

**IMPLEMENTING THE INQUIRY LEARNING METHOD  
IN IMPROVING SUBJECT LEARNING OUTCOMES ARABIC  
LANGUAGE FOR TENTH GRADE STUDENTS MAN 1 WAY KANAN**

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**ABSTRACT**

*The primary goal of providing education is to graduate sincere students devoted to God Almighty, possessing knowledge, technology, and good morals. Apart from that, it is also able to produce graduate students who can keep up with current developments so that they can live independently in daily life. The formulation of the problem of this thesis is: How to apply the inquiry learning method to improve learning outcomes in Arabic language subjects for the tenth grade MAN 1 Way Kanan for the academic year 2022/2023. The focus of the problem in this research is: Would you like to know the extent to which the inquiry learning method is applied in improving learning outcomes in Arabic subjects at MAN 1 Way Kanan School? The aim of this research is to determine the extent to which the inquiry learning method is applied in improving the learning outcomes of Arabic language subjects for X MAN 1 Way Kanan.*

*The method used to collect data in this research is observation, interviews, and documentation, and the type of method used by the researcher is the case study method. In analyzing the data obtained, the researcher uses qualitative analysis, which is a research method used to examine the natural state of the organism (as opposed to experimental), where the researcher is the main tool, and data collection techniques are implemented in a triangular (aggregated) manner, and data analysis is inductive, and emphasizes Results of qualitative research on meaning instead. From the generalization.*

*The findings of field research are that there are still teachers who teach monotonously and orally, there is still a decline in students' educational achievement, and there are still students who are not proficient in reading and writing the Holy Quran, which makes the process of learning the Arabic language difficult. The result of this research is that it is known that the inquiry learning model is able to improve the educational achievement of students in Arabic language lessons. In other words, students' achievement in learning Arabic becomes better through the inquiry learning process. It can be seen from data derived from observations and documentation, as well as the results of interviews with researchers, that educational achievement in Arabic language subjects is high.*

**Keywords:** *applying the inquiry learning method, learning outcomes, Arabic language lessons*

## INTRODUCTION

This qualitative descriptive research is a method that aims to describe in full and in depth the social reality and various phenomena that occur in the society that is the subject of research so that the characteristics, character, characteristics and models of the phenomena under study are described in detail. 1

This research aims to find out implementation of the inquiry learning model in Arabic language subject X MAN 1 Way Kanan for the 2022/2023 academic year.

To determine what type of research will be researched, you must first understand who and where, more or less the number of people who will be the research object. If the object is on a large scale and is carried out on a group of people, then the most appropriate type of research is survey research. What is meant by survey research as in Maslow's book quoted by Soehartono explains that survey research is "large-scale observational research carried out on human groups. In other words Surveys are used to obtain data from certain natural places<sup>2</sup>

The implementation is as follows; The teacher divides the task of researching a problem to the class. Students are divided into several groups according to the number of students in the class, and each group gets a certain task to do. Then students study, research or discuss their assignments in groups. Starting with light tasks or material first, after the results of their work in groups are discussed, then a well-organized report is made.

Finally, the results of the group work report were reported to the educator, and extensive discussion took place. From the discussions between students and accompanying teachers, conclusions will be formulated as a continuation of the group work results. And the final conclusion is that if there is still follow-up action that must be carried out; this needs to be considered and followed up.

According to Tabrani, quoted in his book, Ramayulis explains that the inquiry learning method is a method where educators present material not in final form, but students are given the opportunity and chance to search and discover for themselves through problem solving methods.<sup>1</sup>

Based on the quote above, it can be explained simply that in this method the role of educators is to position themselves more as guides or learning leaders and

learning facilitators. In this way, students do more activities on their own or in the form of solving problems with the guidance of educators. This inquiry method can be carried out in groups or classically, both in class and outside of class. Other methods that are often involved in this activity are the discussion method, question and answer method and assignment method.

## **METHODS**

To determine the approach method that will be used in this research, the researcher first explains the meaning of method, referring to the following opinion explaining that:

Based on the quote above, it can be understood that research methodology is the methods or steps in the form of approaches that will be taken in collecting research data, before analyzing research data. The approach that researchers use is as follows:

1. *file research*(field action)
2. Documentation

Documents in the form of works, for example works of art, which can be in the form of pictures, sculptures, films and so on. 1

Based on the quote above, it can be further explained that what is meant by documentation is all efforts made by researchers to collect information that is relevant to the topic or problem that will be or is being researched. This information can be obtained from scientific books, research reports, scientific essays, theses and dissertations, regulations, decrees, yearbooks, encyclopedias, and other written and electronic sources.

Based on the quote above, it can be explained simply that library study is an activity that cannot be separated from research. The theories underlying the problems and areas to be researched can be found by conducting literature studies. Apart from that, a researcher can obtain information about similar research or that is related to his research. And research that has been carried out previously. By using library research, researchers can utilize all the information and thoughts that are relevant to their research.

## DISCUSSION

There are stages in this research. The first stage is following:

### 1. Planning

At this planning stage, there are several activities, namely: carry out curriculum analysis of the basic competencies that will be conveyed to students, Create planning an inquiry learning model, preparing materials and tools that will be used in the learning process, making an observation sheet form to observe student activities during the learning process, making student worksheets; Create evaluation questions as a form of test to determine student learning progress.

### 2. Implementation of Actions

At this stage, the action taken is to carry out learning activities according to the plan as planned by applying the learning model inquiry.

Learning activities are carried out which are initiated by the teacher by inviting students to pray together, take attendance, and convey the rules that will be implemented during the learning process. Next, the teacher prepares the media that will be used, namely power point slides to explain the steps of inquiry model learning activities. After that, the teacher divides the students into several groups and the teacher asks the students to sit according to their respective groups, then the teacher distributes worksheets to the students.

In the core learning activity, the teacher shows a video about Muhadatsah introducing new students. After the students observe the video, the teacher asks the students' opinions and asks them to express their opinions regarding the information obtained from the video. After that, the teacher and students try to identify the problems faced by Muhadatsah's introduction of new students and guide students to find hypotheses related to these problems. In this activity, the teacher provides opportunities for students to help each other in providing understanding to students who do not yet understand, so that there is interaction between teachers and students, students and other students. After identifying the problem and finding a hypothesis, the teacher asks students to collect as much data as possible regarding the Muhadatsah of

introducing new students in their own way and style using Arb language as proof of the truth of the hypothesis that has been formulated. After the students find the data, the teacher asks the students to sit back with their respective groups to discuss the Muhadatsah material introducing new students and sort the appropriate data to prove the hypothesis and answer the questions on the students' worksheets.

The next activity, the teacher asks students to make a focus list regarding the substance of the Muhadatsah introduction to new students using the tools and materials that have been provided.

After the students' assignments are completed as requested in the student worksheet, each group is asked to send a representative to present the results of their respective group's work. In the closing activity, teachers and students conclude the material and carry out learning evaluations to obtain student learning outcomes related to the learning material that has been carried out. Next, the teacher closes the lesson by praying.

### 3. Observation

Observations are carried out to observe student activities. Observations are carried out from the beginning of the learning process to the end of the learning process using the observation sheet that has been provided previously. The results of these observations will then be analyzed using a predetermined formula.

The description of the observation results for each activity is as follows.

Observation of student activities Student activities during learning can be seen from the results of the observation sheet filled in by the observer. The observation results will be presented in the following table:

No	Category	Amount
1	Indicator	7
2	maximum score	28
3	acquisition score	19
4	Assess student activities	68%

Criteria Quite Active

From this table, the value of describing student activity in the first stage is 68%, so that the criteria for being quite active are obtained

After the learning process activities, the next activity is giving a test evaluation to determine student learning outcomes. Evaluation cycle 1 was attended by 29 students out of 32 students. The evaluation test consists of 10 questions in multiple choice form.

The description of the evaluation test results in the first stage is described in the following table form:

No	Category	Amount
1	Student	20
2	Studentsin attendance	20
3	Completed students	11
4	Students who did not complete	9
5	The highest score	90
6	Lowest value	50
7	Total score of all students	1500
8	Average value	75
9	Classical completion percentage	59%

Based on this table, it can be understood that the percentage of student completion is 59%. So it can be concluded that the students' completeness has not met the classical completeness standard, namely >80%, so the researcher considers it necessary to continue research in order to achieve the specified classical completeness.

#### 4. Reflection

Reflection activities are carried out after the learning process and observations are carried out towards students in cycle 1. In this reflection activity, the teacher records the results of deficiencies in the learning process.

From the results of this first stage of reflection, the teacher found incompleteness so it was continued in the second stage.

For this reason, the teacher tries to make improvements at the next stage in accordance with existing deficiencies, as in the results of the reflection above

### **Second stage**

#### **1. Planning**

Planning in the second stage is carried out taking into account the results of the reflection in the first stage. At this planning stage, there are several activities, namely:

- 1) Carry out a curriculum analysis of the basic competencies that will be conveyed to students;
- 2) Make a plan for an inquiry learning model;
- 3) Prepare materials and tools that will be used in the learning process;
- 4) Create an observation sheet form to observe student activities during the learning process takes place;
- 5) Make student worksheets;
- 6) Create evaluation questions as a form of test to determine student learning progress.

#### **2. Implementation of Actions**

Basically, the implementation of learning in cycle 2 is not much different from the first stage. In this second stage of learning, teachers and students are starting to get used to implementing the model inquiry learning. The action taken at this stage is to carry out learning activities in class in accordance with the second stage learning implementation plan which has been made based on the results of reflection in the first stage by applying the inquiry learning model.

Learning activities are carried out which are initiated by the teacher by inviting students to pray together, take attendance, and convey the rules that will be implemented during the learning process. Next, the teacher prepares the media that will be used, namely power point slides to explain the steps of inquiry model learning activities. After that, the teacher divides the students into several groups and the teacher asks the students to sit according to their respective groups, then the teacher distributes worksheets to the students.

In the core learning activity, the teacher shows a video about the Muhadatsah conversation of new students. After the students observe the video, the teacher asks the students' opinions and asks them to express their opinions regarding the information obtained from the video. After that, the teacher and students try to identify the problems faced by new students' conversational Muhadatsah and guide students to find hypotheses related to these problems. In this activity, the teacher provides opportunities for students to help each other in providing understanding to students who do not yet understand, so that there is interaction between teachers and students, students and other students. After identifying the problem and finding a hypothesis, the teacher asks students to collect as much data as possible regarding the way Muhadatsah communicates with new students as proof of the truth of the hypothesis that has been formulated. After the students find the data, the teacher asks the students to sit back down with their respective groups to discuss the Muhadatsah material on new students' jahiliyah conversations and sort out the appropriate data to prove the hypothesis and answer the questions on the students' worksheet.

The next activity, the teacher asks students to make a focus list regarding the substance of the Muhadatsah way of new student conversations using the tools and materials that have been provided. After the students' assignments are completed according to the request in the student worksheet, each group is asked to send a representative to present the results of their respective group's work. .

In the closing activity, teachers and students conclude the material and carry out learning evaluations to obtain student learning outcomes related to the learning material that has been carried out. Next, the teacher closes the lesson by praying.

### 3. Observation

#### Observation of student activities

Student activities during learning can be seen from the results of the observation sheet filled in by the observer. The observation results will be presented in the following table



no	Category	Amount
1	Indicator	7
2	maximum score	28
3	Total score obtained	24
4	Assess student activities	86%

Average value 3,4 %

Criteria Active

From the table above, it is obtained that the value of the description of student activities in the second stage has increased from the first stage. In the first stage, the average student activity score was 68% with the criteria being quite active. Meanwhile, in both cases, the student activity score is 86% with active criteria.

#### Second Stage Evaluation Results

After the learning process activities, the next activity is to provide an evaluation to measure the completeness of student learning outcomes after carrying out the learning process using the inquiry model. In the second stage of evaluation, 31 students participated. Evaluation in the second stage also uses a written test in the form of multiple choice questions totaling 10 questions, as was done in the first stage. The description of the evaluation results in the second stage is described in the following table form:

No	Category	Amount
1	Student	20
2	Students in attendance	20
3	Completed Students	17
4	Incomplete Students	3
5	The highest score	100
6	Lowest Value	70
7	Total score of all	1700
8	students	85
9	Average value	81%
	Classical Completion	

Based on this table, the average score of class This shows that student learning achievement has increased from the results of the first stage. The KKM standard for Arabic subjects is  $>80$  with a classical completion percentage  $>81\%$ . So it can be concluded that the research has been successful.

#### 4. Reflection

After carrying out the learning process and learning result test evaluation activities in the second stage, the next stage is to reflect. As for the results of the reflection above, it can be concluded that learning using the inquiry model is able to improve student learning achievement in the Arabic language subject class X MAN 1 Way Kanan. With the results obtained, researchers do not need to continue research in the next cycle, hopefully they will get maximum results.

### CONCLUSION

This research was carried out in several stages, namely the planning stage, action implementation, observation and reflection for each cycle. The first and second stages are held in one meeting during the learning process, then the next step is the assessment of learning outcomes. Based on the results of student learning evaluation tests, the average score in the first stage was 75 and the average score in cycle 2 was 85. So the percentage of classical completeness in the first stage was 59% and the percentage of classical completeness in the first stage was 81%. It can be concluded that the criteria in the first stage were not successful and the criteria in the second stage were successful. Based on the classical completeness standard, namely  $>80\%$ , it can be concluded that the inquiry model used by researchers in this research can be said to be successful in improving student learning achievement in the Arabic language subject X MAN 1 Way Kanan.

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