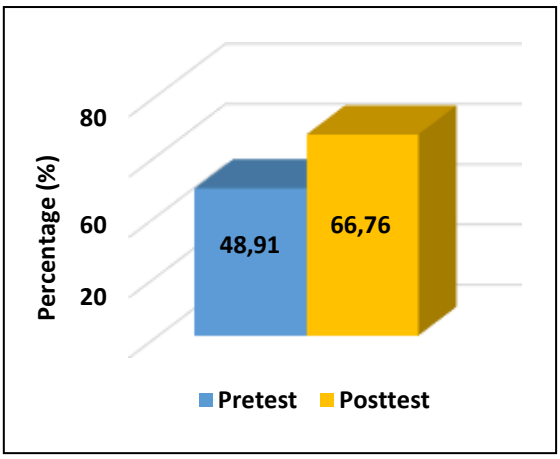

Figure 2. *The Average Percentage of Students' Learning Interest*

Figure 1 shows the difference in the number of students who have a high learning interest between before learning and after. Before learning, the percentage of students with high learning interest < 10%, while after learning > 55%. The average of students' learning interest has increased from 48.91% (low) to 66.76% (high), as shown in Fig. 2. It means that the inquiry learning model enhances students' learning interests. However, there are still students who have not been able to stimulate their interest in learning and still have low learning interest. It could be due to various factors.

Next, a different test was conducted on the pretest and posttest data. Data showed in Table 2.

Table 2. Data of interest differences *Pretest-Posttest*

Class	*Paired Samples Test*			Conclusion
	Sig.	t-count	t-table	
XI IPS 2	0,000	9,792	2,060	Accepted Ha

Table 2 shows that the results of the Paired Samples Test between the percentage of interest in the pretest and posttest obtained a sig. value < 0.05 and t-count > t-table. It means that there is a significant difference between students' learning interests before and after the implementation of the inquiry learning.

3.2 Discussion

The results obtained show there are differences in the average percentage between pretest and posttest based on the data in Table 1, where the posttest > pretest, then reinforced by the results of paired samples test presented in Table 2 that there is a significant difference between students' interest in learning before and after the implementation of the inquiry learning. It means that the application of the inquiry learning model is very effective in increasing students' interest in learning economics. The results of this study are in line with the results of research by Endrawati et al. (2012) stated that using the inquiry model can increase student activity in learning and the role of the teacher as a facilitator.

Interest in learning data shows that the percentage of interest in learning in the posttest is higher than the pretest. It means that there is an increase in student interest in learning. Increasing students' learning interest cannot be separated from the application of inquiry models because that is a learning model that involves students to be active in learning (Guritno et al., 2016). Student-centered learning views students as learning subjects that allow students to be in the learning activity. (Wiyani, 2013).

Students tend to like learning activities that make them more focused on something without any limits on creativity, the freedom of students to design all forms of problem-solving that they think about together given by the teacher. A learning situation like that does not pressure students to follow all the teacher's orders but is encouraged to bring out the best potential following the development of the student. Because learning is a series of activities carried out by teachers and students through reciprocal interactions in an educational atmosphere to achieve learning objectives (Fakhrurrazi et al., 2017). The advantages of this kind of learning model in increasing student interest in learning, in addition to students being free to think about solving problems, also the steps used are realistic, students will be more skilled at thinking and acting creatively in solving problems and free to design inventions as solutions to issue at hand (Shoimin, 2014).

Providing encouragement, motivating students, and creating an exciting learning atmosphere will stimulate students' interest in learning. The ability of teachers to create a conducive learning climate, develop learning strategies and management, provide feedback and reinforcement are factors that significantly and positively influence students' learning interests (Nurutami & Adman, 2016). Teachers can condition the right learning environment in increasing student involvement directly so that students' learning interest can increase in participating in classroom learning (Laa et al., 2017).

The difference in the average percentage of students' learning interest before and after learning in Table 1 showed an increased learning interest. Before learning, students with high learning interest is less than students with low learning interest, but after that, the number of students with high learning interest is more. It indicates that the teacher plays a role in increasing students' interest in learning through their teaching. Hidi & Renninger (2006) said that teachers play a significant role in student interest because contextualized external support through innovative learning or assignments can help students be confident in their abilities. The way teachers design teaching and learning environments has a significant impact on emerging student interest (Keller et al., 2014).

Increasing students' learning interest slowly can be seen through changes in student attitudes and activities in the learning process. As students get used to the inquiry learning model, students who initially paid less attention become more focused on receiving lessons. Active participation of students in each activity increases. The classroom atmosphere becomes more lively with students' questions and responses. It is because learning interest is closely related to feelings of liking, pleasure, and attention of a student to the learning process overall or on certain materials. The existence of learning interest will make a person strive in earnest to understand, master, and learn what he is interested in it.

Both directly and indirectly, interest is a significant factor in learning that can affect student engagement, attitudes, and learning outcomes (Flowerday & Shell, 2015). Hidi (2001) was said the same thing that interest is a significant factor that affects learning activities and learning achievement. Learning interest can stimulate students' enthusiasm, passion, focus, and attention to the learning process so that the material is easier to understand. High interest in learning is a factor that encourages students to learn independently, do activities they enjoy, and get involved in the learning process (Nurlia et al., 2017). Students with a high interest in learning tend to be more active with great curiosity.

The inquiry learning model can increase students' learning interest, as can be seen from the change in learning interest after the implementation of the learning model. Not only in groups of students who have high learning interests but also able to maximize learning interest in groups of students who have low interest in learning. Although the achievements of the values obtained are different, there are still changes. The application of the inquiry model has a positive effect on students' learning interests.

IV. Conclusion

There was an increase in the average percentage of students' interest in learning between before and after learning. Students who have a high interest in learning also increase. The inquiry model is proven to be effective in increasing students' learning interests. The learning process of this inquiry model requires students to be actively involved in the learning process. Students, educators, and schools are expected to cooperate in developing a learning model to meet the needs of education.

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