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The Influence of Inquiry Learning Strategy and Critical Thinking Ability on the Results of Islamic Education Learning at SMA Negeri 2 Tanjung Morawa, Deli Serdang District

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Abstract

The objectives of this study were: (1) to determine the learning outcomes of Islamic Education students who were taught with inquiry strategy were higher than the learning outcomes of students taught by conventional learning; (2) to find out the learning outcomes of Islamic Education students who have higher critical thinking skills than students who have low critical thinking skills, and; (3) to determine the interaction between learning strategies and critical thinking skills on the learning outcomes of Islamic Education. The research method is a quasi experiment. The study design was a two-factorial analysis of variance. The research instruments were questionnaires and tests. The data analysis technique used was analysis of variance at α 0.05. The findings of the study show: (1) the average learning outcomes of Islamic Education students who are taught with Inquiry learning strategies are higher than the average learning outcomes of Islamic Education students taught with conventional learning, (2) the average educational learning outcomes Islamic students with high critical thinking skills are higher than the average learning outcomes of students with low critical thinking skills, and (3) there is an interaction between learning strategies and critical thinking skills where students with high critical thinking skills are appropriately taught using Inquiry learning strategies can be seen that on average the learning outcomes of Islamic Education are higher.

Keywords
inquiry learning;
critical thinking

I. Introduction

The learning of Islamic Education so far is still very far from what was expected. Delivering material tends to use old habits (conventionally), namely by delivering learning material in a verbal (lecture) or discussion without further describing the material being studied. Teaching teachers tend to be text-book oriented and have not emphasized the ability of students to think independently. So those as a result, students' habits and boredom appear to learn better. This happens because so far the material they learn does not touch their needs or in other words the material being studied is not relevant to their daily experiences so it is considered less challenging, so it affects their learning outcomes.

To overcome this, a new learning strategy is needed and should be selected according to the strategy, media and other learning resources that are considered relevant in delivering material in guiding students optimally, so that students can gain learning experience in developing their abilities. One of the more effective learning strategies that can be used is the

learning strategy. In implementing learning strategies, teachers must pay attention to whether the strategies are effective and efficient learning. Learning is not solely oriented towards results (product), but also oriented to the process with the hope that higher results are achieved. This statement provides an alternative that the use of appropriate learning strategies can optimize the learning outcomes obtained. Likewise, students 'critical thinking skills in participating in learning activities will also experience changes, students' thinking patterns will be better at solving problems and concluding the results of problem solving. For this reason, in an effort to improve optimal learning outcomes, education practitioners have introduced and implemented learning strategies that are in accordance with the characteristics of the subjects as well as fostering students' critical thinking skills.

II. Review of Literatures

Inquiry which means participating or being involved in asking questions, seeking information, and conducting investigations (Fathurrohman, 2015: 104). Trianto (2010: 114) explains that inquiry is a core part of contextual-based learning activities. Knowledge and skills acquired by students are expected not the result of remembering a set of facts, but the result of finding themselves. The teacher must always design finding activities, regardless of the material being taught.

Inquiry learning strategy is a series of learning activities that emphasize critical and analytical thinking processes to seek and find answers to a question in question. The thinking process itself is usually carried out through question and answer between teachers and students. This learning strategy is often called a heuristic strategy, which comes from Greek, namely heuriskein which means I found (Hamruni, 2012: 88).

Gulo (2002: 83) inquiry strategy means a series of learning activities that maximally involves all students' abilities to seek and investigate systematically, critically, logically, analytically, so that they can formulate their own findings confidently. Furthermore, Sanjaya (2008: 88) explains that inquiry learning strategy is defined as a learning process based on observation, search and discovery through a systematic thinking process. Knowledge is not a number of facts from the results of remembering, but the result of the process of presenting itself. Inquiry learning strategy is learning that involves mental processes.

The syntax for the inquiry learning strategy is as follows: (1) orientation; (2) formulating problems; (3) propose a hypothesis; (4) collecting data; (5) testing the hypothesis; (6) formulate conclusions (Sanjaya, 2008: 95).

The advantages of inquiry learning strategies are: (1) inquiry learning strategies are learning strategies that emphasize the development of cognitive, affective and psychomotor aspects in a balanced manner, so that learning through this strategy is considered more meaningful, (2) inquiry learning strategies can provide space for students to learn according to their learning style, (3) Inquiry learning strategy is a strategy that is considered in accordance with the development of modern learning psychology which considers learning to be a process of changing behavior thanks to experience, and (4) being able to serve the needs of students who have the above abilities on average, so that students who have good learning abilities will not be hampered by students who are weak in learning (Sanjaya, 2008: 98).

The weaknesses of the inquiry strategy are: (1) it is difficult to control student activities and success; (2) it is not easy to design it, because it collides with students' habits; (3) sometimes the implementation requires a long time, so that the teacher finds it difficult to adjust it to the specified time (Sanjaya, 2008: 98).

Gunawan (2003: 253) states that critical thinking skills are the ability to think at a complex level and use the analysis and evaluation process. Furthermore, Arends (2008: 75) describes critical thinking as follows: (1) not algorithmic, the flow of action cannot be predetermined; (2) tend to be complex so that the entire plot cannot be observed from one point of view; (3) often produce multiple solutions, each with advantages and disadvantages compared to many single solutions; (4) involves consideration and interpretation; (5) involves self-regulation of thought processes; (6) is hard work, there is a big mental movement when doing the various types of elaboration and consideration required.

Muhfahroyin (2009) states that there are 12 indicators of critical thinking ability which are grouped into 5 aspects of critical thinking skills, namely: (1) providing simple explanations (including: focusing questions, analyzing questions, asking and answering questions about an explanation), (2) building basic skills (including: considering whether the source can be trusted or not, observing and considering a report on the results of observations), (3) concluding (including: deducing and considering the results of deductions, inducing and considering the results of induction, making and determining the value of considerations), (4) provide further explanations (including: defining terms and definition considerations in three dimensions, identifying assumptions), and (5) arranging strategies and tactics (including: determining actions, interacting with others).

III. Research Method

The research method is a quasi experiment. The study design was a two-factorial analysis of variance. The research instruments were questionnaires and tests that had been tested for their validity and reliability. The testing of the requirements carried out is the normality test and the homogeneity test. The data analysis technique used for hypothesis testing was analysis of variance at α 0.05.

IV. Discussion

The learning outcomes of Islamic Education students who were taught with the inquiry learning strategy obtained an average score of 22.80, while students who were taught with conventional learning only got an average of 17.11. The learning outcomes of students who are taught Islamic Education with inquiry learning strategies have better results. This is consistent with what was stated by Hanifah and Agustin (2012) who conducted research on class XI IPA 3 students at SMA Negeri 9 Surabaya, which stated that inquiry learning strategies can be used as a factor that can improve learning in the classroom. Then Harahap (2014) states that there is a significant influence of the Inquiry learning model on student learning outcomes by testing hypotheses with one-sided t test, namely the right side. The results obtained are tcount = 3,600 and ttable = 1,671 at the significant level α = 0.05, then tcount > ttable = (3,600 > 1,671), so reject H0 and accept Ha.

The explanation above illustrates that inquiry learning strategies can improve student learning outcomes. This can be stated because the Inquiry learning strategy as explained by Sanjaya (2008) states that this strategy is learning based on observation, search and discovery through a systematic thinking process.

Teaching and learning activities on the Inquiry strategy begin by exposing students to stimulating problems. Student activities are maximally emphasized on finding and finding their own answers to something that is being questioned. Students can formulate their own findings, which is done by the following steps: (1) identify and clearly formulate the

situation; (2) asking questions about facts; (3) formulating a hypothesis to answer questions; (4) collect information relevant to the hypothesis and test each hypothesis with the data that has been collected; and (5) formulate an answer to the main question and state the answer as a fact proposition.

Inquiry learning strategy is also a learning strategy that seeks to instill the basics of scientific thinking in students, so that in this learning process students learn more on their own, develop creativity in solving problems. Students are actually placed as learning subjects. The role of the teacher in learning with the Inquiry strategy is only as a facilitator, motivator and student learning guide, not as a learning resource different from conventional teacher-centered learning.

Thus it can be understood that in learning activities, learning strategies have an important role in improving student learning outcomes. Every learning activity has aspects of the goals to be achieved. Dick & Carey (2005) explains that learning strategies can help students achieve learning goals.

The learning outcomes of Islamic Education students who have high critical thinking skills have an average score of 22.71 while the learning outcomes of Islamic Education students who have low critical thinking skills only get an average score of 14.25. This is in line with research conducted by Yulistyani (2014) which states that the ability to think critically has a positive effect on learning achievement with the results of the t-test hypothesis that obtained a t-test value of 3.381, which is greater than the t-table of 2,000 at the 5% significance level, with a relative contribution of 57% and 19.8% effective contribution. So that Ho is rejected, it means that the better the ability to think critically, the higher student achievement. Conversely, the worse the critical thinking ability, the lower the learning achievement.

Students' critical thinking skills are a process of thinking rationally, objectively, analyzing arguments and generating insights into each meaning and interpretation, developing a cohesive and logical pattern of reasoning. Students who have high critical thinking skills will find it easier to think, analyze patterns of relationships and students will find it easier to solve problems, construct their knowledge. So that students who have high critical thinking skills will have higher learning outcomes than students who have low critical thinking skills.

Students who think critically have the ability and skills to solve problems and construct their knowledge which results in high learning outcomes. This is consistent with what Gunawan (2003) states that critical thinking skills are the ability to think at a complex level and use the analysis and evaluation process.

Student learning outcomes are influenced by the quality of learning and students' critical thinking skills. Thus the teacher as a person who is responsible for the success of the learning process must pay attention to aspects of the characteristics of the students he teaches. As with the results and findings of the study, there is an interaction between inquiry learning strategies and critical thinking skills (high and low) on the learning outcomes of Islamic Education in class X students at SMA Negeri 2 Tanjung Morawa. In this study, the factors under study that can affect learning outcomes, one of which comes from within students, is the student's critical thinking ability. And other factors that come from outside the students, especially those from the teacher, namely the learning strategies used by the teacher in the teaching and learning process. This is in line with the opinion of Shah (2008) which states that in addition to students' internal and external factors, learning approaches or learning strategies also affect the success rate of the process and learning outcomes.

The findings in this study include: (1) the average score of student learning outcomes taught by inquiry learning strategies is higher than the average score of student learning

outcomes taught by conventional learning, (2) the average result score student learning in students who are taught with inquiry learning strategies have a significant difference in learning outcomes both students who have high critical thinking skills and students who have low critical thinking skills, (3) there is a difference in the average score of student learning outcomes of Islamic Education in students those who have high critical thinking skills and those who have low critical thinking skills who are taught by inquiry learning strategies; the average score of student learning outcomes who have high critical thinking skills is higher than the average score of student learning outcomes who have low critical abilities, (4) the average score of learning outcomes of Islamic Education in students taught with inquiry learning strategies is more higher than the average score of the learning outcomes of Islamic Education in students taught by conventional learning who have high critical thinking skills.

V. Conclusion

The conclusions of the study are as follows: (1) the average learning outcomes of Islamic Education students who are taught with inquiry learning strategies are higher than the average learning outcomes of students taught by conventional learning. Thus the Inquiry learning strategy is effectively applied in Islamic Education learning to improve the learning outcomes of Islamic Education, (2) the average Islamic Education learning outcomes of students with high critical thinking skills are higher than the average student learning outcomes of Islamic Education. with low critical thinking skills, and (3) there is an interaction between learning strategies and critical thinking skills where students with high critical thinking skills are properly taught using inquiry learning strategies, this can be seen that on average have higher learning outcomes of Islamic Education.

Some suggestions are as follows: (1) to the principal to oblige Islamic education teachers when carrying out learning activities using a variety of learning strategies, one of which is the inquiry learning strategy. Principals can motivate Islamic Education teachers to always develop their knowledge of learning strategies by participating in Subject Teacher Deliberations, seminars and so on, (2) to Islamic Education Teachers to pay more attention to the learning strategies used when carrying out educational learning activities Islam. The teacher of Islamic Education can define the Inquiry learning strategy as one of the learning strategies of Islamic Education because this learning strategy provides higher learning outcomes compared to conventional learning, and (3) further researchers who wish to carry out the same research are advised to develop this research by preparing other variables in order to improve student learning outcomes.

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