The Influence Of Guided Inquiry Learning Model To Student's Learning Outcomes Based On Preknowlledge

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Abstract: *This study aims to determine the influence of guided inquiry learning model to student's learning outcomes based on preknowlledge. This type of research is quasi experiment. The independent variables in this research are guided inquiry model and the dependent variable is the learning outcomes, and the moderator variable is the preknowledge. The research was conducted in class VII of SMP Negeri 1 Aikmel East Lombok. Subjects of 119 subjects obtained through purposive sampling technique. The subjects of the study were divided into two groups: groups and control groups. Instrument data used in the form of test results of learning in the form of multiple choice. Data were analyzed using Anacova test at 5% significance level. The result of data analysis shows that there is no significant influence learnig model to student learning outcomes, but there is an interaction effect between the guided inquiry learning model with the preknowlwdge to the stident' learning outcomes.*
Keywords: *Guided Inquiry Learning Model, Learning Outcomes, Preknowledge.*

I.   Introduction

The world of education in the future has a huge challenge that is to realize the process of democratization of learning which is a process that reflects that learning is at the initiative of learners. [1] one of the prerequisites for the realization of a democratic learning society is the packaging of diverse learning, both learning strategies, teaching materials and evaluation of learning. Law of the Republic of Indonesia Number 20 of 2003 on National Education System states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble, as well as the skills required of himself, society, nation, and State. This requires that educational outcomes in this century not only have intelligence but also noble   skills   and   morals. [2] states, learning includes the development of knowledge, skills, attitudes and behavior in learners that occur as a result of observation activities, listening, imitating and direct practice of an activity. [3] Learning is an activity that proceeds and is a very fundamental element in the implementation of each type and level of education. So it can be said that a student who is learning is to direct all his ability and his mind seriously to explore and understand the knowledge of the subject matter to achieve success and success in learning.

The reality in the field shows that the educational and teaching process developed in the education unit in applying the proper pattern of education and teaching, has not received sufficient attention from the teaching staff so that the teaching and learning process tends to be irrelevant to the approach pattern or learning method used. Should be in the process of learning educators trying to help learners to learn. Educators must address challenges primarily related to relevant strategies and methods and can construct the expected atmosphere and learning process.

[4] states that learning is not just an activity of conveying something like explaining concepts and principles or demonstrating certain skills to learners. While [5] reveals that more information-absorbing learning results in more teaching behavior that "pours" the subject matter will cause the learners to have dependence on others. Therefore learners become less motivated in developing their thinking skills.

Factors affecting the learning process seen from the aspect of learners include aspects of the background of learners who include gender, birth place, student residence, socio-economic level of learners, of the family how learners derived and others, while seen from the nature of the learners include basic skills, knowledge and attitude [6]. In this study, the learner factor studied is the initial ability. In a good class there are high and low initial students. Teachers are expected to be able to empower students with low academic ability so that they have equal learning outcomes with high academic students. Educators need to pay attention to the academic ability possessed by learners because of the academic ability can affect the ability to think. In

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addition, educators also need to consider that the academic ability of the learners vary. This is consistent with the assertion [7] that naturally in one class the initial ability of learners varies high, medium and low, this may be due to innate or environmental factors. To improve the initial ability of learners need to make efforts in the learning process, both the use of methods and innovation in the development of learning This study aims to see the effect of guided inquiry model on learning outcomes of learners in terms of preknowledge.

II.   Research Methods

This research is a quasi experimental research with pretest post design nonequivalent control group design. Variable in this research include independent variable that is guided inquiry model, vbariabel bound that is learning result and moderator variable that is initial capability. Subjects in this study were students of junior high school class X which amounted to 119 people selected by purposive sampling. Implementation of this research is supported by research instrument in the form of test result test resulted in explanation. Learning result data collected through test and data were analyzed using anacova test.

III.   Result And Discussion

Obtaining the average score of students' sciense learning outcomes with high and low preknowlwdge categories, in the initial and final tests for the expression classes and control classes can be seen in Figure 1.
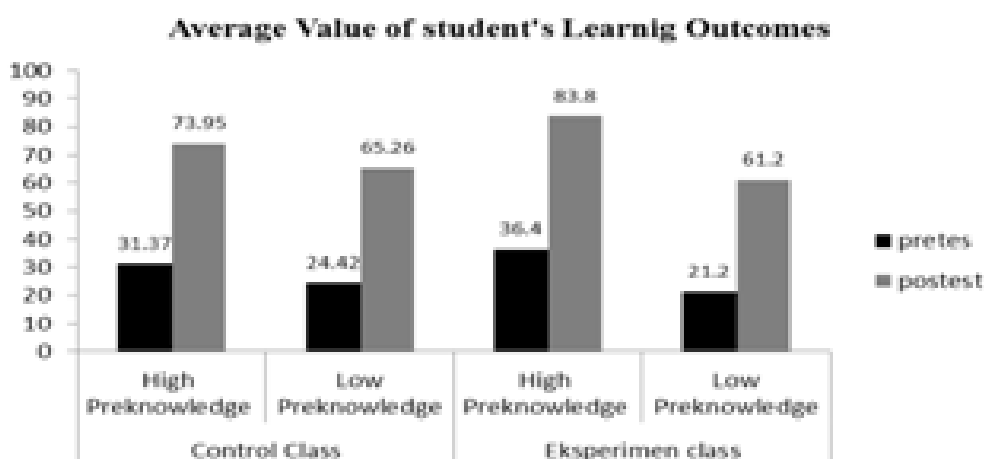

Fig. 1 : Average Value of Student's Learnig Outcomes

Based on the picture above shows that the average value of learning achievement of students who have high initial ability of both pretest and postes in both classes is higher than the group of learners who have low preknowledge. This shows that the early academic ability of learners is one of the factors that influence the learning outcomes obtained. Then the results of anacova test to see the effect of inquiry learning model to the learning outcomes reviewed from the initial ability and how the influence of interaction between the applied model with the initial ability possessed of the learning results are presented in table 1.

TABLE 1. Anacova Test Results

Tests of Between-Subjects Effects
Dependent Variable: Postes Value of learning Outcomes

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Model	197.792	1	197.792	3.443	.068	.045
Model * Preknowledge	470.113	1	470.113	8.183	.006	.101

Based on table 1 it can be seen that for the influence of learning model to the learning result, the significance value of 0.068 is greater than 0.05 which means that the inquiry learning model has no significant effect on the learners' learning outcomes. then if viewed based on the interaction between models applied with the initial ability possessed learners obtained a significance value of 0.006 that is smaller than 0.05 which means that there is an interaction effect between the model applied with the initial ability of learners have a

significant effect on the learning outcomes .

The lack of influence of the learning model on learning outcomes is caused by many factors including internal factors and external factors. The underlying reason why in this study the guided inquiry model does not have a significant effect on the learning outcomes of the first learner because this guided inquiry model has not been applied before so that when this study is held learners are not accustomed to learn to use this model so that learners have difficulty to follow lessons according to the syntax of the inquiry learning model. Secondly, from the researcher's side because seeing the condition of learners who have difficulty following the learning stages with the maximum then the researcher also difficult to apply the maximal learning model, where there is still the step that passed or cut, and so forth. This is in line with the research This is in line with the opinion [8], learning activities are influenced by several main factors, among others, internal factors and external factors, internal factors are factors that arise from the students, including physical factors, motivation, talent, attention , interests and fatigue factors. Factors that influence and arise from outside the students themselves are external factors that include school factors, factors that play an important role in the success of the learning process of learners such as curriculum, teacher relationships with learners and relationships among learners, learning tools, learning models, and school discipline.

IV.   Conclusion

Based on the objectives, data analysis and discussion that there is no significant influence learnig model to student learning outcomes, but there is an interaction effect between the guided inquiry learning model with the preknowledge to the stident' learning outcomes.

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