

APPLICATION OF GUIDED INQUIRY METHOD IN LEARNING

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Submission date: 08-Jun-2023 03:01PM (UTC+0700)

Submission ID: 2111622210

File name: JURNAL_4_APPLICATION_OF_GUIDED.pdf (248.82K)

Word count: 4825

Character count: 28525



APPLICATION OF GUIDED INQUIRY METHOD IN LEARNING LANGUAGE FOR UNDERGRADUATE NURSING STUDENTS

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ABSTRACT

This paper discusses in detail the planning, implementation, and evaluation of the application of the guided inquiry method for undergraduate nursing students at the Universitas Bina Sehat PPNI Mojokerto. The lecturer solely serves as a facilitator through the guided inquiry method, which enables students to actively participate in learning activities. Learning materials for making proposals for community services, implementing community services, and writing articles about community services are the implementation of the guided inquiry method. The research design used is qualitative, which obtains descriptive information through interviews, observations of people's behavior, or written or spoken statements from participants. Observation, interviews, and documentation are data collection. Data analysis is summarized as (1) data compression in this activity, data are chosen based on the level of relevance and the relationship to data groupings. In addition, data are collected into one unit, and codes are created, (2) presenting by assembling related data, and (3) making conclusions to understand the significance of the sporadic symptoms. The use of the guided inquiry method in language acquisition can be divided into three categories based on the findings and discussion: planning, implementing and evaluating the application of the guided inquiry method. The guided inquiry approach is put into the students' learning experience of the lecturer planning section. Students use the guided inquiry approach in the application, starting with problem-solving, hypothesis-making, evidence-gathering, hypothesis-testing, and conclusion-drawing. Subsequently, the researcher made an evaluation criterion to test students' proficiency through the guided inquiry method. When the guided inquiry approach is used, students get learning opportunities, especially ones that help them develop their speaking and writing skills, which are two forms of productive language. The students' capacity to conduct teaching at school and produce articles for community service serves as evidence regarding this.

Keywords: community service learning material, guided inquiry method, language learning

PENERAPAN METODE INKUIRI TERBIMBING DALAM PEMBELAJARAN BAHASA SISWA S-1 KEPERAWATAN

ABSTRAK

Tulisan ini membahas perencanaan, implementasi, dan evaluasi penerapan metode inkuiri terbimbing secara rinci bagi mahasiswa S1 keperawatan Universitas Bina Sehat PPNI Mojokerto. Dosen hanya berperan sebagai fasilitator dengan menggunakan metode inkuiri terbimbing yang memungkinkan mahasiswa untuk berpartisipasi aktif dalam kegiatan pembelajaran. Materi membuat proposal pengabdian masyarakat, melaksanakan pengabdian masyarakat, dan menulis artikel tentang pengabdian masyarakat merupakan contoh penerapan teknik inkuiri terbimbing. Desain penelitian yang digunakan adalah kualitatif, yang menghasilkan informasi deskriptif melalui wawancara, observasi perilaku orang, atau pernyataan tertulis atau lisan dari partisipan. Observasi, wawancara, dan dokumentasi adalah semua bentuk pengumpulan data. Analisis data dirangkum pada (1) kompresi data dalam kegiatan ini, data dipilih berdasarkan tingkat relevansi dan hubungannya dengan pengelompokan data. Selain itu, data dikumpulkan menjadi satu unit dan kode dibuat. (2) Menyajikan data dengan mengumpulkan data terkait, dan (3) menarik kesimpulan untuk memahami signifikansi gejala sporadis. Penggunaan teknik inkuiri terbimbing dalam pemerolehan bahasa dapat dibagi menjadi tiga kategori berdasarkan temuan dan pembahasan: perencanaan, pelaksanaan, dan evaluasi penerapan metode inkuiri terbimbing. Pendekatan inkuiri terbimbing dimasukkan ke dalam bagian pengalaman belajar mahasiswa bagian perencanaan dosen. Siswa menggunakan pendekatan inkuiri terbimbing pada bagian aplikasi, dimulai dengan pemecahan masalah, pembuatan hipotesis, pengumpulan bukti, pengujian hipotesis, dan penarikan kesimpulan. Selain itu, peneliti membuat kriteria evaluasi untuk menguji kemampuan siswa menggunakan metode inkuiri terbimbing. Ketika pendekatan inkuiri terbimbing digunakan, siswa mendapatkan kesempatan belajar, terutama yang membantu mereka mengembangkan keterampilan berbicara dan menulis, yang merupakan dua bentuk bahasa produktif. Kemampuan anak-anak untuk melaksanakan pengajaran di sekolah dan menghasilkan artikel untuk pengabdian masyarakat menjadi bukti akan hal ini.

Kata Kunci: materi pengabdian masyarakat, metode inkuiri terbimbing, pembelajaran bahasa

Submitted	Accepted	Published
17 Desember 2022	15 Januari 2023	30 Januari 2023

Citation	: Zainudin, M., &. Nurjanah, E. (2022). Application Of Guided Inquiry Method In Learning Language For Undergraduate Nursing Students. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(1), 52-59. DOI: http://dx.doi.org/10.33578/pjr.v7i1.9089 .
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INTRODUCTION

Indonesian language courses are compulsory subjects taught in tertiary institutions. In accordance with the Decree of the Director General of Higher Education, Ministry of National Education of the Republic of Indonesia number 43/DIKTI/Kep/2006, after studying this course students are expected to become scientists and professionals who have a positive attitude towards the Indonesian language, able to use properly and correctly in expressing understanding for various purposes, according to their respective professions (Hidayat et al., 2019). Of course mastering language skills is very important. Students cannot only focus on one language skill, because all language skills are interrelated. One skill affects other skills (Tarigan, 2008).

There are many ways to hone language skills, one of which is by carrying out Tri Dharma activities, because carrying out Tri Dharma activities can improve the quality of education and develop intelligent, creative, innovative, and noble people (Rabiah, 2015). As the spirit of higher education, tri dharma is divided into three parts, namely the fields of teaching, research, and community service where all three should be carried out in a balanced manner (Effendi & Wahidy, 2019). In learning Indonesian language courses, researchers plan community service activities to hone language skills. This is based on the observations and experiences of researchers when conducting community service with fellow lecturers, that there are many preparations and actions that must be carried out by the service team to carry out community service activities, such as obtaining permits, field observations, gathering information from partners regarding problems that arise, looking for references to find solutions, planning the stages of community service activities, providing counseling, training or assistance to the community, and compiling reports. All of these stages are loaded with the utilization of the 4 language skills, namely, listening, speaking, reading, and writing.

The appropriate method for applying these activities is the guided inquiry or guided discovery method. This method is a method that demands active student involvement and the lecturer acts as a facilitator (Pertiwi, 2018). In another opinion, students are not only required to be active but also able to think critically and analytically to be able to find out and find answers to a problem themselves (Sanjaya, 2012). Furthermore, Sanjaya said that inquiry learning can make learning more meaningful, and can develop cognitive, affective, and psychomotor aspects. In line with Sanjaya's opinion that the inquiry method can not only develop these three aspects, but can also improve one of the important components in learning, namely motivation (Bruno, 2019). A set of motivations as expressed (Keller, 2010) namely attention, relevance, confidence, and satisfaction, can be achieved through the guided inquiry method. In practice, the inquiry learning model does not only develop intellectual abilities, but all existing potential including emotional development and skills development. In essence, the inquiry learning model is a process. This process starts from the formulation of the problem, develops hypotheses, collects evidence, tests hypotheses and draws temporary conclusions, tests temporary conclusions in order to arrive at conclusions that are believed to a certain extent by the students concerned (Jayadinata et al., 2016).

Research on the guided inquiry method has been carried out by:

1. Dhedi Ermawan, et al., with the title analysis of thinking maps strategies in guided inquiry learning on critical thinking skills. The results of the study show that there is a link between thinking maps and critical thinking skills (Armawan et al., 2017).
2. Euis Yuniastuti, dengan judul peningkatan keterampilan proses, motivasi, dan hasil belajar biologi dengan Euis Yuniastuti, with the title of increasing process skills, motivation, and learning outcomes in biology with guided inquiry learning strategies for

class VII students of SMP Kartika V-1 Balikpapan. The results showed that there was an increase in students' learning motivation and process skills which had an impact on student learning completeness (Yuniastuti, 2016).

3. Asnita, Wasis, Soejipto, with the title of developing a science learning tool guided inquiry model with the ARCS motivational strategy to improve junior high school student learning outcomes. The results of the study show that the guided inquiry learning model using the ARCS motivational strategy is appropriate for improving junior high school student learning outcomes (Asnita, Wasis, 2016).
4. Ida Fitriyanti and Munzil, with the title application of media-assisted guided inquiry learning strategies to improve students' scientific thinking skills in junior high school science learning. The results showed that there was an increase in scientific thinking skills from cycle 1 to cycle 3. In cycle 1, the average scientific thinking was 70%. Cycle 2 increased to 75%, while cycle 3 increased to 83.75% (Fitriyati & Munzil, 2016).
5. Parno, entitled the influence of the guided discovery model with a self-explanation strategy on student achievement in solid state physics. The results showed that the guided discovery model with a self-explanation strategy could improve learning achievement which was marked by a gain score in the experimental class of 0.467 compared to the control class of 0.385 (Parno, 2015).

Based on these details, the difference in research between previous researchers and researchers is in the application of the guided inquiry method. The researcher applied the guided inquiry method to the material through a series of community service activities at school, namely compiling community service proposals, conducting community service activities, and compiling community service reports.

The objectives of this research are: (1) to describe the planning of guided inquiry methods in language learning for undergraduate nursing students. (2) Describe the application of the guided inquiry method in language learning for

undergraduate nursing students. 3) Describe the evaluation of the application of the guided inquiry method in language learning for undergraduate nursing students

REASERCH METHOD

This type of research is qualitative research, namely research that produces descriptive data in the form of written or spoken words from people or observable behavior (Moleong, 2008). Some say that between qualitative and quantitative research, there are differences in data. Data in qualitative research can be in the form of personal documents, field notes, statements and actions of respondents, documents, etc., while quantitative research data are in the form of numbers (Sugiyono, 2013).

The sources of data in this research are activity proposals, reports on the results of student service activities in various schools, as well as scientific community service articles. There are 4 classes that carry out community service activities. Each class is divided into 2 groups, so there are 8 groups that carry out community service activities at school. The schools that are student partners are SDN 4 Kranggan Mojokerto, SDN Gebangmalang, Mojoanyar District, Mojokerto, SDN Randu Bango, Mojosari Mojokerto District, SDN 1 Jabon, Mojoanyar District, Mojokerto, Warugunung Elementary School, Pacet Mojokerto District, Ngastemi Elementary School, Mojokerto Ward District, Padusan Elementary School, Pacet District Mojokerto, and SDN Tempuran, Pugging District, Mojokerto. The research data are words, phrases, activity proposal sentences, community service activity reports and scientific articles on the results of community service activities.

The data collection techniques include observation, interviews, and documentation. Observations were made to observe student activities when planning community service activities. Interviews were conducted to get an overview of the activities to be carried out immediately, while documentation was carried out for data collection, both before and after the service was carried out.

Data analysis carried out by researchers are as follows: (1) data reduction. This activity

includes selecting data on the basis of its level of relevance and its relation to data groups, compiling data in similar units, and coding. (2) displaying data by compiling relevant data, (3) drawing conclusions to get a meaning of the scattered symptoms to have deep meaning.

RESULTS AND DISCUSSION

a. Planning Analysis of Guided Inquiry Methods in Language Learning for Undergraduate Nursing Students

For this stage the researcher prepared a Semester Learning Plan (RPS), in which in the preparation of the RPS the researcher adjusted it to the format of the study program and the achievements of graduates of the Bachelor of Nursing study program, namely mastering theoretical concepts, principles and effective communication techniques in providing nursing care and Able to compile a scientific description of the results of the study mentioned above in the form of a thesis or final project report, and upload it on the college website. Based on these achievements, the researcher formulated two achievements for the Indonesian language course, namely (1) When given discussion and presentation assignments, students are able to use good and correct Indonesian. (2) When given the task of writing, students can use the rules of writing according to the type of writing assigned by using good and correct Indonesian.

Based on the formulation of the achievements of the course, the researcher formulates materials that will be studied by students for one semester, namely material about the nature of language, position and function of language, scientific terms and varieties of languages, preparation of oral presentations, effective sentences, paragraphs based on the location of the main sentence and delivery style, paragraph development patterns, essay themes, essay outlines, community service proposals, community service implementation, community service reports and articles, punctuation and spelling, citations and reference systems, and compiling abstracts.

After formulating the material, the researcher included a list of references that students must study related to these materials.

Furthermore, the researcher made a table containing the components, such as: meeting, time, specific learning outcomes, study materials (material), student learning experiences, indicators, criteria and forms of assessment, and the name of the teacher.

In the Semester Learning Plan, the researcher includes the stages of the guided inquiry method on student learning experiences. The material that the researcher took as an example of the application of the guided inquiry method was material for preparing proposals, implementing community service, and making community service reports/articles. In the material for preparing proposals, students have started to be guided by researchers to determine schools and arrange permits, as well as observing the school to look for problems that are being faced by students, after that students and their groups discuss making hypotheses, then collect evidence together, test hypotheses, then draw a conclusion.

b. Analysis of the Implementation of the Guided Inquiry Method in Language Learning for Undergraduate Nursing Students

After formulating the RPS, what is done next by the lecturer in implementing Indonesian language learning is to use the guided inquiry method. The implementation of learning is guided by the guided inquiry method which is carried out in an integrated manner, planned and guided by educators to obtain and develop concepts of knowledge and skills (Firdaus & Wilujeng, 2018). The stages of implementing the guided inquiry method include: problem formulation, developing hypotheses, collecting evidence, testing hypotheses and drawing temporary conclusions, testing temporary conclusions so that they arrive at conclusions that the student believes to a certain extent.

Research Problem

At this stage, the researcher can provide examples of the material for preparing community service proposals that are already contained in the RPS. In this material, the lecturer gives assignments to students to observe schools

that will be used as community service areas. At this stage the lecturer provides guidance to students to arrange a permit to carry out community service at the school. Furthermore, the lecturer also provides guidance to students on what to convey to the school principal regarding

the community service plan. No less important is the observation of the problems faced by the target partners. The problems that each group managed to get when they entered the school were visualized as shown in the following table.

Table 1. List of School Names and Partner Issues

No.	School name	Partner problems
1	Padusan Elementary School, Pacet District, Mojokerto	Partners still have low knowledge about dental and oral health
2	SDN Tempuran, Pungging District, Mojokerto	The partner's knowledge of snacks and healthy food is still low
3	Ngastemi Elementary School, Ward District, Mojokerto	Partners still have low knowledge about the dangers of gadgets
4	Warugunung Elementary School, Pacet District, Mojokerto	Partners still have low knowledge about worm prevention
5	Gebangmalang Elementary School, Mojoanyar District, Mojokerto	The partner's knowledge is still low about the sorting of inorganic organic waste
6	Randu Bango Elementary School, Mojosari District, Mojokerto	Partners' knowledge of dengue prevention is still low
7	SDN 4 Kranggan, Mojokerto	Partners still have low knowledge about Supplementary Feeding (PMT)
8	SDN 1 Jabon, Mojoanyar District, Mojokerto	The partner's knowledge of PHBS and environmental hygiene is still low

Make a hypothesis

At this stage student make temporary answers to problems that have been found at school. Each group discussed the solutions that would be implemented to solve the problem. Of

course in the discussion process the lecturer directs and guides students to adjust to the abilities of each group, so that solutions are obtained from each group as visualized in the following tab.

Table 2. School Names and Solutions/Problem Solving

No.	School name	Solution/problem solving
1	Padusan Elementary School, Pacet District, Mojokerto	Dental and oral health education
2	SDN Tempuran, Pungging District, Mojokerto	Education on snacks and healthy food
3	Ngastemi Elementary School, Ward District, Mojokerto	Gadget danger education
4	Warugunung Elementary School, Pacet District, Mojokerto	Worm prevention education
5	Gebangmalang Elementary School, Mojoanyar District, Mojokerto	Education on sorting inorganic organic waste
6	Randu Bango Elementary School, Mojosari District, Mojokerto	Dengue prevention education
7	SDN 4 Kranggan, Mojokerto	Education on Supplementary Feeding (PMT)
8	SDN 1 Jabon, Mojoanyar District, Mojokerto	PHBS education on environmental hygiene

Gathering evidence

At this stage, students search for data through observation, experimentation, etc. to

prove the hypothesis is true or not. What each group does in this activity is preparing educational steps for target partners, starting from preparing

tools and materials used for education, such as laptops, LCDs, sound systems, rewards, souvenirs, consumption, and other materials. others who support educational activities. In addition, each group also prepared pre-test and post-test questions, materials according to the problems obtained during the observations, made power points, and presented them to the target partners. At this stage the lecturer directs and guides the organization of material using techniques such as deduction, induction, or mix, as well as guiding students to create presentation scenarios to attract target partners' interest, for example by inserting educational games with

prizes. Furthermore, the lecturer also guides students to record all activities during the discussion. How does the service team provide stimulus to the target partner, and how is the response from the target partner. This record is useful for further activities.

Test the hypothesis

At this stage, the data that students have collected will be analyzed and presented in the form of diagrams or tables to facilitate decision making. The following are the pretest and posttest values of the educational results of each group at school.

Table 3. Pretest and Posttest Values

No.	Nama Sekolah	Nilai Rata-Rata Pretes	Nilai Rata-Rata Postes
1	SDN Padusan Kecamatan Pacet, Mojokerto	34,56	82,63
2	SDN Tempuran Kecamatan Pungging, Mojokerto	34,83	77,4
3	SDN Ngastemi Kecamatan Bangsal, Mojokerto	43,7	82,23
4	SDN Warugunung Kecamatan Pacet, Mojokerto	40,56	86,26
5	SDN Gebangmalang Kecamatan Mojoanyar, Mojokerto	46,1	75,06
6	SDN Randu Bango Kecamatan Mojosari, Mojokerto	52,4	85,73
7	SDN 4 Kranggan Mojokerto	33,83	80,6
8	SDN 1 Jabon Kecamatan Mojoanyar, Mojokerto	39,7	83,4

Based on the table it is visualized that there is an increase in knowledge after educating the target partners. Partners who initially did not know about this problem, after education their knowledge increased. Of course the education designed by students is really well planned, starting from the materials, methods, and also the media, all of which are prepared and implemented according to the educational scenarios that have been made and mutually agreed upon.

Draw a conclusion

At this stage student with their respective groups can draw conclusions to be matched with the initial hypothesis whether the hypothesis is accepted or rejected. Based on the results and analysis that has been done, the initial hypothesis is accepted because it is appropriate, namely education applied in schools to problems that students get can significantly increase student knowledge.

c. Analysis of the Evaluation of the Application of the Guided Inquiry Method in Language Learning for Nursing Undergraduate Students

The evaluation used by lecturers in the Indonesian language learning process is not only to find out how far students can understand the material presented, but also to find out how far students can follow the stages of the guided inquiry method. The assessment rubric is prepared by lecturers to assess documents in the form of articles on student service results and educational assessment rubrics. Also at this stage, the lecturer sees how active students are starting from forming groups, formulating problems based on initial observations, making hypotheses, gathering evidence, testing hypotheses, and drawing conclusions. Based on the evaluation of the application of the guided inquiry method, there is an important note for researchers, namely not all students have mental readiness and maturity, so here the lecturer provides guidance to students to



be able to grow self-confidence when going into the field. For example, when students make initial observations at school, they must first obtain a permit. Then deliver the letter to the school and state the aims and objectives according to the letter. Researchers always advise students to make more use of listening skills and writing skills than speaking skills, even though speaking skills are also very important. By utilizing more listening skills, students will get valuable information from the school principal regarding recommendations that must be made when educating students. By

utilizing writing skills, students can record important points of recommendations, suggestions, or criticisms given by the school principal to then be followed up with the group. Furthermore, the application of the guided inquiry method at least provides learning experiences for students, especially in language learning to be able to improve productive language skills, namely, speaking and writing. This can be proven by the ability of students to conduct education at school and make community service articles.

Table 4. Evaluation of the results of the implementation of education and preparation of community service articles

No.	Group name	Education	Devotion Articles
1	Group, Pacet District, Mojokerto	complete	Article according to format
2	Group, Pungging District, Mojokerto	complete	Article according to format
3	Group of SDN Ngastemi Ward District, Mojokerto	complete	Article according to format
4	Group, Pacet District, Mojokerto	complete	Article according to format
5	Group of SDN Gebangmalang, Mojoanyar District, Mojokerto	complete	Article according to format
6	Group of SDN Randu Bango, Mojosari District, Mojokerto	complete	Article according to format
7	Group of SDN 4 Kranggan Mojokerto	complete	Article according to format
8	Group of SDN 1 Jabon, Mojoanyar District, Mojokerto	complete	Article according to format

CONCLUSIONS AND RECOMMENDATION

Based on the results and discussion that has been described, it can be concluded that : (1) the planning of the guided inquiry method in learning Indonesian for Bachelor of Nursing students at the PPNI Mojokerto Healthy Development University, namely the researcher compiling a lesson plan in which the guided inquiry method is included. The researcher inserted the guided inquiry method into the student learning experience section. (2) an example of the implementation of the Method Guided inquiry in learning Indonesian for Bachelor of Nursing students at University of Bina Sehat PPNI Mojokerto, is the material for preparing community service proposals up to writing community service reports. Here students apply the stages of the guided inquiry method starting from problem formulation, making hypotheses, gathering evidence, testing hypotheses, and drawing conclusions. (3) The evaluation of the implementation of the guided inquiry method is that the lecturer prepares an assessment rubric to see the student's ability to

carry out the stages of the guided inquiry method. An important note is that not all students have mental readiness and maturity, for example when they are about to enter school, so the lecturer provides guidance to students to utilize listening and writing skills as much as possible, although speaking skills are also very important, especially when educational activities take place. Furthermore, the application of the guided inquiry method provides learning experiences to students, especially experiences to improve productive language skills, namely speaking and writing. This can be proven by the ability of students to conduct education at school and make community service articles.

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